Winter 1-18-1984

Senate Meeting January 18, 1984

Academic Senate

Illinois State University

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ACADEMIC SENATE MINUTES
(not approved by the Academic Senate)

January 18, 1984

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Meetings of the Academic Senate are open to members of the University community. Persons attending the meetings may participate in discussion with the consent of the Senate.

Persons desiring to bring items to the attention of the Senate may do so by contacting any member of the Senate.

*Related materials in Appendix.
Call to Order

Chairperson Ritt called the meeting of the Academic Senate to order at 7:03 p.m. in the Circus Room of the Bone Student Center.

Roll Call

Secretary Gowdy called the roll and declared a quorum present.

Approval of the Minutes of December 14, 1983

There were two corrections to the minutes of December 14, 1983: Ms. Crafts wanted to add the words "at this time" at the end of the last paragraph on page 5. May Taylor said that on page 8, third paragraph, the third sentence should read: "He thought the Academic Affairs Committee would come back to the same place we were now."

Mr. Quick moved acceptance of the minutes with the corrections (second Hugdahl). The motion passed on a voice vote.

Chairperson's Remarks

Mr. Ritt introduced the three new faculty senators: Richard Whitcomb, Dean Hiebert, and Maurice Scharton.

Vice Chairperson's Remarks

Mr. Quick introduced the four new student senators: Teri Kic, Nancy Slonneger, Joycelyn Spight, and Steve Townsend. He announced that petitions for new senators and applications for students on external committees were available at the Senate Office and urged students to apply. Campus-wide elections would be held Tuesday, February 21.

Student Body President's Remarks

Mr. Bedingfield had no remarks.

Administrators' Remarks

Mr. Watkins asked for an executive session at 7:10. Regular business resumed at 7:15 p.m.

Mr. Watkins explained the handout Dr. Harden had distributed. The figures represented the budget approved by the Board of Higher Education last week.
with very little disagreement. Mr. Watkins noted that presidents were invited to these meetings, but seldom called upon to speak. Committee members were sometimes allowed to speak, and Hibbert Roberts had been explicit that 7% for salary increases was not sufficient. He also thought that allocations for utilities were a bit sparse. The overall increase over FY1984 appropriations for universities was about $73 million or 8.1%. The retirement increase was about $50 million. General funding was up 12.8%; the Universities Income Fund was up 6.7%. Mr. Watkins noted that N.I.U. had a higher percentage increase allowed for utilities because their utility rates were higher. Salary increases were figured at 7% on a 95% base for everyone.

In terms of program and institutional support, I.S.U. was granted an extra $986,000, including development of interdisciplinary education, the I.T. CAD/CAM instructional equipment, and repair and maintenance projects.

The Board of Higher Education recommended that I.S.U. receive $2,408,100 for capital requests of the $8,300,000 requested. Projects include steam line replacement, Moulton Hall window replacement, minor remodeling projects in Center for the Visual Arts, the Edwards Hall elevator, Stevenson Hall roof, General Services elevator, life safety work, and Schroeder Hall window reduction.

Mr. Williams asked about the status of the Fell Hall renovation project. Mr. Watkins replied that it was part of the $8 million that we requested, but did not receive. He likened capital projects to a taxi line. One just kept plugging away hoping for better times and more release of funds.

In reply to Carroll Taylor's point that the state share of funding for the last two years had decreased, Mr. Watkins noted that state funding this year was up to 12.8% to be provided from general revenue, an amount of $49,970,000. The tuition increase suggested for this year was 6.5%. Representative Stan Weaver from Champaign thought the budget couldn't be realized unless the income tax surcharge was continued.

Mr. Watkins announced that on February 28 in the Circus Room in Bone Student Center I.S.U. would cosponsor with the American Association of State Colleges and Universities a President's Conference on Excellence in Illinois Education. He wanted to thank David Strand and Bill Dunifon for helping organize this conference.

Mr. Strand, Mr. Harden, and Mr. Gamsky had no remarks.

ACTION ITEMS

Mr. Pontius for the Rules Committee moved (second, Piland) that new members be approved for the University Council for Teacher Education:

- Dr. Frances Moore-Bond, Curriculum & Instruction
- Dr. James J. Johnson, Psychology
- Dr. Joe Townsend, Agriculture

The motion passed on a voice vote.
It was moved by Mr. Pontius and seconded by Mr. Piland that the Senate approve the changes in the College of Education Bylaws. The motion passed on a voice vote.

INFORMATION ITEM

The Baccalaureate Degree at Illinois State University

Mr. Taylor for the Academic Affairs Committee deferred to Dr. Strand who explained the rationale behind the study of the Baccalaureate Degree. The project began nearly three years ago when the Board of Regents requested a study of the baccalaureate degree. In 1981-82 Dr. Dammers began a study, which was to be completed as a part of the 1983-88 Academic Plan. In September of 1982 the University Curriculum Committee was requested to complete the assignment. In June, 1983, the Board of Regents Staff criticized the University for not being far enough along on the study. It became one of the priorities for the summer. Dr. Strand negotiated with Dr. Groves, Chief academic officer on the Board of Regents staff, that the report would be appended to the current academic plan. During the summer he also talked with Dr. Dammers about working with the University Curriculum Committee to assist in completing the assignment. The U.C.C. divided itself into two subcommittees for the Fall semester. One worked on this assignment with Dr. Dammers; the other carried on the routine work of the committee. Thus the report was completed in timely and excellent fashion. Mr. Strand publicly commended Dr. Dammers for the leadership that he brought to the project and the members of his subcommittee for accomplishing a very complex and tough task with flying colors.

Dr. Dammers introduced and thanked the members of his committee: Jim Johnson, Dixie Mills, Donna Brink Fox, and Edna Vanderbeck. (Keith Stearns was in class.) The committee had conducted 14 meetings from September through December. The committee submitted the first draft to the U.C.C. and the academic community in early November, 1983, and requested responses. The second draft was sent out in late November, again with a request for responses from the entire academic community. On December 6, the completed document was sent to Dr. Strand. The Academic Affairs Committee and entire University Curriculum Committee have approved the document unanimously. The committee made special efforts to share information with other departments of the University community, believing this essential to the success of the project. Dr. Strand said that the document had also been shared with the Board of Regents staff, which found it acceptable and appropriate. He noted changes in the distributed handout.

Mr. Taylor opened the floor for questions.

Mr. McCracken questioned the idea of the degree being attainable within 124 hours. Would there be two bachelor's degrees, a stripped down and a deluxe version? Dammers answered that all programs would be set within the 124 hours. Most programs already fit within this guideline. The committee did not wish to rip up programs. There were built-in procedures to take care of exception. One exception was the College of Fine Arts BS in Art (130 hours). It seemed
to him and to the members of the committee that programs larger than 124 hours made it difficult for students to complete their studies in four years. A department would have to seek an exception for any program which did not fit the 124 hour total.

Mr. Mohr asked if currently all programs met those requirements and how the document differed from current curriculum requirements. Dr. Dammers said most programs met requirements, but a few would have to be adjusted. It would provide guidelines we don't currently have. No maximum hours would be mandated by a department.

Mr. Friedhoff questioned whether the basis for this document was to provide the structure under which the student could acquire the best possible education that I.S.U. could provide. Dr. Dammers pointed out that the original question from the Board of Regents was whether the standard four-year program should be the guideline for the bachelor's degree. Mr. Strand cited other considerations: What was our philosophy as to the best way to package a baccalaureate degree? We had been doing things, but didn't really know why we were doing them. What was the best scholarly response? There was a concern that perhaps the University community had been eroding the tradition of the baccalaureate degree achievable in four years—eight semesters. The central staff was correct in thinking that the University had not been consciously making decisions about programmatic offerings.

Mr. Friedhoff asked if in the document 60 hours might be required for a departmental major, with the major department also mandating 24 hours of university studies. Dr. Dammers said usually 55 hours—no change—would be required for a major (p. 18, recommendation 2) with 21 hours for university studies. The committee stayed with the current requirements. Dr. Dammers pointed out that essentially the 24 hours were student choice. That left seven elective courses in the four years. When Dr. Dammers pointed out the allowable 55 hours in the comprehensive major, Mr. Friedhoff questioned whether 55 hours was considered good in terms of the report to the Board of Regents or in terms of our students? Dr. Dammers said the committee took the existing hours, with no reason to increase, nor, in the case of the long-existing comprehensive major, any reason to decrease. Further discussion brought out that the comprehensive major had a great deal to do with teacher education prior to 1966. Recently the term comprehensive has been eliminated as departments have chosen to do so. The possibility existed that the terms comprehensive major might imply first and second rate, whereas they just represented two majors.

Mr. Friedhoff questioned the idea that some departments required 27-36 hours for a major and that such departments should identify sequences outside the department in order to give the student a "good education." Dr. Dammers stressed that it was the student, not the department, who identified sequences outside the department. The committee thought it might be valuable to provide options—perhaps 12-18 hour sequences in addition to minors. For example, a major of 36 hours would have a student with 36 hours of electives. There was committee concern about the student not having structure in those 36 hours. Departments knew best what they offered and were in the best situation to suggest sequences. Mr. Friedhoff questioned whether a sequence would allow a student entrance into courses which he might not get into if he were taking them on an elective basis. Dr. Dammers said that was a departmental decision and beyond
the purview of the report.

Mr. Friedhoff wondered whether a 27-hour major should be expanded to 50 hours. Was a sequence the best choice? Should departments expand? Dr. Dammers said the committee was not suggesting change and did not expect any considerable change in current procedures based on this report. If a department with a 27-hour major wanted to go to 50 hours, it would have to go through the whole curriculum process. Mr. Friedhoff questioned whether the U.C.C. had ever refused a department a request for resources for a substantial increase in the number of hours for a major. Resources for a department were based primarily on enrollment. Faculty could be ingenious and incredibly persuasive with regard to what was needed for a major. Dr. Dammers said he trusted that the U.C.C. would be prepared to say "No," as it had many times, and would be watching very closely the next few years. A department which raised the major from 27 or 36 hours to 50 hours would run the risk of losing majors to other departments and might even reduce credit hour production. The outer limits were set as maxima, not ideals.

A reply to Mr. Miller brought out that the document if approved would be internally codified with existing documents during the spring semester and would appear on the Board of Regents agenda in June. The academic deans had been alerted to the document. Dean Bolen (College of Fine Arts) would be informed that his programs--scheduled next year for the program review process--would be scrutinized.

Ms. Balbach questioned the extensive use of quotations from Howard Bowen, also Bowen's use of the term "practical education," and his statements about foreign language and cosmopolitan education. Dr. Dammers said Bowen was well regarded in the fields of both economics and education. Mr. Watkins commented that Howard Bowen had been president of Grinnell College in Iowa and later president of the University of Iowa. He went to California Claremont College and after one year was drafted for president there. Now about 70 years old, he was one of the vibrant personalities in higher education. Mr. Friedhoff mentioned that he had been one of the people purged at the University of Illinois in the McCarthy era.

Dr. Dammers stressed that the entire page 6 was quoted from Bowen because the committee believed the University's philosophy reflected his. Both personal education and practical education cross lines; the student receives both from both. The purpose was to show that the distinction didn't fit. Practical might not be the best term, but was what Bowen used. This committee document was not a redefining of the baccalaureate but a defining. Mr. Strand pointed out the document was a framework of reference for other individuals and committees to be used to re-examine university studies, the baccalaureate, and what departments were doing. It was not the charge to the committee to enter such an arena as was being opened here with regard to specific requirements. Ms. Balbach cited section B, page 6, and asked where the applied sciences fit in with that.

Dr. Dammers referred to Section I. A., 9 & 10, and pointed out that Bowen did not use the same terms.

Ms. Crafts also raised questions about page 6, I. B. next to last paragraph, and pointed out a possible lack on page 12 about competencies. Dr. Dammers said Bowen had been quoted as an authority but the material could be deleted.
Mr. Eimermann surmised that part of the function of the committee was to come up with a philosophical justification and noted pages 4-7 as attempting to do that. He saw a problem in giving so much prominence to only one person's philosophy. The statement was so presented as to imply that this was the university philosophy. Could the committee perhaps show Bowen in the mainstream of several leading thinkers, rather than focusing so much on him as one individual?

On page 18, no. 1, Mr. Eimermann questioned how many and which departments were not in conformance and asked similar questions about items 2 and 3. With regard to no. 3, Dr. Dammers pointed out the outer limit was 76 hours, not 60. The 60-76 area was an internal area, a guideline for various curriculum committees. The 76 would be touched only in rare circumstances, but would be the stated external limit, not 60. Mr. Eimermann said that if in fact a department used the full allotment of 76 hours and also had a comprehensive major, then a student would have no electives outside university studies. Dr. Dammers stated that if a major approached 76 hours, the number of electives dropped drastically. At least 24 hours in university studies were a student's choice but were not electives. Further questions and discussion about recommendations 4 and 6 brought out the need for balance, flexibility, and structure. Dr. Dammers pointed out that students were not being forced to do anything, but the document was recommending options. In addition to their majors and minors, departments would offer sequences that would, for example, recommend a student might take four courses in a given order for optimum benefit, rather than four electives chosen here and there. Mr. Eimermann thought that the proposal seemed almost to encourage a second minor, rather than broadening the student's educational base.

Dr. Dammers again stressed that Bowen's philosophy was cited as a reflection of what we do or should do here—as a concise statement of sound ideas, not as an agenda for I.S.U.

Mr. Pontius suggested resetting the quotation from Bowen on pages 5 and 6 in a different type style so that it would stand out.

Mr. Scharton thought the 55-hour major would bear careful scrutiny by departments asking to move upward. He suggested it would work to the disadvantage of those who had not yet approached that limit; it might close the door on departments which had been relatively frugal in the past in spending student hours. Was there a possibility of the ceiling becoming a new floor? Dr. Dammers said 55 hours was the upper limit for a number of majors; most comprehensive majors were 54 or 55 hours. He thought departments which pushed to the absolute limits would be scrutinized. He did not foresee departments rushing to make changes. Mr. Strand said changes would have to be based on more than just persuasive powers. Dr. Dammers reported that I.S.U. in comparison with other Illinois universities was in the main stream. A recent Board of Regents study indicated we had one of the strongest general studies programs.

Dr. Dammers thanked the committee.
Committee Reports

Academic Affairs. No report.

Administrative Affairs. No report.

Budget. No report.

Faculty Affairs. No report. Mr. Friedhoff announced a meeting after adjournment.

Rules Committee. No report. Mr. Pontius announced a brief meeting after Senate adjournment.

Student Affairs. No report.

JUAC Committee. Mr. Eimermann reported that JUAC would discuss an item with the Board of Regents Finance Committee and make a statement to the BOR. The state legislature recently passed a law that allowed for payment in hard dollars for unused accumulated sick leave at the time one leaves university employment. It was designed to reduce absenteeism in code departments but was applicable to universities as well. The committee was looking at Board regulations on sick leave and would propose amendments. Any unused sick leave earned after January 1, 1984, would be cumulative by the revised method at one day for each month of service, or ten days per nine-month year. Presently faculty get ten accumulative days per year and twenty non-accumulative days. The law would require the use of accumulative sick leave before the use of non-accumulative leave. The maximum number of two hundred days sick leave would be eliminated. There would be no allowance for reinstatement; i.e., no "buying back in" of time for which one had once been paid. Transfer from other state employers would be allowed. Temporary faculty would be excluded from accumulating sick leave.

Communications

Mr. Lovell announced a panel on collective bargaining sponsored by Phi Delta Kappa on Tuesday, January 24, at 7:30 in Hayden Auditorium. It would include spokespersons representing several points of view. Director of Personnel David T. Wiant would moderate.

Dr. Watkins said the Board of Regents would be meeting January 25, 1984 in the Circus Room at Bone Student Center.

Mr. Pontius asked for the Rules Committee that Business Item no. 4.5.82.4 be removed from the calendar.

Mr. Hugdahl moved to adjourn (second Quick). The motion passed on a voice vote. The Senate adjourned at 9:02 p.m.

FOR THE ACADEMIC SENATE,

LAURA E. GOWDY

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   The term "department" denotes the three major academic units of the college within which programs reside and faculty hold rank.

2. Department Chairman
   The term "department chairman" will denote head, chairman, or acting head, or acting chairman of departments.

3. Faculty
   A faulty member is one who holds rank as an instructor or higher in a department of the College of Education.

4. Faculty Associate
   A faculty associate is an individual employed in one of the laboratory school units and designated in his/her contract as a "Faculty Associate."

5. Student
   A student is any person, undergraduate or graduate, who has been officially admitted to the University and is enrolled full time and is in a professional education program in the College of Education.

6. Administrative Personnel
   Administrative personnel are those persons whose appointments are designated as administration.
ARTICLE II. THE COUNCIL OF THE COLLEGE OF EDUCATION

The faculty of the College of Education hereby establishes the Council of the College of Education to serve as the primary governing body of the college.

ARTICLE III. PURPOSE OF THE COLLEGE COUNCIL

The College Council shall act as the agency through which all proposals that are identified and promulgated as policies of the College of Education faculty are considered and approved in accordance with the provisions of the Illinois State University Constitution and of these By-laws.

ARTICLE IV. MEMBERSHIP - COLLEGE COUNCIL

Section 1. Council Composition

a. Faculty

The College of Education College Council shall have four faculty representatives from the Department of Curriculum and Instruction, four faculty representatives from the Department of Specialized Educational Development, and two faculty representatives from the Department of Educational Administration and Foundations.

b. Students

The College of Education College Council shall have one student representative from each department in the college.

c. Administrative Personnel

The College of Education College Council shall have one administrative representative from College administration. (If the Dean is not the administrative representative, he shall serve as an ex-officio non-voting member of the Council.)

Section 2. Eligibility for Membership

a. Faculty

All faculty members who hold permanent appointments and who have been full-time faculty members at Illinois State University for at least one academic year preceding election of the College Council shall be eligible for membership, unless (1) they are on leave at the time of the election, (2) they are officially scheduled for a leave during any portion of a prospective term of office, (3) they
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are on disability leave under the University Retirement System, or (4) they are on the College Faculty Status Committee. A department chairman is eligible for election only as a representative of the Administrative personnel of the College.

When a faculty member of the College Council ceases to be eligible to serve, he/she must be replaced in accordance with ARTICLE V, Section 5a.

b. Students

Any student as defined in ARTICLE I is eligible to serve on the College Council.

When a student member ceases to be enrolled in a professional education program of the College of Education or is enrolled in the University less than full time, he must be replaced in accordance with ARTICLE V, Section 5b.

c. Administrative Personnel

The administrative personnel eligible to serve on the College Council shall be the Dean, department heads and any other member of the Administrative Council.

Section 3. Terms of Office

a. Faculty

Elected faculty members of the College Council shall serve three-year terms. No faculty member may serve more than two consecutive terms but will be eligible for re-election after one year. For purposes of this section, a period of service of eighteen months to three years shall be considered a term.

b. Students

Student representatives on the College Council shall serve one-year terms and are eligible to succeed themselves.

c. Administrative Representatives

The administrative representative on the College Council shall serve a one-year term and be eligible to succeed himself/herself.
ARTICLE V. COUNCIL ELECTIONS

Section 1. Elections Committee

The College Council shall appoint an Elections Committee to assure the nomination and election of members of the Council at the proper times. In addition, this committee shall supervise the nomination and election of members of all committees whose members are elected by faculty-at-large. It shall also prepare rules for the conduct of nominations and elections which are consistent with these Bylaws. Before such rules shall take effect, they must be approved by the College Council.

Section 2. Election Schedules

a. Faculty

By the third week in April the departments shall elect departmental representatives to the College Council.

b. Students

By the third week in April students from each department shall elect their representatives to the College Council according to regulations developed by the department and submitted to the College Council.

c. Administrative Personnel

By the third week in April the administrative personnel in the College shall elect their representative to the College Council.

d. Election Results

The Election Committee shall announce the results of these elections to the entire faculty of the college through the appropriate media.

Section 3. Beginning of Terms of Office

Newly elected members shall begin their terms of office at the first regular meeting of the College Council in the Fall Semester.

Section 4. Eligibility for Voting

a. Faculty

All faculty members of the College of Education who are employed full time in the University are eligible to vote. The dean of the college and administrative personnel may vote in the departments
where they hold their rank. Persons who are on leave or disability are not eligible to vote.

b. Administrative Personnel

All administrative personnel of the college, with the exception of those who are on leave or disability, are eligible to participate in the election of the administrative representative on the College Council.

c. Students

Voting eligibility of students shall be determined in the manner described in ARTICLE V, Section 2b.

Section 5. Vacancies

a. Faculty

If a vacancy occurs among the departmental representatives on the College Council, the department concerned shall elect a replacement to serve the remainder of the term of office.

Persons on sabbatical or other leaves of absence shall be deemed to have vacated their seats on the Council or elected committees of the College Council.

b. Students

If a vacancy occurs among the student representatives on the College Council, the students in the Department concerned shall elect a replacement to serve the remainder of the term of office.

c. Administrative Personnel

If a vacancy occurs in the position of administrative representative, the administrative personnel shall elect a replacement to serve the remainder of the term of office.

ARTICLE VI. COUNCIL OFFICERS

Section 1. Elections

At the first regular meeting after the election of new members, the College Council shall nominate and choose by ballot from its elected members a chairman who is a faculty representative, a vice-chairman, and a secretary for one-year terms. These officers shall assume their duties immediately upon election.
Section 2. Executive Committee

The officers named above and the dean of the college shall constitute the Executive Committee of the College Council. The Executive Committee shall also include a student representative currently serving on the council. The Executive Committee shall prepare the agenda for each Council meeting and shall perform such other functions as the Council assigns to it.

ARTICLE VII. COUNCIL MEETINGS

Section 1. Regular Meetings

The College Council shall hold regular meetings at least once each month during the academic year and may meet during the summer months. Faculty members and students may attend all meetings of the council except executive sessions, but they may participate in discussion only with the consent of the Council.

Section 2. Quorum

More than one-half of the total membership or three-fourths of the faculty representatives of the Council shall constitute a quorum.

Section 3. The Agenda

Any employee of the College of Education or student in the College of Education desiring to bring specific matters to the attention of the College Council shall communicate them in writing to any member of the Executive Committee ten or more days before the meeting at which they wish matters considered. This time limit may be waived by a majority vote of the Council. The secretary of the Council shall publicize the agenda at least seven days before each regular meeting.

Section 4. Minutes

Minutes of the College Council meetings shall be mailed to all members of the Council and to those members of the College of Education requesting them in writing within 10 days after each meeting. Each administrative office shall post a copy of the minutes on a bulletin board available to students. At least one permanent file of minutes shall be kept in the Office of the Dean of the College.

Section 5. Special Meetings

Special meetings may be called by the chairman of the College Council, or in his absence by the vice-chairman and must, upon written request of at least one-third of the Council members, be called within five school days of the receipt of the request.
Section 6. Parliamentary Authority

The parliamentary authority for use in Council meetings shall be Roberts Rules of Order, Revised.

ARTICLE VIII. COUNCIL POWERS AND DUTIES

Section 1.

The Council shall:

a. Consider and approve all proposals that are identified and promulgated as policies formulated by the College of Education faculty.

b. Review and discuss all matters related to the organization, reorganization, establishment, or elimination of any departments and/or units in the college.

c. Also serve in an advisory capacity to the dean of the College of Education.

Section 2.

The College Council shall create a CFS Committee and a Curriculum Committee and such other regular and special committees and boards as are necessary to assist the College of Education in the development of its basic policies. The Council shall determine the method of appointment or election and the powers, duties, and organization of each college committee and board which it creates (excepting those committees for which provisions are described in ARTICLE IX). The Council shall not normally consider a matter which is usually the responsibility of a committee or board until the committee or board has reported on the matter to the Council.

Section 3.

Before any committee, board, council, administrative group or official of the college or any of its constituent parts, or any other organization, may formulate or execute a policy in the name of the faculty of the college, the policy must be submitted to and approved by the College Council in accordance with these Bylaws.

Section 4.

All committees and boards of the College Council are accountable to the Council. The Council shall establish the kinds of reporting procedures each committee and/or board shall use.
Section 5.

The College Council must hold regular meetings and may call special meetings of the college faculty or any part thereof. For meetings which it calls, the Council shall establish the rules and the agenda, which rules shall not contravene these Bylaws.

ARTICLE IX. COMMITTEES - COLLEGE

Section 1. College Faculty Status Committee

a. Membership

The College of Education FSC Committee shall have two members from each department plus the Dean of the College who will serve as the chairman.

b. Eligibility

All permanent faculty holding rank and major assignment in departments of the college who have been full-time faculty members at Illinois State University for at least one academic year preceding election of the CFSC shall be eligible.

Members of the College Council are not eligible for membership on the CFSC while members of the Council.

No faculty member may serve on more than one FSC Committee nor serve more than two consecutive terms on the College FSC Committee.

c. Nominations and Elections

The College of Education nominations and elections for the CFSC shall be conducted in accordance with the Illinois State University Faculty Appointment, Salary, Promotion, and Tenure policies.

Section 2. College Curriculum Committee

a. Membership

The College of Education Curriculum Committee shall have four faculty representatives from the Department of Curriculum and Instruction, four faculty representatives from the Department of Specialized Educational Development, and two faculty representatives from the Department of Educational Administration and Foundations.
b. Eligibility

All permanent faculty members of the College of Education employed full time within the University shall be eligible for election to the College Curriculum Committee. Terms of office are for two years. No faculty member may serve more than one full consecutive term on the College Curriculum Committee.

No faculty member may serve more than one full consecutive term on the College Curriculum Committee.

c. Elections

Departments shall elect their representatives. The College Council shall confirm election of members of the College Curriculum Committee.

ARTICLE X. DEPARTMENTS

Section 1. Governance

Administrative units of the College of Education shall provide for the participation of faculty and students in their governance. Each administrative unit shall submit as part of its annual report to the Council a description of the ways it has involved faculty and students in its governance.

Section 2. Evaluation

a. The Department chairpersons shall include in their annual report a brief evaluation of the department based in part on the suggestions of staff and students.

b. Each department shall be formally evaluated on a staggered basis every five years or more often if in the judgment of the College Council it becomes necessary. The Council shall establish procedures and determine the date of evaluation of each department.

c. Departments shall be evaluated on the basis of criteria developed by each department, and approved by the College Council. The criteria shall take into consideration the specific functions, goals, and obligations of individual departments.

Section 3. Selection of Department Chairman

Department Chairpersons in the College of Education shall be selected according to the policies, criteria, and procedures determined by the College Council and the policies of the University.
ARTICLE XI. REFERENDA

Section 1.

Any decision or action of the College Council may be referred to a vote of the faculty of the College of Education in accordance with the procedures established in this article.

Section 2.

The College faculty may request a referendum vote on any College Council decision or action by submitting a petition signed by at least twenty percent of the voting members of the faculty. Such petitions shall be presented to the Executive Committee within ten school days after the minutes reporting the decision or action have been distributed. The Elections Committee shall conduct an election on the question within one month of the day the Executive Committee received the petition.

Section 3.

The College Council may refer to a vote of the faculty any matter pending before it or any decision or action.

Section 4.

When a College Council decision or action or an amendment to these Bylaws is referred to the College faculty, the faculty shall vote by secret ballot in an election conducted by the Elections Committee. Prior to any referendum election, the Council shall provide the faculty an opportunity to discuss the question to be voted on at one or more of the following:

a. College faculty meeting.

b. Department faculty meeting.

c. Other groupings of the faculty.

Section 5.

A two-thirds majority of the votes cast in a referendum election shall be required to reverse a decision of the College Council, to approve an amendment, or to act on a matter referred by the Council to the faculty.
ARTICLE XII. STUDENT PETITIONS

By a petition of 100 signatures to the Executive Committee of the College Council, students may request: (1) reconsideration of Council legislation, (2) consideration of legislation, (3) arrangements for a hearing before the Council, and (4) consideration of an amendment to these Bylaws. The validity of signatures shall be determined in accordance with ARTICLE I, Section 5.

ARTICLE XIII. AMENDMENTS

Section 1. Faculty

Amendments to these Bylaws may be initiated by a petition signed by twenty percent of the voting members of the College of Education faculty. After the petition has been received by the College Council, it shall be referred to the Elections Committee which will conduct the referendum. If two-thirds of those voting in the referendum election vote for the proposal, the proposal shall be adopted.

Section 2. Council Members

Amendments to these Bylaws may be initiated by a petition signed by four voting members of the College Council. After the petition has been received by the College Council and approved by two-thirds of the members, it shall be referred to the Elections Committee and handled in the manner described in Section 1 of this article.

Section 3. Students

Amendments to these Bylaws may be initiated by a petition signed by 100 students as outlined in ARTICLE XII. After the petition has been received by the Council and approved by two-thirds vote of the members, it shall be referred to the Elections Committee and handled in the manner described in Section 1 of this article.

ARTICLE XIV. REVIEW OF THESE BYLAWS

These Bylaws shall be systematically reviewed every four years by a committee appointed by the College Council. Recommendations of the Review Committee shall be submitted to the Council and publicized through appropriate media.

Revised 1982-83 School Year
TO: Executive Committee of Academic Senate
FROM: College of Education Council
RE: Bylaw Changes in College of Education
DATE: February 1, 1983

Article 1, Section 4 Redefinition of Faculty Associate. New definition fits current use of the term.

Article 4, Section 2a Last paragraph, change reference from Article 5, Section 6a to Article 5, Section 5a.

Article 4, Section 2b Last paragraph, change reference, Article 5, Section 6b to Article 5, Section 5b.

Article 4, Section 3c Eligible to succeed, change himself to himself/herself.

Article 5, Section 2 Election schedule, A, B, C, changed from fall semester to third week in April.

Article 5, Section 3 Change in wording: "To comply with election, look at changes in Article 5, Section 2.

Article 5, Section 8 Faculty Associate, new section to cover voting privileges of faculty associates (note relettering of Section B and C to Section C and D).

Article 7, Section 2 Change in quorum requirements, more than 1/2 of total membership, instead of 2/3 required.

Article 7, Section 3 Agenda--rewording of this section to include employees of the college other than faculty members.

Article 7, Section 4 Minutes--change in distribution policy. Follow same pattern as academic senate. Intention--to conserve paper.

Article 9 Article rewritten so as to deal only with FSC and College Curriculum Committee. Also, FSC procedures changed to fit university requirements. College Curriculum Committee eligibility to include length of term in office.

Continued on page two . . .
February 1, 1983, MEMO to Executive Committee of Academic Senate  page two

Article 9  Elections--changed to eliminate requirements of election of an alternate.

Article 10, Section 1  Departmental Governance--language changed to include administrative units other than departments. Change would also cover such units as laboratory schools.

Article 10, Section 2b  Changed length of time between departments' assessments from four to five years.

Article 10, Section 3  Brings this section in compliance with the university.

Article 15  Drops Section 15, which is no longer applicable.

CHANGES SUGGESTED AT DECEMBER 14, 1983 SENATE MEETING:

Page I-2 and I-3 — he/she

Page I-8 (11/1/82) — ARTICLE IX. Section 1. b.  Last Paragraph
No faculty member may serve on more than one FSC Committee nor serve more than one consecutive term on the College FSC Committee.
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A faculty associate is an individual who is appointed on term assignment to the University without conventional faculty rank.

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When a faculty member of the College Council ceases to be eligible to serve, he must be replaced in accordance with ARTICLE V, Section 6a.

b. Students

Any student as defined in ARTICLE I is eligible to serve on the College Council.

When a student member ceases to be enrolled in a professional education program of the College of Education or is enrolled in the University less than full time, he/she must be replaced in accordance with ARTICLE V, Section 6b.

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Section 2. Election Schedules

a. Faculty

During the third and fourth weeks of the fall semester, the departments shall elect departmental representatives to the College Council.

b. Students

During the third and fourth weeks of the fall semester, students from each department shall elect their representatives to the College Council according to regulations developed by the department.

c. Administrative Personnel

During the third and fourth weeks of the fall semester the administrative personnel in the College shall elect their representative to the College Council.

d. Election Results

The Election Committee shall announce the results of these elections to the entire faculty of the college through the appropriate media.
Section 3. Beginning of Terms of Office

Newly elected members shall begin their terms of office within the first regular meeting of the College Council following these elections.

Section 4. Eligibility for Voting

a. Faculty

All faculty members of the College of Education who are employed full time in the University are eligible to vote. The dean of the college and administrative personnel may vote in the departments where they hold their rank. Persons who are on leave or disability are not eligible to vote.

b. Faculty Associates

Faculty Associates who have major assignments in departments of the college are eligible to vote.

c. Administrative Personnel

All administrative personnel of the college, with the exception of those who are on leave or disability, are eligible to participate in the election of the administrative representative on the College Council.

d. Students

Voting eligibility of students shall be determined in the manner described in ARTICLE V, Section 2b.

Section 5. Vacancies

a. Faculty

If a vacancy occurs among the departmental representatives on the College Council, the department concerned shall elect a replacement to serve the remainder of the term of office.

Persons on sabbatical or other leaves of absence shall be deemed to have vacated their seats on the Council or elected committees of the College Council.
b. Students

If a vacancy occurs among the student representatives on the College Council, the students in the Department concerned shall elect a replacement to serve the remainder of the term of office.

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At the first regular meeting after the election of new members, the College Council shall nominate and choose by ballot from its elected members a chairman who is a faculty representative, a vice-chairman, and a secretary for one-year terms. These officers shall assume their duties immediately upon election.

Section 2. Executive Committee

The officers named above and the dean of the college shall constitute the Executive Committee of the College Council. The Executive Committee shall also include a student representative currently serving on the council. The Executive Committee shall prepare the agenda for each Council meeting and shall perform such other functions as the Council assigns to it.

ARTICLE VII. COUNCIL MEETINGS

Section 1. Regular Meetings

The College Council shall hold regular meetings at least once each month during the academic year and may meet during the summer months. Faculty members and students may attend all meetings of the
council except executive sessions, but they may participate in discussion only with the consent of the Council.

Section 2. Quorum

Two-thirds of the total membership or three-fourths of the faculty representatives of the Council shall constitute a quorum.

Section 3. The Agenda

Faculty members and students desiring to bring specific matters to the attention of the College Council shall communicate them in writing to any member of the Executive Committee ten or more days before the meeting at which they wish matters considered. This time limit may be waived by a majority vote of the Council. The secretary of the Council shall publicize the agenda at least seven days before each regular meeting.

Section 4. Minutes

Minutes of the College Council meetings shall be mailed to all members of the Council and the college faculty within ten days after each meeting. Each departmental office shall post a copy of the minutes on a bulletin board available to departmental students. At least one permanent file of minutes shall be kept in the office of the dean of the college.

Section 5. Special Meetings

Special meetings may be called by the chairman of the College Council, or in his absence by the vice-chairman and must, upon written request of at least one-third of the Council members, be called within five school days of the receipt of the request.

Section 6. Parliamentary Authority

The parliamentary authority for use in Council meetings shall be Roberts Rules of Order, Revised.

ARTICLE VIII. COUNCIL POWERS AND DUTIES

Section 1.

The Council shall:

a. Consider and approve all proposals that are identified and promulgated as policies formulated by the College of Education faculty.
b. Review and discuss all matters related to the organization, reorganization, establishment, or elimination of any departments and/or units in the college.

c. Also serve in an advisory capacity to the dean of the College of Education.

Section 2.

The College Council shall create a CFS Committee and a Curriculum Committee and such other regular and special committees and boards as are necessary to assist the College of Education in the development of its basic policies. The Council shall determine the method of appointment or election and the powers, duties, and organization of each college committee and board which it creates (excepting those committees for which provisions are described in ARTICLE IX). The Council shall not normally consider a matter which is usually the responsibility of a committee or board until the committee or board has reported on the matter to the Council.

Section 3.

Before any committee, board, council, administrative group or official of the college or any of its constituent parts, or any other organization, may formulate or execute a policy in the name of the faculty of the college, the policy must be submitted to and approved by the College Council in accordance with these Bylaws.

Section 4.

All committees and boards of the College Council are accountable to the Council. The Council shall establish the kinds of reporting procedures each committee and/or board shall use.

Section 5.

The College Council must hold regular meetings and may call special meetings of the college faculty or any part thereof. For meetings which it calls, the Council shall establish the rules and the agenda, which rules shall not contravene these Bylaws.

ARTICLE IX. COMMITTEES - COLLEGE

Section 1.

The College Council shall create a CFS Committee and a Curriculum Committee and such other regular and special committees and
boards as necessary to assist the College of Education in the development of its basic policies.

Section 2. College Faculty Status Committee

a. Membership

The College of Education FSC Committee shall have two members from each department plus the Dean of the College who will serve as the chairman.

b. Eligibility

All permanent faculty holding rank and major assignment in Departments of the College who have been full-time faculty members at Illinois State University for at least one academic year preceding election of the FSC Committee shall be eligible.

Members of the College Council are not eligible for membership on the FSC Committee while members of the Council.

No faculty member may serve on more than one FSC Committee nor serve more than one full consecutive term on the College FSC Committee.

c. Nominations and Elections

Each department in the College of Education may nominate and submit to the College Council twice the number to be elected but shall present a slate of nominees that is at least 50% greater than the number to be elected. The College Council shall elect the College FSC Committee from the slates presented.

Section 3. College Curriculum Committee

a. Membership

The College of Education Curriculum Committee shall have four faculty representatives from the Department of Curriculum and Instruction, four faculty representatives from the Department of Specialized Educational Development, and two faculty representatives from the Department of Educational Administration and Foundations.

b. Eligibility

All permanent faculty members of the College of Education employed full time within the University shall be eligible for election to the College Curriculum Committee.
No faculty member may serve more than one full consecutive term on the College Curriculum Committee.

c. Elections

Departments shall elect their representatives and alternates (each representative should have an alternate). The College Council shall confirm election of members of the College Curriculum Committee.

ARTICLE X. DEPARTMENTS

Section 1. Governance

Departments of the College of Education shall provide for the participation of faculty and students in their governance. Each department shall submit as part of its annual report to the Council a description of the ways it has involved faculty and students in its governance.

Section 2. Evaluation

a. The Department chairman shall include in his/her annual report a brief evaluation of the department based in part on the suggestions of staff and students.

b. Each department shall be formally evaluated on a staggered basis every four years or more often if in the judgment of the College Council it becomes necessary. The Council shall establish procedures and determine the date of evaluation of each department.

c. Departments shall be evaluated on the basis of criteria developed by each department, and approved by the College Council. The criteria shall take into consideration the specific functions, goals, and obligations of individual departments.

Section 3. Selection of Department Chairman

Department chairman in the College of Education shall be selected according to the policies, criteria, and procedures established by the College Council.
ARTICLE XI. REFERENDA

Section 1.

Any decision or action of the College Council may be referred to a vote of the faculty of the College of Education in accordance with the procedures established in this article.

Section 2.

The College faculty may request a referendum vote on any College Council decision or action by submitting a petition signed by at least twenty percent of the voting members of the faculty. Such petitions shall be presented to the Executive Committee within ten school days after the minutes reporting the decision or action have been distributed. The Elections Committee shall conduct an election on the question within one month of the day the Executive Committee received the petition.

Section 3.

The College Council may refer to a vote of the faculty any matter pending before it or any decision or action.

Section 4.

When a College Council decision or action or an amendment to these Bylaws is referred to the College faculty, the faculty shall vote by secret ballot in an election conducted by the Elections Committee. Prior to any referendum election, the Council shall provide the faculty an opportunity to discuss the question to be voted on at one or more of the following:

   a. College faculty meeting.
   b. Department faculty meeting.
   c. Other groupings of the faculty.

Section 5.

A two-thirds majority of the votes cast in a referendum election shall be required to reverse a decision of the College Council, to approve an amendment, or to act on a matter referred by the Council to the faculty.
ARTICLE XII. STUDENT PETITIONS

By a petition of 100 signatures to the Executive Committee of the College Council, students may request: (1) reconsideration of Council legislation, (2) consideration of legislation, (3) arrangements for a hearing before the Council, and (4) consideration of an amendment to these Bylaws. The validity of signatures shall be determined in accordance with ARTICLE I, Section 5.

ARTICLE XIII. AMENDMENTS

Section 1. Faculty

Amendments to these Bylaws may be initiated by a petition signed by twenty percent of the voting members of the College of Education faculty. After the petition has been received by the College Council, it shall be referred to the Elections Committee which will conduct the referendum. If two-thirds of those voting in the referendum election vote for the proposal, the proposal shall be adopted.

Section 2. Council Members

Amendments to these Bylaws may be initiated by a petition signed by four voting members of the College Council. After the petition has been received by the College Council and approved by two-thirds of the members, it shall be referred to the Elections Committee and handled in the manner described in Section 1 of this article.

Section 3. Students

Amendments to these Bylaws may be initiated by a petition signed by 100 students as outlined in ARTICLE XII. After the petition has been received by the Council and approved by two-thirds vote of the members, it shall be referred to the Elections Committee and handled in the manner described in Section 1 of this article.

ARTICLE XIV. REVIEW OF THESE BYLAWS

These Bylaws shall be systematically reviewed every four years by a committee appointed by the College Council. Recommendations of the Review Committee shall be submitted to the Council and publicized through appropriate media.
ARTICLE XV. ADOPTION OF BYLAWS

These Bylaws shall be considered adopted by the College of Education when they have been approved by a simple majority of the members eligible to vote (1) in the College of Education and (2) in at least two of the three departments.

Revised 1978-79 School Year
PREAMBLE

The faculty of the College of Education hereby establishes these bylaws to serve as the primary governing policy for the College of Education. All matters of conduct and all proposals of and for the College of Education faculty are to be considered and approved in accordance with the provisions of the Illinois State University Constitution and of these Bylaws.

ARTICLE I. DEFINITION OF TERMS

In these Bylaws, the terms below will have the following meanings unless otherwise indicated.

1. Department

The term "department" denotes the three major academic units of the college within which programs reside and faculty hold rank.

2. Department Chairman

The term "department chairman" will denote head, chairman, or acting head, or acting chairman of departments.

3. Faculty

A faculty member is one who holds rank as an instructor or higher in a department of the College of Education.

4. Faculty Associate

A faculty associate is an individual employed in one of the laboratory school units and designated in his/her contract as a "Faculty Associate."

5. Student

A student is any person, undergraduate or graduate, who has been officially admitted to the University and is enrolled full time and is in a professional education program in the College of Education.

6. Administrative Personnel

Administrative personnel are those persons whose appointments are designated as administration.
ARTICLE II. THE COUNCIL OF THE COLLEGE OF EDUCATION

The faculty of the College of Education hereby establishes the Council of the College of Education to serve as the primary governing body of the college.

ARTICLE III. PURPOSE OF THE COLLEGE COUNCIL

The College Council shall act as the agency through which all proposals that are identified and promulgated as policies of the College of Education faculty are considered and approved in accordance with the provisions of the Illinois State University Constitution and of these By-laws.

ARTICLE IV. MEMBERSHIP - COLLEGE COUNCIL

Section 1. Council Composition

a. Faculty

The College of Education College Council shall have four faculty representatives from the Department of Curriculum and Instruction, four faculty representatives from the Department of Specialized Educational Development, and two faculty representatives from the Department of Educational Administration and Foundations.

b. Students

The College of Education College Council shall have one student representative from each department in the college.

c. Administrative Personnel

The College of Education College Council shall have one administrative representative from College administration. (If the Dean is not the administrative representative, he/she shall serve as an ex-officio non-voting member of the Council.)

Section 2. Eligibility for Membership

a. Faculty

All faculty members who hold permanent appointments and who have been full-time faculty members at Illinois State University for at least one academic year preceding election of the College Council shall be eligible for membership, unless (1) they are on leave at the time of the election, (2) they are officially scheduled for a leave during any portion of a prospective term of office, (3) they...
are on disability leave under the University Retirement System, or
(4) they are on the College Faculty Status Committee. A department
chairman is eligible for election only as a representative of the
Administrative personnel of the College.

When a faculty member of the College Council ceases to be eligible
to serve, he/she must be replaced in accordance with ARTICLE V,
Section 5a.

b. Students

Any student as defined in ARTICLE I is eligible to serve on the
College Council.

When a student member ceases to be enrolled in a professional edu­
cation program of the College of Education or is enrolled in the
University less than full time, he/she must be replaced in accordance
with ARTICLE V, Section 5b.

c. Administrative Personnel

The administrative personnel eligible to serve on the College Coun­
cil shall be the Dean, department heads and any other member of the
Administrative Council.

Section 3. Terms of Office

a. Faculty

Elected faculty members of the College Council shall serve three­
year terms. No faculty member may serve more than two consecutive
terms but will be eligible for re-election after one year. For
purposes of this section, a period of service of eighteen months to
three years shall be considered a term.

b. Students

Student representatives on the College Council shall serve one-year
terms and are eligible to succeed themselves.

c. Administrative Representatives

The administrative representative on the College Council shall
serve a one-year term and be eligible to succeed himself/herself.
ARTICLE V. COUNCIL ELECTIONS

Section 1. Elections Committee

The College Council shall appoint an Elections Committee to assure the nomination and election of members of the Council at the proper times. In addition, this committee shall supervise the nomination and election of members of all committees whose members are elected by faculty-at-large. It shall also prepare rules for the conduct of nominations and elections which are consistent with these Bylaws. Before such rules shall take effect, they must be approved by the College Council.

Section 2. Election Schedules

a. Faculty

By the third week in April the departments shall elect departmental representatives to the College Council.

b. Students

By the third week in April students from each department shall elect their representatives to the College Council according to regulations developed by the department and submitted to the College Council.

c. Administrative Personnel

By the third week in April the administrative personnel in the College shall elect their representative to the College Council.

d. Election Results

The Election Committee shall announce the results of these elections to the entire faculty of the college through the appropriate media.

Section 3. Beginning of Terms of Office

Newly elected members shall begin their terms of office at the first regular meeting of the College Council in the Fall Semester.

Section 4. Eligibility for Voting

a. Faculty

All faculty members of the College of Education who are employed full time in the University are eligible to vote. The dean of the college and administrative personnel may vote in the departments
where they hold their rank. Persons who are on leave or disability are not eligible to vote.

b. Administrative Personnel

All administrative personnel of the college, with the exception of those who are on leave or disability, are eligible to participate in the election of the administrative representative on the College Council.

c. Students

Voting eligibility of students shall be determined in the manner described in ARTICLE V, Section 2b.

Section 5. Vacancies

a. Faculty

If a vacancy occurs among the departmental representatives on the College Council, the department concerned shall elect a replacement to serve the remainder of the term of office.

Persons on sabbatical or other leaves of absence shall be deemed to have vacated their seats on the Council or elected committees of the College Council.

b. Students

If a vacancy occurs among the student representatives on the College Council, the students in the Department concerned shall elect a replacement to serve the remainder of the term of office.

c. Administrative Personnel

If a vacancy occurs in the position of administrative representative, the administrative personnel shall elect a replacement to serve the remainder of the term of office.

ARTICLE VI. COUNCIL OFFICERS

Section 1. Elections

At the first regular meeting after the election of new members, the College Council shall nominate and choose by ballot from its elected members a chairman who is a faculty representative, a vice-chairman, and a secretary for one-year terms. These officers shall assume their duties immediately upon election.
Section 2. Executive Committee

The officers named above and the dean of the college shall constitute the Executive Committee of the College Council. The Executive Committee shall also include a student representative currently serving on the council. The Executive Committee shall prepare the agenda for each Council meeting and shall perform such other functions as the Council assigns to it.

ARTICLE VII. COUNCIL MEETINGS

Section 1. Regular Meetings

The College Council shall hold regular meetings at least once each month during the academic year and may meet during the summer months. Faculty members and students may attend all meetings of the council except executive sessions, but they may participate in discussion only with the consent of the Council.

Section 2. Quorum

More than one-half of the total membership or three-fourths of the faculty representatives of the Council shall constitute a quorum.

Section 3. The Agenda

Any employee of the College of Education or student in the College of Education desiring to bring specific matters to the attention of the College Council shall communicate them in writing to any member of the Executive Committee ten or more days before the meeting at which they wish matters considered. This time limit may be waived by a majority vote of the Council. The secretary of the Council shall publicize the agenda at least seven days before each regular meeting.

Section 4. Minutes

Minutes of the College Council meetings shall be mailed to all members of the Council and to those members of the College of Education requesting them in writing within 10 days after each meeting. Each administrative office shall post a copy of the minutes on a bulletin board available to students. At least one permanent file of minutes shall be kept in the Office of the Dean of the College.

Section 5. Special Meetings

Special meetings may be called by the chairman of the College Council, or in his absence by the vice-chairman and must, upon written request of at least one-third of the Council members, be called within five school days of the receipt of the request.
Section 6. Parliamentary Authority

The parliamentary authority for use in Council meetings shall be Roberts Rules of Order, Revised.

ARTICLE VIII. COUNCIL POWERS AND DUTIES

Section 1.

The Council shall:

a. Consider and approve all proposals that are identified and promulgated as policies formulated by the College of Education faculty.

b. Review and discuss all matters related to the organization, reorganization, establishment, or elimination of any departments and/or units in the college.

c. Also serve in an advisory capacity to the dean of the College of Education.

Section 2.

The College Council shall create a CFS Committee and a Curriculum Committee and such other regular and special committees and boards as are necessary to assist the College of Education in the development of its basic policies. The Council shall determine the method of appointment or election and the powers, duties, and organization of each college committee and board which it creates (excepting those committees for which provisions are described in ARTICLE IX). The Council shall not normally consider a matter which is usually the responsibility of a committee or board until the committee or board has reported on the matter to the Council.

Section 3.

Before any committee, board, council, administrative group or official of the college or any of its constituent parts, or any other organization, may formulate or execute a policy in the name of the faculty of the college, the policy must be submitted to and approved by the College Council in accordance with these Bylaws.

Section 4.

All committees and boards of the College Council are accountable to the Council. The Council shall establish the kinds of reporting procedures each committee and/or board shall use.
Section 5.

The College Council must hold regular meetings and may call special meetings of the college faculty or any part thereof. For meetings which it calls, the Council shall establish the rules and the agenda, which rules shall not contravene these Bylaws.

ARTICLE IX. COMMITTEES - COLLEGE

Section 1. College Faculty Status Committee

a. Membership

The College of Education FSC Committee shall have two members from each department plus the Dean of the College who will serve as the chairman.

b. Eligibility

All permanent faculty holding rank and major assignment in departments of the college who have been full-time faculty members at Illinois State University for at least one academic year preceding election of the CFSC shall be eligible.

Members of the College Council are not eligible for membership on the CFSC while members of the Council.

No faculty member may serve on more than one FSC Committee nor serve more than one consecutive term on the College FSC Committee.

c. Nominations and Elections

The College of Education nominations and elections for the CFSC shall be conducted in accordance with the Illinois State University Faculty Appointment, Salary, Promotion, and Tenure policies.

Section 2. College Curriculum Committee

a. Membership

The College of Education Curriculum Committee shall have four faculty representatives from the Department of Curriculum and Instruction, four faculty representatives from the Department of Specialized Educational Development, and two faculty representatives from the Department of Educational Administration and Foundations.
b. Eligibility

All permanent faculty members of the College of Education employed full time within the University shall be eligible for election to the College Curriculum Committee. Terms of office are for two years. No faculty member may serve more than one full consecutive term on the College Curriculum Committee.

No faculty member may serve more than one full consecutive term on the College Curriculum Committee.

c. Elections

Departments shall elect their representatives. The College Council shall confirm election of members of the College Curriculum Committee.

ARTICLE X. DEPARTMENTS

Section 1. Governance

Administrative units of the College of Education shall provide for the participation of faculty and students in their governance. Each administrative unit shall submit as part of its annual report to the Council a description of the ways it has involved faculty and students in its governance.

Section 2. Evaluation

a. The Department chairpersons shall include in their annual report a brief evaluation of the department based in part on the suggestions of staff and students.

b. Each department shall be formally evaluated on a staggered basis every five years or more often if in the judgment of the College Council it becomes necessary. The Council shall establish procedures and determine the date of evaluation of each department.

c. Departments shall be evaluated on the basis of criteria developed by each department, and approved by the College Council. The criteria shall take into consideration the specific functions, goals, and obligations of individual departments.

Section 3. Selection of Department Chairman

Department Chairpersons in the College of Education shall be selected according to the policies, criteria, and procedures determined by the College Council and the policies of the University.
ARTICLE XI. REFERENDA

Section 1.

Any decision or action of the College Council may be referred to a vote of the faculty of the College of Education in accordance with the procedures established in this article.

Section 2.

The College faculty may request a referendum vote on any College Council decision or action by submitting a petition signed by at least twenty percent of the voting members of the faculty. Such petitions shall be presented to the Executive Committee within ten school days after the minutes reporting the decision or action have been distributed. The Elections Committee shall conduct an election on the question within one month of the day the Executive Committee received the petition.

Section 3.

The College Council may refer to a vote of the faculty any matter pending before it or any decision or action.

Section 4.

When a College Council decision or action or an amendment to these Bylaws is referred to the College faculty, the faculty shall vote by secret ballot in an election conducted by the Elections Committee. Prior to any referendum election, the Council shall provide the faculty an opportunity to discuss the question to be voted on at one or more of the following:

a. College faculty meeting.

b. Department faculty meeting.

c. Other groupings of the faculty.

Section 5.

A two-thirds majority of the votes cast in a referendum election shall be required to reverse a decision of the College Council, to approve an amendment, or to act on a matter referred by the Council to the faculty.
ARTICLE XII. STUDENT PETITIONS

By a petition of 100 signatures to the Executive Committee of the College Council, students may request: (1) reconsideration of Council legislation, (2) consideration of legislation, (3) arrangements for a hearing before the Council, and (4) consideration of an amendment to these Bylaws. The validity of signatures shall be determined in accordance with ARTICLE I, Section 5.

ARTICLE XIII. AMENDMENTS

Section 1. Faculty

Amendments to these Bylaws may be initiated by a petition signed by twenty percent of the voting members of the College of Education faculty. After the petition has been received by the College Council, it shall be referred to the Elections Committee which will conduct the referendum. If two-thirds of those voting in the referendum election vote for the proposal, the proposal shall be adopted.

Section 2. Council Members

Amendments to these Bylaws may be initiated by a petition signed by four voting members of the College Council. After the petition has been received by the College Council and approved by two-thirds of the members, it shall be referred to the Elections Committee and handled in the manner described in Section 1 of this article.

Section 3. Students

Amendments to these Bylaws may be initiated by a petition signed by 100 students as outlined in ARTICLE XII. After the petition has been received by the Council and approved by two-thirds vote of the members, it shall be referred to the Elections Committee and handled in the manner described in Section 1 of this article.

ARTICLE XIV. REVIEW OF THESE BYLAWS

These Bylaws shall be systematically reviewed every four years by a committee appointed by the College Council. Recommendations of the Review Committee shall be submitted to the Council and publicized through appropriate media.

Revised 1982-83 School Year
January 11, 1984

TO: Academic Senate

FROM: Rules Committee

RE: New Members Election for Council for Teacher Education

Upon recommendation by Dean Dunifon and concurrence by Provost Strand, the following names have been submitted for membership on the University Council for Teacher Education:

Dr. Frances Moore-Bond, Curriculum & Instruction
Dr. James J. Johnson, Psychology
Dr. Joe Townsend, Agriculture (reappointment)
January 11, 1984

TO: Academic Senate

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THE BACCALAUREATE DEGREE AT ILLINOIS STATE UNIVERSITY

Report of the University Curriculum Committee-Committee to Study the Baccalaureate

Members:

Donna Brink Fox
James Johnson
Dixie Mills
Keith Stearns
Edna Vanderbeck
Richard Dammers
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PREFACE

Two years ago the Board of Regents directed that Illinois State University study the baccalaureate degree. The University was mandated to develop policies governing the scope of program requirements for the baccalaureate and its components. Efforts were initiated during 1981-82 and were continued throughout the 1982-83 academic year.

In August, 1983, Dr. David Strand, Interim Provost, requested that the University Curriculum Committee complete the task by developing a document on the baccalaureate by December, 1983. Members of the UCC Committee to Study the Baccalaureate were Dr. Donna Brink Fox, Music; Dr. James Johnson, Psychology; Dr. Dixie Mills, Finance and Law; Dr. Keith Stearns, Specialized Educational Development; and Dr. Edna Vanderbeck, HPERD. Dr. Richard Dammers, English, was assigned to work with this committee as a resource person.

This document was completed in cooperation with the academic community at Illinois State University. Development of the document included regular communication with departments, Colleges, curriculum committees, College Councils, Academic Affairs Committee, Academic Senate, and administrators. All were invited to respond to the first and second drafts of the document, and many suggestions were received and incorporated. The committee presented the attached document to Dr. David Strand on December 6, 1983.
I. Purpose and Goals of the Baccalaureate Degree

Higher education was introduced in North America on October 26, 1636, when the Massachusetts General Court passed the legislative act which led to Harvard College. The purpose of Harvard and of other colonial colleges was primarily to provide education to colonial political and religious leaders; from the very beginning the colonies felt some sense of obligation to provide educational opportunity. With a clearly defined goal, the preparation of civil and religious leaders, this educational design was perceived to be vocational and preparatory in nature.

After the Revolutionary War, the purposes and goals of higher education became more diverse as the nation grew and new institutions of higher learning developed. New states reaffirmed a continuing relationship with old colleges and encouraged the development of new institutions of higher learning. Through this relationship with the states, colleges incurred a responsibility for preparing people for the duties and requirements of citizenship. While the content and direction of the bachelor's degree in the United States has evolved over almost three hundred and fifty years, the general purpose has remained relatively steady. The baccalaureate in the United States had and continues to have as its major purpose the preparation of people to live fuller, more satisfying, and more responsible lives through a general intellectual and social development and through a specific and intensive study of one or more bodies of knowledge.

With rigorous continuity the structure of a college education and the baccalaureate degree has adhered to a pattern of four years of study divided between general studies and a specific discipline. The few exceptions to this pattern occurred in experiments conducted by major universities, such as Harvard University and the University of Chicago among others, where the bachelor's degree was attempted in three years. For the most part these experiments have been abandoned. Some components of these experimental approaches to the baccalaureate were deemed successful, however, and they exist on many campuses. For example, the College Level Examination Program, Departmental Proficiency Examinations, and Advanced Placement Programs developed from these experiments. Other changes saw the beginning of 3-2 programs, in which students take 3 years of baccalaureate level study and 2 years of graduate study in order to complete bachelor's and master's degrees in five years or to complete an engineering program. The influx of part-time adult students in baccalaureate programs throughout the United States will cause an increase in the number of people completing degrees in varied periods of time. Despite these exceptions, however, the standard length of time given to baccalaureate study in the United States was and is four years.

In his essay entitled "The Baccalaureate Degree: What Does It Mean? What Should it Mean?" Howard Bowen asserts that the bachelor's degree involves completion of a four-year program having some breadth of learning among the traditional academic subjects including the sciences, social studies, and humanities and some depth of learning through a modest specialization in a single field or area (AAHE Bulletin, Nov. 1981, p. 11). The division of time given to these two emphases varies considerably from curriculum to curriculum and university to university. In general, however, there is a division of degree requirements into general studies and a major area of studies, with the remaining courses devoted to a minor area, professional studies, or electives.
From 1967 to 1974 the amount of coursework required in general education generally declined, while the amount of coursework in the major remained stable; the result was an increase in hours given to electives. Today college and university curricula throughout the United States are redeveloping general education requirements, and it is apparent that general education will continue to be an area of interest and concern for higher education through the 1980's.

One indicator of the rekindled interest in general education is the report of the National Commission on Excellence in Education, entitled A Nation at Risk: The Imperative for Educational Reform, which addresses the importance of general education in preparing students for lifelong learning.

"In a world of ever-accelerating competition and change in the conditions of the workplace, of ever-greater danger, and of ever-larger opportunities for those prepared to meet them, educational reform should focus on the goal of creating a Learning Society. At the heart of such a society is the commitment to a set of values and to a system of education that affords all members the opportunity to stretch their minds to full capacity, from early childhood through adulthood, learning more as the world itself changes. Such a society has as a basic foundation the idea that education is important not only because of what it contributes to one's career goals but also because of the value it adds to the general quality of one's life" (A Nation at Risk).

A baccalaureate degree provides a balanced education, incorporating both the breadth of general or university studies and the intensity of an in-depth study of a discipline. Illinois State University has insisted on the value and importance of these components in a baccalaureate degree. In recent years the University has restructured completely the required hours, areas of study, and the approved courses in the University Studies program, completing this task as others in higher education were just beginning to call for the improvement of general education in America. In developing major areas of studies, departments continually update their curricular offerings through the approved College and University channels. Departments at ISU have been aggressive in seeking to offer strong, up-to-date major areas of study. In both areas, then, Illinois State University is asserting its strength and tradition in curriculum development.

Howard Bowen has described the baccalaureate course of study as the completion of both personal education and practical education. By personal education he means the "broad development or fulfillment of the whole person," and by practical education, the "training for work, family life, politics, consumer choice, health, leisure activities, and other practical affairs" (The State of the Nation and the Agenda for Higher Education, 1982). Bowen is specific about the topics he would include in each area. "These subjects (not necessarily courses) could constitute a six-year program, two years in high school and four years in college:
I. Personal Education
   A. The common core
      1. Language skills including reading, writing, speaking, and, in an era of electronic communication, listening—all in English.
      2. Logic, mathematics, and computer science.
      3. History of Western civilization and special emphasis on the development of democratic institutions.
      4. Philosophy.
      5. Religious studies.
      7. Foreign languages: not required but with incentives or encouragement such that a minority of persons would elect to study them in some depth so that the nation could have contact with many foreign cultures.
      8. Educational opportunities: training and guidance related to opportunities and techniques for lifelong educational use of adult education, radio, television, books, magazines, newspapers, libraries, churches, museums, musical organizations, armed forces, workplaces, unions, clubs, experiential learning, and independent study. As Alfred Whitehead observed (1929, p. 6), 'Education is the acquisition of the art of the utilization of knowledge.'
      9. Career opportunities: the concept of vocation, world of work, and choice of vocation.

   B. Required fields within each of which limited choices of specific courses would be permitted. In each field, emphases would be on fundamental principles, methods, and great issues.
       1. Natural sciences
       2. The humanities
       3. The fine arts
       4. Social studies

   C. The entire program of personal education would be designed to help students acquire a cosmopolitan outlook. This would be achieved partly through the study of world geography and foreign languages as specified, partly through elective courses pertaining to interpersonal affairs and foreign cultures, partly through the regular curriculum and the extracurricular life of each institution.

II. Practical education
   A. Meeting the requirement of a major field of study in the sciences and arts that might provide the basis for a vocation or for the advanced study leading eventually to a vocation; or preparing for a vocation; or through undergraduate study, apprenticeship, on-the-job experience and training, and so on.

   B. Preparing for other practical affairs such as interpersonal relations, management of personal business, child development, health, consumer choice, and use of leisure."

(Reprinted with permission of Howard R. Bowen.)
Bowen points out that personal education and practical education are not simply equivalent to general education and a major area of study respectively. Indeed, personal education and practical education occur in and through the combination of a general education program and a major area of study. In order to implement these goals for the final two years of high school and four years of baccalaureate education, the University may develop greater communication with school districts throughout Illinois about appropriate senior high school studies, along the lines of articulation agreements with two-year colleges. At Illinois State University both personal and practical education are achieved through the University Studies program and through the major area of study. Personal education occurs primarily through the University Studies program and secondarily through the major course of study; practical education occurs primarily through the major course of study together with courses mandated by the major department and secondarily through the University Studies program. An integration of personal and practical education is an essential attribute of the baccalaureate course of study. The goal, then, of the baccalaureate degree at Illinois State University is the achievement of both personal and practical education through the requirements of the University Studies program and the various major and minor courses of study offered in the five colleges, College of Applied Science and Technology, College of Arts and Sciences, College of Business, College of Education, and College of Fine Arts, that comprise the University.
II. Baccalaureate Degree Programs at Illinois State University

Undergraduate degrees available at Illinois State University include the Bachelor of Arts, Bachelor of Science, Bachelor of Science in Education, Bachelor of Fine Arts, Bachelor of Music, and Bachelor of Music Education degrees.

A. Requirements for the Bachelor of Arts (B.A.) degree: University Studies requirements; general requirements for graduation; field or fields of study requirements; 32 semester hours in humanities and social sciences; and three semesters or equivalent of foreign language, with at least one semester at the level of 115 or higher taken in college, with Foreign Language classes taught exclusively in English excluded (the Department of Foreign Languages establishes high school and proficiency equivalents). Students for whom English is not their native language can meet their Foreign Language requirement either by taking COM 110 and two English courses or by meeting the requirements in a foreign language other than their first language.

B. Requirements for Bachelor of Science (B.S.) degree: University Studies requirements; general requirements for graduation; and field or fields of study requirements.

C. Requirements for Bachelor of Science in Education (B.S. in Ed.) degree: University Studies requirements; general requirements for graduation; teacher education approved major; and professional education requirements.

D. Requirements for Bachelor of Fine Arts (B.F.A.) Degree: University Studies requirements; general requirements for graduation; and Art or Theatre field of study requirements for B.F.A. degree.

Since the Fine Arts professional degrees at ISU (B.F.A., B.M., and B.M.E.) are less well known than the B.A., B.S., and B.S. in Ed. degrees, a more detailed description of these degrees is provided. The information about these professional degrees is taken from the new program requests submitted to and approved by the Board of Regents and Board of Higher Education.

1. BACHELOR OF FINE ARTS DEGREE PROGRAM IN THE DEPARTMENT OF THEATRE. (October 3, 1978)

The Bachelor of Fine Arts Degree is conceived by the Department of Theatre at Illinois State University as: (1) a professional undergraduate program that prepares students in a more highly specialized and directed way to enter professional fields in acting and costume/stage design, and graduate programs in the fine arts; (2) a program devised for the student devoted to a career in the fine arts; (3) a program where students may receive early recognition, specialized career guidance, and achieve a level of competency that permits them to compete for career opportunities in the field of theatre (acting and costume/stage design); and (4) a program that permits a high degree of concentration in specific subject areas.

The important features of the Bachelor of Fine Arts Program are as
follows: (1) the program permits the faculty to select undergraduate students and give them the benefits of a rigorous professional involvement; (2) the program would guarantee a personal interrelationship between the faculty and student, so that the student would be given an opportunity to reach the fullest potential for aesthetic performance and understanding; and (3) the program would permit the designing of curricula appropriate to a student's professional aspirations in acting, stage and costume design.

The Bachelor of Fine Arts Major (B.F.A.) is a program leading to a four year professional degree that offers high concentration in acting and costume/stage design. Theatre Programs are accredited by the National Association of Schools of Theatre.

2. THE BACHELOR OF FINE ARTS DEGREE PROGRAM IN THE DEPARTMENT OF ART, (July 30, 1975)

The Bachelor of Fine Arts Degree is conceived by the Art Department at Illinois State University as: (1) a professional undergraduate program that prepares students in a more highly specialized and directed way to enter professional fields in the arts and graduate programs in the fine arts; (2) a program devised for the student devoted to a career in the fine arts; (3) a program where students may receive early recognition, specialized career guidance, and achieve a level of competency that permits them to compete for career opportunities in the field of art; and (4) a program that permits a high degree of concentration in specific subject areas.

The important features of the Bachelor of Fine Arts Program are as follows: (1) the program permits the faculty to select undergraduate students and give them the benefits of a rigorous professional involvement; (2) the program would guarantee a personal interrelationship between the faculty and student, so that the student would be given an opportunity to reach the fullest potential for aesthetic performance and understanding; and (3) the program would permit the designing of individual curricula appropriate to each student's professional aspirations.

E. Requirements for Bachelor of Music (B.M.) degree: University Studies requirements; general requirements for graduation; and music field of study requirements for B.M. degree.

The rationale for the Bachelor of Music degree is taken from the new program request dated March, 1969, to the Board of Regents.

The proposed program provides for in-depth study in music theory, music history and literature, applied study and performance (68 hours) and for both broad and in-depth experiences in general education. An effort has been made to structure a balanced program of experiences in music and general education based on (1) a study of Bachelor of Music degree programs in other Illinois institutions of higher education as well as reputable institutions outside the state, (2) recommendations of the National Association of Schools of Music, and (3) the policies and recommendations pertaining to general education as established by the faculty of Illinois State University.
F. Requirements for Bachelor of Music Education (B.M.E.) Degree:
University Studies requirements; general requirements for graduation;
music field of study requirements for B.M.E. degree; and professional
education requirements.

The new program requests for the Bachelor of Music and Bachelor of Music
Education degrees were presented together to the Board of Regents in
March, 1969.

Whereas the Bachelor of Music degree requires a 68 semester hour music
field of study component, the Bachelor of Music Education degree requires
a 60 semester hour music field of study component. (Approved by the
University Council, October 16, 1968, and by the Board of Regents in
March, 1969.)

G. General requirements for graduation: The following graduation
requirements apply to all students. Meeting graduation requirements is
the individual responsibility of each student. The student and adviser
should check the student's program of courses frequently to assure that
the student is fulfilling the following graduation requirements (all
references to hours are to semester credit hours.)

1. Total Hours: The actual hour requirement for an undergraduate degree
varies by the program or combination of programs that a student
elects. A student must have a minimum of 120 hours of credit
acceptable toward graduation. Some courses may not count toward
graduation. These restrictions are noted in the course descriptions.
There are some curricula or combinations of fields that require
additional hours. If all specified requirements are completed with
fewer than 120 hours, a student must elect sufficient course work to
total at least 120.

2. University Studies: University Studies hours must total at least 48
hours exclusive of courses taken in the student's major department and
distributed over eight areas as described in the Catalog. A transfer
student who is admitted to the University from a public community
college in Illinois and who has completed an Associate Degree in a
baccalaureate-oriented sequence shall be considered to have met the
University Studies requirement; other transfer students must complete
the regular University Studies program.

If a student from an Illinois public community college transfers to
Illinois State with six or fewer semester hours remaining to complete
a baccalaureate-oriented associate degree, he or she may present
evidence of the award of that degree at the completion of the first
semester at Illinois State and be considered to have completed the
University Studies requirement.

3. Major-Minor Options: Liberal arts or non-teacher education students
who are candidates for B.S. or B.A. degrees must complete a major
field of study. Completion of a second major, minor, and the second
minor is optional. Teacher education students who are candidates for
a B.S., B.A., B.S. in Ed. or B.M.E. degree must complete professional
education requirements and a major approved for teacher education.
Some teacher education majors also require a teacher education minor (See Appendix A).

4. Senior College Hours: The senior college hours (courses numbered 200 or above) must total at least 42 hours. Coursework transferred from other colleges and universities is not counted as senior college credit if freshmen and sophomores are regularly permitted to enroll in such work. No credit from two-year colleges may be counted as senior level.

5. Grade Point Average: Unless otherwise specified in a specific program, the grade point average for all courses taken at Illinois State University must be 2.0 (C) or higher. In addition, the student must have a grade point average of 2.0 (C) or higher in the courses required in the major and the minor if the student has a minor.

6. Removal of Incompletes: Each Incomplete grade (I) must be removed at least six weeks before the Spring commencement or two weeks before August graduation if the course is to be used in meeting graduation requirements.

7. Residence Requirements: Unless otherwise specified in a specific program, the residence requirement is completion of one-half of the last two years (a minimum of 30 hours) at Illinois State University.

8. Constitution Examination: Each student must pass an examination on the Constitution of the United States and the State of Illinois and on the proper use of the American flag. It is given on five different dates throughout the year as listed on the Directory of Classes for each semester and for the eight-week summer session. A student may also meet this requirement by successful completion of Political Science 105 or by presenting certification of having passed an appropriate examination at another accredited Illinois college or university.

9. Correspondence and Extension Course Limit: A student may not present more than 32 hours of extension and correspondence credit from other institutions for graduation. Of the 32 hours, not more than 16 hours of correspondence credit will be accepted. Illinois State University no longer distinguishes between those courses offered on campus and those offered off campus and does not offer correspondence courses. Therefore, all credit hours earned at Illinois State apply toward graduation unless specifically noted otherwise.

10. The President and Academic Senate have recently approved a Junior Year Writing Examination, which will begin in 1984-85. A passing grade will be required for graduation.
III. Components of baccalaureate degree programs at ISU

A. University Studies (general education): General education usually includes required courses or areas of study within the traditional liberal arts and sciences, but it may also include applied areas emphasized more recently in higher education. At Illinois State University students select courses from eight broadly defined areas:

I. Communication Studies
II. Humanistic Studies
III. Natural Science Studies
IV. Quantitative and Logical Studies
V. Social Science and Psychological Studies
VI. Aesthetic Studies
VII. Contemporary Life Studies
VIII. Nonwestern Cultures and Traditions

Only one course, Language and Composition, is specifically required; for all others a student may choose from courses approved for each area by the Council on University Studies. The current forty-eight-hour program was approved by the Academic Senate on October 17, 1979. Subsequently the Council on University Studies developed with the faculty the general and specific criteria for determining course selection. This program aims to achieve what Howard Bowen calls personal education and practical education.

The fundamental rationale for requiring general education courses at Illinois State University is contained in a statement from the American Association of State Colleges and Universities on the meaning of the baccalaureate:

"A baccalaureate degree assumes a capability to deal creatively and realistically with personal, community, national, and international concerns. It assumes that a college graduate is able to think logically, to act rationally, and to make appropriate decisions about the future based on past and present conditions and circumstances. It also assumes an understanding of ethics and aesthetics which provides a foundation for the development of a value system which can be translated into effective social action.

To qualify for the baccalaureate degree, a student must at least: (1) achieve mastery in written and spoken English; (2) understand and be able to apply scientific method and basic mathematical concepts; (3) gain a perspective of the social sciences, including knowledge about the interaction of human groups, and of world and U.S. history, institutions, and economic systems; and (4) have acquired basic knowledge and competencies in the humanities, such as literature, art, and foreign language, and a knowledgeable appreciation of the value of the humanities to the individual and to society. The competencies must be carefully and appropriately evaluated. In addition, the student must achieve mastery of a subject or interdisciplinary field and must be made aware, through counseling, of the relationship of the specialty to vocational or professional use."

The University Studies Program provides a core of fundamental
knowledge, skill, and understanding. The content of University Studies courses is important to the educated layperson rather than to the specialist in the field, although this does not mean that all courses in the program are introductory or non-technical in nature. The program is designed to meet each of the following goals:
- to provide personal enrichment.
- to offer a systematic design for further learning.
- to be broad in scope rather than focused on a narrow portion of a discipline.
- to reflect major values and ideas and to offer the opportunity to examine such values and ideas.
- to assure a breadth of knowledge and an understanding of the basic processes of disciplined inquiry that society might reasonably expect from a college graduate.

Because of the limited number of hours required in each group, a student may have only one exposure to a discipline or area. For this reason, care should be taken to select courses that will ensure breadth within as well as across disciplines and areas of study.

General Requirements

Each student seeking a bachelor's degree must satisfy the requirements of the University Studies program. A transfer student who has completed an associate degree based on a baccalaureate-oriented sequence and who is admitted to the University from a public community college in Illinois shall be considered to have attained junior standing and to have met his or her University Studies requirements. All other students must meet the minimum requirements for each group in the program--a total of 48 hours exclusive of courses in a student's major department. Some students may wish to complete the requirements through the Individual University Studies Program. The Proficiency and Placement Examinations section of the University Undergraduate Catalog describes how a student may meet some of the University Studies requirements through the College Level Examination Program (CLEP) and other proficiency examinations.

Double Majors: The exclusion of courses from a major department applies only to the declared or first major--not to the second or undeclared major.

Minors: Any University Studies course may be used to meet the requirements of a minor.

Contract Major: Any University Studies course may be used to meet the 48 hour requirement without regard for courses from a major department for students who are pursuing a Contract Major, Arts and Science Contract Major, or Social Sciences Major.

Teacher Certification: Group requirements in the University Studies program have been designed to meet the general education requirements for teacher certification in Illinois.
International Studies: Credit in University Studies may be earned through the Study Abroad program.

University Studies Groups  (See Appendix B for complete listing of courses)

Group 1: Communication Studies (9 hours): Study related to the collection, preparation, and presentation of ideas and information directed toward achieving personal skill in written and oral communication. English 101 is required.

Group 2: Humanistic Studies (9 hours): Study of history (the study of past events, especially those concerned with particular nations, periods, and individuals), literature (the study of native and foreign culture through the exploration of the literature of that culture), and philosophy (the study of values, ethics, and general principles which provide rational explanations) directed toward acquiring basic knowledge in the humanities. Courses must be selected from at least two departments.

Group 3: Natural Science Studies (6 hours): Study of biological sciences (the study of life and living matter in all forms, especially with regard to the origin, growth, reproduction, and structure of life forms) and the physical sciences (the study of structure, properties, origin, and energy relations of matter apart from the phenomena of life) directed toward an understanding of and an ability to apply the scientific method to natural phenomena.

Group 4: Quantitative and Logical Studies (3 hours): Study of mathematics (the study of numbers and space configurations and their operations, measurement, and the relationships in both the abstract form of pure mathematics and the practical form of applied mathematics), computer science (the study and understanding of the logical organization and transformation of information directed toward the development of the problem-solving skills necessary in a computer environment), and logic (study of principles of valid reasoning and correct inference) directed toward the understanding of basic computational skills and the ability to think logically.

Group 5: Social Science and Psychological Studies (9 hours): Study of the social sciences of anthropology, economics, human geography, political science, and sociology (the study of aspects of past and present activities, conduct, interactions, and organizations of humans) and the study of psychology (the study of mental phenomena, especially those associated with behavior and problems of adjustment to the environment) directed toward an understanding of and an ability to apply the scientific methods to human activity. Courses must be selected from at least two departments.

Group 6: Aesthetic Studies (3 hours): Study of the fine and applied arts having to do with the creation and application of diverse modes of communication, ideas, and emotions by means of visual and nonvisual representations and symbols toward developing aesthetic understanding and appreciation.
Group 7: Contemporary Life Studies (6 hours): Study of the applied arts of agriculture (the production of food and the management of natural fiber plant and animal resources), business and management (organization, operation, administration, and control of private and public organizations), Criminal Justice Sciences (the study of the criminal justice system), education (instruction and training within and outside educational organizations), health and physical education (maintenance and restoration of physical and mental health), home economics (the study of the reciprocal relations of family to its natural and man-made resources and environments), technology (practical application of basic scientific knowledge to the design, production, and operation of systems for human control of the natural environment), and other appropriate applied studies directed toward development and understanding of the use of liberal studies in applied areas in order to deal creatively and realistically with personal, community, national, and international concerns.

Group 8: Nonwestern Cultures and Traditions (3 hours): Study of some aspect of a culture other than one's own directed not only toward a better understanding of the cultural complexity of a shrinking and increasingly interdependent world but also toward gaining a new perspective of Western culture. (Courses in this group must be concerned with the cultures and traditions of one or more of the following geographic areas: Africa and neighboring islands (not in the Mediterranean Sea); Caribbean Islands with nonwestern cultures; Central America; China, Mongolia, Japan, Korea (East Asia), Taiwan; India, Pakistan, and neighboring countries; Mexico; Middle East; Pacific Islands (U.S. Administration); Philippines and islands of Indonesia; Pre-contact cultures of Americas, Australia, or New Zealand; South America; Southeastern Asia (Burma, Cambodia, Laos, Thailand, Vietnam, and others).

B. Definition of Terms from 1983-84 Undergraduate Catalog: A major is designed so that a student ordinarily would combine it with a minor. A comprehensive major is designed to be more inclusive, and the student would not ordinarily combine it with a minor. Subdivisions of majors are of two types; 1) a sequence is a subdivision of a major in which there are specific curriculum requirements, and 2) a concentration is a subdivision of a major which is provided for advisement purposes only (there are no specific curriculum requirements in a concentration). A minor is a combination of courses, not to exceed 24 hours, that provides a cohesive introduction to an area of study.

The current University Curriculum Committee Policies and Procedures state the following: "Credit Limits for Majors, Comprehensive Majors, Interdisciplinary Programs, and Minors (Approved by University Council, February 21, 1968): Departments, Groups of Departments, and/or Divisions will adhere to the following requirements for majors, comprehensive majors, interdisciplinary programs, and minors for all undergraduate degrees. Exceptions may be made only by agreement of the University Curriculum Committee and the Academic Senate."
a. Majors: No major may have more than 37 semester hours of credit as a maximum requirement of that department.

b. Comprehensive Majors and Interdisciplinary Programs: Comprehensive Majors and Interdisciplinary Programs may have no more than 55 semester hours of credit as a maximum requirement. No more than 37 semester hours of credit may be from any one area in an interdisciplinary program. (It is understood that a comprehensive major consists of distinct, but related, fields of knowledge.)

c. Minors: No minor may have more than 24 semester hours from an area as a maximum requirement.

d. Electives: There will be no restrictions placed on the use of elective hours.

C. Major Course of Study: The major course of study for the baccalaureate degree requires an in-depth study of the principles and practice of a discipline. A major course of study should prepare a student to use in various ways the content and the methodology of a discipline. At the same time a major course of study for the baccalaureate degree does not duplicate the course of study for a graduate degree in that discipline. The usual number of semester hours for a major is 36; the maximum varies considerably by discipline but usually does not exceed 37 semester hours in the major or 55 semester hours in a "comprehensive" major. There are exceptions to these limits on the number of semester hours in the major. In both cases the burden of proof rests with the department to demonstrate conclusively to the University Curriculum Committee and to the Academic Senate that an exception is an appropriate course of action.

D. Comprehensive Major Course of Study: The comprehensive major course of study, with a 55 semester hour limit, has traditionally been offered at Illinois State University as an alternative to the major and minor required in the secondary education program. With the elimination of the requirement of a minor in the secondary education program during 1983 (five programs excepted - see Appendix A), the usefulness of the designation "Comprehensive Major" is diminished. The term "Comprehensive" major is also used for programs outside teacher education which are larger than the traditional major.

E. Minor Course of Study: A minor is a combination of courses, not to exceed 24 hours, that provides a cohesive introduction to an area of study. Although a minor is no longer required for teaching certification (see Appendix A), it is strongly advised for students wishing to be certified to teach in two areas. In addition, students in non-teaching programs may choose a minor in order to gain knowledge in an area related to their majors, in an area providing a breadth of competence, or in an area offering a diversity of learning experience.
F. Electives: There is no limit on the number of electives that students may take to satisfy the minimum requirement of 120 semester hours of course work for graduation.

G. Professional Education: Each teacher education major must complete professional education requirements as a part of the state requirements for certification. For majors leading to the Standard High School certificate, 22 semester hours are taken in addition to the requirements listed in the major. For other certificates those professional education requirements are listed along with the requirements of the major or the sequence in the Undergraduate Catalog. The teacher education requirements section of the Undergraduate Catalog provides an overview of the certification program requirements, including general education, professional education, and specialization.
IV. Recommendations:

1. Undergraduate degrees offered at Illinois State University, including the Bachelor of Arts, Bachelor of Science, Bachelor of Science in Education, Bachelor of Fine Arts, Bachelor of Music, and Bachelor of Music Education, should not require more than 124 hours of coursework.

Rationale: All undergraduate degrees should be attainable within a four-year time period. Many students take more than 124 semester hours for their baccalaureate degrees. Often this is a matter of student choice, such as a change in major or a wish to take additional electives. The goal of this recommendation is not to prevent a student from choosing additional semester hours of study but to prevent the requirements for graduation from making the attainment of a baccalaureate degree in a four-year time period unlikely. A program requiring 124 semester hours exceeds the minimum graduation requirements by four semester hours, allows students a choice of classes for the most part within University Studies, permits electives only above and beyond graduation requirements, and may demand that a student follow major requirements upon entrance in the freshman year. If program requirements exceed 124 semester hours, even a well organized student may experience difficulty in attaining a baccalaureate degree in four years.

Ideally, most baccalaureate degree programs will permit flexibility for students to choose electives or concentrations outside the major.

Through the existing collegiate curricular procedures, a College may elect to develop standards which differ from but are not in excess of the published standards in IV. 1, 2, 3, and 4.

2. The major for the B.A., B.S., and B.S. in Education degrees should not require more than 55 semester hours in the major department. This limit does not apply to the B.F.A., the B.M., and the B.M.E., which are described in section II.

Rationale: The long-standing guideline of a 55 semester hour maximum in the major should be retained. In the past, this maximum was applied to the comprehensive major; if the term comprehensive is deleted as proposed (Recommendation 5), then this guideline would apply to all majors. It is understood that, in general, majors would not exceed 55 semester hours in the major department.

3. The major should not mandate more than 76 semester hours, excluding University Studies hours.

Rationale: The 76 semester hour limit should be seen not as an ideal but as a maximum to be approached only in rare cases. A department or college is obligated to make a very strong case for mandating 60 semester hours or more. The 76 semester hour limit
includes courses in the major department and courses outside the major department but required by the major. As the number of hours mandated by the major approaches 76, the flexibility in a student's program drops considerably.

4. The major and any University requirements should mandate no more than 24 semester hours (including English 101 - Language and Composition I) in the University Studies program.

Rationale: The University Studies program, described in section III.A., is designed to be rigorous by designating eight areas of study that must be completed and to be flexible by allowing a choice of courses within each area. The requirement of specific courses in University Studies in order to enhance the major course of study must be balanced against the need for flexibility in a student's planning. To this end at least one-half of the University Studies program should remain undesignated by the major and open to student choice.

The necessity or desirability of a student meeting the requirement(s) for certification, licensure, or registration may significantly reduce the flexibility within a particular program. Careful attention must be given to extensive mandating of courses in University Studies by the major department so that the student's opportunity to register for electives will not be eliminated.

5. The use of the term "Comprehensive" should be examined rigorously in Academic Program Reviews and should be eliminated if the term "Comprehensive" does not appear to serve a meaningful purpose any longer.

Rationale: With the elimination of the requirement of the minor in teacher education programs, the original purpose of the comprehensive major as an alternative to the major/minor requirement was lost. Therefore, departments should examine the need for a "Comprehensive" major and a "regular" major during the program review process. Departments may prefer the designation of a "Major" with various "Sequences" as an alternative to the "comprehensive" and "Major" designations currently in use.

6. Concentrations of 12 to 18 semester hours should, if possible, be offered to students who wish to use their elective hours to study a discipline without taking the requirements for a major or minor course of study. Departments could be creative in suggesting concentrations with a variety of emphases. Students who elect a major course of study that mandates a relatively small number of hours (for example, those in the range of 27 -36) should be strongly urged to select a concentration from another department. Such recommendations could be a part of the advising process and could also be included in catalog copy.

Rationale: Students who complete the baccalaureate with only the University Studies component (48 semester hours) and the major area of study component (36-55 semester hours) can have as many as 36
hours of electives. Some students choose a second major; some choose a minor and electives. An additional option would be provided by concentrations of 12 to 18 semester hours. Students whose majors leave them with a relatively large number of elective hours may benefit from some advice that will provide structure and focus to their selection of courses. Such counseling could also be used to direct them toward concentrations that will complement or strengthen mastery of their major area of study. Some possible areas for concentrations include communications, fine arts, applied computer sciences, business administration, among others.

7. Programs not conforming to these guidelines are to be adjusted only after thorough study, which will take place during the regularly scheduled Academic Program Review process. Departments will have the opportunity to present a rationale for courses of study differing from the guidelines listed above. Department chairs should be alerted well in advance of the Academic Program Review that a course of study will be given detailed scrutiny; with sufficient time to make careful decisions, departments may examine a course of study and either modify its requirements or develop a complete, persuasive document explaining to the academic community the need for an exception to these guidelines.

If a department wishes to present a rationale for a course of study differing from these guidelines before the regularly scheduled Academic Program Review, it may elect to present such a rationale through the regular curriculum channels of the University. The rationale would originate with the Department Curriculum Committee and then be directed to the College Curriculum Committee, Council of Teacher Education if necessary, University Curriculum Committee, Academic Senate, and Dean of Instruction for approval or disapproval.

Courses of study exceeding these guidelines will be given detailed scrutiny through the Academic Program Review process or the regular curriculum channels of the University. There is no implicit or explicit guarantee that, after the review process, courses of study will conform to the guidelines herein. It is understood that some programs or courses of study may need to exceed the limits stated in IV. 1, 2, or 3, if programs at leading universities in the United States have established standards of quality which differ from these guidelines.

Rationale: Individual circumstances do have an impact on degree programs. Adjustments in program requirements may cause far-reaching consequences. As a result, careful and deliberate study of proposed changes in program requirements is essential in curriculum planning and development. Nevertheless, it is important that a program exceeding these guidelines on semester hour requirements be scrutinized thoroughly. The Academic Program Review process is the appropriate avenue for the conduct of this study. Each college examines its programs on a five year cycle (see Appendix C) and works in conjunction with the Associate Provost and Dean of Instruction in planning for the future of each program.
This process of deliberate academic planning provides the opportunity for the careful study of programs which do not meet the guidelines above.

BIBLIOGRAPHY


Illinois State University Undergraduate Catalog, 1983-84.


NATIONAL

Appendix A

Teacher Education Majors Requiring Minors for Certification

Five programs leading to high school teaching certification require both a major and a minor. They include the following majors:

1. Dance
2. Geography
3. Health Science
4. Theatre
5. Traffic Safety
Appendix B

Group 1: COMMUNICATION STUDIES

Communication
- 110 Fundamentals of Speech Communications
- 123 Interpersonal Communication
- 125 Argumentation
- 223 Small Group Processes

English
- 101 Language and Composition I (Required of all students)
- 145 Language and Composition II

Foreign Languages
- 111 First-Year French (Part I)
- 112 First-Year French (Part II)
- 111 First-Year German (Part I)
- 112 First-Year German (Part II)
- 111 First-Year Classical Greek (Part I)
- 112 First-Year Classical Greek (Part II)
- 111 First-Year Italian (Part I)
- 112 First-Year Italian (Part II)
- 111 First-Year Latin (Part I)
- 112 First-Year Latin (Part II)
- 111 First-Year Russian (Part I)
- 112 First-Year Russian (Part II)
- 111 First-Year Spanish (Part I)
- 112 First-Year Spanish (Part II)
- 115 Second-Year French (Part I)
- 116 Second-Year French (Part II)
- 115 Second-Year German (Part I)
- 116 Second-Year German (Part II)
- 115 Intermediate Latin
- 116 Vergil
- 115 Second-Year Russian (Part I)
- 116 Second-Year Russian (Part II)
- 115 Second-Year Spanish (Part I)
- 116 Second-Year Spanish (Part II)

Group 2: HUMANISTIC STUDIES

English
- 104 Introduction to Literature-Poetry and Drama
- 105 Introduction to Literature-Prose Fiction
- 106 Introduction to Literature-Literary Themes and Topics
- 107 Literature and the Movies
- 110 Masterpieces of English Literature
- 122 Introduction to Shakespeare
- 130 Masterpieces of American Literature
- 150 Masterpieces of World Literature to 1350
- 160 Women in Literature
- 165 Afro-American Literature
- 250 Literature of The Bible I
- 251 Literature of The Bible II

Foreign Languages
- 105 Classical Mythology
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<td>Philosophy of Law</td>
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<td>Science and Modern Man</td>
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<td>Elements of Chemistry</td>
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<td>Fundamentals of Chemistry</td>
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</table>
112 Fundamental Chemistry Laboratory
140 General Chemistry I
141 General Chemistry II

Geography-Geology
100 Earth Science
105 Introduction to Geology I
107 Introduction to Geology II
110 Weather
195 Introduction to Oceanography

Physics
100 Energy and Environment
101 Introduction to Astronomy
105 Fundamentals of Physics
108 General Physics I
109 General Physics II
110 Physics I
111 Physics II

Sociology, Anthropology, and Social Work
182 Introduction to Physical Anthropology

Group 4: QUANTITATIVE AND LOGICAL STUDIES

Applied Computer Science
164 Fortran Programming
168 Structured Problem Solving and the Computer

Mathematics
103 Foundation Topics in Mathematics
105 Applications of Elementary Mathematics
106 World of Mathematics
120 Finite Mathematics for Business and Social Sciences
121 Introduction to Calculus for Business and Social Sciences
145 Calculus I
146 Calculus II
151 Structure of Number Systems I
164 Fortran Programming
210 Symbolic Logic I

Philosophy
110 Thinking Logically
210 Symbolic Logic I

Group 5: SOCIAL SCIENCE AND PSYCHOLOGICAL STUDIES

Economics
100 Principles of Economics I
101 Principles of Economics II

Geography-Geology
135 World Geography
150 Economic Geography
205 Conservation and Natural Resources

Political Science
105 American Government and Politics
141 Comparative European Government
151 Introduction to International Relations
232 Politics and Public Policy
Psychology

111 General Psychology
112 Child and Adolescent Development
131 Social Psychology
232 Personality

Sociology, Anthropology, and Social Work

106 Introduction to Sociology
107 Social Problems
131 Social Psychology
180 Introduction to Cultural Anthropology
261 The Community
267 Population
268 Sociology and Religion

Group 6: AESTHETIC STUDIES

Art

100 Introductory Art Workshop
150 Art Appreciation
155 Survey of Art I
156 Survey of Art II
250 Arts and the Modern World
257 Survey of Art III

Health, Physical Education, Recreation, and Dance

123 Modern Dance I

Interdisciplinary Studies

100 Humanities I: European Civilization to 1700 (2 hrs.)
101 Humanities II: European Civilization since 1700 (2 hrs.)

Music

100 Introduction to Music Theory
151 Survey of Music Literature
153 Black Music I
250 Arts and the Modern World

Theatre

150 Introduction to the Theatre
170 Introduction to Film Art
250 Arts and the Modern World

Group 7: CONTEMPORARY LIFE STUDIES

Agriculture

150 Introduction to Plant Science
170 Introduction to Animal Science

Applied Computer Science

140 Introduction to the Computer World

Biological Sciences

111 Plants and Civilization
145 Hygiene and the Biology of Man
202 Ecology of Man

Business Education and Administrative Services

100 Business and its Environment
330 Decision-making for Consumers

Communication

140 Introduction to the Computer-World
Criminal Justice Sciences
101 Introduction to Criminal Justice Sciences

Curriculum and Instruction
110 Introduction to Multicultural Education

Foreign Languages
108 German for Business

Health, Physical Education, Recreation, and Dance
113 Fitness and Conditioning
180 First Aid

Health Sciences
100 Introduction to the Health Community
155 Man and Environment: A Health Perspective
194 Healthful Family Living
196 Drugs and Lifestyles

Home Economics
106 Nutrition
131 Courtship and Marriage
132 Home Management in Contemporary Life
330 Decision-making for Consumers

Industrial Technology
171 Principles of Accident Prevention
208 Industrial Technology Systems
308 Man and Technology

Interdisciplinary Studies
120 Women Today

Philosophy
139 Business Ethics

Sociology, Anthropology, and Social Work
170 Survey of Social Work and Social Welfare

Speech Pathology and Audiology
112 Survey of Speech and Hearing Disorders
115 Introduction to Human Verbal Development
120 Sound and Man

Group 8: NONWESTERN CULTURES AND TRADITIONS

Agriculture
100 Agriculture of Developing Countries

Art
189.14 Oriental Art

Business Education and Administrative Services
345 Business in a Multicultural Environment

Geography-Geology
250 Africa
255 Asia

History
125 History of Asian Civilization
126 History of the Middle East and Africa
127 Latin America
263 Modern Mexico
271 Islamic Civilization
275 History of Japanese Civilization

Philosophy
207 Oriental Philosophy
Political Science
  145 Introduction to Nonwestern Politics
  246 African Politics
  247 Politics of the Middle East
  347 Latin American Politics

Sociology, Anthropology, and Social Work
  184 Cultures of the World
  272 North American Indians
  284 The Anthropology of Native American Art

Theatre
  289.17 Survey of Nonwestern Film
Appendix C

Schedule for the Annual Academic Program Review

1983-84 College of Arts and Sciences
1984-85 College of Fine Arts
1985-86 College of Education
1986-87 College of Business
1987-88 College of Applied Science and Technology
<table>
<thead>
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<td>$903,133.7</td>
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<td>$976,442.8</td>
<td>$73,709.1</td>
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<td>$12,255.0</td>
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<td>Health Education Grants</td>
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<td>$16,728.7</td>
<td>$1,024.8</td>
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<td>$5,168.1</td>
<td>$2,676.8</td>
<td>$687.5</td>
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<td>Board of Higher Education</td>
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<td>$1,743.0</td>
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<td>$106,096.0</td>
<td>$50,215.4</td>
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<td>$1,441,853.7</td>
<td>$150,168.2</td>
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### Source of Appropriated Funds

- **General Revenue Fund**
  - FY1984 Appropriations: $1,056,991.7
  - FY1985 Appropriations: $1,204,916.6
  - FY1985 Recommendations: $1,192,506.3
  - Dollar Increase Over FY1984 Appropriations: $135,514.6
  - Percent Increase Over FY1984 Appropriations: 12.82%

- **University Income Fund**
  - FY1984 Appropriations: $182,014.3
  - FY1985 Appropriations: $182,050.0
  - FY1985 Recommendations: $194,200.9
  - Dollar Increase Over FY1984 Appropriations: $12,180.6
  - Percent Increase Over FY1984 Appropriations: 6.7%

- **Other**
  - FY1984 Appropriations: $52,679.5
  - FY1985 Appropriations: $92,367.1
  - FY1985 Recommendations: $55,146.5
  - Dollar Increase Over FY1984 Appropriations: $2,667.6
  - Percent Increase Over FY1984 Appropriations: 4.7%
### Table IV-2

**FY1985 RECOMMENDATIONS**  
**UNIVERSITIES OPERATIONS AND GRANTS**  

(All amounts in thousands of dollars)

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## Table IV-4

**FY1985 RECOMMENDATIONS**  
**UNIVERSITIES OPERATIONS AND GRANTS**

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<th>Salary Increases</th>
<th>Cost Increases</th>
<th>O &amp; M for New Buildings</th>
<th>Program and Institutional Support</th>
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<th>Total Recommended for FY1985</th>
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### FY1985 Recommendations
(dollars in thousands)

#### Resource Requirements

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#### Recommended Increases

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#### Source of Appropriated Funds

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BOARDS OF REGENTS
ILLINOIS STATE UNIVERSITY

Supporting Detail
(dollars in thousands)

Program and Institutional Support

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University Income Fund

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### Project Descriptions

**Steam Line Replacement-Phase II-a (Utilities, $795,800)**

This project will replace 800 lineal feet of buried steam line on the West Campus with a steam line enclosed in a walk-through tunnel. Seven major University buildings are served by this line. This is the second phase of a steam line replacement program which will replace campus secondary steam lines with new steam lines in walk-through tunnels. Funding has been provided to complete the first phase of the steam line replacement program.

**Minor Remodeling #1 (SR3-Remodeling, $1,296,400)**

The following components are included in this project:

- **Center for Visual Arts-Ventilation System ($174,600).** This project will provide for modification of the existing ventilation system in order to exhaust dangerous fumes from the building.

- **Edwards Hall-Elevator ($342,900).** The installation of an elevator will provide for handicapped accessibility to the second and third floors of Edwards Hall. These floors house specialized facilities for the science and communications programs and Capen Auditorium.

- **Stevenson Hall-Roof Replacement ($154,900).** This project will provide for replacement of portions of the building's deteriorated roof.
Illinois State University (continued)

General Services Building-Service Elevator ($159,700). This project will eliminate the present ramp and loading dock at the basement level and will provide for a first floor level loading dock and freight elevator for access to the basement level. Printing services machinery and paper storage are located in the basement level and recurrent floods of Sugar Creek make it necessary to protect permanently the basement level access area.

Life Safety Work ($216,700). This project will provide for life safety work in four buildings. Work to be undertaken includes handrails, upgraded fire alarms, one basement sprinkler system, and smoke and fire doors.

Schroeder Hall Window Reduction ($247,600). This project will provide for the replacement of one-half of the glass curtain wall with insulated panels, and for caulking and restoration of the remaining windows.

Moulton Hall Window Replacements (SR-Remodeling, $315,900)

This project will replace 218 existing wood window units with double glazed, weather stripped, aluminum units. In addition to completing the remodeling of Moulton Hall, this project will result in substantial energy savings.