

1989

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Council on Academic Affairs

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MINUTES OF THE COUNCIL ON ACADEMIC AFFAIRS  
November 30, 1989

The meeting was held at 2:00 p.m. on November 30, 1989, in the Arcola/Tuscola Room, MLK Union.

Members present: Dr. Bates, Dr. Weidner, Dr. Shonk, Dr. Bonnicksen, Dr. Buchanan, Dr. Nilsen, Mr. Moushon, Mr. Herde, Dr. Sutton, Ms. Radjenovich, and Vice President Kindrick.

Members absent: Dr. Shank, and Dr. Gholson.

Staff present: Dr. Whitley and Dr. Mosely, Academic Affairs.

Staff absent: Mrs. Schaeffer, Academic Affairs.

Visitors: Dean Laible, Dr. Baumgardner, Dr. Foster, Dr. Breidenbach, Dr. Jerry Eisenhour, Dr. Clay-Mendez, Dr. Sutliff, Mr. James Johnson, Dr. Spencer, Mr. Harris, and Ms. Mikus, Daily Eastern News.

I. Minutes.

The minutes of November 16, 1989, were approved as published.

II. Communications.

1. Memo from President Rives requesting nominations (five) for the Faculty Excellence Awards Committee. Nominees must be members of the bargaining unit.
2. College of Liberal Arts & Sciences Curriculum Committee Minutes, 11/15/89.
3. Minutes of the Council on Teacher Education, 11/14/89.
4. College of Education Curriculum Committee Minutes, 11/15/89.
5. Faculty Senate Minutes, 11/14/89.
6. Report of the CAA Subcommittee on A, B, C, N/C.
7. Report of the CAA Subcommittee on Writing Across the Curriculum.
8. Request for Executive Action from the College of Liberal Arts & Sciences, 11/17/89.

III. New Course Proposal, SPC 4770, Television Criticism, (89-46).

Mr. Moushon moved and Ms. Radjenovich seconded the motion to approve the proposal. Voting will be later.

IV. Proposed Revision in the Art Minor, (89-47).

Dr. Buchanan moved and Dr. Sutton seconded the motion to approve the proposed revision. Voting will be later.

V. New Course Proposal, LST 3360, Therapeutic Recreation for Selected Populations, (89-48).

Dr. Bates moved and Dr. Sutton seconded the motion to approve the proposal. Voting will be later.

VI. New Course Proposal, LST 3515, Camping for Individuals with Disabilities, (89-49).

Dr. Bonnicksen moved and Mr. Herde seconded the motion to approve the proposal. Voting will be later.

VII. New Course Proposal, LST 3960, Special Topics in Leisure Studies, (89-50).

Dr. Buchanan moved and Dr. Nilsen seconded the motion to approve the proposal. Voting will be later.

VIII. New Course Proposal, LST 4860, Promotion of Leisure Services, (89-51).

Mr. Moushon moved and Dr. Sutton seconded the motion to approve the proposal. Voting will be later.

IX. Proposed Revision in the Theatre Arts Major and Minor, (89-45).

Dr. Eisenhour, Chair, Theatre Arts, presented the proposed revision and answered questions of the Council. The motion passed unanimously.

This action approves the following to become effective Fall 1990.

Drop from the Theatre Arts major and minor in both the BA and Teacher Certification options THA 2101 and 2102.

X. Proposal for the Number of Hours in Each Element in the Integrated Core, (89-34).

The Council continued discussion of the Foreign Language requirement.

Dr. Sutton presented his proposal to the Council. The motion passed with a vote as follows:

Yes: Dr. Bates, Dr. Nilsen, Dr. Shonk, Dr. Sutton, Dr. Weidner,  
Mr. Moushon, and Ms. Radjenovich.

No: Dr. Bonnicksen, Dr. Buchanan, and Mr. Herde.

Foreign Languages \*

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The requirement should be two courses in a single foreign language. Exemptions: Those who have completed 2 years of a single foreign language in high school with a grade of C or better will have satisfied this requirement.

\*Students entering as freshmen in Fall 1991 shall have completed 1 year in a single foreign language to satisfy this requirement.

Students entering as freshmen in Fall 1992 shall have completed 2 years in a single foreign language to satisfy this requirement.

Dr. Shonk reported on the Subcommittee on A, B, C, N/C. See attachment "A."

Dr. Sutton reported on the Subcommittee on Writing Across the Curriculum. See attachment "B."

The meeting adjourned at 2:45.

Billie Rawlings - Recording Secretary

EXECUTIVE OFFICER'S REPORT

November 7, 1989

These items were approved by Executive Action for the College of Liberal Arts and Sciences, to become effective Fall 1990.

1. BOT 4990 course number -- Change from 4990 to 4979.
2. CDS 4990 course number -- Change from 4990 to 5050.
3. Delete SPC 4630.
4. ZOO 2999 course description -- Change to read as follows: "An organ systems approach to the function of the human body."
5. ZOO 3100 course description -- Change to read as follows: "A study of the basic principles of animal physiology with emphasis on mammalian organ systems. Prerequisite: Nine semester hours of zoology. Chemistry requirement should be completed."
6. ZOO 4769 course description and prerequisites -- Change to read as follows: "Fisheries Ecology and Management. (1-4-3) S-odd-numbered years. Relationships of fish with biotic and abiotic components of their environment. Role of fishes in aquatic ecosystems and current management strategies. Prerequisites: Ten semester hours of zoology. Zoology 4810 and EVB 4750 recommended."

7. ZOO 4770 course description and prerequisites -- Change to read as follows:  
"Study of the anatomy, physiology, systematics and zoogeography of fishes.  
Prerequisites: Zoology 1010 and 3300 or Permission of instructor."
8. ZOO 4810 course title -- Change from "Limnology" to "Freshwater Ecology."
9. ZOO 4900 course description, hours and frequency -- Change to read as follows:  
"Cardiovascular Physiology. (3-3-4) F, S-even-numbered years. A detailed study  
of heart and circulatory function in normal and pathologic settings.  
Prerequisite: Zoology 3100 or equivalent."
10. ZOO 5420 course description -- Change to read as follows: "A  
study of endocrine glands and mechanisms of hormone action. Prerequisites: 16  
semester hours of zoology, and at least one course in organic chemistry."

November 8, 1989

These items were approved by Executive Action for the Department of Theatre Arts to be effective immediately.

The designation for THA 1134 (Voice and Movement for Performers) be changed from (3-0-3) to (3-3-3).

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**ANNOUNCEMENT OF MEETING**

**December 7, 1989**

**Arcola/Tuscola Room - MLK Union**

Agenda:

- \*88-99 Undergraduate Education Study of Eastern Illinois University.
- \*89-9 Proposal for Formulation of the SUE Report - Dr. Whitley.
- \*89-34 Proposal for the Number of Hours in Each Element in the Integrated Core.
- \*89-35 Response of Afro-American Studies Committee to CAA Item Agenda 89-34.
- \*89-46 New Course Proposal, SPC 4770, Television Criticism.
- \*89-47 Proposed Revision in the Art Minor.
- \*89-48 New Course Proposal, LST 3360 Therapeutic Recreation for Selected Populations.
- \*89-49 New Course Proposal, LST 3515, Camping for Individuals with Disabilities.
- \*89-50 New Course Proposal, LST 3960, Special Topics in Leisure Studies.
- \*89-51 New Course Proposal, LST 4860, Promotion of Leisure Services.
- \* Motion on floor.

ATTACHMENT A

REPORT OF SUBCOMMITTEE ON ABC/NC

November 17, 1989

The following recommendation is for the Council's consideration.

A student receiving an NC in either of the two Core writing courses will be evaluated by the course instructor according to a system developed by a committee of English 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 course which will provide tutorial aid based on the evaluation of the instructor who assigned the NC grade.

The Writing Center course will carry one semester hour of credit, not for graduation, and will be graded C/NC. The one hour of credit will be awarded only upon successful completion of the writing 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 two Core writing 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 basic writing 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 writing course in his or her first semester on campus.

Option two - A transfer student with a grade of D in a course judged to be the equivalent of one of the two Core writing courses must complete a writing evaluation before registering at the University. This evaluation, based on the levels of acceptable expected outcomes for students having completed each of the two Core writing courses, will be developed, approved, and reviewed in the same fashion as the evaluation system for native students who have received a grade of NC. According to the results of this evaluation, the transfer student may be:

- a. required to enroll immediately in the EIU course equivalent to the course transferred with the D grade.

or

- b. required to enroll immediately in the equivalent to the course transferred with the D grade and enroll concurrently in the Writing Center Course.

or

- c. allowed to transfer the hours for the course in which the D was earned if the student demonstrates the expected successful outcomes for the two Core writing courses.

The subcommittee members have discussed these two options at some length and agree that the entire Council should determine which option to implement.

Having discussed the University Writing Competency Examination in the ABC/NC system, the members of the subcommittee agree that retaining the examination as a graduation requirement is a separate question the Council should address.

Virtually all members of the subcommittee agree that, writing proficiency being essential for success in college coursework, students should complete the Core writing courses as soon as possible. The subcommittee considered a few measures (e.g. requiring successful completion of the Core writing courses before students may enroll in 3000-4000 level courses) but failed to find any completely satisfying. The subcommittee encourages the Council to explore further possibilities.

Subcommittee

Dr. Tim Shonk (Chairman)  
Dr. Kathlene Shank  
Mr. Reginald Herde  
Dr. Steve Whitley

**ATTACHMENT B**  
**WRITING ACROSS THE CURRICULUM**  
**SUBCOMMITTEE PROPOSAL**

The Writing Across the Curriculum Subcommittee has developed goals, methods and means of assessment for improving the quality of writing instruction and learning at Eastern Illinois University. (A summary of these is attached.) The Subcommittee suggests the following proposals:

1. Every course in the Integrated Core will be writing intensive. Utilizing activities may include journal keeping, lab reports, essay examinations and papers. Both graded and non-graded writing activities should be included in each course. Writing will be one consideration in determining grades.
2. Faculty teaching Integrated Core courses will be required to attend periodic workshops to help them facilitate writing in their instruction.
3. A Writing Across the Curriculum Committee will be established. It will include:
  - (a) The Director of Writing Across the Curriculum (Committee Chair)
  - (b) 6 faculty members (one from each college) appointed for staggered terms of 3 years;
  - (c) 1 student member appointed by the President of the student body.
  - (d) The Director of English Composition
  - (e) The Director of General Education ( Ex-officio)

The committee will assess writing intensive courses and make program improvement suggestions to the Council on Academic Affairs.

4. External evaluators will be used periodically to assess the overall quality of the Writing Across the Curriculum program.
5. The major needs to provide continuity to the work in the Integrated Core on writing. The Subcommittee recommends writing components in at least three (3) courses in the major.
6. The number of students writing intensive courses needs to be limited. The Subcommittee recommends a maximum number of 25.
7. The Director of the Writing Center will assume the Title of Director of Writing Across the Curriculum. An Assistant Director of the Writing Center will be appointed to help with expanded services of the center.

Subcommittee

Dr. Ken Sutton (Chair)  
Dr. Robert Funk  
Dr. Jill Nilsen  
Ms. Milena Radjenovich  
Dr. Jeanne Simpson

WRITING ACROSS THE CURRICULUM: Goals, Methods, Assessments

Goals	Methods	Assessments
<p>1. Students will demonstrate an understanding of the value of writing as a learning technique and means of discovery</p>	<p>by keeping journals, notebooks, response statements, etc.</p>	<p>pre-post attitudinal surveys of faculty pre-post evaluation of student writing course syllabi documentation of student writing faculty longitudinal surveys student longitudinal surveys University Committee on Writing Director, Writing Across the Curriculum (chair) 6 faculty ( 1 from each college) 1 student Director, English Composition Director, General Education (ex officio) external evaluation</p>
<p>2. Students will utilize writing to demonstrate learning and communication</p>	<p>by completing papers, essay exams, lab reports, etc. exams, etc.</p>	
<p>3. Faculty will provide opportunities for students to practice principles of writing</p>	<p>by assigning papers, notebooks, lab reports, notations, essay exams, journals, etc.</p>	
<p>4. CAA will require that the writing component is utilized throughout the integrated core</p>	<p>by requiring a writing component as part of any course approved for Gen Ed</p>	
<p>5. CAA will emphasize university wide responsibility for the quality of student writing</p>	<p>by encouraging a writing component in all approved CAA outlines</p>	
<p>6. The university will provide opportunities for faculty to exchange ideas, discuss problems, and share solutions about instruction, use, and evaluation of writing</p>	<p>by requiring seminars, workshops, educational training of all instructors of Gen Ed classes</p>	
<p>7. The university will increase faculty members' understanding of writing as a significant teaching tool</p>	<p>by providing faculty with resources and continuing education opportunities related to writing Across the Curriculum</p>	