

1990

February 1, 1990

Council on Academic Affairs

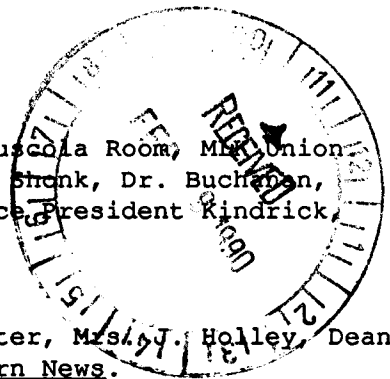
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MINUTES OF THE COUNCIL ON ACADEMIC AFFAIRS
February 1, 1990



The meeting was held at 2:00 p.m. on February 1, 1990, in the Arcola/Tuscola Room, MLK Union
Members present: Dr. Bates, Dr. Nilsen, Dr. Weidner, Dr. Gholson, Dr. Shank, Dr. Buchanan, Dr. Shank, Dr. Bonnicksen, Mr. Herde, Dr. Sutton, Vice President Kindrick, Ms. Radjenovich, and Mr. Moushon.
Members absent: Dr. Gholson.
Staff present: Mrs. Schaeffer, and Dr. Whitley, Academic Affairs.
Visitors: Dean Laible, Assistant Dean Lynch, Dr. Bock, Dr. Foster, Mrs. J. Holley, Dean Moore, Dr. Jeanne Simpson, Ms. J. Beach, Daily Eastern News.

I. Minutes.

The minutes of January 25, 1990, were approved with the following amendment.

- Under item X., The motion passed, as amended, with a vote as follows:
Yes: Dr. Bates, Dr. Bonnicksen, Dr. Buchanan, Dr. Gholson, Dr. Nilsen, Dr. Shank, Dr. Sutton, Dr. Weidner, Mr. Moushon, Mr. Herde.
No: Dr. Shonk.

II. Communications.

- Memo from Janet Holley, Community College Relations, regarding the Writing Competency Exam for transfer students.
- Minutes of the Council on Graduate Studies, 1/30/90.
- College of Education Curriculum Committee Minutes, 1/22/90.
- Liberal Arts & Sciences Curriculum Committee Minutes, 1/24/90.
- Academic Waiver Report from the College of Applied Sciences for January.
- Memo from Dean Laible, College of Liberal Arts & Sciences, requesting executive action, 1/29/90.

III. Undergraduate Education Study of Eastern Illinois University, (88-99).

Dr. Shonk reported on the Subcommittee on ABC/NC. Dr. Shank moved and Dr. Bates seconded the motion to approve option one of the proposal on ABC/NC. The motion passed unanimously. See Attachment A.

Dr. Sutton reported on the Subcommittee on Writing Across the Curriculum. Dr. Sutton move and Ms. Radjenovich seconded the motion to approve the document on Writing Across the Curriculum. Voting will be later.

IV. New Management Concentration, Administrative Management, (90-4).

Dr. Brannen, Chair of Management/Marketing, Dr. Elmuti, and Dr. Arnold presented the proposal and answered questions of the Council. The motion passed unanimously.

This action approves the following to become effective Summer 1990.

Select concentration in Operations Management, Human Resources, or Administrative Management 12 to 15 sem. hrs.

Administrative Management:

Management courses selected from the areas of Organizational Theory, organizational studies, law, human resources, operations, and international business.
Total, 15 sem. hrs.

V. Attached to these CAA Minutes is a copy of the General Education Program approved by President Rives. See Attachment B.

The meeting adjourned at 3:30. Billie Rawlings - Recording Secretary

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ANNOUNCEMENT OF MEETING

February 8, 1990, 2:00 Arcola/Tuscola Room - MLK Union

Agenda:

- *88-99 Undergraduate Education Study of Eastern Illinois University.
- *90-2 New Course Proposal, FIN 3840, Real Estate Finance.
- *90-3 New Course Proposal, OED 1000, Portfolio Development.

ATTACHMENT A
REPORT OF SUBCOMMITTEE ON ABC/NC

November 17, 1989
Revised 30 January, 1990

The following recommendation is for the Council's Consideration.

A student receiving an NC in any of the three core language courses will be evaluated by the course instructor according to a system developed by a committee of English and Speech Communication Faculty. The Council will approve this system and review it periodically. The results of the evaluation require the student either to:

a. repeat the course immediately;

or

b. repeat the course immediately and enroll concurrently in a Writing Center or Speaking Center course which will provide tutorial aid based on the evaluation of the instructor who assigned the NC grade.

The Writing Center and Speaking Center courses will carry one semester hour of credit, not for graduation, and will be graded C/NC. The one hour of credit will be granted only upon successful completion of the core language course. A student must maintain consecutive enrollment in the two core writing courses, in sequence, until they are successfully completed.

The subcommittee recognizes two approaches to students hoping to transfer credit for courses judged equivalent to Eastern's three core language courses in which they have earned less than a C. Because the University accepts credit only for courses passed, the grade in question is the grade of D.

Option one -- Students may not transfer credit for core language courses in which they received less than a C. Thus the transfer student will follow the same path as EIU native students and will enroll in the appropriate language course in his or her first semester on campus.

ATTACHMENT B

COUNCIL ON ACADEMIC AFFAIRS

General Education at Eastern Illinois University

We define General Education specifically as that part of the university educational experience that provides students with intellectual, aesthetic, and cultural foundations essential to their development as productive citizens and leaders in a democratic society.

The purpose of General Education is to develop the ability to listen and read critically; to inquire, analyze, and think independently; and to communicate clearly and effectively. General education provides individuals with a body of knowledge with which they can make informed decisions, come to respect the diversity in human values as well as the dignity and responsibility of the individual, and understand western culture and explore the diversity of cultural perspectives. Through General Education, students should experience and appreciate the variety of ways of knowing. Above all, General Education should foster the desire for lifelong learning.

The specific objectives of the General Education program are to develop the following nine traits and abilities:

1. Literacy: listening and reading with comprehension; writing and speaking in standard English.
2. Reasoning ability: logical, critical, independent thinking and inquiry; evaluation and processing of oral, written, and visual information; decision making; recognition of relationships, of similarities and differences.
3. Quantitative analysis: understanding numerical, graphical, and statistical data; recognizing the use and misuse of data; developing sufficient skills to analyze, manipulate, and interpret data.
4. Historical consciousness: comprehension of those forces and events that have shaped our nation and the world.
5. Scientific awareness: understanding the nature and methods of science, its reliability and its limitations; demystification of science and technology; economic social, political, and ethical implications of science and technology; learning how to confront dilemmas that science and technology create.
6. Social responsibility: learning to relate meaningfully to others; assessing the impact of racial and ethnic prejudices on attitudes and behaviors; developing the capacity to make informed, responsible individual and social judgments which provide for the judicious resolution of social conflicts; recognizing and accepting the privileges and responsibilities of democratic citizenship; understanding the contributions of physical, social, intellectual, and emotional well-being and sense of self to the quality of community life.
7. Aesthetic literacy: an awareness, appreciation, and understanding of the contributions of the arts to past and present cultures.

8. Multicultural awareness: an understanding of the diversity of cultures and experiences that characterize the western and non-western worlds and the many forms of expression of that diversity.
9. Intellectual curiosity: appreciation of knowledge for its own sake, development of interest in intellectual and aesthetic matters sufficient to motivate continuing self-directed learning.

We do not claim these traits and abilities are exclusive of all others, nor do we see them as justification for any specific course or set of courses. Instead, they demonstrate those traits and abilities that the University wishes to encourage through General Education.

COURSES WITHIN THE INTEGRATED CORE WILL:

1. supply skills, perceptions, or outlooks not inherent in majors so that alumni will be more adaptable to the flux of demands placed upon them;
2. be neither remedial nor compensatory;
3. pose real world problems to encourage application of knowledge in addition to acquisition of theory;
4. show connections to areas of knowledge beyond the specific subject matter with which they deal;
5. show how a subject area addresses a fundamental question of general human concern;
6. be forward looking or future oriented;
7. encourage the basic traits and abilities (critical thinking, oral and written communication, and quantitative skills).
8. be designed specifically to meet the objectives for General Education adopted by the Council on Academic Affairs.
9. be available for incorporation into a major or minor if a department elects to do so, pending the approval of the appropriate academic councils.
10. contain a specific writing component which should be appropriate to the course's content and the method of instruction used in the course (this proposed item has not yet been voted upon).

SEGMENTS OF THE INTEGRATED CORE (includes elements, themes, and experiences)

Language

9 sh

The requirement shall be three courses: two in reading and writing and one in listening and speaking.

These courses shall be graded A, B, C, N/C. (Details regarding implementation of this requirement are forthcoming.)

The development of college-level writing and reading abilities should originate in a theme-writing course designed to improve facility in sentence structure, paragraph development, and organization. Development should continue through additional courses which may serve as an introduction to poetry, fiction, drama, and other forms of literature, but should continue to focus on student writing. Since skills and abilities in writing and reading must be continually exercised, they should be integrated to some degree in every course in the General Education curriculum.

The development of college-level speaking and listening abilities should begin in a course stressing the fundamental principles of selecting, analyzing, evaluating, organizing, developing, and communicating information, evidence, and points of view in both formal and informal situations. Since speaking and listening skills must have constant exercise in order to develop fully, they should be integrated to some degree into every course in the General Education Curriculum.

Quantitative Reasoning and Problem Solving

3 sh

The requirement shall be a mathematics course in which emphasis is placed on using reasoning abilities for quantitative problem solving. Such use of these concepts and principles should be developed and reinforced throughout the curriculum.

Specifically, courses approved for General Education in mathematics should develop understanding of the nature of mathematics; ability to recognize appropriate use and misuse of mathematics; reasoning ability for quantitative analysis; strategies for problem solving; and practice in understanding of numerical, graphical, and statistical data.

Human Behavior, Social Interaction, and Well-Being

6 sh

The requirement shall be two courses: at least one shall deal with the understanding of individual and/or collective behavior.

This section enables students to use theory and empirical investigations to understand individual and collective behavior in political, economic, educational and other important institutions. This segment provides the opportunity to learn the interrelatedness of the intellectual, physical, emotional, spiritual, and other dimensions of well-being as well as an opportunity to understand the principles of health in its many ramifications.

Cultural Experience

6 sh

The requirement shall be two courses: one in the fine arts and one in either literature or philosophy.

This component focuses the universal aspects of human experience and particularly on those ideas, qualities, and experiences that throughout history have elevated and inspired human cultures.

The fine arts component provides students an awareness and understanding of their artistic heritage and an opportunity to develop critical skills. Through this experience students should gain an appreciation for the contemporary fine arts and link the past with the present by a study of changes in the methods of artistic expression. This component provides a broad exposure to the fine arts so that students may extend their knowledge and interests to a wide variety of artistic work beyond the classroom.

The literature and philosophy component focuses student attention on universal aspects of the human experience and promotes an understanding of the humanistic approaches to knowledge. Courses should include extensive reading of primary texts and a significant writing component. This experience acquaints students with the qualities of literature and philosophy that have been used over time to express emotions, ideals, and values.

Scientific Awareness

8 sh

The requirement shall be at least one course in the biological sciences and one in the physical sciences. At least one of the courses shall be a laboratory course.

This component provides experience and understanding of what science is and is not, along with an awareness 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 combine development of an understanding of a minimum set of basic facts, principles, and theories with participation in experimentation. The courses provide an introduction to experimental design, hypothesis design and testing, data analysis, and drawing 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 misuse of scientific knowledge.

Foundations of Civilizations

3 sh

The requirement shall be a course which provides a perspective on the development of western and non-western cultures. It should stress relationships of the past to the present with emphasis on the recurring themes which connect the past, present, and future. An understanding of the diversity of cultures that characterize the modern world and the many forms of expression of that diversity will be developed. Students should come to understand how landmark documents have affected human events.

United States Constitution

3 sh

The requirement shall be a course which provides understanding of our country and its government. A broad understanding of how the United States Constitution shapes and was shaped by our national history should evolve, with emphasis on the recurring themes which connect the past, present, and future.

Foreign Languages

0-6 sh

The requirement shall be two courses in a single foreign language. Exemptions: those who have completed two years of a single foreign language in high school with a grade of C or better will have satisfied this requirement.

Freshmen entering in Fall 1991 who have completed one year in a single foreign language in high school with a grade of C or better will have satisfied this requirement.

This element of the Integrated Core contributes in a number of ways to General Education. Through this experience the students not only learn the written and spoken language of another people, but experience the culture and history of another society. It is important 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 contributes to internationalizing the undergraduate curriculum. Foreign Language study also provides students with an increased awareness of and sensitivity to how language structure can be both barrier and bridge in a multicultural world.

Senior Seminar

2 sh

This element shall be a course serving as the capstone of the Integrated Core. The Senior Seminar should continue to be a cross-disciplinary, culminating experience that provides students an opportunity to apply concepts and to 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 evaluate ideas from readings, speakers, and other sources through short papers and class discussions. Key ingredients in the process are the experiences in analysis, synthesis, and refinement of ideas and concepts through practice in oral and written communication.