Fall 11-28-1984

Senate Meeting November 28, 1984

Academic Senate
Illinois State University

Follow this and additional works at: https://ir.library.illinoisstate.edu/senateminutes
Part of the Higher Education Administration Commons

Recommended Citation
https://ir.library.illinoisstate.edu/senateminutes/469

This Article is brought to you for free and open access by the Academic Senate at ISU ReD: Research and eData. It has been accepted for inclusion in Academic Senate Minutes by an authorized administrator of ISU ReD: Research and eData. For more information, please contact ISUReD@ilstu.edu.
ACADEMIC SENATE MINUTES
(not approved by the Academic Senate)

November 28, 1984 Volume XVI, No. 7

CONTENTS

Call to Order
Roll Call
Approval of Minutes of November 14, 1984
Chairperson's Remarks
Vice Chairperson's Remarks
Student Body President's Remarks
Administrators' Remarks

ACTION ITEMS: 1-
2.
3.
4.
5.
6.
7.

INFORMATION ITEMS: 1-
2.
3.
4.
5.

Committee Reports
Communications
Adjournment

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.
ACADEMIC SENATE MINUTES
(not approved by the Academic Senate)

November 28, 1984

Call to Order

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

Roll Call

Secretary Sessions called the roll and declared a quorum present.

Approval of the Minutes of November 14, 1984

Mr. Schmaltz had a correction on Page 16, Paragraph 4: The Chair of Psychology Dr. Alferink had answered, "No, because these are doctoral level programs."

In the final paragraph under Section 4, Dr. Alferink expected some expansion, particularly among students not targeted for doctoral level programs.

Mr. Zeidenstein had a correction in the middle of page 13, paragraph 7, second and third sentences, attributed to him, was the answer from Dr. Paul Rosene.

Mr. Spence had a correction on page 16, second paragraph from the bottom, (Section 5, Paragraph 2, last sentence). He cited a hypothetical example.

Mr. Eimermann had a correction on page 5, paragraph 6, "Mr. Eimermann said it was the intent of the Senate, as expressed at the previous meeting, to consider guidelines at this meeting.

Motion by Mr. Lorber to approve minutes of November 14, 1984 as corrected, (Second, Pontius). Motion carried on a voice vote.

Chairperson's Remarks

Chairperson Gowdy thanked the secretaries for getting the minutes out in a very short time because of the Thanksgiving holidays.

A special thanks to Dr. Morris for providing the wherewithal for refreshments this evening. They will be served at "half-time."

Vice Chairperson's Remarks

Mr. Christian had no remarks.

Student Body President's Remarks

Mr. Charnogorsky said he was currently establishing the screening committee for next Spring's elections. He would appreciate the names of persons who should be removed from the elections. Individuals can sign up for an interview in the Student Life Office. All positions on student advisory committees
have been staffed. The landlord task force will meet again next week. Next SBBD meeting will be December 9 in the Founders' Room. He wished the chairperson a happy birthday.

Administrators' Remarks

Mr. Watkins wished to be the second person to wish the chair a happy birthday.

On Channel 3 news this evening it was announced that Senator John Maitland was instrumental in an override which should result in more adequate funding of the retirement system. Senator Maitland listens to the concerns of the University.

Another honor has been won by a student of this University. Dr. Watkins yielded the floor to Senator Pritner who told about an alumnus of the theatre department. Esquire Magazine had an article on John Malkovich, in a feature on major achievers under 40, along with Dale Murphy and Meryl Streep.

Mr. Watkins announced that Dr. Charles White will be retiring as Dean of the Graduate School on August 31, 1985. He will be returning to teaching in the Department of Communication. As a result of his resignation, procedures will be put in operation to begin appointment of a search committee for a successor. Ms. Gowdy said that names for this committee would be brought to the Senate in December or January.

Provost Strand expressed his appreciation to the members of the Senate and University Staff for their indulgence in his absence to attend hearings in Chicago over the past weeks.

One item of information about the Illinois Board of Higher Education meeting next week. The Board of Regents is recommending two new degree programs for ISU: Bachelor of Arts and Bachelor of Science in International Business and Bachelor of Arts in Writing.

Mr. Eimermann asked about the Provost's Report, "Statement of Goals" recently delivered to the university community. Goal #11 examines the ASPT process as it pertains to equity and merit raises. Last year a committee was established for this, with Dean Virginia Owen as chairperson. How does that goal and the Provost's relation to it relate to the ASPT system and the University Review Committee? Is there to be a parallel committee that will make recommendations to the URC?

Mr. Strand provided a historical context. When he had been interviewed for the Provost's position, there appeared to be in the minds of many faculty members a need for the Provost's Office to identify priorities and address them in some fashion. Thus was developed a list of goals for last year and a subsequent list for this year.

The process by which those goal statements evolved included the designation of a particular person as the chair of the report. That person then seeks input from a number of individuals in appropriate bodies. Then the report is provided to the appropriate body to dispose of this report. The goal statement as completed will be presented to the URC and wind its way back to the Senate. This was not an attempt to establish a parallel committee.
Mr. Eimermann had a second question about the classification of temporary employees. Is this a policy which will be implemented? Is it a policy that will be coming to the Senate for review?

Mr. Strand replied that this is a policy that will be implemented. This policy has been shared with the chairperson of the Faculty Affairs Committee, Deans, and Department Chairs. It will be reported in the Provost Office Newsletter. By agreement of the Senate Executive Committee, this will be a topic upon which I will comment on December 12 at the Academic Senate Meeting.

Dr. Harden had no remarks.

Dr. Gamsky had no remarks.

ACTION ITEMS

Music Therapy Sequence (10.17.84.5)

In the absence of the Academic Affairs Committee chairperson, Senator Balbach, Mr. Parr moved that the Senate approve the Music Therapy Sequence (Second, Pritner).

Dr. Jeff Chinn, Dr. Art Corra, Dean Charles Bolen, and Dr. Marie DiGiammarino were present for questioning.

Mr. Schmaltz asked about the need for the concentration. What value is this proposal other than to get a designation on the transcript? Mr. Chinn said that presently ISU does not have a program that is indicated on students' transcripts. Students may take courses to meet NAMT requirements. The proposal is a way that music therapists can be accredited. Mr. Schmaltz asked if under the old program a student could still be certified by the NAMT? Answer was yes.

Mr. Schmaltz was concerned that six hours of psychology courses were being deleted. Mr. Corra said the two classes being cut out of the program were Statistics and Experimental Psychology. These courses were not usually included in an undergraduate music therapy program. They are required for a Master's degree in music therapy. There are still three psychology courses required, plus a course in musicology using computers. It is assumed that students who want to learn more will go on with a further degree.

Mr. Mohr had difficulty understanding the program in music therapy. Looking at the academic plan, he noted that there are some new programs in art and music therapy. He had difficulty seeing those programs being pursued up to the Doctor of Arts degree. He was not familiar with the discipline that would involve therapy in these areas up to the master's and doctoral levels. He suggested that such therapy as laying on of hands did not belong in a University. Dr. Corra said the proposal was for just a sequence in the B.S. degree -- no mention of Master's and Doctor's degrees. Mr. Mohr was concerned about precedent. Mr. Strand said the Provost's Office supported the proposal. He suggested that the program not be judged on what will come later. It is a well-established, accepted, professional discipline.
Mr. Spencer asked if the person who gets this type of degree would become a
member of a therapy team? Dr. Corra said, yes, or the person could be a
free-lance therapist. Two ISU graduates now work in Peoria, sometimes with
psychologists, sometimes with doctors.

Mr. Schmaltz said he had checked about ten catalogs of universities with
music therapy programs. A number of schools required more hours in psychology
than this sequence does. The University of Iowa was the highest with 15 hours
required. What interested him now was how many hours of music were required?
Dr. Marie Digiammarino answered that the NAMT required that 45 per cent of the
curriculum be music. ISU proposed 41% in music. We have been cited for
having a low number of music hours, but still are accredited by the NAMT.
Dr. Corra mentioned that our graduates have done internships at the University
of Iowa.

Mr. Zeidenstein asked about the percentages. A total of 71 hours in music
is in the proposal, and 122 to graduate. This was well over 50%. Ms. DiGia-
marrino replied that the NAMT divides music therapy courses from music courses:
17% music therapy plus 41% music = 58%.

Mr. Petrossian made positive remarks concerning a former student who had
experiences with music therapy. He was impressed with the good work that
was done with patients; perhaps music therapy does do some good.

Ms. Hanlon supported the program. She mentioned that art, music, and drama
therapy had been established for many years. She would recommend that the
Senate consider the program in a positive way because it is valid and substan-
tial.

Mr. Charnogorsky called the question.

(XVI-68) Motion in favor of approving the Music Therapy Sequence (10.17.84.5) carried
on a voice vote.

Fashion Design Sequence in Home Economics (10.17.84.1)

XVI-69 Mr. Parr moved (Second, Christian) that the Senate approve the Fashion Design
Sequence in Home Economics.

Dr. Ann Stemm and Dr. Connie Ley of Home Economics were present to answer
questions.

Mr. Pritner asked if this was a degree for which we had the faculty and
resources to prepare people to be competitive in this field, which is
based largely on the two coasts. Ms. Stemm replied that she had over
eleven years teaching experience in design, at ISU, Ohio State, and Miami
University of Ohio. There are others on the ISU faculty with training in
this field. Dr. Pritner asked if the Provost's Office supported this
proposal. The answer was yes. Dr. Ley mentioned that other schools
not coastally based had this type of sequence. Chicago offers many employ-
ment opportunities.

Motion passed on a voice vote.
Special Educational Development Proposal (10.23.84.1)

Mr. Parr moved (Second, Whitcomb) that the Senate approve the Special Educational Development Proposal. The Academic Affairs Committee recommended approval.

Dr. Ray Eiben and Dr. Paula Smith were present for questions.

Motion carried on a voice vote.

Proposed New Start Policy (11.20.84.5)

Mr. Parr moved approval of the New Start Policy. (Second, Christian).

Dr. Jeff Chinn and Mr. Lorber were present to answer questions. Dr. Chinn said the document had been editorially reworked since last week. For example, under the veteran's program, the expression, "acceptable discharge," is proposed. The parallel of provisions of the proposal with non-native ISU students is improved.

Mr. Zeidenstein questioned what constituted acceptable and who decides it. Dr. Chinn answered that Admissions personnel would make the decisions. The expression would include everything except something that was dishonorable. Mr. Pontius thought "acceptable" should be left out; a dishonorable discharge could be found acceptable. Mr. Parr thought the decision should be left up to Admissions.

Mr. Zeidenstein was concerned about deletions: Under (1) Adult Learner Program, (2) Veteran's Programs, and (3) Policy Exceptions, there had been a statement that students could be readmitted as majors with the approval of their department. In the newer version; this phrase is deleted. Why was that sentence deleted? Dr. Chinn responded that general students are subject to general retention requirements. A student admitted to a departmental program is subject to all the regulations of the major. Mr. Zeidenstein questioned the number of hours needed to be admitted. Is 12 hours of 2.0 needed before a student can be admitted as a major? Dr. Chinn replied that no minimum hours are established. Mr. Zeidenstein was concerned that a department could admit students as a major immediately.

Mr. Spencer observed that students should not be penalized for attending ISU and failing. He spoke in favor of the proposal. People should have a chance to come back under the same guidelines as the transfer students.

Mr. Christian was in favor of the program. As a transfer student, he knew the advantages of starting over with a new GPA. He found in the three years that he attended junior college that he matured quite a bit and he is doing better at ISU. A student who comes to ISU originally, struggles, then goes home and gets his life together and comes back, deserves the same opportunities as a transfer student. Also, he had spoken with a girl who had read in the Vidette about the New Start Program and was excited about it. She came to ISU, did poorly, went home, attended Morraine Valley Junior College for 1½ years, got her life back together, and is now a student at ISU. She would have liked to have had the opportunity of a new start. She wants to transfer into nursing, but will have to stay longer at ISU to get her GPA back up in order to do that.
Mr. Christian encouraged the Senate to consider the positive aspects of the program as it applies to the students of ISU.

Mr. Nelsen questioned that a transfer student who had a criminal record could be admitted, while a person with a dishonorable discharge could not. Dr. Gamsky said that ISU doesn't search out undesirables, but someone could slip through. Mr. Spencer asked if a person with a dishonorable discharge could be admitted as a student and just not have the advantages of the new start program. Mr. Christian asked if a person with a criminal record really could enter the University whereas a person with a dishonorable discharge could not. Dr. Chinn explained that the policy established three limited opportunities. The reason for veterans programs is an Illinois Senate resolution of 1968 that public institutions may not hold lack of success in the military against a veteran. Mr. Parr said the veteran part was a special concession to those who have been in the services. It does not seem unfair to rule out those with dishonorable discharges. They could enter the University under another program. Dr. Chinn thought this program would give people who have done well elsewhere, an opportunity to re-enter college.

Mr. Mason thought it ironic to exclude people with a dishonorable discharge. He knew of people who had bad experiences in the military. They went into the service, did not like it, and were dishonorably discharged. That is not a success. Mr. Zeidenstein saw the proposal as a new start compared to an ineffective initial start. A dishonorable discharge is not a sign of success in an interim activity.

Mr. Pontius proposed an amendment (Second, Eimermann): to replace "acceptable discharge" with "a discharge for other than dishonorable reasons."

Mr. McCracken sought information: Is page two of the proposal part of what is being voted tonight. Answer: Yes,

Mr. Zeidenstein was concerned about the editing between the original New Start Policy and the one dated 11.20.84.5. Changes had been made. The first version stated, "honorable discharge," the second version was changed to "acceptable discharge." Dr. Chinn stated that the changes were made to achieve parallel treatment of native with transfer ISU students. He asked if Mr. Pontius' amendment is also intended for p. 1.

Mr. Gamsky questioned "honorable discharge" being removed. He thought the change to "acceptable" would water down the meaning. In the services, dishonorable discharge was the most severe punishment that could be administered. A bad conduct discharge would be the next in line for discipline. Would these be considered "acceptable?"

Mr. Chinn observed that the same statements made about honorable discharge, medical discharge, etc., last meeting would pertain. The statement, "other than dishonorable," would accomplish the same meaning.

Mr. Spencer asked if it would be possible for a veteran to have a dishonorable discharge and come in under the adult learner program. Mr. Pontius said he assumed that a student would have had to have a positive success at something before returning to school.
Mr. Petrossian was confused about the military service issue. He asked if students must list this when applying for admission. He asked if a dishonorably discharged person could receive veteran's benefits. Mr. Chinn replied that persons may come in under the veterans program. They do not have to do this. Mr. Pontius could not imagine the Veteran's Administration allowing benefits being paid to persons with a dishonorable discharge.

Mr. Lorber said the original intent of the New Start Policy was to open the door that was closed previously to ISU students. He thought Admissions and Records personnel were well qualified and competent to decide what an "acceptable discharge" was. He was opposed to the amendment.

Mr. Pontius thought the University should spell this requirement for veterans out clearly to avoid lawsuits in the future. He thought "acceptable discharge" left the field too wide open. Mr. Lorber asked if "other than dishonorable" would solve the problem. Mr. Pontius replied, Yes.

Mr. Nelsen said he would be against the amendment. The possibility of being sued should not guide our motion. With the New Start Policy, the implication is that someone may squeak through and get in and succeed. The door should be as open as possible. We should be very careful how we exclude people from coming into the system.

Mr. Zeidenstein thought that there were no gradations of "dishonorable." All other discharges would be acceptable.

Mr. Mohr called the question.

Amendment: "a discharge for other than dishonorable reasons". Motion carried on a voice vote.

Mr. Taylor spoke in favor of the New Start Policy. He had chaired the Academic Affairs Committee. This policy had been before the committee for three years and has been approved by the Academic Affairs Committee three times. Each time it has been a different proposal. There is no "perfect" policy; but the proposal before us will work. It will change with time.

Mr. Charnogorsky called the question.

Motion in favor of the New Start Policy as amended carried unanimously.

Psychology Proposal for Subdivision of a Degree Major (11.6.84.1)

Mr. Parr moved that the Senate approve the proposed Psychology Proposal for Subdivision of a Degree Major (Second, Graff).

Dr. Larry Alferink and Dr. Barbara Goebel were present for questions.

Dr. Harden called the question.

Motion to approved the proposed Psychology Proposal carried on a voice vote.
ASPT Editorial Changes (11.7.84.2)

Mr. Schmaltz moved acceptance of the ASPT Editorial Changes (Second, Lorber)

These changes had been recommended by the University Review Committee and the Faculty Affairs Committee. The rationale of the proposal is to clarify existing policy on college-wide equity reviews. The intent is to make clear that these reviews are initiated by the college in cooperation with departments. He clarified the apparent discrepancy in the numbering.

Mr. Mohr asked if the proposal made clear to whom the department should show justification. Mr. Schmaltz answered: to the college.

Motion to accept editorial changes passed on a voice vote.

Academic Calendar Changes for 1985-1986 (11.20.84.6)

Mr. McCracken spoke for the Administrative Affairs Committee. They were presenting the calendar recommended by Dr. Chinn. This proposal provides 45 MWF classes, and does not interfere with the 30 T/Th classes. It meets the needs for days of instruction. It follows the guidelines adopted by the Senate and also provides for the winter shutdown. It provides for no Fall Break. There is no way to gain an extra day to satisfy all requirements without eliminating it. The only way to get a Fall Break would be to begin earlier, which would add cost to students, or to end later, which would interfere with the grading process. The proposal does have some examinations on Saturday, but only for Saturday classes and classes that meet at 4:00 p.m.

Mr. McCracken moved that the Senate adopt the 1985-86 Calendar proposed by Dr. Chinn (Second, Nelsen).

Mr. Parr asked if this calendar was chosen over Option 4 of the Budget Committee Recommendations. Mr. McCracken replied: yes. That option would have an impact on Spring semester. It was decided to leave that alone for now.

Dr. Chinn observed that Option 4 assumed that grades could be processed over winter shutdown with the skeleton crew at Computer Services. This cannot be done. It also assumes that there are more days than are available in the faculty contract in Spring semester. It has negative ramifications.

Mr. Charmogorsky asked Mr. Eimermann to speak for the Budget Committee about how he would incorporate Fall Break into the Fall 1985 semester. Mr. Eimermann said that, at the last meeting, by way of instructions to the Academic Affairs Committee, the option was proposed of doing away with Fall Break as a priority over an earlier start in August. The proposed calendar is consistent with that action. The Budget Committee proposal for grade processing in January was meant to keep Fall Break.

Mr. Charmogorsky was in favor of Fall Break. If there was any way at all it could be done, students would appreciate having a Fall Break.

Mr. McCracken said to add one day at the beginning of the semester could cost at least $40,000. Mr. Christian asked how much it would cost per day/per student
Discussion suggested about $5.00 per student for food and $3.00 for air conditioning. Dan Fracher, President of Association of Residence Halls, spoke. To move back one day for Fall Break would not cause a big problem. Usually residential life allows three to four days staffing time previous to the beginning of the semester to allow for move-in. Residence halls actually were open four days early this Fall. Sixty per cent of the students moved in on Thursday, and 30% moved in on Friday. All students were in by Monday. ARH is actually anxious to occupy the staff.

Mr. Luther observed that students would lose three days summer income, perhaps $40 per day. Mr. Christian said that many students take a few days off before returning in the fall. Mr. Mason felt that the one day Fall Break did not outweigh the cost of coming to school early.

Mr. Charnogorsky noted that, if there were a Fall Break, there would be no need for food service, etc. on that day. He recalled that when he was a freshman, classes started on Monday, there was Fall Break, and classes ended on Friday. Why was the Fall Break lost?

Mr. Harden said the winter shutdown began in 1982 and had occurred in 1982 and 1983. It covers 2 to 4 days plus the holidays and weekends.

Mr. Zeidenstein questioned the suggestion to move the semester earlier one day into August. It would be more than one day because of the intervening weekend. Three full days are needed for registration and program changes. Starting early would require registration on Friday or Saturday. As it is now, parents can help students move in over the weekend. Dr. Chinn agreed that three full days are needed for registration.

Mr. Christian thought Fall Break was beneficial to students' mental health. He would rather see it implemented if at all possible.

Mr. Pontius asked if the students would really miss the break. It was only one day. His students had not complained.

Mr. Zeidenstein asked if there was a real problem with using Saturday and Monday for program changes. The changes are done alphabetically. Dr. Chinn agreed and pointed out that, with computer registration, time allotments will be rigidly enforced.

Mr. Mason was opposed to implementing the Fall Break. Students would have more problems with having to pay for an extra day.

XVI-76 Mr. Watkins called the question. (Second, Rosenbaum). Motion to move the question carried by vote 23 in favor; 10 opposed; 2 abstained.

(XVI-75) Motion to accept calendar as presented carried by vote 28 in favor; 6 opposed.

Mr. Eимерmann asked a point of information about changing the calendar guidelines. He wished to know if the Administrative Affairs Committee intended to come back with suggestions for the guidelines. Are we going to get an opportunity to vote on these guidelines? Chairperson Gowdy replied that the Administrative Affairs Committee will bring guideline recommendations back to the Senate for action at a later date. Mr. Eимерmann questioned whether such a step would be an information item or as already past the information stage.
INFORMATION ITEMS

Theatre Proposal to Rename the Acting/Directing Sequence  (11.14.84.3)

Dr. Alvin Goldfarb was present for questioning. He elaborated on the need to have an acting sequence in the theatre program, to meet review recommendations and to meet the needs of students.

Curricular Request in Industrial Technology  (11.14.84.4)

Dr. Everett Israel and Dr. Stan Aman were present for questioning. Dr. Israel explained that the proposal grew out of several forms of input; including request of the Board of Regents and the guidelines of the NAIT.

Ms. Gowdy asked about Page 8, last paragraph, in Section 10, where it spoke of the need to run parallel curricular paths. Was this inconsistent with Section 12 which declared as curriculum or staffing needs? Dr. Israel replied that the process of phasing in one program one year and another out the next year may take three to five years. No staff or curriculum changes were needed.

Mr. Rosenbaum asked questions deriving from programs at other universities: Were any of these programs five-year programs? No.

Mr. Rosenbaum felt this implied students would go longer than four years.

He asked what the average number of hours in the department was compared to hours in proposal? The ISU average is 48; elsewhere 42 to 49 hours. He asked for comparison with recommendations of accrediting agencies. In University Studies, 18-36 are recommended; ISU has 48; technical courses range from 24-36; ISU has 25; professional courses are 12-14 hours; ISU is in line with 10.

Mr. Rosenbaum would ask the University Curriculum Committee about the requirement for 55 hours in a department. Was there a special justification for this? Dr. Chinn said that within the baccalaureate guidelines passed last year, a major department could mandate up to 55 hours in its own department and 24 hours in University Studies, up to no more than 76 hours in one sequence. The proposals all come within guidelines.

Mr. Rosenbaum asked if there are Master's degree programs in Industrial Technology at other universities. Yes. How many hours in a master's degree program? 32 to 37 hours.

Mr. Zeidenstein said that he thought there were a large number of hours required, even subtracting the number of University Studies hours. There seems also to be narrow subspecializations. To what extent is a narrowly trained person going to be able to be flexible and get a different kind of a job in the next five or ten years. Dr. Israel replied that, in order to function, it is necessary to understand all aspects of the field. Then capacity is needed in mathematical skills and computers. Professional proficiencies are needed, such as quality control. The proposals try to establish a minimum educational depth in these areas, supplemented with other proficiencies, such as how to calculate and communicate.
Mr. Spence asked about the Graphic Communication Technology Sequence. He questioned an in-depth knowledge gained from art courses, no computer science courses, and one math course the equivalent of third year high school algebra.

Dr. Israel replied concerning computer proficiency. Industrial Technology began computer instruction before Applied Computer Science was established; this was adjusted to avoid conflict. ACS has consented to the proposal.

Mr. Piland inquired if the courses include CAD/CAM. Yes.

Proposal from HPERD To Consolidate Degrees and Establish Sequences in the Dance Program (11.14.84.5)

Dr. Gayle Kassing and Dr. Russell Gorman were present for questioning. Proposal was a result of a 1982 quadrennial review. It would reduce two majors and three sequences into one major and two sequences.

Mr. Zeldenstein noted on page 3, there were twelve required courses. Assuming three hours per course, that looks like a 36 hour minor. Dr. Kassing replied that it is a 24 hour minor; some are one hour classes.

Division of Management and Marketing (11.19.84.1)

Dr. V. K. Unni, Dr. Peter Couch, and Dr. Jim Grimm were present for questioning. Dr. Unni introduced the proposal to divide the department. The present department is rather large. A survey of other departments in midwestern universities showed departments tend to identify faculty specialties. Funding would come from reallocation within department.

Mr. Eimermann reported on a joint meeting of the Budget Committee with the Academic Affairs Committee. It is not proper role of the committee to recommend or not recommend this proposal, but simply to point out budgetary implications. The college and department have indicated that there will be no additional resources outside of the current resources of the MAM department to carry out this proposal. There will be a slight loss of teaching faculty due to FTE's who will be converting to chairperson. That is a slight exchange of teaching resources for administrative resources. The department has indicated that no new resources will be needed beyond those that they have.

Dr. Unni replied that they would not be taking anyone from teaching. Three .25 administrative lines are presently serving as area advisors. Mr. Eimermann observed that this is for the academic year only. The department will have to fund summer. Dr. Couch stated that the proposal would have an overall commitment from the College of Business.

Mr. Rosenbaum was curious about the name that had been chosen: "Department of Management and Quantitative Methods". Why this name? Dr. Couch replied that the college for years has had three distinct programs. Quantitative Methods area is not large enough to stand alone. Thus it was put in with management. Marketing can stand alone.
Mr. Rosenbaum asked about the teaching of quantitative methods: quantitative methods of what? Dr. Couch named several topics, including statistics, operations management, production management, and decision theory. Mr. Rosenbaum again was puzzled by the name of the department. Dr. Grimm noted that a number of universities have such a separate department. At ISU that is not feasible.

Mr. Ken Strand asked why quantitative methods fits more with management than with marketing. Dr. Couch replied that quantitative methods faculty teach large service courses in management and are placed with the department they serve.

Mr. Zeidenstein asked if marketing majors take a lot of surveys. Where do your marketing majors get those courses? Dr. Grimm noted an introductory course required, a required exit course and various courses in between building on the introduction.

Mr. Piland asked if the proposal would help ISU's efforts to work with businesses? Dr. Couch replied that faculty in these areas do a lot of work with business and industry. But the main motive is to establish an independent Marketing Department.

Mr. Ken Strand asked if these two departments would rather be three departments? Dr. Unni pointed out there are no majors in quantitative methods. At this time, only two departments: Marketing and Management and Quantitative Methods, are sought.

Mr. Schmaltz asked if faculty members had a choice about where they will go. Dr. Unni replied that the courses clearly identify the department they and their faculty would be in.

Academic Plan

Dr. Strand introduced the Academic Plan and spoke of the process which led to the abbreviated plan that the Senators had received to review. Last year, the Academic Senate dealt with the Academic Plan at each of its meetings from September through December for anywhere from one to three hours per night. Members of the Senate and the Provost's Office agreed that there ought to be an alternative procedure taken by which we would deal with the Academic Planning Process. The senate passed a resolution in the Spring to that effect. In late February or early March, the Academic Planning Committee held its first meeting. This committee was made up of the Past President of the Academic Senate, Robert Ritt; Academic Affairs Committee Chair, Peg Balbach; Student Regent, Nancy Slonneger; Graduate Dean, C. A. White; and the Associate Provost, Jack Chizmar. There was a meeting of the Executive Committee of the Senate as to how to treat the Academic Plan when it came before the Senate. It was the consensus of the Executive Committee that it should be brought to this body this evening as an information item. If the Senate wished to dispose of it this evening, it could do so with a Sense of the Senate Resolution. Or the Senate could carry the item over to the December 12 meeting. At that time it could, if it so wished, endorse the plan with a Sense of the Senate resolution. A formal vote is not necessary or anticipated. The Academic Affairs Committee of the Senate did hold a hearing on the Academic Plan on Friday, November 16, 1984. We are prepared to present the plan to the Senate this evening for reactions and questions.
The reactions to the new planning process have been very positive.

Dr. Ritt and Dr. White were present for questions.

Dr. Chizmar was introduced to give an outline of the objectives of the planning procedure. These are: to streamline and simplify the academic planning process; to increase the specificity of the plan; to provide an opportunity for contributions from the university community; to increase the involvement of the President and the Provost's Office; and make the plan more readable.

Dr. Chizmar then gave an overview of the substance of the plan. Section I was an abbreviated statement of mission. It contains statements and goals for each college. Detailed appendices are available in the Provost's Office.

Section II established Academic Planning Priorities. An original five were cut down to four: (1) Graduate and Research Mission Planning Priority; (2) Computer Literacy Planning Priority; (3) Internationalizing the Curriculum Planning Priority; and (4) Non-traditional Student Planning Priority. The fifth section, Mission and Ethos, was left off. He observed that he anticipates an appendix next year on progress made with planning priorities.

Section III discusses Plans for New Program Requests. It gives brief summaries of NEPRs for FY87: BA/BS in Public Relations, Center for the Teaching of Mathematics, and M.S. in Applied Computer Science. There is no budget on page 1, Section III, because none was available at the time of printing.

Section IV concerns Program Reviews in the College of Fine Arts. Complete program reviews are available in the Provost's Office; also the college statement is available. Summaries of them have been written by the Provost's Office and recommendations are communicated to the Senate.

In the College of Fine Arts, two programs were placed on probation; another was asked to answer technical questions, but not placed on probation. There is a possibility of one new line coming to the college. And some re-allocations within the college will be made.

Dean Bolen said the 14 years of program review has been beneficial thus far. It has helped the college to zero-in on recommendations. It is a valuable exercise, if long, tedious and frustrating. He described the characteristics of the college: while the College of Fine Arts is the youngest and smallest college, it is the best. It is a unique blend of artist faculty, and academic faculty. The combination of artists who are active professionals throughout the United States, and an academic faculty results in an unusual quality of programs and produces quality graduates. Graduates have been successful teachers and artists. The academic faculty also is productive. The College of Fine Arts is the first college to establish micro-computer labs and programs. Virtually all entering students gain computer knowledge through their courses.

Mr. Pritner applauded the Provost's Office for turning in a literate document.

Mr. Zeidenstein questioned the word "multiformity" and suggested "diversity" as an alternative. Mr. Zeidenstein asked what was expected of the Senate. In answer to his question in this matter, Ms. Gowdy explained that the role of the Senate concerning the Academic Plan is to advise rather than to legislate.
Mr. Zeidenstein questioned Section III, Page 1, concerning a BS/BA in Public Relations. To what extent will this differ from existing programs in Communication? To what extent is this necessary? Dr. Chizmar said that this new program will come before the Senate as a program proposal for a vote at the proper time, after having completed the committee review process.

Mr. Zeidenstein raised a question on Page 5, Section III, concerning proposal of a MA/MS degree in Policy Analysis. Is this to be an interdisciplinary degree? Which departments are involved? Answer: Economics and Political Science are the departments concerned.

Mr. Zeidenstein had a question on Page 7, Section III, about a proposed BS in Insurance. He found the degree too narrow, but noted two major insurance companies in the area. Dr. Chizmar remarked that the proposal will come up in FY90, allowing ample time for review. Dr. David Strand considered the proposal to be an example of a department looking to future curriculum revisions. Dr. Chizmar noted that planning ahead gets ideas out for future development. Dr. Strand said the Provost's Office welcomes written and telephone inquiries.

Mr. Spencer asked, with reference to Library Science, what does probation mean? Mr. David Strand replied that probation signals the department that there are questions about the economic viability of the program. These are questions which need to be answered within a specific time frame. This could lead to disestablishment or strengthening of the program. Dr. Chizmar said probation was a way to get attention to the fact that there are problems present; it is not a judgment.

Dr. Strand said placement of a program on probation anticipates a constructive resolution of the problem.

Mr. Eimermann questioned about Section III: if FY87 programs will begin this year? Answer: yes.

Mr. Eimermann felt that the CAST mission statement was too general. It could apply to any college. Response suggested the Senate should concentrate on Section II, priorities about where the University should go.

Mr. Eimermann questioned Page 4 of Section II, responding to the Graduate and Research Programs Priority No. 2: recognition of the importance of research and that it will receive greater support in the future than it does today. He thought this should be clarified. What is anticipated here, simply increasing the amount of salary increase money that is supposed to go to that or away from scholarship and teaching? Are we talking about bringing in new additional money? What kind of refocusing? Who is going to do it?

Dr. David Strand stated that the University Research Committee was addressing this priority and is making some recommendations to the President and Provost. A research recognition program was established by the Provost's Office which last year made $15,000 in awards -- five $3,000 awards. Next year the program will have $65,000 in awards. We are working with the University Research Committee to enhance the environment for rewarding research activity. This is a type of program that builds upon the ASPT process.
Mr. Eimermann asked about the second computer literacy planning program. When there is talk about the need for increased budget allocations for purchase of new computer equipment, etc., to what extent is this a re-allocation if new funds are not available? Dr. Strand said that setting up the priorities will guide us in Special Analytical Studies toward other types of external requests for funding. Should there be no external funding, the institution should study possible reallocation of funds from certain lesser priorities to the higher priorities in the plan.

Dr. Chizmar noted that Section III (page 8, 6 B) states: "Whenever appropriate, NEPR's and SAS's should include funds for computer equipment acquisition and contractual funds for software and maintenance."

Mr. Eimermann asked about the fourth goal, "Nontraditional Student Planning Priority;" he quoted on page 13, paragraph two: "It is becoming more difficult to administer this program as the number of participants increases. Regular University support services and allocation of instructional resources, designed to serve the full-time residential students, are inadequate for the needs of the adults seeking educational advancement in combination with career and family priorities." He asked for examples of what is being talked about. Dr. Chizmar said that most of these classes are being offered off campus. The size of the program is becoming too large to do that. Dr. Strand indicated that the person in charge of this program, Dr. Marcia Escott, began as part-time and now has been working many extra hours. Also, as a department is approached for a buy-out of someone's time, there is a question of priorities of faculty members in the department. NEPR's, as on page 14, will evolve to address this type of constituency.

Mr. Eimermann said paragraph 4 referred to a special degree for nontraditional students. He thought the purpose of the program was to attract nontraditional students and integrate them into other programs in the University. But, if he was reading this correctly, they would be setting up a whole separate college with a whole separate degree and a whole separate class schedule, to let these students remain separate. He questioned creation of a special degree. What is the academic justification for this?

Dr. Chizmar said the purpose for setting up special classes was to allow the nontraditional student to attend college while working. This was the purpose of the weekend college concept. For many nontraditional students, mainstreaming is not possible. Dr. David Strand said the recently approved Bachelor's in General Studies was the logical mechanism for this situation. If it works, use it. If it does not, a proposal may be needed. According to a recent survey at State Farm Insurance Company, ISU should have 15 classes each afternoon at 4:00 p.m. It is conceivable within that sort of growth pattern that the college concept has attractiveness, not only from a marketing but also from an administrative standpoint.

Mr. Parr asked about Section III. Does he correctly understand that the Senate or any of the Committees are not pressured to pass these proposals. Dr. David Strand answered: that is correct. Mr. Watkins said the Board of Regents very specifically makes a disclaimer about the planning process. Approval of programs has to come at a later time.
Mr. Rosenbaum had a general question about Section II concerning the concept of a priority. He thought a priority was a statement of a goal. The University was planning to act on those prior to other goals. If these are prior to certain other goals, what are those other goals? Mr. Spence saw a need to state academic planning goals. Dr. Chizmar said the academic planning process was a way to prioritize goals.

Mr. Spence asked where the new program request descriptions came from. Dr. Chizmar said he asked each of the chairs and deans to write descriptions. There had been some editing. Mr. Spence said the proposal for a PhD program in Mathematics Education had a statement that was in error. Dr. Chizmar said there had been no editing on that statement.

Mr. Taylor stated that this was better than the two-inch ream of paper that we had in the past. Last year when we made the proposal to cut this down, the intent was to have a brief summary and then have the whole document available to the Senate. The whole document is in the Provost's Office, Hovey 410C. The model we came up with last year had presumed twenty to twenty-five pages. Is it possible to get a document that brief? Dr. Chizmar said that tonight's document could be cut down. Dr. Strand said a full condensation could be provided.

Mr. Pritner moved a Sense of the Senate Resolution to approve the process that was pursued in preparing this year's Academic Plan. (Second, Stokes).

Mr. Spencer moved to table this motion until the December 12 meeting of the Senate. (Second, Parr) Motion carried 20/12.

Committee Reports

Academic Affairs Committee. No report.

Administrative Affairs Committee. No report.

Budget Committee. No report.

Faculty Affairs Committee. Mr. Schmaltz announced that the committee would meet briefly after Senate tonight to elect a new chairperson. He was resigning due to personal reasons.

Rules Committee. No report.

Student Affairs Committee. Mr. Spencer announced that the Student Affairs Committee would be selecting four student nominations to be presented to the Senate for election of two persons to the Graduate Dean Search Committee. The next Student Affairs Committee meeting is December 5, at 6:00 p.m., in the Founders' Room at Bone Student Center. They have sent out letters to 30 student leaders to turn in names to Senate Office for Graduate Dean Selection Committee.

Move to adjourn by Mr. Charnogorsky (Second, Spencer). Passed on a voice vote. Senate adjourned at 11:00 p.m.
<table>
<thead>
<tr>
<th>NAME</th>
<th>ATTENDANCE</th>
<th>VOTE</th>
<th>VOTE</th>
<th>VOTE</th>
<th>VOTE</th>
<th>VOTE</th>
<th>VOTE</th>
<th>VOTE</th>
<th>VOTE</th>
<th>VOTE</th>
<th>VOTE</th>
<th>VOTE</th>
<th>VOTE</th>
<th>VOTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>BALBACH</td>
<td>excused</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BEDINGFIELD</td>
<td>excused</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BELKNAP</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BOWEN</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHARNOGORSKY</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHRISTIAN</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CLARK</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DORE</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EIMERMANN</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FORD</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GAMSKY</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GETSI</td>
<td>excused</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GORDON</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GOWDY</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GRAFF</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HANLON</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HARDEN</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>JAHRE</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LANDFAIR</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LORBER</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LUTHER</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MARCHIO</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MASON</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAYHORN</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MCCracken</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MOHR</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MULCAHY</td>
<td>excused</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NELSEN</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PARR</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PETROSSIAN</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PILAND</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PONTIUS</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PRITNER</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ROSENAUML</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCHWALTZ</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SESSIONS</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SHANE</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPENCE</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPENCER</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STOKES</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STRAND, D.</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STRAND, K.</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TALLEY</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TARULIS</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TAYLOR</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOWNSEND</td>
<td>excused</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WATKINS</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WHITCOMB</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ZEIDENSTEIN</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Proposed New Start Policy

An inequity presently exists between students who apply to ISU as transfer students after having done unsatisfactory work elsewhere and students who have attended ISU, done unsatisfactory work, and wish to return. A "New Start Policy" is proposed to give former ISU students wishing to return opportunities similar to those of transfer students.

Transfer students entering ISU receive credit for work successfully completed elsewhere; grades, however, are not transferred. Presently, ISU admits transfer students who have earned at least a 2.0 GPA for all other schools attended. Those with fewer than 30 hours must also meet freshman criteria. For those below a 2.0 cumulative GPA, three alternatives exist.

1. Adult Learner Program - students at least 25 years of age may enroll through this program. Upon completion of 12 hours of satisfactory work, they may become classified students and enter majors (with departmental approval). Credit from other schools is transferred, but the grade point is not. Unsatisfactory work done elsewhere does not have to be balanced by higher grades at ISU.

2. Veterans Program - students who complete at least a one-year tour of active duty, and present an acceptable discharge, and whose first attendance at a college or university after discharge is at ISU are admitted. Credit from previous schools is transferred but the grades are not, so unsatisfactory work elsewhere is, in effect, ignored.

3. Policy Exceptions - the Director of Admissions and Records may admit some students who did unsatisfactory work elsewhere as exceptions. For example, a student may have a high school record and standardized scores that show a great deal of potential. This student may have done unsatisfactory work at another institution. If such a student is admitted to ISU, credits are transferred, but grades are not. Such exceptions are rare.

Students who are admitted under these options get a fresh start at ISU. They receive credit for all previous work in which they earned credit, yet do not have to balance a quality point deficit from their former schools. To graduate, they need to complete ISU requirements and earn at least a 2.0 at ISU.

Students who begin at ISU must earn at least a 2.0 GPA for all work attempted in order to graduate. If they perform unsatisfactorily here as freshmen, then wish to return to ISU even many years later, they presently must balance their original grade-point deficit. Thus, a student who began at another institution and did identical work to the ISU student could transfer here and start fresh; the ISU student could not.
The following proposal for a "New Start Policy" for ISU students outlines three limited situations in which students who left ISU with less than a 2.0 GPA might return and begin with a new grade-point average calculated from the point of their reentry:

1. Adult Learner Program – former ISU students at least 25 years of age may reenroll through this program as general students. If they have attended any college including ISU in the three calendar years preceding reenrollment at ISU, they must have achieved at least a 2.0 average for that college work attempted. Transfer credit will be evaluated and appropriately awarded, and a new ISU GPA will be calculated from the time of their admission to the adult learner program.

2. Veterans Program – same as the veterans program outlined above. Students (who are also veterans) may reenter ISU as general students. A cumulative grade-point average will be calculated from the point of admission to the veteran's program.

3. Community College Transfer Option – former ISU students who earned 60 or fewer hours at ISU prior to enrolling at a community college and who subsequently earn at least 30 hours and a currently accepted associate degree from a community college with at least a 2.0 average may reenter as a general student. The cumulative grade-point average will be calculated from the point of readmission. Transfer credit will be evaluated and appropriately awarded.

A student may exercise the New Start option only once. Such students will have "New Start" indicated on their transcript. New Start will affect only the cumulative grade-point average. All grades earned at ISU, regardless of when earned, will be used in the calculation of the 1) major GPA, 2) minor GPA, and 3) graduation honors. To be eligible for graduation, a student must earn at least 30 hours at ISU after exercising this option.

Approvals:
Academic Standards – 11/4/82
Academic Affairs – 10/8/84
ACADEMIC SENATE MINUTES
(not approved by the Academic Senate)

November 28, 1984

CONTENTS

Call to Order

Roll Call

Approval of Minutes of November 14, 1984

Chairperson's Remarks

Vice Chairperson's Remarks

Student Body President's Remarks

Administrators' Remarks

ACTION ITEMS:

1. Music Therapy Sequence (10.17.84.5)
2. Fashion Design Sequence in Home Economics (10.17.84.1)
3. Special Educational Development Proposal (10.23.84.1)
4. Psychology Proposal for Subdivision of a Degree Major (11.6.84.1)
5. Proposed New Start Policy (11.2.84.3)
6. ASPT Editorial Changes
7. Academic Calendar Changes for 1985-1986 (1.27.84.1)

INFORMATION ITEMS:

1. Theatre Proposal to Rename the Acting/Directing Sequence (11.14.84.3)
2. Curricular Request in Industrial Technology (11.14.84.4)
3. Proposal from HPERD to Consolidate Degrees & Establish Sequences in the Dance Program (11.14.84.5)
4. Division of Management and Marketing
5. Academic Plan

Committee Reports

Communications

Adjournment

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.
ACADEMIC SENATE MINUTES
(not approved by the Academic Senate)

November 28, 1984 Volume XVI, No. 7

Call to Order
Chairperson Gowdy called the meeting of the Academic Senate to order at 7:03 p.m. in the Ballroom of the Bone Student Center.

Roll Call
Secretary Sessions called the roll and declared a quorum present.

Approval of the Minutes of November 14, 1984
Mr. Schmaltz had a correction on Page 16, Paragraph 4: The Chair of Psychology Dr. Alferink had answered, "No, because these are doctoral level programs."

In the final paragraph under Section 4, Dr. Alferink expected some expansion, particularly among students not targeted for doctoral level programs.

Mr. Zeidenstein had a correction in the middle of page 13, paragraph 7, second and third sentences, attributed to him, was the answer from Dr. Paul Rosene.

Mr. Spence had a correction on page 16, second paragraph from the bottom, (Section 5, Paragraph 2, last sentence). He cited a hypothetical example.

XVI-67
Motion by Mr. Lorber to approve minutes of November 14, 1984 as corrected, (Second, Pontius). Motion carried on a voice vote.

Chairperson's Remarks
Chairperson Gowdy thanked the secretaries for getting the minutes out in a very short time because of the Thanksgiving holidays.

A special thanks to Dr. Morris for providing the wherewithal for refreshments this evening. They will be served at "half-time."

Vice Chairperson's Remarks
Mr. Christian had no remarks.

Student Body President's Remarks
Mr. Charnogorsky said he was currently establishing the screening committee for next Spring's elections. He would appreciate the names of persons who should be removed from the elections. Individuals can sign up for an interview in the Student Life Office. All positions on student advisory committees
have been staffed. The landlord task force will meet again next week.
Next SBBD meeting will be December 9 in the Founders' Room. He wished the
chairperson a happy birthday.

Administrators' Remarks

Mr. Watkins wished to be the second person to wish the chair a happy birthday.

On Channel 3 news this evening it was announced that Senator John Maitland
was instrumental in an override which should result in more adequate funding
of the retirement system. Senator Maitland listens to the concerns of the
University.

Another honor has been won by a student of this University. Dr. Watkins
yielded the floor to Senator Pritner who told about an alumnus of the theatre
department. Esquire Magazine had an article on John Malkovich, in a feature
on major achievers under 40, along with Dale Murphy and Meryl Streep.

Mr. Watkins announced that Dr. Charles White will be retiring as Dean of the
Graduate School on August 31, 1985. He will be returning to teaching in
the Department of Communication. As a result of his resignation, procedures
will be put in operation to begin appointment of a search committee for a
successor. Ms. Gowdy said that names for this committee would be brought
to the Senate in December or January.

Provost Strand expressed his appreciation to the members of the Senate and
University Staff for their indulgence in his absence to attend hearings in
Chicago over the past weeks.

One item of information about the Illinois Board of Higher Education meeting
next week. The Board of Regents is recommending two new degree programs for
ISU: Bachelor of Arts and Bachelor of Science in International Business and
Bachelor of Arts in Writing.

Mr. Eimermann asked about the Provost's Report, "Statement of Goals" recently
delivered to the university community. Goal #11 examines the ASPT process
as it pertains to equity and merit raises. Last year a committee was estab­
lished for this, with Dean Virginia Owen as chairperson. How does that goal
and the Provost's relation to it relate to the ASPT system and the University
Review Committee? Is there to be a parallel committee that will make recom­
mendations to the URC?

Mr. Strand provided a historical context. When he had been interviewed for
the Provost's position, there appeared to be in the minds of many faculty members
a need for the Provost's Office to identify priorities and address them in some
fashion. Thus was developed a list of goals for last year and a subsequent list
for this year.

The process by which those goal statements evolved included the designation
of a particular person as the chair of the report. That person then seeks
input from a number of individuals in appropriate bodies. Then the report
is provided to the appropriate body to dispose of this report. The goal
statement as completed will be presented to the URC and wind its way back to
the Senate. This was not an attempt to establish a parallel committee.
Mr. Eimermann had a second question about the classification of temporary employees. Is this a policy which will be implemented? Is it a policy that will be coming to the Senate for review?

Mr. Strand replied that this is a policy that will be implemented. This policy has been shared with the chairperson of the Faculty Affairs Committee, Deans, and Department Chairs. It will be reported in the Provost Office Newsletter. By agreement of the Senate Executive Committee, this will be a topic upon which I will comment on December 12 at the Academic Senate Meeting.

Dr. Harden had no remarks.

Dr. Gamsky had no remarks.

ACTION ITEMS

Music Therapy Sequence (10.17.84.5)

In the absence of the Academic Affairs Committee chairperson, Senator Balbach, Mr. Parr moved that the Senate approve the Music Therapy Sequence (Second, Pritner). Dr. Jeff Chinn, Dr. Art Corra, Dean Charles Bolen, and Dr. Marie DiGiammarino were present for questioning.

Mr. Schmaltz asked about the need for the concentration. What value is this proposal other than to get a designation on the transcript? Mr. Chinn said that presently ISU does not have a program that is indicated on students' transcripts. Students may take courses to meet NAMT requirements. The proposal is a way that music therapists can be accredited. Mr. Schmaltz asked if under the old program a student could still be certified by the NAMT? Answer was yes.

Mr. Schmaltz was concerned that six hours of psychology courses were being deleted. Mr. Corra said the two classes being cut out of the program were Statistics and Experimental Psychology. These courses were not usually included in an undergraduate music therapy program. They are required for a Master's degree in music therapy. There are still three psychology courses required, plus a course in musicology using computers. It is assumed that students who want to learn more will go on with a further degree.

Mr. Mohr had difficulty understanding the program in music therapy. Looking at the academic plan, he noted that there are some new programs in art and music therapy. He had difficulty seeing those programs being pursued up to the Doctor of Arts degree. He was not familiar with the discipline that would involve therapy in these areas up to the master's and doctoral levels. He suggested that such therapy as laying on of hands did not belong in a University. Dr. Corra said the proposal was for just a sequence in the B.S. degree -- no mention of Master's and Doctor's degrees. Mr. Mohr was concerned about precedent. Mr. Strand said the Provost's Office supported the proposal. He suggested that the program not be judged on what will come later. It is a well-established, accepted, professional discipline.
Mr. Spencer asked if the person who gets this type of degree would become a member of a therapy team? Dr. Corra said, yes, or the person could be a free-lance therapist. Two ISU graduates now work in Peoria, sometimes with psychologists, sometimes with doctors.

Mr. Schmaltz said he had checked about ten catalogs of universities with music therapy programs. A number of schools required more hours in psychology than this sequence does. The University of Iowa was the highest with 15 hours required. What interested him now was how many hours of music were required? Dr. Marie Digiammarino answered that the NAMT required that 45 per cent of the curriculum be music. ISU proposed 41% in music. We have been cited for having a low number of music hours, but still are accredited by the NAMT. Dr. Corra mentioned that our graduates have done internships at the University of Iowa.

Mr. Zeidenstein asked about the percentages. A total of 71 hours in music is in the proposal, and 122 to graduate. This was well over 50%. Ms. DiGiammarino replied that the NAMT divides music therapy courses from music courses: 17% music therapy plus 41% music = 58%.

Mr. Petrossian made positive remarks concerning a former student who had experiences with music therapy. He was impressed with the good work that was done with patients; perhaps music therapy does do some good.

Ms. Hanlon supported the program. She mentioned that art, music, and drama therapy had been established for many years. She would recommend that the Senate consider the program in a positive way because it is valid and substantial.

Mr. Charnogorsky called the question.

(XVI-68) Motion in favor of approving the Music Therapy Sequence (10.17.84.5) carried on a voice vote.

Fashion Design Sequence in Home Economics  (10.17.84.1)

(XVI-69) Mr. Parr moved (Second, Christian) that the Senate approve the Fashion Design Sequence in Home Economics.

Dr. Ann Stemm and Dr. Connie Ley of Home Economics were present to answer questions.

Mr. Pritner asked if this was a degree for which we had the faculty and resources to prepare people to be competitive in this field, which is based largely on the two coasts. Ms. Stemm replied that she had over eleven years teaching experience in design, at ISU, Ohio State, and Miami University of Ohio. There are others on the ISU faculty with training in this field. Dr. Pritner asked if the Provost's Office supported this proposal. The answer was yes. Dr. Ley mentioned that other schools not coastally based had this type of sequence. Chicago offers many employment opportunities.

Motion passed on a voice vote.
Special Educational Development Proposal (10.23.84.1)

XVI-70 Mr. Parr moved (Second, Whitcomb) that the Senate approve the Special Educational Development Proposal. The Academic Affairs Committee recommended approval.

Dr. Ray Eiben and Dr. Paula Smith were present for questions.

Motion carried on a voice vote.

Proposed New Start Policy (11.20.84.5)

XVI-71 Mr. Parr moved approval of the New Start Policy. (Second, Christian).

Dr. Jeff Chinn and Mr. Lorber were present to answer questions. Dr. Chinn said the document had been editorially reworked since last week. For example, under the veteran's program, the expression, "acceptable discharge," is proposed. The parallel of provisions of the proposal with non-native ISU students is improved.

Mr. Zeidenstein questioned what constituted acceptable and who decides it. Dr. Chinn answered that Admissions personnel would make the decisions. The expression would include everything except something that was dishonorable. Mr. Pontius thought "acceptable" should be left out; a dishonorable discharge could be found acceptable. Mr. Parr thought the decision should be left up to Admissions.

Mr. Zeidenstein was concerned about deletions: Under (1) Adult Learner Program, (2) Veteran's Programs, and (3) Policy Exceptions, there had been a statement that students could be readmitted as majors with the approval of their department. In the newer version, this phrase is deleted. Why was that sentence deleted? Dr. Chinn responded that general students are subject to general retention requirements. A student admitted to a departmental program is subject to all the regulations of the major. Mr. Zeidenstein questioned the number of hours needed to be admitted. Is 12 hours of 2.0 needed before a student can be admitted as a major? Dr. Chinn replied that no minimum hours are established. Mr. Zeidenstein was concerned that a department could admit students as a major immediately.

Mr. Spencer observed that students should not be penalized for attending ISU and failing. He spoke in favor of the proposal. People should have a chance to come back under the same guidelines as the transfer students.

Mr. Christian was in favor of the program. As a transfer student, he knew the advantages of starting over with a new GPA. He found in the three years that he attended junior college that he matured quite a bit and he is doing better at ISU. A student who comes to ISU originally, struggles, then goes home and gets his life together and comes back, deserves the same opportunities as a transfer student. Also, he had spoken with a girl who had read in the Vidette about the New Start Program and was excited about it. She came to ISU, did poorly, went home, attended Morraine Valley Junior College for 1½ years, got her life back together, and is now a student at ISU. She would have liked to have had the opportunity of a new start. She wants to transfer into nursing, but will have to stay longer at ISU to get her GPA back up in order to do that.
Mr. Christian encouraged the Senate to consider the positive aspects of the program as it applies to the students of ISU.

Mr. Nelsen questioned that a transfer student who had a criminal record could be admitted, while a person with a dishonorable discharge could not. Dr. Gamsky said that ISU doesn't search out undesirables, but someone could slip through. Mr. Spencer asked if a person with a dishonorable discharge could be admitted as a student and just not have the advantages of the new start program. Mr. Christian asked if a person with a criminal record really could enter the University whereas a person with a dishonorable discharge could not. Dr. Chinn explained that the policy established three limited opportunities. The reason for veterans programs is an Illinois Senate resolution of 1968 that public institutions may not hold lack of success in the military against a veteran. Mr. Parr said the veteran part was a special concession to those who have been in the services. It does not seem unfair to rule out those with dishonorable discharges. They could enter the University under another program. Dr. Chinn thought this program would give people who have done well elsewhere, an opportunity to re-enter college.

Mr. Mason thought it ironic to exclude people with a dishonorable discharge. He knew of people who had bad experiences in the military. They went into the service, did not like it, and were dishonorably discharged. That is not a success. Mr. Zeidenstein saw the proposal as a new start compared to an ineffective initial start. A dishonorable discharge is not a sign of success in an interim activity.

Mr. Pontius proposed an amendment (Second, Eimermann): to replace "acceptable discharge" with "a discharge for other than dishonorable reasons."

Mr. McCracken sought information: Is page two of the proposal part of what is being voted tonight. Answer: Yes.

Mr. Zeidenstein was concerned about the editing between the original New Start Policy and the one dated 11.20.84.5. Changes had been made. The first version stated, "honorable discharge," the second version was changed to "acceptable discharge." Dr. Chinn stated that the changes were made to achieve parallel treatment of native with transfer ISU students. He asked if Mr. Pontius' amendment is also intended for p. 1.

Dr. Gamsky questioned "honorable discharge" being removed. He thought the change to "acceptable" would water down the meaning. In the services, dishonorable discharge was the most severe punishment that could be administered. A bad conduct discharge would be the next in line for discipline. Would these be considered "acceptable?"

Mr. Chinn observed that the same statements made about honorable discharge, medical discharge, etc., last meeting would pertain. The statement, "other than dishonorable," would accomplish the same meaning.

Mr. Spencer asked if it would be possible for a veteran to have a dishonorable discharge and come in under the adult learner program. Mr. Pontius said he assumed that a student would have had to have a positive success at something before returning to school.
Mr. Petrossian was confused about the military service issue. He asked if students must list this when applying for admission. He asked if a dishonorably discharged person could receive veteran's benefits. Mr. Chinn replied that persons may come in under the veterans program. They do not have to do this. Mr. Pontius could not imagine the Veteran's Administration allowing benefits being paid to persons with a dishonorable discharge.

Mr. Lorber said the original intent of the New Start Policy was to open the door that was closed previously to ISU students. He thought Admissions and Records personnel were well qualified and competent to decide what an "acceptable discharge" was. He was opposed to the amendment.

Mr. Pontius thought the University should spell this requirement for veterans out clearly to avoid lawsuits in the future. He thought "acceptable discharge" left the field too wide open. Mr. Lorber asked if "other than dishonorable" would solve the problem. Mr. Pontius replied, Yes.

Mr. Nelsen said he would be against the amendment. The possibility of being sued should not guide our motion. With the New Start Policy, the implication is that someone may squeak through and get in and succeed. The door should be as open as possible. We should be very careful how we exclude people from coming into the system.

Mr. Zeidenstein thought that there were no gradations of "dishonorable." All other discharges would be acceptable.

Mr. Mohr called the question.

Amendment: "a discharge for other than dishonorable reasons". Motion carried on a voice vote.

Mr. Taylor spoke in favor of the New Start Policy. He had chaired the Academic Affairs Committee. This policy had been before the committee for three years and has been approved by the Academic Affairs Committee three times. Each time it has been a different proposal. There is no "perfect" policy, but the proposal before us will work. It will change with time.

Mr. Charnogorsky called the question.

Motion in favor of the New Start Policy as amended carried unanimously.

Psychology Proposal for Subdivision of a Degree Major (11.6.84.1)

Mr. Parr moved that the Senate approve the proposed Psychology Proposal for Subdivision of a Degree Major (Second, Graff).

Dr. Larry Alferink and Dr. Barbara Goebel were present for questions.

Dr. Harden called the question.

Motion to approved the proposed Psychology Proposal carried on a voice vote.
ASPT Editorial Changes (11.7.84.2)

XVI-74

Mr. Schmaltz moved acceptance of the ASPT Editorial Changes (Second, Lorber)

These changes had been recommended by the University Review Committee and the Faculty Affairs Committee. The rationale of the proposal is to clarify existing policy on college-wide equity reviews. The intent is to make clear that these reviews are initiated by the college in cooperation with departments. He clarified the apparent discrepancy in the numbering.

Mr. Mohr asked if the proposal made clear to whom the department should show justification. Mr. Schmaltz answered: to the college.

Motion to accept editorial changes passed on a voice vote.

Academic Calendar Changes for 1985-1986 (11.20.84.6)

Mr. McCracken spoke for the Administrative Affairs Committee. They were presenting the calendar recommended by Dr. Chinn. This proposal provides 45 MWF classes, and does not interfere with the 30 T/Th classes. It meets the needs for days of instruction. It follows the guidelines adopted by the Senate and also provides for the winter shutdown. It provides for no Fall Break. There is no way to gain an extra day to satisfy all requirements without eliminating it. The only way to get a Fall Break would be to begin earlier, which would add cost to students, or to end later, which would interfere with the grading process. The proposal does have some examinations on Saturday, but only for Saturday classes and classes that meet at 4:00 p.m.

XVI-75

Mr. McCracken moved that the Senate adopt the 1985-86 Calendar proposed by Dr. Chinn (Second, Nelsen).

Mr. Parr asked if this calendar was chosen over Option 4 of the Budget Committee Recommendations. Mr. McCracken replied: yes. That option would have an impact on Spring semester. It was decided to leave that alone for now.

Dr. Chinn observed that Option 4 assumed that grades could be processed over winter shutdown with the skeleton crew at Computer Services. This cannot be done. It also assumes that there are more days than are available in the faculty contract in Spring semester. It has negative ramifications.

Mr. Charnogorsky asked Mr. Eimermann to speak for the Budget Committee about how he would incorporate Fall Break into the Fall 1985 semester. Mr. Eimermann said that, at the last meeting, by way of instructions to the Academic Affairs Committee, the option was proposed of doing away with Fall Break as a priority over an earlier start in August. The proposed calendar is consistent with that action. The Budget Committee proposal for grade processing in January was meant to keep Fall Break.

Mr. Charnogorsky was in favor of Fall Break. If there was any way at all it could be done, students would appreciate having a Fall Break.

Mr. McCracken said to add one day at the beginning of the semester could cost at least $40,000. Mr. Christian asked how much it would cost per day/per student.
Discussion suggested about $5.00 per student for food and $3.00 for air conditioning. Dan Pracher, President of Association of Residence Halls, spoke. To move back one day for Fall Break would not cause a big problem. Usually residential life allows three to four days staffing time previous to the beginning of the semester to allow for move-in. Residence halls actually were open four days early this Fall. Sixty per cent of the students moved in on Thursday, and 30% moved in on Friday. All students were in by Monday. ARH is actually anxious to occupy the staff.

Mr. Luther observed that students would lose three days summer income, perhaps $40 per day. Mr. Christian said that many students take a few days off before returning in the fall. Mr. Mason felt that the one day Fall Break did not outweigh the cost of coming to school early.

Mr. Charnogorsky noted that, if there were a Fall Break, there would be no need for food service, etc. on that day. He recalled that when he was a freshman, classes started on Monday, there was Fall Break, and classes ended on Friday. Why was the Fall Break lost?

Mr. Harden said the winter shutdown began in 1982 and had occurred in 1982 and 1983. It covers 2 to 4 days plus the holidays and weekends.

Mr. Zeidenstein questioned the suggestion to move the semester earlier one day into August. It would be more than one day because of the intervening weekend. Three full days are needed for registration and program changes. Starting early would require registration on Friday or Saturday. As it is now, parents can help students move in over the weekend. Dr. Chinn agreed that three full days are needed for registration.

Mr. Christian thought Fall Break was beneficial to students' mental health. He would rather see it implemented if at all possible.

Mr. Pontius asked if the students would really miss the break. It was only one day. His students had not complained.

Mr. Zeidenstein asked if there was a real problem with using Saturday and Monday for program changes. The changes are done alphabetically. Dr. Chinn agreed and pointed out that, with computer registration, time allotments will be rigidly enforced.

Mr. Mason was opposed to implementing the Fall Break. Students would have more problems with having to pay for an extra day.

Mr. Watkins called the question. (Second, Rosenbaum). Motion to move the question carried by vote 23 in favor; 10 opposed; 2 abstained.

Motion to accept calendar as presented carried by vote 28 in favor; 6 opposed.

Mr. Eimermann asked a point of information about changing the calendar guidelines. He wished to know if the Administrative Affairs Committee intended to come back with suggestions for the guidelines. Are we going to get an opportunity to vote on these guidelines? Chairperson Gowdy replied that the Administrative Affairs Committee will bring guideline recommendations back to the Senate for action at a later date. Mr. Eimermann questioned whether such a step would be as an information item or as already past the information stage.
INFORMATION ITEMS

Theatre Proposal to Rename the Acting/Directing Sequence  (11.14.84.3)

Dr. Alvin Goldfarb was present for questioning. He elaborated on the need to have an acting sequence in the theatre program, to meet review recommendations and to meet the needs of students.

Curricular Request in Industrial Technology  (11.14.84.4)

Dr. Everett Israel and Dr. Stan Aman were present for questioning. Dr. Israel explained that the proposal grew out of several forms of input; including request of the Board of Regents and the guidelines of the NAIT.

Ms. Gowdy asked about Page 8, last paragraph, in Section 10, where it spoke of the need to run parallel curricular paths. Was this inconsistent with Section 12 which declared as curriculum or staffing needs? Dr. Israel replied that the process of phasing in one program one year and another out the next year may take three to five years. No staff or curriculum changes were needed.

Mr. Rosenbaum asked questions deriving from programs at other universities: Were any of these programs five-year programs? No. How many hours would they require? On the average, 126.9 hours. Mr. Rosenbaum felt this implied students would go longer than four years. He asked what the average number of hours in the department was compared to hours in proposal? The ISU average is 48; elsewhere 42 to 49 hours. He asked for comparison with recommendations of accrediting agencies. In University Studies, 18-36 are recommended; ISU has 48; technical courses range from 24-36; ISU has 25; professional courses are 12-14 hours; ISU is in line with 10.

Mr. Rosenbaum would ask the University Curriculum Committee about the requirement for 55 hours in a department. Was there a special justification for this? Dr. Chinn said that within the baccalaureate guidelines passed last year, a major department could mandate up to 55 hours in its own department and 24 hours in University Studies, up to no more than 76 hours in one sequence. The proposals all come within guidelines.

Mr. Rosenbaum asked if there are Master's degree programs in Industrial Technology at other university. Yes. How many hours in a master's degree program? 32 to 37 hours.

Mr. Zeidenstein said that he thought there were a large number of hours required, even subtracting the number of University Studies hours. There seems also to be narrow subspecializations. To what extent is a narrowly trained person going to be able to be flexible and get a different kind of a job in the next five or ten years. Dr. Israel replied that, in order to function, it is necessary to understand all aspects of the field. Then capacity is needed in mathematical skills and computers. Professional proficiencies are needed, such as quality control. The proposals try to establish a minimum educational depth in these areas, supplemented with other proficiencies, such as how to calculate and communicate.
Mr. Spence asked about the Graphic Communication Technology Sequence. He questioned an in-depth knowledge gained from art courses, no computer science courses, and one math course the equivalent of third year high school algebra.

Dr. Israel replied concerning computer proficiency. Industrial Technology began computer instruction before Applied Computer Science was established; this was adjusted to avoid conflict. ACS has consented to the proposal.

Mr. Piland inquired if the courses include CAD/CAM. Yes.

Proposal from HPERD To Consolidate Degrees and Establish Sequences in the Dance Program (11.14.84.5)

Dr. Gayle Kassing and Dr. Russell Gorman were present for questioning. Proposal was a result of a 1982 quadrennial review. It would reduce two majors and three sequences into one major and two sequences.

Mr. Zeidenstein noted on page 3, there were twelve required courses. Assuming three hours per course, that looks like a 36 hour minor. Dr. Kassing replied that it is a 24 hour minor; some are one hour classes.

Division of Management and Marketing (11.19.84.1)

Dr. V. K. Unni, Dr. Peter Couch, and Dr. Jim Grimm were present for questioning. Dr. Unni introduced the proposal to divide the department. The present department is rather large. A survey of other departments in midwestern universities showed departments tend to identify faculty specialties. Funding would come from reallocation within department.

Mr. Eimermann reported on a joint meeting of the Budget Committee with the Academic Affairs Committee. It is not proper role of the committee to recommend or not recommend this proposal, but simply to point out budgetary implications. The college and department have indicated that there will be no additional resources outside of the current resources of the MAM department to carry out this proposal. There will be a slight loss of teaching faculty due to FTE's who will be converting to chairperson. That is a slight exchange of teaching resources for administrative resources. The department has indicated that no new resources will be needed beyond those that they have.

Dr. Unni replied that they would not be taking anyone from teaching. Three .25 administrative lines are presently serving as area advisors. Mr. Eimermann observed that this is for the academic year only. The department will have to fund summer. Dr. Couch stated that the proposal would have an overall commitment from the College of Business.

Mr. Rosenbaum was curious about the name that had been chosen: "Department of Management and Quantitative Methods". Why this name? Dr. Couch replied that the college for years has had three distinct programs. Quantitative Methods area is not large enough to stand alone. Thus it was put in with management. Marketing can stand alone.
Mr. Rosenbaum asked about the teaching of quantitative methods: quantitative methods of what? Dr. Couch named several topics, including statistics, operations management, production management, and decision theory. Mr. Rosenbaum again was puzzled by the name of the department. Dr. Grimm noted that a number of universities have such a separate department. At ISU that is not feasible.

Mr. Ken Strand asked why quantitative methods fits more with management than with marketing. Dr. Couch replied that quantitative methods faculty teach large service courses in management and are placed with the department they serve.

Mr. Zeidenstein asked if marketing majors take a lot of surveys. Where do your marketing majors get those courses? Dr. Grimm noted an introductory course required, a required exit course and various courses in between building on the introduction.

Mr. Piland asked if the proposal would help ISU's efforts to work with businesses? Dr. Couch replied that faculty in these areas do a lot of work with business and industry. But the main motive is to establish an independent Marketing Department.

Mr. Ken Strand asked if these two departments would rather be three departments? Dr. Unni pointed out there are no majors in quantitative methods. At this time, only two departments: Marketing and Management and Quantitative Methods, are sought.

Mr. Schmaltz asked if faculty members had a choice about where they will go. Dr. Unni replied that the courses clearly identify the department they and their faculty would be in.

**Academic Plan**

Dr. Strand introduced the Academic Plan and spoke of the process which led to the abbreviated plan that the Senators had received to review. Last year, the Academic Senate dealt with the Academic Plan at each of its meetings from September through December for anywhere from one to three hours per night. Members of the Senate and the Provost's Office agreed that there ought to be an alternative procedure taken by which we would deal with the Academic Planning Process. The senate passed a resolution in the Spring to that effect. In late February or early March, the Academic Planning Committee held its first meeting. This committee was made up of the Past President of the Academic Senate, Robert Ritt; Academic Affairs Committee Chair, Peg Balbach; Student Regent, Nancy Slonneger; Graduate Dean, C. A. White; and the Associate Provost, Jack Chizmar. There was a meeting of the Executive Committee of the Senate as to how to treat the Academic Plan when it came before the Senate. It was the consensus of the Executive Committee that it should be brought to this body this evening as an information item. If the Senate wished to dispose of it this evening, it could do so with a Sense of the Senate Resolution. Or the Senate could carry the item over to the December 12 meeting. At that time it could, if it so wished, endorse the plan with a Sense of the Senate resolution. A formal vote is not necessary or anticipated. The Academic Affairs Committee of the Senate did hold a hearing on the Academic Plan on Friday, November 16, 1984. We are prepared to present the plan to the Senate this evening for reactions and questions.
The reactions to the new planning process have been very positive.

Dr. Ritt and Dr. White were present for questions.

Dr. Chizmar was introduced to give an outline of the objectives of the planning procedure. These are: to streamline and simplify the academic planning process; to increase the specificity of the plan; to provide an opportunity for contributions from the university community; to increase the involvement of the President and the Provost's Office; and make the plan more readable.

Dr. Chizmar then gave an overview of the substance of the plan. Section I was an abbreviated statement of mission. It contains statements and goals for each college. Detailed appendices are available in the Provost's Office.

Section II established Academic Planning Priorities. An original five were cut down to four: (1) Graduate and Research Mission Planning Priority; (2) Computer Literacy Planning Priority; (3) Internationalizing the Curriculum Planning Priority; and (4) Non-traditional Student Planning Priority. The fifth section, Mission and Ethos, was left off. He observed that he anticipates an appendix next year on progress made with planning priorities.

Section III discusses Plans for New Program Requests. It gives brief summaries of NEPRs for FY87: BA/BS in Public Relations, Center for the Teaching of Mathematics, and M.S. in Applied Computer Science. There is no budget on page 1, Section III, because none was available at the time of printing.

Section IV concerns Program Reviews in the College of Fine Arts. Complete program reviews are available in the Provost's Office; also the college statement is available. Summaries of them have been written by the Provost's Office and recommendations are communicated to the Senate.

In the College of Fine Arts, two programs were placed on probation; another was asked to answer technical questions, but not placed on probation. There is a possibility of one new line coming to the college. And some re-allocations within the college will be made.

Dean Bolen said the 14 years of program review has been beneficial thus far. It has helped the college to zero-in on recommendations. It is a valuable exercise, if long, tedious and frustrating. He described the characteristics of the college: while the College of Fine Arts is the youngest and smallest college, it is the best. It is a unique blend of artist faculty, and academic faculty. The combination of artists who are active professionals throughout the United States, and an academic faculty results in an unusual quality of programs and produces quality graduates. Graduates have been successful teachers and artists. The academic faculty also is productive. The College of Fine Arts is the first college to establish micro-computer labs and programs. Virtually all entering students gain computer knowledge through their courses.

Mr. Pritner applauded the Provost's Office for turning in a literate document.

Mr. Zeidenstein questioned the word "multiformity" and suggested "diversity" as an alternative. Mr. Zeidenstein asked what was expected of the Senate. In answer to his question in this matter, Ms. Gowdy explained that the role of the Senate concerning the Academic Plan is to advise rather than to legislate.
Mr. Zeidenstein questioned Section III, Page 1, concerning a BS/BA in Public Relations. To what extent will this differ from existing programs in Communication? To what extent is this necessary? Dr. Chizmar said that this new program will come before the Senate as a program proposal for a vote at the proper time, after having completed the committee review process.

Mr. Zeidenstein raised a question on Page 5, Section III, concerning proposal of a MA/MS degree in Policy Analysis. Is this to be an interdisciplinary degree? Which departments are involved? Answer: Economics and Political Science are the departments concerned.

Mr. Zeidenstein had a question on Page 7, Section III, about a proposed BS in Insurance. He found the degree too narrow, but noted two major insurance companies in the area. Dr. Chizmar remarked that the proposal will come up in FY90, allowing ample time for review. Dr. David Strand considered the proposal to be an example of a department looking to future curriculum revisions. Dr. Chizmar noted that planning ahead gets ideas out for future development. Dr. Strand said the Provost's Office welcomes written and telephone inquiries.

Mr. Spencer asked, with reference to Library Science, what does probation mean? Mr. David Strand replied that probation signals the department that there are questions about the economic viability of the program. These are questions which need to be answered within a specific time frame. This could lead to disestablishment or strengthening of the program. Dr. Chizmar said probation was a way to get attention to the fact that there are problems present; it is not a judgment.

Dr. Strand said placement of a program on probation anticipates a constructive resolution of the problem.

Mr. Eimermann questioned about Section III: if FY87 programs will begin this year? Answer: yes.

Mr. Eimermann felt that the CAST mission statement was too general. It could apply to any college. Response suggested the Senate should concentrate on Section II, priorities about where the University should go.

Mr. Eimermann questioned Page 4 of Section II, responding to the Graduate and Research Programs Priority No. 2: recognition of the importance of research and that it will receive greater support in the future than it does today. He thought this should be clarified. What is anticipated here, simply increasing the amount of salary increase money that is supposed to go to that or away from scholarship and teaching? Are we talking about bringing in new additional money? What kind of refocusing? Who is going to do it?

Dr. David Strand stated that the University Research Committee was addressing this priority and is making some recommendations to the President and Provost. A research recognition program was established by the Provost's Office which last year made $15,000 in awards -- five $3,000 awards. Next year the program will have $65,000 in awards. We are working with the University Research Committee to enhance the environment for rewarding research activity. This is a type of program that builds upon the ASPT process.
Mr. Eimermann asked about the second computer literacy planning program. When there is talk about the need for increased budget allocations for purchase of new computer equipment, etc., to what extent is this a reallocation if new funds are not available? Dr. Strand said that setting up the priorities will guide us in Special Analytical Studies toward other types of external requests for funding. Should there be no external funding, the institution should study possible reallocation of funds from certain lesser priorities to the higher priorities in the plan.

Dr. Chizmar noted that Section III (page 8, 6 B) states: "Whenever appropriate, NEPR's and SAS's should include funds for computer equipment acquisition and contractual funds for software and maintenance."

Mr. Eimermann asked about the fourth goal, "Nontraditional Student Planning Priority;" he quoted on page 13, paragraph two: "It is becoming more difficult to administer this program as the number of participants increases. Regular University support services and allocation of instructional resources, designed to serve the full-time residential students, are inadequate for the needs of the adults seeking educational advancement in combination with career and family priorities." He asked for examples of what is being talked about. Dr. Chizmar said that most of these classes are being offered off campus. The size of the program is becoming too large to do that. Dr. Strand indicated that the person in charge of this program, Dr. Marcia Escott, began as part-time and now has been working many extra hours. Also, as a department is approached for a buy-out of someone's time, there is a question of priorities of faculty members in the department. NEPR's, as on page 14, will evolve to address this type of constituency.

Mr. Eimermann said paragraph 4 referred to a special degree for nontraditional students. He thought the purpose of the program was to attract nontraditional students and integrate them into other programs in the University. But, if he was reading this correctly, they would be setting up a whole separate college with a whole separate degree and a whole separate class schedule, to let these students remain separate. He questioned creation of a special degree. What is the academic justification for this?

Dr. Chizmar said the purpose for setting up special classes was to allow the nontraditional student to attend college while working. This was the purpose of the weekend college concept. For many nontraditional students, mainstreaming is not possible. Dr. David Strand said the recently approved Bachelor's in General Studies was the logical mechanism for this situation. If it works, use it. If it does not, a proposal may be needed. According to a recent survey at State Farm Insurance Company, ISU should have 15 classes each afternoon at 4:00 p.m. It is conceivable within that sort of growth pattern that the college concept has attractiveness, not only from a marketing but also from an administrative standpoint.

Mr. Parr asked about Section III. Does he correctly understand that the Senate or any of the Committees are not pressured to pass these proposals. Dr. David Strand answered: that is correct. Mr. Watkins said the Board of Regents very specifically makes a disclaimer about the planning process. Approval of programs has to come at a later time.
Mr. Rosenbaum had a general question about Section II concerning the concept of a priority. He thought a priority was a statement of a goal. The University was planning to act on these prior to other goals. If these are prior to certain other goals, what are those other goals? He saw a need to state academic planning goals. Dr. Chizmar said the academic planning process was a way to prioritize goals.

Mr. Spence asked where the new program request descriptions came from. Dr. Chizmar said he asked each of the chairs and deans to write descriptions. There had been some editing. Mr. Spence said the proposal for a PhD program in Mathematics Education had a statement that was in error. Dr. Chizmar said there had been no editing on that statement.

Mr. Taylor stated that this was better than the two inch ream of paper that we had in the past. Last year when we made the proposal to cut this down, the intent was to have a brief summary and then have the whole document available to the Senate. The whole document is in the Provost's Office, Hovey 410C. The model we came up with last year had presumed twenty to twenty-five pages. Is it possible to get a document that brief? Dr. Chizmar said that tonight's document could be cut down. Dr. Strand said a full condensation could be provided.

Mr. Pritner moved a Sense of the Senate Resolution to approve the process that was pursued in preparing this year's Academic Plan. (Second, Stokes).

Mr. Spencer moved to table this motion until the December 12 meeting of the Senate. (Second, Parr) Motion carried 20/12.

Committee Reports

Academic Affairs Committee. No report.

Administrative Affairs Committee. No report.

Budget Committee. No report.

Faculty Affairs Committee. Mr. Schmaltz announced that the committee would meet briefly after Senate tonight to elect a new chairperson. He was resigning due to personal reasons.

Rules Committee. No report.

Student Affairs Committee. Mr. Spencer announced that the Student Affairs Committee would be selecting four student nominations to be presented to the Senate for election of two persons to the Graduate Dean Search Committee. The next Student Affairs Committee meeting is December 5, at 6:00 p.m., in the Founders' Room at Bone Student Center. They have sent out letters to 30 student leaders to turn in names to Senate Office for Graduate Dean Selection Committee.

Move to adjourn by Mr. Charnogorsky (Second, Spencer). Passed on a voice vote. Senate adjourned at 11:00 p.m.

FOR THE ACADEMIC SENATE

KYLE C. SESSIONS, SECRETARY
<table>
<thead>
<tr>
<th>NAME</th>
<th>ATTENDANCE</th>
<th>VOTE</th>
<th>VOTE</th>
<th>VOTE</th>
<th>VOTE</th>
<th>VOTE</th>
<th>VOTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>BALBACH</td>
<td>excused</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BEDINGFIELD</td>
<td>excused</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BELKNAP</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BOWEN</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHARNOCORSKY</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHRISTIAN</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CLARK</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DORE</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EIMERMANN</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FORD</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GAMSKY</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GETSI</td>
<td>excused</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GORDON</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GOWDY</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GRAFF</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HANLON</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HARDEN</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HAHRKE</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LANDFAIR</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LORBER</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LUTHER</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MARCHIO</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MASON</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAYHORN</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MCCCRACKEN</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MOHR</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MULCAHY</td>
<td>excused</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NELEN</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PARK</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PETROSSIAN</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PILAND</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PONTIUS</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PRITNER</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ROSENBAUM</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCHWALZ</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sessions</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SHANE</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPENCE</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPENCER</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STOKES</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STRAND, D.</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STRAND, K.</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TALLEY</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TARULIS</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TAYLOR</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOWNSEND</td>
<td>excused</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WATKINS</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WHITCOMB</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ZEIDENSTEIN</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
November 20, 1984

TO: Administrative Affairs Committee
FROM: Jeff Chin
RE: Calendar for 1985-6

I think the following calendar will meet both the need for the desired days of instruction and the need for administrative procedures without increasing cost to the student.

Fall Semester, 1985

Aug. 19, 20, 21 M, T, W Registration and Program Change
Aug. 21 W One day per week classes starting at 4:00 p.m. or later begin.
Aug. 22 R All other classes begin.
Sept. 2 M Labor Day - no classes.
Oct. 19 S First half of semester ends.
Nov. 27 W Thanksgiving vacation begins at 5:30 p.m.
Dec. 2 M Classes resume
Dec. 9 M Last day of classes.
Dec. 16 M Grades due at noon

* The only exams scheduled on Saturday, December 14, will be for classes meeting at 4:00 p.m. and classes meeting on Saturdays.

APPROVED BY ACADEMIC SENATE NOVEMBER 28, 1984.
November 7, 1984

TO: MEMBERS OF ACADEMIC SENATE

FROM: LEN SCHMALTZ, CHAIRPERSON
FACULTY AFFAIRS COMMITTEE

RE: PROPOSED ASPT CHANGES

The editorial change listed below has the unanimous support of the University Review Committee and the Faculty Affairs Committee.

ISU FACULTY ASPT POLICIES DOCUMENT (JAN. 1, 1984)

X. A. 3. Reserves may be held back in years in which a University-wide faculty salary equity review is conducted by the URC (See II-D). Each CFSC may also allow a department to use up to 10 per cent of regular line raise money for equity adjustment if the department shows justification for this need.

PROPOSED CHANGE

X-A-4 SUBSTITUTE FOR EXISTING X-A-3:

Reserves may also be held back in years in which a University-wide equity review is conducted by the URC (see II-D). When a College conducts a College-wide equity review in cooperation with DFSC's, it may allow a Department to use up to 10 per cent of regular line raise money for equity adjustment if the Department shows justification for this need (see IV-E).

RATIONALE: To clarify existing policy on College-wide equity reviews, because of confusion voiced by Departments and individual faculty over who takes the initiative in College equity matters (the College does, not the Department, as is made clear in IV-E).
October 16, 1984

TO: Laura Gowdy, Chair
    Academic Senate

FROM: Peg Balbach, Chair
    Academic Affairs

RE: Agenda for Senate

The enclosed proposals for a Fashion Design Sequence of the Comprehensive Home Economics Major and Music Therapy Sequence of the Bachelor of Music Degree were passed by Academic Affairs on 10/15/84. I am writing to request that these items be placed on the Senate Agenda for discussion on October 24, 1984.

ms
Enclosures
xc: David Strand
    Jack Chizmar
    Betty Chapman
    Charles Bolen
    Connie Ley
    Ann Stemm
    Arthur Corra
    Marie DiGiammarino
Request for Approval of a New Sequence

1. Illinois State University

2. Responsible Department: Home Economics

3. Proposed Title: Fashion Design Sequence of the Comprehensive Home Economics Major

4. Previous Title: Not applicable

5. CIPS Code: 19.0904

6. Date of Implementation: August, 1985

7. Description of Proposed Program:

Fashion design combines the creativity of the fine arts and the practicality of the market. It involves the design, construction, and marketing of the product. A designer must have knowledge of all aspects of the field to be successful. Therefore, the designer must study art, textiles, clothing construction techniques, consumer needs, and changing consumer tastes.

The designer must be aware of the roles of industry and the consumer. The designer must know how an idea can be transformed into an article of clothing and what the retailer needs to market the product successfully. Knowledge of the history of fashion design, the non-verbal communications conveyed by color and clothing styles, consumer demands and lifestyle needs is also important in the education of the designer.

The proposed Fashion Design Sequence in Home Economics offers the student an opportunity to learn about textiles, clothing construction, and design techniques. A theoretical base for the design courses is built through such courses as Economics of Fashion, Clothing and Behavior, and History of Fashion, where curricular emphasis is placed on clothing throughout the life cycle. In textiles, the student learns about fiber, yarn, and fabric properties and how these factors influence the performance of a fabric. A thorough understanding of clothing construction and fit are important in creating designs that will "work" on the human body. In the upper-level courses, an emphasis is placed on analyzing various design and fitting techniques so that the student will be able to
evaluate existing techniques and use new information as it becomes available.

Students pursuing fashion design, like all fields in the arts, are expected to have an innate creative ability. Most positions, however, require a combination of the creative and the practical. The combination of the artistic and the practical elements outlined in the proposed curriculum will equip the student with the needed background to work in the field of fashion design. Particularly at the entry level, individuals take existing ideas and interpret them for a specific size, price, and age level. A thorough knowledge of textiles, clothing construction, flat pattern and draping techniques are needed to interpret a concept for a particular consumer segment.
The proposed curriculum is as follows:

Comprehensive Home Economics Major:
Fashion Design Sequence

52 hours required

A. Core requirements (17 hrs.):

HEC 110 Intro to Home Economics  1
  114 Individual & Family Development  4
  115 Textiles & Apparel  4
  117 Consumer Management  4
  118 Housing & Equipment  4

B. Sequence requirements (24 hrs.):

ART 103 Visual Elements  3
   104 Basic Drawing  3
   213 Life Drawing  3
   351 Special Projects in Art  3

HEC 122 Clothing Construction  3
   222 Fashion History  3
   228 Costume Design  2
   322 Patternmaking  3
   324 Draping & Design  3

C. Remaining 9 hours from:

HEC 220 Clothing Construction  3
   221 Tailoring  3
   229 Fashion Accessories  2
   249 Merchandising in Fashion  3
   323 Advanced Textiles  3
   326 Fitting & Alterations  3
   327 Clothing & Behavior  3
   328 Economics of Fashion  3

ART 240 Weaving  3
   341 Printed Textiles  2-3
   224 Jewelry  3
   235 Photography as an Art Form  3
   389.68 Rendering for Product Design  3

D. Recommended University Studies
   courses or general electives:

CHE 104 Chemistry of Life  3
   OR  3-4

ECO 100 Principles of Economics I  3
   101 Principles of Economics II  3

PSY 111 General Psychology  3

SAS 106 Introduction to Sociology  3

ACS 140 Introduction to the Computer World  3

THE 130 Introduction to Costume  3

10-16-84
evaluate existing techniques and use new information as it becomes available.

Students pursuing fashion design, like all fields in the arts, are expected to have an innate creative ability. Most positions, however, require a combination of the creative and the practical. The combination of the artistic and the practical elements outlined in the proposed curriculum will equip the student with the needed background to work in the field of fashion design. Particularly at the entry level, individuals take existing ideas and interpret them for a specific size, price, and age level. A thorough knowledge of textiles, clothing construction, flat pattern and draping techniques are needed to interpret a concept for a particular consumer segment.
The proposed curriculum is as follows:

Comprehensive Home Economics Major: Fashion Design Sequence

52 hours required

A. Core requirements (17 hrs.):

HEC 110 Intro to Home Economics 1
114 Individual & Family Development 4
115 Textiles & Apparel 4
117 Consumer Management 4
118 Housing & Equipment 4

B. Sequence requirements (24 hrs.):

ART 103 Visual Elements 3
104 Basic Drawing 3
213 Life Drawing 3
351 Special Projects in Art 3
HEC 122 Clothing Construction 3
222 Fashion History 3
228 Costume Design 2
322 Patternmaking 3
324 Draping & Design 3

C. Remaining 9 hours from:

HEC 220 Clothing Construction 3
221 Tailoring 3
229 Fashion Accessories 2
249 Merchandising in Fashion 3
323 Advanced Textiles 3
326 Fitting & Alterations 3
327 Clothing & Behavior 3
328 Economics of Fashion 3
ART 240 Weaving 3
341 Printed Textiles 2-3
224 Jewelry 3
235 Photography as an Art Form 3
389.68 Rendering for Product Design 3

D. Recommended University Studies courses or general electives:

CHE 104 Chemistry of Life 3

OR

110 Fundamentals of Chemistry 4

ECO 100 Principles of Economics I 3
101 Principles of Economics II 3
PSY 111 General Psychology 3
SAS 106 Introduction to Sociology 3
ACS 140 Introduction to the Computer World 3
THE 130 Introduction to Costume 3
B. Rationale:

A. The Field of Fashion Design

The field of fashion design has received increased attention in the midwest since the opening of the Apparel Center in Chicago. As a result of this event, the Illinois affiliate of "The Fashion Group" (a professional organization representative of the apparel industry) has extended both its influence and membership. Through continued participation in this professional organization, several ISU faculty members have become aware of expanding career opportunities in the fashion design field and the need for formal preparation in order for students to qualify for emerging occupations. Apprenticeships can no longer be relied upon to produce designers with the qualifications that are necessary for this competitive industry.

Within the field of Textiles and Clothing, fashion design and fashion merchandizing are distinct specialties. Background for the designer includes an emphasis in art; background for the merchandiser includes an emphasis in business. Both the designer and the retailer must be aware of consumer demands, including the successful use of accessories, textiles, and clothing construction. The emphasis of the designer, however, is creativity; the merchandiser emphasizes the marketing and economics of the fashion industry. The designer must possess artistic talents, have a thorough knowledge of garment construction, and have the ability to combine a textile with a garment idea. The designer must be able to envision the garment from its inception to its completion; the merchandiser is concerned with marketing the final product.

The goal of initiating a Fashion Design sequence in the Department of Home Economics at ISU is not new; it was proposed in successive publications of the University Academic Plan, including the 1983-8 program review of the department. As a result of increasing interest expressed by students in Art and Home Economics in such a program, faculties in both departments believe that the interdisciplinary program will meet the needs of a substantial number of students.

B. Other Programs in Fashion Design

A number of colleges and universities in other states offer programs in fashion and apparel design. Among them are:

Oregon State University
Kansas State University
University of California, Davis
University of Missouri
Virginia Polytechnic Institute and State University
Florida State University
University of Hawaii of Manoa
University of Delaware
Texas Technical University
Colorado State University
University of Maryland
Iowa State University
University of Western Michigan
University of Wisconsin, Madison
University of Wisconsin, Stout
University of Minnesota
University of Alabama

The only program with a focus on Fashion Design presently available in Illinois is offered at Southern Illinois University. Four-year programs in Textiles and Clothing are offered at Northern Illinois University and the University of Illinois, but these curricula do not include a specific Fashion Design emphasis. Students enrolled in Textile and Clothing programs may elect courses in Fashion Design, but will receive no official recognition on their transcripts.

Fashion design programs are also offered at specialized schools such as the Fashion Institute of Technology and the Parson's School of Design in New York City. Not all Illinois students are able to go to New York City to study nor are these schools able to accommodate all of the students who wish to pursue a fashion design curriculum. Many students also desire a broader education along with preparation in fashion design. Two-year programs are available which concentrate almost entirely on construction and design. The curricula of such programs do not include the broad theoretical base nor the analytical approach which is provided in the proposed program. In addition, the two-year programs do not include the general education provided by University Studies and the opportunity to develop a maturity that occurs with the completion of a university degree.

Illinois State University, with its strong and qualified faculty, in both Home Economics and Art, can become a leading institution for preparing fashion designers. The fashion design students at ISU also have the advantage of access to an extensive historic costume collection. The Department of Home Economics is currently preparing a facility for maintenance and storage of the collection, which will make garments accessible as resources for design work and study. Another resource available to students in the program is the Art Department's extensive collection of slides directly related to fashion design and the fashion industry. These existing resources will supplement the program in Fashion Design.

10-16-84
C. Student Demand for a Sequence in Fashion Design

Enrollments in Home Economics and Art are substantial. The number of students majoring in Home Economics has increased approximately 17 percent over the past two years (to 503 majors in the Spring of 1984), with the majority selecting Fashion Merchandising for their specialization. Many of these students show an interest in and talent for Fashion Design. In anticipation of a new thrust in Fashion Design, one Home Economics faculty member worked with a major design firm in South Carolina during the summer of 1984 on a mini-leave as part of the College of Applied Science and Technology's faculty development program.

A survey was conducted in September, 1984, in three Home Economics classes to assess the interest in this sequence. Of the 250 students surveyed, 45 indicated that they would have chosen this sequence if it had been available. The percentage ranged from 16% (25 of 150) in the Introduction to Home Economics class to 30% (10 of 30) in the Clothing and Behavior class. A number of students pursuing art-related or fashion merchandising programs are also likely to choose the proposed sequence.

D. Employment Opportunities

A wide variety of career/work opportunities are available to the student majoring in fashion design. All jobs requiring this specialization may not carry a designation of fashion design, but do require background acquired by such majors. Inside the Fashion Business (Jarnow, Judelle and Guerreriro, 1981), describes entry-level jobs for graduates in fashion design. These jobs include assistant designer, cutting assistant, sketching assistant, sketcher, sketcher/stylist and junior designer. All of these occupations are listed as requiring a degree in Fashion Design. A number of other career opportunities are heavily dependent on fashion design training and are particularly well suited to people with fashion design degrees from home economics programs. Home economics offers a broader background for this field than art because it includes aspects such as textiles, clothing behavior, clothing construction, and consumer studies as part of the curriculum.

The 1982-83 edition of the Occupational Outlook Handbook, Bulletin 2200, cites that formal training is usually required for employment in the applied arts. This formal training most often comes from professional schools or 4-year college or university programs. Job titles in the applied arts related to fashion design include fashion illustrators, display artists, and interior designers and decorators. The publication
also noted that "keen competition exists for salaried jobs and freelance work". Employment is expected to increase through the 1980s; individuals with above-average talent will continue to be in demand. Based on this information, the development of artistic skills and knowledge and training in the field of Fashion Design will give students an advantage in the job market.

The majority of employment opportunities exist in areas other than what is popularly known as "high fashion." Department stores develop their own house labels for the mass market; in addition, clothing and accessories are worn by individuals of both sexes and of all ages. The field, therefore, and the opportunities within it, are much broader than what might be seen in the New York and Paris shows. Most graduates of this proposed sequence will seek employment in this more widely defined field.

Apparel manufacturing is a large segment of the American economy. The data that follow, taken from the 1984 edition of the Statistical Abstract of the United States, illustrate the number of firms and employees involved in this industry:
### No. 1371. MANUFACTURES SUMMARY

(Data based on various editions of the Standard Industrial Classification Manual, published by the Office of Management and Budget, see text, p. 782. See also Historical Statistics, Colonial Times to 1970, series P 58, 67.)

#### FOR INDUSTRY GROUPS: 1967 TO 1981

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Establishments</td>
<td>All employees</td>
<td>Value added by manufacture (mil. dol.)</td>
<td>Establishments</td>
</tr>
<tr>
<td>22</td>
<td>Apparel, other textile products</td>
<td>26,303</td>
<td>1,357</td>
<td>8,542</td>
<td>10,064</td>
</tr>
<tr>
<td>231</td>
<td>Men's and boys' suits and coats</td>
<td>1,003</td>
<td>136</td>
<td>642</td>
<td>1,048</td>
</tr>
<tr>
<td>232</td>
<td>Women's and girls' dresses</td>
<td>2,852</td>
<td>345</td>
<td>1,212</td>
<td>2,181</td>
</tr>
<tr>
<td>233</td>
<td>Women's and misses' outerwear</td>
<td>9,418</td>
<td>452</td>
<td>1,756</td>
<td>2,183</td>
</tr>
<tr>
<td>234</td>
<td>Women's children's underwear</td>
<td>1,213</td>
<td>114</td>
<td>444</td>
<td>807</td>
</tr>
<tr>
<td>235</td>
<td>Hats, caps, and millinery</td>
<td>843</td>
<td>24</td>
<td>102</td>
<td>164</td>
</tr>
<tr>
<td>236</td>
<td>Children's outerwear</td>
<td>1,424</td>
<td>78</td>
<td>299</td>
<td>538</td>
</tr>
<tr>
<td>237</td>
<td>Fur goods</td>
<td>1,304</td>
<td>9</td>
<td>59</td>
<td>112</td>
</tr>
<tr>
<td>238</td>
<td>Men's apparel and accessories</td>
<td>1,397</td>
<td>71</td>
<td>285</td>
<td>510</td>
</tr>
<tr>
<td>239</td>
<td>Mac. fabricated textile products</td>
<td>7,038</td>
<td>174</td>
<td>765</td>
<td>1,457</td>
</tr>
</tbody>
</table>
In a survey of one week's editions of Women's Wear Daily (week of October 8, 1984), approximately 100 positions per day were advertised in the fashion field, of those, approximately 25% emphasized design or design-related qualifications. A sample of those ads is included to illustrate the kinds of positions for which graduates of this proposed sequence could compete:
Help Wanted

BOTTOMS DESIGNER

The Colonial Corporation is a leading marketer of private label children's wear. They are seeking a talented Bottoms Designer to work on their children's wear line. If you are interested in this position, please contact us.

Help Wanted

DESIGNER ASSISTANT

For Junior-Senior, sketching ability, knowledge of children's wear. Must be available to work on weekends. Call Jeanne, Banner Industries, 393 W. 22nd St., New York, 10011. (212) 564-5400

DESIGNER

DRESSES & SWIMWEAR

Immediate opening for a Designer with experience in children's wear. Must be able to work independently and have good selling ability. Call Jeanne, Banner Industries, 393 W. 22nd St., New York, 10011. (212) 564-5400

DRAPER

Draper for 1st pattern. Must be able to draw from sketch, must have experience with patterns. Contact Ms. B. 212-244-5000

DESIGNER-ASST. DRAPER

For junior-senior, experience in children's wear. Must have knowledge of fabrics and their care. Call Jeanne, Banner Industries, 393 W. 22nd St., New York, 10011. (212) 564-5400

ASST. DESIGNER

Knowledge of children's wear, ability to sketch. Must be available to work on weekends. Call Jeanne, Banner Industries, 393 W. 22nd St., New York, 10011. (212) 564-5400

CONTEMPORARY DRESS DESIGNER

A creative, fashion-oriented dress designer is needed for a high fashion house. Must be able to sketch, work well on own, and have good selling ability. Call Jeanne, Banner Industries, 393 W. 22nd St., New York, 10011. (212) 564-5400

DESIGNER

Good opportunity for a professional who is looking to expand their design skills in a variety of markets. Must be able to work independently and have excellent selling ability. Please call Jeanne, Banner Industries, 393 W. 22nd St., New York, 10011. (212) 564-5400

ASST. DESIGNER

Looking for an experienced designer to work on children's wear line. Must be able to sketch, work well on own, and have good selling ability. Call Jeanne, Banner Industries, 393 W. 22nd St., New York, 10011. (212) 564-5400

BARNES & BOSWELL

DESIGNER: MENS' KNITS

Mister Mens Knits travels $75K plus.

DIY: REPRO. Boys' Knits $50K

Designer Boys' Knits

Designer Mens' Knits $50K

Contemporary designer

Precut

FACILITIES

Call anne Fikman: (212) 624-8061

ASSISTANT DESIGNER

To work with a creative Director. Must be able to work on weekend. Call Marcy 10-47 at 212-263-9000

ASST. DESIGNER

Knowledge of patterns and fabric selection. Salary open, benefits. (212) 794-4417

EMPLOYMENT:

Assistant to manager of private label lines. Must be dynamic, hardworking, and able to work independently. Call Jeanne, Banner Industries, 393 W. 22nd St., New York, 10011. (212) 564-5400

DESIGNER

Fashion career oriented. Send resume to Designer, 176 W. 22nd St., New York, 10011. (212) 244-4500

RETAIL ASSISTANT

Knowledge of retail fashion, sales, and merchandising. Call Jeanne, Banner Industries, 393 W. 22nd St., New York, 10011. (212) 564-5400

MADAME CHOUTEAU

CREATIONS

Design, develop, and produce women's wear.

Call Jeanne, Banner Industries, 393 W. 22nd St., New York, 10011. (212) 564-5400

DESIGNER: WOMENSWEAR

Creative person needed. Must be able to make first pattern and work on sample. Call Marcy 10-47 at 212-263-9000

DESIGNER: MENSWEAR

Immediate openings for 2 creative designers. Must have ability to work on own and have sketching ability. Call Marcy 10-47 at 212-263-9000

ASSISTANT DESIGNER

Knowledge of patterns and fabric selection. Salary open, benefits. (212) 794-4417

DESIGNER

Knowledge of patterns and fabric selection. Salary open, benefits. (212) 794-4417
9. Expected Impact of Proposal on Existing Campus Programs

The proposed Fashion Design sequence will complement two existing offerings: the Fashion Merchandising sequence in Home Economics and the non-teaching major in Art. ISU currently has students enrolled in fashion merchandising and art who want to specialize in fashion design, but no such program currently exists at ISU. Fashion merchandising students use marketing and business as their supporting area; fashion design students concentrate on art. Career opportunities for fashion merchandising students are varied. Some positions require expertise in the fashion design area, while others emphasize marketing or management expertise. Through the identification of the fashion design sequence, the design courses will be offered on a more frequent basis than is currently the case due to the anticipated increase in enrollment. The more frequent offering of design courses should benefit both the fashion design and fashion merchandising students who wish to build strengths in fashion design. The identification of the Fashion Design Sequence is expected to attract students to ISU's campus in addition to allowing students currently enrolled to pursue the design specialty. Enrollment in both Home Economics and Art is expected to increase as a result of this sequence.

10. Expected Curricular Changes Including New Courses

All required courses currently exist in the ISU curriculum.

11. Anticipated Staffing Arrangements

Qualified staff are available to handle the courses needed for the Fashion Design Sequence. All courses are currently being offered on a regular basis.

12. Anticipated Funding Needs and Source of Funds

The Fashion Design Sequence can be offered without additional funding.

Departmental Approval - 4/13/84
College Curricular Committee Approval - 4/27/84
College Dean Approval - 4/27/84
University Curriculum Committee Approval - 9/28/84
Academic Affairs Approval - 10/15/84
Academic Senate Approval -
October 16, 1984

TO: Laura Gowdy, Chair
    Academic Senate

FROM: Peg Balbach, Chair
      Academic Affairs

RE: Agenda for Senate

The enclosed proposals for a Fashion Design
Sequence of the Comprehensive Home Economics Major
and Music Therapy Sequence of the Bachelor of Music
Degree were passed by Academic Affairs on 10/15/84.
I am writing to request that these items be placed on
the Senate Agenda for discussion on October 24, 1984.

Enclosures

ms
xc: David Strand
    Jack Chizmar
    Betty Chapman
    Charles Bolen
    Connie Ley
    Ann Stemm
    Arthur Corra
    Marie DiGiammarino
Request for Approval of a New Sequence

1. Illinois State University
2. Responsible Department: Home Economics
3. Proposed Title: Fashion Design Sequence of the Comprehensive Home Economics Major
4. Previous Title: Not applicable
5. CIPS Code: 19.0904
6. Date of Implementation: August, 1985
7. Description of Proposed Program:

Fashion design combines the creativity of the fine arts and the practicality of the market. It involves the design, construction, and marketing of the product. A designer must have knowledge of all aspects of the field to be successful. Therefore, the designer must study art, textiles, clothing construction techniques, consumer needs, and changing consumer tastes.

The designer must be aware of the roles of industry and the consumer. The designer must know how an idea can be transformed into an article of clothing and what the retailer needs to market the product successfully. Knowledge of the history of fashion design, the non-verbal communications conveyed by color and clothing styles, consumer demands and lifestyle needs is also important in the education of the designer.

The proposed Fashion Design Sequence in Home Economics offers the student an opportunity to learn about textiles, clothing construction, and design techniques. A theoretical base for the design courses is built through such courses as Economics of Fashion, Clothing and Behavior, and History of Fashion, where curricular emphasis is placed on clothing throughout the life cycle. In textiles, the student learns about fiber, yarn, and fabric properties and how these factors influence the performance of a fabric. A thorough understanding of clothing construction and fit are important in creating designs that will "work" on the human body. In the upper-level courses, an emphasis is placed on analyzing various design and fitting techniques so that the student will be able to

10-16-84
evaluate existing techniques and use new information as it becomes available.

Students pursuing fashion design, like all fields in the arts, are expected to have an innate creative ability. Most positions, however, require a combination of the creative and the practical. The combination of the artistic and the practical elements outlined in the proposed curriculum will equip the student with the needed background to work in the field of fashion design. Particularly at the entry level, individuals take existing ideas and interpret them for a specific size, price, and age level. A thorough knowledge of textiles, clothing construction, flat pattern and draping techniques are needed to interpret a concept for a particular consumer segment.
The proposed curriculum is as follows:

Comprehensive Home Economics Major: Fashion Design Sequence

52 hours required

A. Core requirements (17 hrs.):

HEC 110 Intro to Home Economics 1
114 Individual & Family Development 4
115 Textiles & Apparel 4
117 Consumer Management 4
118 Housing & Equipment 4

B. Sequence requirements (24 hrs.):

ART 103 Visual Elements 3
104 Basic Drawing 3
213 Life Drawing 3
351 Special Projects in Art 3
HEC 122 Clothing Construction 3
222 Fashion History 3
228 Costume Design 2
322 Patternmaking 3
324 Draping & Design 3

C. Remaining 9 hours from:

HEC 220 Clothing Construction 3
221 Tailoring 3
229 Fashion Accessories 2
249 Merchandising in Fashion 3
323 Advanced Textiles 3
326 Fitting & Alterations 3
327 Clothing & Behavior 3
328 Economics of Fashion 3
ART 240 Weaving 3
341 Printed Textiles 2-3
224 Jewelry 3
235 Photography as an Art Form 3
389.68 Rendering for Product Design 3

D. Recommended University Studies courses or general electives:

CHE 104 Chemistry of Life 3
OR
110 Fundamentals of Chemistry 4
3-4
ECO 100 Principles of Economics I 3
101 Principles of Economics II 3
PSY 111 General Psychology 3
SAS 106 Introduction to Sociology 3
ACS 140 Introduction to the Computer World 3
THE 130 Introduction to Costume 3
8. Rationale:

A. The Field of Fashion Design

The field of fashion design has received increased attention in the midwest since the opening of the Apparel Center in Chicago. As a result of this event, the Illinois affiliate of "The Fashion Group" (a professional organization representative of the apparel industry) has extended both its influence and membership. Through continued participation in this professional organization, several ISU faculty members have become aware of expanding career opportunities in the fashion design field and the need for formal preparation in order for students to qualify for emerging occupations. Apprenticeships can no longer be relied upon to produce designers with the qualifications that are necessary for this competitive industry.

Within the field of Textiles and Clothing, fashion design and fashion merchandizing are distinct specialties. Background for the designer includes an emphasis in art; background for the merchandiser includes an emphasis in business. Both the designer and the retailer must be aware of consumer demands, including the successful use of accessories, textiles, and clothing construction. The emphasis of the designer, however, is creativity; the merchandiser emphasizes the marketing and economics of the fashion industry. The designer must possess artistic talents, have a thorough knowledge of garment construction, and have the ability to combine a textile with a garment idea. The designer must be able to envision the garment from its inception to its completion; the merchandiser is concerned with marketing the final product.

The goal of initiating a Fashion Design sequence in the Department of Home Economics at ISU is not new; it was proposed in successive publications of the University Academic Plan, including the 1983-8 program review of the department. As a result of increasing interest expressed by students in Art and Home Economics in such a program, faculties in both departments believe that the interdisciplinary program will meet the needs of a substantial number of students.

B. Other Programs in Fashion Design

A number of colleges and universities in other states offer programs in fashion and apparel design. Among them are:

Oregon State University
Kansas State University
University of California, Davis
The only program with a focus on Fashion Design presently available in Illinois is offered at Southern Illinois University. Four-year programs in Textiles and Clothing are offered at Northern Illinois University and the University of Illinois, but these curricula do not include a specific Fashion Design emphasis. Students enrolled in Textile and Clothing programs may elect courses in Fashion Design, but will receive no official recognition on their transcripts.

Fashion design programs are also offered at specialized schools such as the Fashion Institute of Technology and the Parson's School of Design in New York City. Not all Illinois students are able to go to New York City to study nor are these schools able to accommodate all of the students who wish to pursue a fashion design curriculum. Many students also desire a broader education along with preparation in fashion design. Two-year programs are available which concentrate almost entirely on construction and design. The curricula of such programs do not include the broad theoretical base nor the analytical approach which is provided in the proposed program. In addition, the two-year programs do not include the general education provided by University Studies and the opportunity to develop a maturity that occurs with the completion of a university degree.

Illinois State University, with its strong and qualified faculty, in both Home Economics and Art, can become a leading institution for preparing fashion designers. The fashion design students at ISU also have the advantage of access to an extensive historic costume collection. The Department of Home Economics is currently preparing a facility for maintenance and storage of the collection, which will make garments accessible as resources for design work and study. Another resource available to students in the program is the Art Department's extensive collection of slides directly related to fashion design and the fashion industry. These existing resources will supplement the program in Fashion Design.
C. Student Demand for a Sequence in Fashion Design

Enrollments in Home Economics and Art are substantial. The number of students majoring in Home Economics has increased approximately 17 percent over the past two years (to 503 majors in the Spring of 1984), with the majority selecting Fashion Merchandising for their specialization. Many of these students show an interest in and talent for Fashion Design. In anticipation of a new thrust in Fashion Design, one Home Economics faculty member worked with a major design firm in South Carolina during the summer of 1984 on a mini-leave as part of the College of Applied Science and Technology's faculty development program.

A survey was conducted in September, 1984, in three Home Economics classes to assess the interest in this sequence. Of the 250 students surveyed, 45 indicated that they would have chosen this sequence if it had been available. The percentage ranged from 16% (25 of 150) in the Introduction to Home Economics class to 30% (10 of 30) in the Clothing and Behavior class. A number of students pursuing art-related or fashion merchandising programs are also likely to choose the proposed sequence.

D. Employment Opportunities

A wide variety of career/work opportunities are available to the student majoring in fashion design. All jobs requiring this specialization may not carry a designation of fashion design, but do require background acquired by such majors. Inside the Fashion Business (Jarnow, Judelle and Guerreriro, 1981), describes entry-level jobs for graduates in fashion design. These jobs include assistant designer, cutting assistant, sketching assistant, sketcher, sketcher/stylist and junior designer. All of these occupations are listed as requiring a degree in Fashion Design. A number of other career opportunities are heavily dependent on fashion design training and are particularly well suited to people with fashion design degrees from home economics programs. Home economics offers a broader background for this field than art because it includes aspects such as textiles, clothing behavior, clothing construction, and consumer studies as part of the curriculum.

The 1982-83 edition of the Occupational Outlook Handbook, Bulletin 2200, cites that formal training is usually required for employment in the applied arts. This formal training most often comes from professional schools or 4-year college or university programs. Job titles in the applied arts related to fashion design include fashion illustrators, display artists, and interior designers and decorators. The publication
also noted that "keen competition exists for salaried jobs and freelance work". Employment is expected to increase through the 1980s; individuals with above-average talent will continue to be in demand. Based on this information, the development of artistic skills and knowledge and training in the field of Fashion Design will give students an advantage in the job market.

The majority of employment opportunities exist in areas other than what is popularly known as "high fashion." Department stores develop their own house labels for the mass market; in addition, clothing and accessories are worn by individuals of both sexes and of all ages. The field, therefore, and the opportunities within it, are much broader than what might be seen in the New York and Paris shows. Most graduates of this proposed sequence will seek employment in this more widely defined field.

Apparel manufacturing is a large segment of the American economy. The data that follow, taken from the 1984 edition of the Statistical Abstract of the United States, illustrate the number of firms and employees involved in this industry:
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apparel, etc.</td>
<td>26,505</td>
<td>11,332</td>
<td>1,334</td>
<td>8,659</td>
<td>1,157</td>
<td>7,353</td>
<td>10,871</td>
<td>477</td>
<td>1,251</td>
<td>11,850</td>
<td>24,249</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Men's &amp; boys'</td>
<td>2,012</td>
<td>737</td>
<td>667</td>
<td>99</td>
<td>822</td>
<td>96</td>
<td>646</td>
<td>1,574</td>
<td>26</td>
<td>107</td>
<td>2,288</td>
<td>6,754</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Men's &amp; boys'</td>
<td>2,053</td>
<td>762</td>
<td>660</td>
<td>105</td>
<td>862</td>
<td>105</td>
<td>696</td>
<td>2,024</td>
<td>34</td>
<td>127</td>
<td>2,658</td>
<td>7,924</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Women's &amp;</td>
<td>6,416</td>
<td>1,529</td>
<td>359</td>
<td>2,242</td>
<td>500</td>
<td>2,630</td>
<td>4,835</td>
<td>113</td>
<td>144</td>
<td>3,21</td>
<td>8,51</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Women's &amp; boys'</td>
<td>1,133</td>
<td>283</td>
<td>510</td>
<td>1,133</td>
<td>630</td>
<td>1,133</td>
<td>1,133</td>
<td>113</td>
<td>144</td>
<td>3,21</td>
<td>8,51</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hats, caps,</td>
<td>843</td>
<td>240</td>
<td>164</td>
<td>73</td>
<td>133</td>
<td>73</td>
<td>133</td>
<td>73</td>
<td>133</td>
<td>73</td>
<td>133</td>
<td>73</td>
<td>133</td>
<td>73</td>
</tr>
<tr>
<td>Furniture</td>
<td>1,334</td>
<td>395</td>
<td>538</td>
<td>1,061</td>
<td>75</td>
<td>350</td>
<td>96</td>
<td>17</td>
<td>46</td>
<td>21</td>
<td>62</td>
<td>162</td>
<td>3,21</td>
<td>8,51</td>
</tr>
<tr>
<td>Accessories</td>
<td>1,334</td>
<td>395</td>
<td>538</td>
<td>1,061</td>
<td>75</td>
<td>350</td>
<td>96</td>
<td>17</td>
<td>46</td>
<td>21</td>
<td>62</td>
<td>162</td>
<td>3,21</td>
<td>8,51</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>7,030</td>
<td>172</td>
<td>765</td>
<td>4,457</td>
<td>8,611</td>
<td>1,128</td>
<td>2,688</td>
<td>112</td>
<td>160</td>
<td>1,946</td>
<td>4,931</td>
<td>112</td>
<td>160</td>
<td>1,946</td>
</tr>
</tbody>
</table>
In a survey of one week's editions of Women's Wear Daily (week of October 8, 1984), approximately 100 positions per day were advertised in the fashion field, of those, approximately 25% emphasized design or design-related qualifications. A sample of those ads is included to illustrate the kinds of positions for which graduates of this proposed sequence could compete:

**ASSISTANT DESIGNER**
Gottex swimwear looking for organized, detail oriented person to assist designer. Must be able to make 1st pattern from sketch. 2 years experience necessary. Call Marlene at 212-334-7414

**ASST. DESIGNER**
High energy person to work in very busy design room of established children's sportswear mfr. Must have following abilities:
- Make first pattern from designer sketch.
- Highly organized, detail oriented & capable of supervising sample room.
- Make grade goods & accurate 1/2 to full follow ups.
- Would be helpful if able to draw work for screens & appliques.
M82042, W.W.D.

**ASSISTANT PATTERNMAKER**
Head Sportswear located in Baltimore Washington area, has an opening for an assistant patternmaker. Applicant should have solid background in patternmaking from first pattern thru production pattern. Prior experience in sportswear manufacturing is preferred as will be involved in all pattern work. This is an exciting challenging position with good pay and benefits. Must be willing to relocate.
Call Personnel Debbie Kardesh 371-730-830
E.O.E.

**DESIGNER GIRLS SLEEPWEAR**
M82044, W.W.D.

**ASST DESIGNER**
Moderate to better updated misses' dresses. Good experience necessary. Salary open. Ask for Mike 212-764-0165

**DESIGNER**
New position with established apparel mfr seeking to expand Jr dress line & develop PRE-TEEN dress line. Creative professional desired.
M82046, W.W.D.

**DESIGNER**
Young couture designer wanted! Following seeks hard working no nonsense design assistant who can give results.
- Malene Sanicles
- Shae Fashion Market
- Sketch Laquer
- Dreams from Sketch
- Sewing Knowledge a Must
Send resume & all req. to:
M82047, W.W.D.

**DESIGNER SKETCHER**
Needed for well known embroideriet/supplies. Salary commensurate with experience. For confidential interview.
M82048, W.W.D.

**DESIGNER**
Leading export sportswear mfr. looking for exp. designer. Must have good color sense & an eye for the current trends. Call 212-584-4133

**SWEATER DESIGNER**
Great opportunity for aggressive creative designer in national junior sweater line. Writing to cut, line pattern. Must have knowledge of hand & machine knitting. Located in Brooklyn. Call Shirley Yale 212-822-2123
ASST DESIGNER

Assistant to designer. Supervise and maintain Seventh Ave sample room and make first pattern. Experience preferred. Salary open. Call for interview. Must be an experienced pattern maker and have knowledge of typesetting. Phone: 212-628-7574 or 7500.

BARNES & BOSWELL

DESIGNER-ASSISTANT CAREERS

Mater Men's Knits travel $75K+
DIV HEAD Boys' Knits
Prod planning & merch.
$40K-
Division Newcomer retail So.
Open
Division Men's Knits
Designing & boys relocate $11K
Division Missy Knits
11H
Controller retail update
$18K
Proc Clerical
$11K
Clerical & Growth
CALL ANNE FORMAN
LIE4565
966-6065

DESIGNER

For Jr. Missy Sweater offer for major cha. Bright, energetic, interested in new models. Must have a flair for color and imagination. Salary $20K-

ASST DESIGNER

Needed for children's sportswear line. Duties include sketching, cutting, fashion book compilation. Excellent salary. 212-741-5337

FORMAN

HELP WANTED

Boots, jackets, and leather making 15 styles for plus size for Texas market. Give past experience & references.

BARNES & BOSWELL

DESIGNER-ASSISTANT CAREERS

Mater Men's Knits travel $75K+
DIV HEAD Boys' Knits
Prod planning & merch.
$40K-
Division Newcomer retail So.
Open
Division Men's Knits
Designing & boys relocate $11K
Division Missy Knits
11H
Controller retail update
$18K
Proc Clerical
$11K
Clerical & Growth
CALL ANNE FORMAN
LIE4565
966-6065

DESIGNER

For Jr. Missy Sweater offer for major cha. Bright, energetic, interested in new models. Must have a flair for color and imagination. Salary $20K-

ASST DESIGNER

Needed for children's sportswear line. Duties include sketching, cutting, fashion book compilation. Excellent salary. 212-741-5337

FORMAN

HELP WANTED

Boots, jackets, and leather making 15 styles for plus size for Texas market. Give past experience & references.

BARNES & BOSWELL

DESIGNER-ASSISTANT CAREERS

Mater Men's Knits travel $75K+
DIV HEAD Boys' Knits
Prod planning & merch.
$40K-
Division Newcomer retail So.
Open
Division Men's Knits
Designing & boys relocate $11K
Division Missy Knits
11H
Controller retail update
$18K
Proc Clerical
$11K
Clerical & Growth
CALL ANNE FORMAN
LIE4565
966-6065

DESIGNER

For Jr. Missy Sweater offer for major cha. Bright, energetic, interested in new models. Must have a flair for color and imagination. Salary $20K-

ASST DESIGNER

Needed for children's sportswear line. Duties include sketching, cutting, fashion book compilation. Excellent salary. 212-741-5337

FORMAN

HELP WANTED

Boots, jackets, and leather making 15 styles for plus size for Texas market. Give past experience & references.

BARNES & BOSWELL

DESIGNER-ASSISTANT CAREERS

Mater Men's Knits travel $75K+
DIV HEAD Boys' Knits
Prod planning & merch.
$40K-
Division Newcomer retail So.
Open
Division Men's Knits
Designing & boys relocate $11K
Division Missy Knits
11H
Controller retail update
$18K
Proc Clerical
$11K
Clerical & Growth
CALL ANNE FORMAN
LIE4565
966-6065

DESIGNER

For Jr. Missy Sweater offer for major cha. Bright, energetic, interested in new models. Must have a flair for color and imagination. Salary $20K-

ASST DESIGNER

Needed for children's sportswear line. Duties include sketching, cutting, fashion book compilation. Excellent salary. 212-741-5337

FORMAN

HELP WANTED

Boots, jackets, and leather making 15 styles for plus size for Texas market. Give past experience & references.
9. Expected Impact of Proposal on Existing Campus Programs

The proposed Fashion Design sequence will complement two existing offerings: the Fashion Merchandising sequence in Home Economics and the non-teaching major in Art. ISU currently has students enrolled in fashion merchandising and art who want to specialize in fashion design, but no such program currently exists at ISU. Fashion merchandising students use marketing and business as their supporting area; fashion design students concentrate on art. Career opportunities for fashion merchandising students are varied. Some positions require expertise in the fashion design area, while others emphasize marketing or management expertise. Through the identification of the fashion design sequence, the design courses will be offered on a more frequent basis than is currently the case due to the anticipated increase in enrollment. The more frequent offering of design courses should benefit both the fashion design and fashion merchandising students who wish to build strengths in fashion design. The identification of the Fashion Design Sequence is expected to attract students to ISU's campus in addition to allowing students currently enrolled to pursue the design specialty. Enrollment in both Home Economics and Art is expected to increase as a result of this sequence.

10. Expected Curricular Changes Including New Courses

All required courses currently exist in the ISU curriculum.

11. Anticipated Staffing Arrangements

Qualified staff are available to handle the courses needed for the Fashion Design Sequence. All courses are currently being offered on a regular basis.

12. Anticipated Funding Needs and Source of Funds

The Fashion Design Sequence can be offered without additional funding.

---

Departmental Approval - 4/13/84
College Curricular Committee Approval - 4/27/84
College Dean Approval - 4/27/84
University Curriculum Committee Approval - 9/28/84
Academic Affairs Approval - 10/15/84
Academic Senate Approval -

10-16-84 11
REQUEST TO COMBINE SEQUENCES

1. INSTITUTION: Illinois State University
2. RESPONSIBLE DEPARTMENT: Specialized Educational Development
3. PROPOSED TITLE: Mildly Handicapped Sequence of the Special Education Major
4. PREVIOUS TITLES: 1) Learning and Behaviorally Disordered Sequence and 2) Mentally Handicapped, Educable Sequence of the Comprehensive Special Education Major
5. CIPS CODE: 13.1001
6. DATE OF IMPLEMENTATION: Fall, 1985
7. DESCRIPTION OF THE COMBINED SEQUENCE:

A. Summary

The Mildly Handicapped Sequence is a four-year undergraduate program designed for preservice special education teachers. This program will prepare teachers to plan, implement and evaluate individualized education programs in the least restrictive environment for children and youth traditionally labeled Learning Disabled (LD), Behaviorally Disordered (BD), or Mentally Handicapped, Educable (EMH).

The combined sequence provides an emphasis in special education (mildly handicapped) resulting in certification by entitlement in the areas of LD, BD, and EMH (Type 10; K-12). The Mildly Handicapped Sequence includes the integration of classroom instruction and practical experiences. All students in the Mildly Handicapped Sequence will be required to spend one semester in a field-based program before student teaching. This practicum, combined with a full semester of student teaching, will provide graduates with teaching experiences at both the elementary and junior high/secondary levels ensuring exposure to children of varying ages and with a wide range of learning and/or behavior problems. Field-based programs are currently operating in Peoria and Lake County. Additional sites will be established locally to meet the increased need.

The Mildly Handicapped Sequence will require a total of 122-124 semester hours of coursework (depending upon whether the student chooses an elementary or a secondary course) and field experiences for graduation with a Bachelor of Science in Education. This total includes

10-17-84
1) 48 hours of University Studies which include 24 hours of university, teacher education and major requirements, 2) 30 hours of professional education which include 15 hours of student teaching, and 3) 44-46 hours of sequence requirements which include 6 hours of directed electives. Of the total program, 36-42 semester hours will be taken in the Department of Specialized Educational Development.

B. Curriculum

The curriculum of the Mildly Handicapped Sequence has been organized to acquaint students with the competencies required for effective functioning as a teacher of mildly handicapped students. These competencies have been organized according to five functional roles a classroom teacher must assume. Graduates of the Mildly Handicapped Sequence will demonstrate mastery of the following:

1. Competencies for an Advocate of Handicapped Children
   a. Knowledge and understanding of the learning and behavioral characteristics of the mildly handicapped population
   b. Knowledge of trends and issues related to education of the handicapped (labeling, mainstreaming, etc.)
   c. Knowledge of federal, state, and local legislation and guidelines governing special education
   d. Knowledge of the rights and responsibilities of parents, teachers, administrators, and students in regard to the implementation of such legislation

2. Competencies for an Educational Team Member
   a. Ability to establish and maintain effective communication with students, parents, para-professionals, professionals, and others relating to program progress and behavior of the students
   b. Ability to interpret basic terminology and assessment information used by related service personnel in a staffing report which may contribute to a student's educational program
   c. Ability to determine the optimal educational alternative in the least restrictive environment for the mildly handicapped learner
   d. Ability to establish appropriate long- and short-term goals for students based on individual needs
   e. Ability to work with other teachers and support personnel in planning coordinated and joint learning experiences for the student with learning and/or behavior problems
3. Competencies for an Instructional Planner/Manager

a. Knowledge of scope and sequence of content and skill areas taught in grades K-12
b. Ability to plan and implement individualized programs for mildly handicapped children and youth
c. Ability to adapt and teach the basic curriculum using a variety of teaching methods to meet the needs of mildly handicapped learners
d. Ability to evaluate curricular materials and adapt them to an individual's needs
e. Ability to design and prepare teacher-made materials necessary to support a student's instructional program
f. Ability to define and assess a student's academic and social needs using a variety of formal and informal assessment techniques
g. Ability to apply various techniques for evaluating student progress on a regular basis
h. Ability to assess the extent to which instructional techniques are effective
i. Ability to identify areas in need of attention and seek help in improving teaching performance

4. Competencies for a Classroom/Behavior Manager

a. Ability to provide an optimal climate through appropriate arrangement and adaptation of the physical properties of the classroom (heat, light, seating, etc.)
b. Ability to establish an appropriate environment according to individual's needs and style of learning
c. Ability to organize a classroom for instructional purposes incorporating individual or group instruction, flexible time schedules, etc.
d. Ability to select and apply adequate management techniques to meet the learning goals set for each mildly handicapped student
e. Ability to apply positive reinforcement techniques to increase desirable behaviors for individuals and groups and decrease undesirable behaviors for groups and individuals
f. Ability to reliably measure and record students' current behavior and changes in behavior

5. Competencies for a Counselor/Consultant

a. Ability to identify and utilize school and community resources to provide social, vocational, academic and related learning experiences for mildly handicapped students
b. Ability to plan for and utilize the help of parents, aides, and other support personnel
c. Ability to develop a program to prepare the mildly handicapped student for entry/re-entry into the regular class

d. Ability to use techniques for developing the mildly handicapped learners' acceptance of self and others

e. Ability to counsel students regarding social and/or vocational opportunities and programs

C. Implementation

Implementation of the Mildly Handicapped Sequence is planned to begin at the start of the 1985-86 academic year. Students entering as freshmen during the fall semester, 1985, would enroll in the new sequence. The existing LD/BD and EMH sequences would continue to operate until the 1984-85 freshmen graduate in 1988. At that time, those two sequences would be discontinued.

8. RATIONALE FOR THE PROPOSAL:

The Mildly Handicapped Sequence is proposed as a new sequence in special education that will replace two existing sequences: Learning and Behaviorally Disordered (LD/BD) and Mentally Handicapped, Educable (EMH). The proposed changes are the result of five years of curricular review by the faculty teaching in the LD/BD and EMH areas and are based on national trends and data collected from school administrators, teachers and students in special education. By eliminating the current overlap in certain courses and adding several new courses and field experiences, the proposed Mildly Handicapped Sequence will more effectively provide a quality program to undergraduate special education majors.

Impetus for the Mildly Handicapped Sequence has come from three sources: A) national attention on excellence in education, B) a national trend in the field of special education to focus on degrees of handicapping condition rather than specific categorical labels and C) input from program graduates and professionals in Illinois.

A. Excellence in Education

The proposed Mildly Handicapped Sequence will serve as a vehicle to upgrade the quality of existing special education programs and to improve the quality of future program graduates. The new sequence 1) establishes competencies against which student performance will be judged, 2) monitors student performance so students can be "counseled out" of teacher education, if necessary, before their senior year, 3) increases the number and types of preclinical field experiences required before student teaching, and 4) provides mechanisms to enhance the emotional and psychological development of undergraduate students along with their career development. The new Mildly Handicapped Sequence
represents a major revision of the existing programs in keeping with the current focus on excellence in teacher preparation.

B. Trends in Special Education

Within the field of special education there is growing consensus that children be classified according to the severity of their handicap (mild, moderate, severe) rather than their category of exceptionality (Deaf, TMH, LD). Many authorities agree that the etiology, physical characteristics, academic and social problems, identification procedures and methods of instruction overlap for those children traditionally classified as LD (learning disabled), BD (behavior disordered) and EMH (educably mentally handicapped). These authorities advocate a clustering of the three categories within the definition of "mildly handicapped" because the three conditions share numerous common elements.

Consequently, many school districts place children from all three categories (LD, BD, EMH) in the same special education program. The results of a recent survey revealed that 89% of the Illinois school administrators questioned indicated that cross-categorical programs were operating in their district and predicted an increase in such programs. In fact, 95% of these administrators said they would be more likely to hire a teacher certified in all three areas of LD, BD, and EMH rather than in only one area of special education.

The proposed Mildly Handicapped Sequence would lead to certification in the areas of LD, BD, and EMH through entitlement. Such a program would help meet the needs of school districts in Illinois and increase the employment possibilities for program graduates. According to ISBE supply-and-demand figures based on 1982-83 vacancies, cross-categorical special education teachers are needed in Illinois.

C. Input from the Field

The Department of Specialized Educational Development conducted surveys of 1) LD/BD and EMH program graduates from 1976 to 1980, 2) cooperating teachers who worked with student teachers in the areas of LD/BD and EMH, 3) college supervisors, 4) faculty, and 5) current students to establish a data base for decision making (see attachment p. 12, 13). The combined Mildly Handicapped Sequence has incorporated suggestions from those surveyed including 1) more coursework in the area of specialization (students can currently be certified in another area by taking as few as seven semester hours), 2) more and earlier field experiences, 3) more opportunity to learn the realities of special education teaching, 4) more emphasis on the secondary student, and 5) more classroom/behavior management.
The Mildly Handicapped Sequence will eliminate unnecessary overlap in present courses and fill in the gaps identified by professionals in the field. It will offer a more intense study in the students' area of specialization and will allow students to gain sufficient experience with the range of learning and behavior problems that they will encounter as teachers.

9. EXPECTED IMPACT ON EXISTING CAMPUS PROGRAMS

A. On Students

The new Mildly Handicapped Sequence will have positive impact on undergraduate majors since it will allow graduates to be certified by entitlement in the three areas most commonly grouped together in public school special education classes: LD, BD, and EMH. At the present time, many LD/BD and EMH majors seek certification in the second area by taking the minimum number of courses required (usually two) and applying for a transcript evaluation through ISBE. The Mildly Handicapped Sequence will eliminate the overlap in courses students are currently taking for additional certification and will provide graduates with a more comprehensive program in the same amount of time.

In addition to increased employability, the quality of this new sequence is expected to attract special education majors. Gaps in coursework and field experiences which exist now in the LD/BD and EMH sequences have been filled by the Mildly Handicapped Sequence requirements. Course content has been updated to reflect current trends in special education. Field experiences have been increased at various levels to insure exposure to children in grades K-12 with a variety of learning and behavior problems. Majors in this sequence will also be provided with several opportunities to explore career goals and options throughout the program.

Students in other sequences will not be directly affected by the new sequence; however, because of the sequential nature of the courses leading to mastery of specified competencies, non-majors will find acquiring certification in the areas of LD, BD, and EMH to be more difficult. Therefore, special education students in other sequences will be encouraged to seek additional certification through graduate-level programs rather than this undergraduate sequence. There is no minor in special education, so minors would not be affected.

B. On the SED Department

The number of students within the department is not expected to change. The pool of students for the Mildly Handicapped Sequence would be made up of students who
would have elected to major in LD/BD or EMH prior to 1985-86. Therefore, the sequence has been planned to accommodate approximately 350 students per year. This figure is based on the average enrollment of freshmen, sophomores, juniors, and seniors in the LD/BD and EMH sequences over the last four semesters. Therefore, no new faculty positions will be needed for the proposed Mildly Handicapped Sequence.

C. On Other Departments

The proposed Mildly Handicapped Sequence represents a consolidation of the present LD/BD and EMH sequences. Several courses presently required of majors in either or both of these sequences will become electives in the newly proposed sequence. Changes affecting other departments are described below and will take effect in 1985-86.

1. Requirements which will be eliminated: ART 101; ART 207; ENG 170 or COM 306 or COM 307; HEC 106; HPR 222; MUS 371 and SAS 323 will no longer be required courses. The art, children's literature, physical education and music courses were originally sequence requirements when majors received both elementary and special education certification. Elementary certification is no longer offered to LD/BD and EMH majors by entitlement and such courses are not required for special education certification.

The survey conducted in the spring of 1983 indicates that LD/BD/EMH teachers in the State of Illinois are not primarily responsible for teaching Art, Music or Physical Education (see attachment, p. 13, 14). Approximately half of the sample of 141 cooperating special education teachers reported that they do not teach these three subjects at all. One-third of the sample reported that they provide consultation regarding the needs of special students to Art, Music and Physical Education teachers. Since the number of mainstreamed mildly handicapped students is increasing, special educators need to be equipped to provide more consultation services to regular educators and subject matter experts rather than to provide direct instruction to special needs students.

D. On the University

The Mildly Handicapped Sequence has the potential to increase the visibility of the Special Education Program, the College of Education, and Illinois State University. It will be the only undergraduate special education program of its kind among the major state universities in Illinois. Other universities have graduate programs which combine two or three special education areas, but there are no undergraduate programs...
in existence like this one. The approval and implementation of the Mildly Handicapped Sequence could put ISU at the cutting edge in the field of special education.

E. On Entitlement of Graduates

Special Education faculty have been meeting with the staff at ISBE to discuss this sequence and have received the endorsement of Dr. Gillies in the Teacher Education Program Approval branch (see letter, p. 15). A proposal will be submitted for formal approval by the certification board on Nov. 1, 1984.

10. EXPECTED CURRICULAR CHANGES

A. New Courses

Three new courses will be required for Mildly Handicapped majors. These courses were approved by the University Curriculum Committee on 10/12/84:

SED 221--Fundamentals of Teaching in Special Education (3)

SED 223--Educational Assessment of Mildly Handicapped (LD/BD/EMH) Students (3)

SED 224--Curriculum and Methods for Teaching Mildly Handicapped (LD/BD/EMH) Students (6)

These three courses have been designed to meet ISBE Special Education Certification requirements for coursework dealing with methods of teaching pupils in the specialty area.

B. Changes in Existing Courses

SED 321 and SED 322 will be deleted from the curriculum. These deletions were approved by the UCC on 10/12/84. A more suitable 400-level course has been designed to take the place of SED 322 at the graduate level (SED 422).

SED 343 and SED 346 are required in the combined sequence. They remain as course requirements for other special education majors and as electives for other students.

C. Changes in Course Credit for Field-Based Programs

The requirements of the Mildly Handicapped Sequence will affect the course credit that students in the LD/BD and EMH sequences receive during the field-based semester. Presently, majors who spend a semester in Peoria or Lake County receive 17 semester hours of credit for the following courses:

10-17-84
SED 301--Laboratory Reading Methods (3)
SED 321--Diagnosis and Assessment of Mildly Handicapped (LD/BD/EMH) Students (5)
SED 322--Education of the Learning and Behaviorally Disordered (5)
SED 346--Education of the Educable Mentally Handicapped (4)

Delivery of content is substantially different between the on-campus and off-campus offerings of these courses. Field-based students in Peoria and Lake County spend the equivalent of one full day per week in lecture-discussion sessions with University instructors and/or practicing professionals (e.g., classroom teacher, school psychologist, school administrator). Knowledge and skills acquired in these sessions are then applied in classrooms during the other four days.

Feedback from students, professors, teachers and administrators collected over the past five years indicates that course content included during the field-based semester cannot be covered as thoroughly as on-campus.

The field-based program for the proposed Mildly Handicapped Sequence will follow the same delivery model presently used, but the course credit students receive will change. SED 301 and SED 223 (formerly SED 321) will be offered on-campus and will be taken before enrollment in the field-based program. SED 322 and SED 346 will be replaced by SED 224. This course must be a six-semester-hour course since ISBE requires a two-semester-hour "methods" course in each area of certification. Thus, students will be enrolled in a course that includes methods for teaching learning disabled students (2 hrs.), behaviorally disordered students (2 hrs.), and educable mentally handicapped students (2 hrs.).

Students will also enroll in SED 363 during the field-based semester. The nature and content of this course is well suited for off-campus delivery. Students can learn communication skills and become familiar with related service personnel through guest lectures from social workers, psychologists, mental health personnel and visits to various schools and agencies.

Lastly, students will enroll in SED 245.06 (3 semester hours) and SED 245.07 (3 semester hours) during the field-based semester. Thus, credit will be given for the intense field work experiences completed. These experiences with EMH and LD/BD children will also be more clearly stated on University transcripts. Again, ISBE requires clear specification of preclinical experiences in each area of certification.
A summary of the course changes for the field-based program is given below.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit for Current Program</th>
<th>Course Credit for New Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>SED 301</td>
<td>3</td>
<td>SED 224</td>
</tr>
<tr>
<td>SED 321</td>
<td>5</td>
<td>SED 363</td>
</tr>
<tr>
<td>SED 322</td>
<td>5</td>
<td>SED 245.06</td>
</tr>
<tr>
<td>SED 346</td>
<td>4</td>
<td>SED 245.07</td>
</tr>
<tr>
<td></td>
<td>17 hours</td>
<td>15 hours</td>
</tr>
</tbody>
</table>

D. Changes in Preclinical Experiences

Students in the Mildly Handicapped Sequence will have more opportunities to work with children of varying ages than do the students currently majoring in LD/BD or EMH. Preclinical and clinical experiences have been planned in a hierarchical pattern throughout the sequence. As freshmen, while enrolled in SED 145, students will continue to be required to observe in a regular classroom and a special education classroom.

During the sophomore year, students will take SED and PSY courses in which they will conduct more lengthy and specific observations in special education programs and interview teachers and other special education professionals.

One-to-one tutoring experiences will be provided to students in SED 301 during their junior year. Simulations, role playing and practice exercises (teaching sample lessons, writing IEPs and task analyses, etc.) will be included in several junior-level courses such as SED 223, SED 370, and SED 380.

As second-semester juniors or first-semester seniors, students will participate in a one-semester, field-based program. During the field-based semester, each student will spend a minimum of six weeks in an elementary-level program and six weeks in a secondary-level program. In each setting, students will be given the responsibility for teaching individual children and a small group of children.

At the same time, students will be able to observe related special education services typically provided to handicapped children such as speech and language therapy, counseling services, and psychological services. Students will also observe master teachers working with parents, regular classroom teachers, and other professionals during this field experience.

Finally, seniors will complete one full semester of student teaching, a requirement which presently exists for LD/BD and EMH majors. One nine-week period will be spent in an elementary special education program and another nine week period will be spent at the secondary
level. Since the junior field-based program will work
in concert with student teaching, each program graduate
will have had practice teaching experiences in two
elementary programs and two secondary programs. In
addition, there are four opportunities for students to
work with "pure" LD, BD, and EMH classes as well as in
cross-categorical classes. For example, any given
student might work in an LD class at the elementary
level, a cross-categorical class at the elementary
level, a junior high EMH class and a high school LD/BD
class.

In summary, the Mildly Handicapped Sequence is planned
so that students will be 1) observing in a variety of
settings during their freshman year, 2) observing in a
classroom, developing skills via simulation, role
playing, and practice exercises and tutoring individual
children during the sophomore year, 3) continuing with
one-to-one teaching as well as practicing small-group
instruction in the junior year, and 4) taking
responsibility for organizing and teaching a whole class
while student teaching during their senior year.

11. ANTICIPATED STAFFING ARRANGEMENTS

No change

12. ANTICIPATED FUNDING NEEDS

No change
PARTIAL DATA BASE FOR THE MILDLY HANDICAPPED CURRICULUM

During the 1982-83 academic year, four surveys were conducted to gather information related to revisions in the LD/BD and EMH undergraduate training program. The following populations were sampled:

<table>
<thead>
<tr>
<th>Population</th>
<th>Number of Questionnaires Sent</th>
<th>Number of Questionnaires Returned</th>
<th>Return Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Supervisors of Student Teachers in Special Education</td>
<td>17</td>
<td>17</td>
<td>100%</td>
</tr>
<tr>
<td>School Administrators</td>
<td>170</td>
<td>100</td>
<td>59%</td>
</tr>
<tr>
<td>Cooperating Teachers</td>
<td>243</td>
<td>141</td>
<td>58%</td>
</tr>
<tr>
<td>Current Students in LD/BD/EMH (juniors and seniors)</td>
<td>48</td>
<td>48</td>
<td>100%</td>
</tr>
</tbody>
</table>

Data are also available from a survey of program graduates (1976-80) conducted in 1981-82. Selected portions of that survey are reported here.

QUESTION #1: Do you believe that the current LD/BD and EMH sequences should be combined into one "Mildly Handicapped" sequence so that all undergraduate students in the new program would receive certification in the three areas of LD, BD, and EMH by entitlement?

<table>
<thead>
<tr>
<th>Population</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Supervisors</td>
<td>71%</td>
<td>29%</td>
</tr>
<tr>
<td>School Administrators</td>
<td>84%</td>
<td>16%</td>
</tr>
<tr>
<td>Cooperating Teachers</td>
<td>65%</td>
<td>35%</td>
</tr>
<tr>
<td>Current Students</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>Program Graduates</td>
<td>63%</td>
<td>37%</td>
</tr>
</tbody>
</table>

10-17-84
QUESTION #2: Would you be more apt to hire someone with certificates in all three areas (LD, BD, and FMM)?

| School Administrators Only | Yes = 95% | No = 5% |

QUESTION #3: Should undergraduate students be required to spend a full semester in practicum before student teaching (like the field-based option)?

<table>
<thead>
<tr>
<th>Population</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Supervisors</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>Cooperating Teachers</td>
<td>92%</td>
<td>8%</td>
</tr>
<tr>
<td>Program Graduates</td>
<td>75%</td>
<td>25%</td>
</tr>
</tbody>
</table>

QUESTION #4: For which of the following areas are you responsible for teaching? (Cooperating teachers only.)

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>(1) I don't teach at all</th>
<th>(2) Completely responsible for teaching and grading</th>
<th>(3) Provide assistance to students but no grading</th>
<th>(4) Consultation to special area teacher only</th>
</tr>
</thead>
<tbody>
<tr>
<td>P.E.</td>
<td>50%</td>
<td>11%</td>
<td>5%</td>
<td>34%</td>
</tr>
<tr>
<td>Art</td>
<td>42%</td>
<td>20%</td>
<td>7%</td>
<td>31%</td>
</tr>
<tr>
<td>Music</td>
<td>56%</td>
<td>7%</td>
<td>4%</td>
<td>33%</td>
</tr>
</tbody>
</table>
QUESTION #5: From the list below, select the five topics (courses) which you feel are very important for teachers of mildly handicapped students:

Percentage Selecting Each Topic in Top Five

<table>
<thead>
<tr>
<th>Topic</th>
<th>College Supervisors</th>
<th>Current Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocational Ed.</td>
<td>82</td>
<td>21</td>
</tr>
<tr>
<td>Art</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Music</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>P.E./Motor Development</td>
<td>10</td>
<td>35</td>
</tr>
<tr>
<td>Secondary Methods</td>
<td>82</td>
<td>52</td>
</tr>
<tr>
<td>Computers in Education</td>
<td>4</td>
<td>65</td>
</tr>
<tr>
<td>Nutrition</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Multicultural Ed.</td>
<td>24</td>
<td>1</td>
</tr>
<tr>
<td>Communication with parents, agencies</td>
<td>59</td>
<td>83</td>
</tr>
<tr>
<td>Instructional Materials</td>
<td>71</td>
<td>67</td>
</tr>
<tr>
<td>Children's Literature</td>
<td>0</td>
<td>17</td>
</tr>
<tr>
<td>School Law &amp; Policy</td>
<td>29</td>
<td>31</td>
</tr>
<tr>
<td>Speech &amp; Language</td>
<td>29</td>
<td>1</td>
</tr>
<tr>
<td>Learning Theory</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

QUESTION #6: Which skills are lacking or need more attention to make ISU student teachers more effective? (Cooperating teachers only.)

Rank Order of Weaknesses:

1. Classroom management and discipline techniques
2. Experience in the classroom
3. Working with secondary aged students/methods
4. Diagnosis and assessment of learning/behavior problems
5. Working with parents and other professionals
6. Math skills and reading skills
7. Writing IEP's
8. Knowledge of schools and public policy
9. Knowledge of curriculum in basic subjects
10. Knowledge of remediation strategies
11. Lesson planning and record keeping
Dr. Robert Fisher  
Coordinator of Clinical Experiences and Certification Processes  
Illinois State University  
DeGarmo Hall 309  
Normal, Illinois 61761  

Dear Dr. Fisher:

I enjoyed meeting with you and your colleagues about a proposed amendment to Illinois State's undergraduate Special Education programs. This letter summarizes some of the important issues raised.

The concept of a multiple endorsement program at the undergraduate level is responsive to the needs of the public schools as specified in the Manual of Procedures.

We view the proposed changes as constituting an amended program, rather than a new program. However, these modifications must be approved by the State Teacher Certification Board. I am looking forward to working with you in the development of a rationale and description of the modifications for presentation to the Board.

The discussion of the required coursework clarified some important elements of the program. For the State Teacher Certification Board, you need to develop a heading under which to group the courses dealing with methods in subject areas such as Science and Social Studies. Then, courses in Special Education can be separately listed under the area of specialization.

The proposal should address public school needs (including an analysis of teaching roles and settings), theory and practice (including thorough descriptions of methods work and clinical experiences), and resources and evaluation. The Guide to Preparing Reports should be useful in this process. I will provide guidance as to what documentation should be included in the document or simply filed with me.

Bob, please feel free to call if any of the above is not clear or does not summarize the situation as you view it. I look forward to working with you.

Sincerely,

William B. Gillies III, Ph.D.  
Teacher Education Specialist  
Teacher Education Program Approval
REQUEST FOR APPROVAL OF A SUBDIVISION OF A DEGREE MAJOR

1. Institution: Illinois State University
2. Administrative Unit: Department of Psychology
3. Program Title: Developmental Psychology Sequence of the M.A./M.S. Degree in Psychology
4. Previous Program Title: Not Applicable
5. Hegis Classification: 42.0101
6. Date of Implementation: Fall, 1985
7. Description of Proposed Program:

A. The Field of Developmental Psychology

Developmental psychology is a conceptually distinct area of study within the discipline of psychology. Developmental psychology focuses on the description and explanation of age-related changes in behavior. The goal of developmental psychology is to ensure optimal development.

No one questions the existence of family resemblances among all areas of psychology; however, methodological assumptions of developmental psychology, as well as the selection and interpretation of research topics, make it a distinct area of study which cannot be subsumed by the counseling, clinical, educational, experimental, measurement/statistics or organizational/industrial sequences in the ISU Psychology Department.

Developmental psychology is the study of how individuals develop and change throughout the lifespan. This subdiscipline of psychology attempts to describe, explain and predict changes in physical, psychological, and social behavior which occur in relation to age changes and life events. The human being is viewed as a changing system in which both biological and cultural determinants interact to produce behavioral changes.

The primary focus of developmental psychology is on typical patterns of development and behavior. This perspective differs from the focus of school psychology...
or special education, which are concerned primarily with problems related to atypical patterns of development. Developmental psychology is also distinct from educational psychology, which examines the formulation of optimal educational experiences in relation to individual differences. The developmental perspective, in contrast to the educational perspective, examines all stages of life.

B. The Proposed Curriculum

Undergraduate preparation:

Entering students are expected to have earned at least 21 hours of undergraduate credit in psychology, including courses in experimental psychology, statistics, and developmental psychology. In addition, preparation in college algebra is required. Any deficiencies in undergraduate preparation must be remedied during the first semester of residence.

Options:

The proposed master's degree sequence in developmental psychology requires 32 hours of graduate credit. Students may complete degree requirements in one of two ways.

Option One: Predoctoral degree. Students selecting this option are required to complete a master's thesis in developmental psychology. Four to six hours of thesis credit may be applied to the required 32 hours of approved graduate credit. This option has a research emphasis; students are encouraged to become involved in faculty research projects.

Option Two: Terminal degree. Students selecting this option are required to pass a comprehensive examination in addition to 32 hours of approved graduate credit. This option has an applied emphasis; students are encouraged to pursue an internship in their area of interest.

Requirements:

(1) Core (9 hrs.) Graduate students in developmental psychology are expected to complete the following courses required of all master's degree students in Psychology:

PSY 418 Theories of Learning (3 hrs.)
PSY 420 Theories of Personality (3 hrs.)
PSY 341 Statistics II (3 hrs.)

(2) Developmental courses (12 hrs.)
PSY 331.01 Studies in Experimental Psychology, Developmental Methodology (3 hrs.)
PSY 480.15 Advanced Seminar in Developmental Psychology (3 hrs.)
BSC 484 Human Development and Behavior (3 hrs.)
PSY 400 Independent Study (3 hrs.)
OR
PSY 432 Psychodiagnosics I (3 hrs.)
OR
PSY 497 Introduction to Research Methodology (3 hrs.)

(3) Additional courses (6 hrs.) to be selected from the following (This requirement may be satisfied by successful completion of appropriate course work during a student's undergraduate education. Otherwise, these courses must be completed during the first and second semesters of residence):
PSY 301 Developmental Psychology of Childhood (3 hrs.)
PSY 302 Developmental Psychology of Adolescence (3 hrs.)
PSY 303 Adult Development and Aging (3 hrs.)
PSY 304 Gerontological Psychology (3 hrs.)

(4) Electives (5-6 hrs.)

To complete the 32 hour requirement for a master's degree in developmental psychology, students will be advised to select elective courses suited to their individual goals. Students may elect two courses offered by other departments.

Examples of relevant Psychology electives:
PSY 305 Psychology of Women (3 hrs.)
PSY 346 Psychology of Exceptional Children (3 hrs.)
PSY 352 Human Abilities (3 hrs.)
PSY 363 Physiological Psychology (3 hrs.)
PSY 421 Advanced Behavior Modification (3 hrs.)
PSY 480 Seminar in Psychology (Developmental Topics) (2-3 hrs.)

Examples of relevant electives in other departments:
C&I 300 Educational Role of Play in Early Childhood (3 hrs.)
PAS 320 Speech and Language Development (3 hrs.)
HEC 307 The Infant and Preschool Child (3 hrs.)
SAS 311 Issues in Gerontology
HEC 408 Family and Child Development (3 hrs.)
SAS 469 Seminar: Family/Sex Roles (3 hrs.)
(5) Thesis or Comprehensive Examination

Four to six hours of thesis credit may be applied to the 32 hour degree requirement.

8. Rationale

A. Growth of the Discipline:

During recent years, developmental psychology has been one of the most rapidly expanding areas within ISU's Department of Psychology. Nationally, developmental psychology has emerged as one of the largest, most vital areas of study within the field of psychology. The importance of developmental psychology within the discipline can be demonstrated by the status afforded it by the American Psychological Association (APA). The APA now has five divisions in the developmental area: 1) developmental psychology, 2) adult development and aging, 3) psychology of women, 4) child, youth, and family services, and 5) family psychology. The APA publishes a journal entitled Developmental Psychology, and in 1985 will add a new journal (its first in ten years) entitled Psychology and Aging. Developmental psychology is unique within the field of psychology in having more than one division and more than one publication. An expansion of the Society for Research in Child Development (which publishes the journal, Child Development) has also occurred in recent years.

A further indication of the widespread interest in human development is the large number of professional journals in the subdiscipline. A few of the more widely recognized are The Journal of Applied Developmental Psychology, Aging and Society, Journal of Child Language, Journal of Children in Contemporary Society, Child Care Quarterly, Psychology of Women Quarterly, Developmental Psychobiology, Human Development, Sex Roles, Merrill-Palmer Quarterly, and Youth and Adolescence.

B. Employment Opportunities:

Currently there is a stronger job market for developmental psychologists at the doctoral level than for individuals in most of the other psychological specialties. The January, 1984, Monitor, published by the APA, lists approximately 60 positions for developmentalists or for which developmentalists would be qualified to apply. Graduate Study in Psychology, 1983-84, also published by the APA, reports approximately 135 doctoral programs in the developmental area in the United States and Canada, with almost as many at the master's level. Opportunities thus exist for graduates of a developmental sequence at the master's level to enter doctoral programs which will equip them for positions...
available in higher education and in a variety of other settings.

In addition, developmental psychology has been responsive at the master's level to the growing need for persons who are thoroughly trained in the basic content of human development and are able to apply that knowledge to work situations. A growing number of universities are offering programs in applied developmental psychology. Most of the programs with this applied orientation have come into existence since 1980.

Purdue University offers an applied program at the master's level which emphasizes the development of professional skills useful in helping relationships with all age groups. Purdue reports that its graduates find employment in family services, adoption agencies, group homes, early childhood education, and parent and family life education.

One of the oldest of these terminal master's programs has been offered for over eight years at the University of Colorado at Denver. The majority of students take the applied option, with graduates finding employment as the director of assessment for Head Start, as the director of Family Services for a county mental health facility, in various positions with the State Department of Education, and as therapists under the supervision of licensed psychologists. Graduates have also found employment as researchers on projects funded by grants to the Denver Medical Center, state and federal agencies.

Existing master's programs, such as the one proposed, report with considerable consistency that graduates are employed at all levels by child and family service programs and agencies: graduates develop and evaluate programs, conduct developmental assessment, administer programs, conduct applied research, and formulate policies for various agencies. Such programs mention employment with programs such as Head Start and Follow-Through, programs for the development of new curricula, and programs in infant stimulation. Graduates are involved in the development of educational techniques, programs, and toys; as creators and consultants in media such as Sesame Street or Electric Company; as service providers in health care facilities; and in various capacities with early childhood programs.

Given the demographic changes presently taking place in the nation's population, the need for individuals trained in developmental psychology will continue to increase in programs serving both ends of the age spectrum. More American families depend on professionals for help in rearing their children. The
percentage of preschool children whose mothers are employed outside the home almost quadrupled from 1950 (12%) to 1980 (45%). In addition, of the more than one million American divorces in 1980, 60% of the families had children. In 1981, about 21% of American children were living with one parent, an increase of 54% since 1970. The divorce rate for parents of preschool children rose from 8% in 1950 to 20% in 1980. Currently an estimated 40% of young marriages will end in divorce; an estimated 50% of children born in the 1970s will spend at least six years in single-parent families—usually with the mother.

Services for the aged are rapidly expanding. In the United States, life expectancy at birth has increased by approximately 24 years since 1900. Each day 5,000 people reach the age of 65, and each day 3,600 people over 65 die, resulting in a net growth in the aged population of 1,400 people per day or 511,000 per year. The percentage of people over the age of 65 is expected to nearly double from 11% (about 25 million) in 1980 to about 20% (31.8 million) by the year 2,000. The baby boom of the postwar decade will become the aged boom; by the year 2030 there will be 55 million people over age 65. Of those over 65, 20% will spend some time in a care facility. The number of nursing home residents is expected to increase 54% by 2000 and 132% by 2030. Comparable increases can be expected in the need for independent living facilities and communities designed to meet the needs of the aged.

Among the subdisciplines in psychology, developmental psychology is closely associated with the development of American social policy. The recent establishment by the Bush Foundation of several major centers for the study of human development and social policy (at Yale, UCLA, and the University of Michigan) reflects the need for developmentally trained individuals to serve as policy makers and policy advisers in governmental agencies, and as advocates for the special needs of particular age sectors of the population.

C. Student Demand:

In the Department of Psychology the growth of developmental psychology has been reflected in the introduction of a series of successful courses dedicated to the study of both the products and processes of human development. An inspection of recent thesis titles reveals a great deal of interest in developmental and developmentally related topics (see Appendix attached). The positive student response to developmental courses and the selection of developmental topics and developmental faculty for thesis research provides evidence of student interest in this area of study.
D. Other Illinois Degree Programs:

Currently, the APA directory lists only four master's degree programs in developmental psychology being offered in Illinois: the University of Illinois in both psychology (developmental) and educational psychology (human development), Northern Illinois University (developmental), and the University of Chicago (human development). A need exists in Illinois for more opportunity for preparation in this area of study if the state is to keep pace with social needs; Illinois State University has the courses and faculty available to offer this opportunity to students at no additional cost. Given the high level of student interest exhibited in this area of study and a growing social demand, a graduate sequence in developmental psychology would constitute an attractive supplement to current degree options.

9. Expected Impact of Proposal on Existing Campus Programs:

The specialty of developmental psychology is clearly established within the discipline of psychology. The proposed sequence will not have a negative effect on any existing program.

10. Expected Curricular Changes Including New Courses:

The proposed developmental sequence includes courses currently offered at Illinois State University. Only a formalization of this curriculum as a sequence is being requested.

11. Anticipated Staffing Arrangements:

All of the required and suggested psychology courses included in this proposal are presently being provided by the Department of Psychology faculty. The developmental courses being offered draw high enrollments and regularly receive high student ratings, testifying to the teaching ability of these faculty members. In addition, the developmental faculty are actively engaged in the direction of theses and in their own scholarly research. Other faculty members identified with other areas of psychology (personality, learning, human abilities) can directly support the developmental sequence. No additional staffing is needed to support this sequence.

12. Anticipated Funding Needs and Source of Funds:

The sequence would be funded from the regular departmental budget; no additional funding is requested. The department has a fine physical plant well-suited for the research needs of a graduate program in developmental psychology. A number of small testing and observation rooms as well as a large video-equipped observational laboratory are available to students.
PRIMARY DEVELOPMENTAL FACULTY

Laura Berk
Ph.D., University of Chicago, 1969
Member of the Graduate Faculty

Child Development and Social Policy
Observational Research Methodology
Ecological Psychology
Early Childhood Education

Patricia Chesebro
Ph.D., University of Illinois, 1966
Member of the Graduate Faculty

Optimal Human Development
Human Potential Movement
Humanistic Psychology

William Gnagney
Ph.D., Wayne State University, 1961
Member of the Graduate Faculty

Human Development
Discipline
Motivation

Barbara Goebel
Ph.D., University of Illinois, 1974
Member of the Graduate Faculty

Developmental Differences in Cognitive and Affective Behaviors
Individual Differences in Development
Adult Development, Aging and Death
Lifespan Human Development

Douglas Hardwick
Ph.D., University of Virginia, 1977
Member of the Graduate Faculty

Cognitive Development
Sensory/Perceptual Development
Theories and Research Methods in Developmental Psychology

Leonard Schmaltz
Ph.D., University of Michigan, 1968
Member of the Graduate Faculty

Developmental Psychobiology
1975  Ruggiero, F.  Residual effects of prosocial and antisocial television programs on the cognitive structures of children.


Goselin, C.  Coloring books and creativity in preschool children.

Regal, R.  Androgyny as an explanation of differences in aptitudes and self-concepts.


Carter, K.  Teacher ratings of creativity and perceptions of the creative child.

Kinsman, C.  The effects of two preschool activity settings on children's play behavior.

Koerner, A.  The effect of age of onset of father absence and type of absence on the resolution of the first five Eriksonian developmental tasks.

Schroan, D.  A comparison of active and passive social role-taking experiences in the facilitation of moral reasoning.

Spear, R.  Short-term memory and reading comprehension in school-age children.

1979  Moffett, B.  The effects of mothers' attitudes toward maternity and fathers' attitudes toward maternal employment on the preschool child's attitudes toward the mother.

Woolridge, S.  Cognitive development and the acquisition of religious identity.

1980  Alvin, B.  Attitudes toward the aged among student nurses.

Dorgan, M.  Sex role values versus sex role levels as predictors of self-esteem.

Jecklin, J.  Relationships of sibling/family constellation variables to personality adjustment.


Larson, W.  Practical significance of impulsivity - reflectivity in older adults.
Zuobec, B. Affiliative satisfaction and fear of success in mature women.


Johansen, T. Age preferences of older adults in relation to their chronological and perceived ages.

1983 Heatherton, B. Sex and sex role differences in adolescent identity formation.

Lipe-Goodson, P. Relationship of self-age perception and age appropriate behavior in mentally retarded adults.

Lott, S. Adolescent identity formation in adoptees.

Approvals:

Department Chairperson - 4/12/83
College Curriculum Committee - 4/30/83
College Dean - 5/2/83
Graduate Curriculum Committee - 11/10/83
Graduate Council - 11/17/83
Graduate Dean - 3/30/84
Academic Affairs Committee - 10/29/84
Academic Senate -
November 7, 1984

TO: MEMBERS OF ACADEMIC SENATE

FROM: LEN SCHMALTZ, CHAIRPERSON
FACULTY AFFAIRS COMMITTEE

RE: PROPOSED ASPT CHANGES

The editorial change listed below has the unanimous support of the University Review Committee and the Faculty Affairs Committee.

ISU FACULTY ASPT POLICIES DOCUMENT (JAN. 1, 1984)

X. A. 3. Reserves may be held back in years in which a University-wide faculty salary equity review is conducted by the URC (See II-D). Each CFSC may also allow a department to use up to 10 per cent of regular line raise money for equity adjustment if the department shows justification for this need.

PROPOSED CHANGE

X-A-4 SUBSTITUTE FOR EXISTING X-A-3:

Reserves may also be held back in years in which a University-wide equity review is conducted by the URC (see II-D). When a College conducts a College-wide equity review in cooperation with DFSC's, it may allow a Department to use up to 10 per cent of regular line raise money for equity adjustment if the Department shows justification for this need (see IV-E).

RATIONALE: To clarify existing policy on College-wide equity reviews, because of confusion voiced by Departments and individual faculty over who takes the initiative in College equity matters (the College does, not the Department, as is made clear in IV-E).
Proposed New Start Policy

An inequity presently exists between students who apply to ISU as transfer students after having done unsatisfactory work elsewhere and students who have attended ISU, done unsatisfactory work, and wish to return. A "New Start Policy" is proposed to give former ISU students wishing to return opportunities similar to those of transfer students.

Transfer students entering ISU receive credit for work successfully completed elsewhere; grades, however, are not transferred. Presently, ISU admits transfer students who have earned at least a 2.0 GPA for all other schools attended. Those with fewer than 30 hours must also meet freshman criteria. For those below a 2.0 cumulative GPA, three alternatives exist.

1. Adult Learner Program - students at least 25 years of age may enroll through this program. Upon completion of 12 hours of satisfactory work, they may become classified students and enter majors (with departmental approval). Credit from other schools is transferred, but the grade point is not. Unsatisfactory work done elsewhere does not have to be balanced by higher grades at ISU.

2. Veterans Program - students who complete at least a one-year tour of active duty, and present an acceptable discharge, and whose first attendance at a college or university after discharge is at ISU are admitted. Credit from previous schools is transferred but the grades are not, so unsatisfactory work elsewhere is, in effect, ignored.

3. Policy Exceptions - the Director of Admissions and Records may admit some students who did unsatisfactory work elsewhere as exceptions. For example, a student may have a high school record and standardized scores that show a great deal of potential. This student may have done unsatisfactory work at another institution. If such a student is admitted to ISU, credits are transferred, but grades are not. Such exceptions are rare.

Students who are admitted under these options get a fresh start at ISU. They receive credit for all previous work in which they earned credit, yet do not have to balance a quality point deficit from their former schools. To graduate, they need to complete ISU requirements and earn at least a 2.0 at ISU.

Students who begin at ISU must earn at least a 2.0 GPA for all work attempted in order to graduate. If they perform unsatisfactorily here as freshmen, then wish to return to ISU even many years later, they presently must balance their original grade-point deficit. Thus, a student who began at another institution and did identical work to the ISU student could transfer here and start fresh; the ISU student could not.
The following proposal for a "New Start Policy" for ISU students outlines three limited situations in which students who left ISU with less than a 2.0 GPA might return and begin with a new grade-point average calculated from the point of their reentry:

1. Adult Learner Program - former ISU students at least 25 years of age may reenroll through this program as general students. If they have attended any college including ISU in the three calendar years preceding reenrollment at ISU, they must have achieved at least a 2.0 average for that college work attempted. Transfer credit will be evaluated and appropriately awarded, and a new ISU GPA will be calculated from the time of their admission to the adult learner program.

2. Veterans Program - same as the veterans program outlined above. Students (who are also veterans) may reenter ISU as general students. A cumulative grade-point average will be calculated from the point of admission to the veteran's program.

3. Community College Transfer Option - former ISU students who earned 60 or fewer hours at ISU prior to enrolling at a community college and who subsequently earn at least 30 hours and a currently accepted associate degree from a community college with at least a 2.0 average may reenter as a general student. The cumulative grade-point average will be calculated from the point of readmission. Transfer credit will be evaluated and appropriately awarded.

A student may exercise the New Start option only once. Such students will have "New Start" indicated on their transcript. New Start will affect only the cumulative grade-point average. All grades earned at ISU, regardless of when earned, will be used in the calculation of the 1) major GPA, 2) minor GPA, and 3) graduation honors. To be eligible for graduation, a student must earn at least 30 hours at ISU after exercising this option.

Approvals:
Academic Standards - 11/4/82
Academic Affairs - 10/8/84
TO: Academic Senate

FROM: Budget Committee

RE: Academic Calendar

On Wednesday, October 31, the Budget Committee met to consider the financial implications of proposed changes in the academic calendar. While several committee members expressed a strong preference for a calendar that contained 45 M-W-F classes and 30 T-R classes, the committee chose to limit its role to identifying the financial implications of alternative calendars, and to leave it to the Administrative Affairs Committee to address the academic issues involved.

The administration has requested a change in the previously adopted 1985-86 through 1988-89 calendars because they do not allow sufficient time for grade and financial aid information to be processed prior to the "Christmas shut-down". At its October 24 meeting, three approaches were discussed: (1) reducing the total number of class days in the semester and using those for grade processing; (2) starting the semester earlier in August in order to be able to finish in time for the administration to process grades before Christmas; and (3) calling in the necessary administrative staff to process the grades during the "Christmas shut-down" period. The Budget Committee attempted to analyze the budgetary implications of all three approaches. In addition, it also considered the budgetary implications of a fourth alternative that had not been discussed at the Senate meeting.

To the extent that the processing time is taken out of the time originally allocated for class time, there is no added financial cost for the university and some slight savings. The dorms would open at the same time and would actually close a few days earlier in December because the semester the number of class days would be reduced and exams would be held earlier in December. For each day the semester was shortened the bond revenue funds would save approximately $3,700 in heating costs and $40,000 in meals. Administrative workers would perform their tasks during the regular work week without incurring overtime costs. However, there are clearly academic costs for such a move. We leave it up to the Administrative Committee and the Senate as a whole to assess those academic costs.

For each day the semester is moved earlier into August, the dormitories have to be air conditioned for one additional day at a cost of approximately $3,100 per day. At the same time, however, if the number of class days were to remain the same, the dorms could close earlier in December and save approximately $3,700 a day in heating costs. The number of meals served would remain the same. While the academic buildings would be open in August, regardless of whether classes were in session, it is presumably more expensive to cool them when students are present. No precise figures were available on this later point.

If the final exam period is not moved far enough back into December to allow the administrative staff to process grades before the Christmas shut-down, the university will have to either bring those workers in during the shut-down period or push back the start of the Spring semester long enough to allow for the processing of grades and financial aid information sufficiently in advance of the scheduled time for the registration for the
Spring semester. Due to state civil service rules, calling administrative employees in during the shut-down period would cost approximately $5,500 per day for the Admissions and Records staff and $1,000 per day for Financial Aids. (If the computer is working on schedule, both the Admissions and Records staff and the Financial Aids staff can begin the day after the deadline for turning in grades. It takes the Admissions staff approximately 5 days to post and mail grades, conduct degree audits, and mail transcripts to employers. It takes the Financial Aids office two days to prepare and mail out notification letters to financial aid recipients.) It would also cost some undetermined additional amount to maintain the normal heat in Hovey Hall while this processing was going on.

A fourth alternative explored by the committee involved moving back the start of the Spring semester so that the administration would have time to process the grades after the Christmas shut-down. The committee found this to be the most financially attractive of all the alternatives considered. This alternative allows the semester to start at the same time in August with a trade off of both starting and ending the Spring semester later in January and May respectively. This alternative would avoid the necessity of calling in administrative employees during the Christmas shut-down (at a cost ranging from $5,500 to $31,500 depending on the number of days worked during the Christmas shut-down). It would also result in not having to open the dorms earlier in August (at a savings of approximately $3,100 per day) and not opening the second semester as early in January (at a savings of approximately $3,700 per day in heating costs for the dorms). The semester would, of course have to extend later into May, but at this time of the year, the costs of heating the dorms are minimal and the air conditioning systems have not been activated yet.

One additional consideration is the impact of various starting and finishing dates on student employment opportunities. The earlier the fall semester begins in August, the less time students have to work at their summer jobs. Some employers pay extra for students who can stay on closer to Labor Day. In Spring, there may be some advantage to getting out a week earlier in May to get a head start on summer jobs. At the same time, many traditional summer jobs don’t begin until Memorial Day anyway.

Therefore, on the basis of purely financial considerations the Budget Committee recommends the Senate adopt alternative #4 (processing first semester grades after New Years and then pushing back the start of the second semester one week further later into January and ending the semester one week later in May). This alternative not only avoids the added costs involved in #2 and #3, but it actually saves money over alternative #1 by not having to heat the dorms during the second week in January. It can also be done without reducing the number of days of instruction in either semester. If this concept were to be adopted for the 85-86 year no alterations would be needed in the calendar we had previously accepted for the Fall semester. (Program change would begin on August 22, and the semester would end on December 21.) The Spring semester would be pushed back exactly one week. (Program change would begin on January 16, and commencement would be on May 17).

ITAL NOTE: The Administrative Affairs Committee has apparently also been considering the option of holding classes on Labor Day. Since this is established as a state-wide civil service holiday, it becomes very costly for the University to seek to require any civil service employees to work on that day. We would not just have to pay overtime, but to pay two and one half times the employee’s normal salary for that day.
October 31, 1984

TO: Academic Senate Executive Committee
FROM: Rules Committee
RE: Senate External Committee Appointments

The Rules Committee recommends the approval of the following faculty members to Senate External Committees:

David Loy, Finance & Law--Economic Well-Being Committee
Barbara Goebel, Psychology--University Curriculum Comm.

The committee requests that this be placed on the next Senate agenda for action.
November 7, 1984

TO: RULES COMMITTEE

FROM: KENNETH R. CHRISTIAN KC

RE: STUDENT NOMINATIONS FOR EXTERNAL COMMITTEES

Nominations of students for appointment to the following external committees:

Facilities Planning Committee

Patrick O'Keefe
Brian Hagaman

Council for Teacher Education

Catherine Bourke
To: Senate Executive Committee
From: J T Parr
Re: Academic Calendars

I am concerned that the Senate have a chance to vote on calendars that have a full complement of teaching days. Therefore, if the Administrative Affairs Committee does not bring such an option to the next Senate meeting, I would like to make the following motion, and since it is probably advisable to act quickly on the 1985-86 calendar, I will propose the option listed below.

Motion: That the Administrative Affairs Committee prepare for the Senate's consideration its recommendations for academic calendars for the four years beginning with 1986-87; and for any recommended calendar which does not contain at least 45 Monday-Wednesday-Friday and 30 Tuesday-Thursday class days, the committee should also bring what it considers the best alternative which does.

ACADEMIC CALENDAR 1985-86 FIRST SEMESTER Option A. 45 MWF, no fall break, start earlier

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 17</td>
<td>Saturday Program change for paid-up students</td>
</tr>
<tr>
<td>August 19-20</td>
<td>Monday Residual registration</td>
</tr>
<tr>
<td>August 22</td>
<td>Wednesday Classes begin</td>
</tr>
<tr>
<td>September 2</td>
<td>Monday Labor Day -- no classes</td>
</tr>
<tr>
<td>October 19</td>
<td>Saturday First half semester ends</td>
</tr>
<tr>
<td>November 27</td>
<td>Wednesday Thanksgiving vacation begins 5:30 pm</td>
</tr>
<tr>
<td>December 2</td>
<td>Monday Classes resume</td>
</tr>
<tr>
<td>December 7</td>
<td>Saturday Reading day</td>
</tr>
<tr>
<td>December 9-13</td>
<td>Monday Evaluation period</td>
</tr>
<tr>
<td>December 14</td>
<td>Saturday Fall semester ends</td>
</tr>
<tr>
<td>December 16</td>
<td>Monday Grades due at noon</td>
</tr>
</tbody>
</table>

Disadvantages: No fall break, two extra dorm days to pay for, extra Wednesday instead of Monday (have Monday classes on first Wednesday?).
November 7, 1984

TO: MEMBERS OF ACADEMIC SENATE

FROM: LEN SCHMALTZ, CHAIRPERSON
       FACULTY AFFAIRS COMMITTEE

RE: PROPOSED ASPT CHANGES

The editorial change listed below has the unanimous support of the University Review Committee and the Faculty Affairs Committee.

ISU FACULTY ASPT POLICIES DOCUMENT (JAN. 1, 1984)

X. A. 3. Reserves may be held back in years in which a University-wide faculty salary equity review is conducted by the URC (See II-D). Each CFSC may also allow a department to use up to 10 per cent of regular line raise money for equity adjustment if the department shows justification for this need.

PROPOSED CHANGE

X-A-4 SUBSTITUTE FOR EXISTING X-A-3:

Reserves may also be held back in years in which a University-wide equity review is conducted by the URC (see II-D). When a College conducts a College-wide equity review in cooperation with DFSC's, it may allow a Department to use up to 10 per cent of regular line raise money for equity adjustment if the Department shows justification for this need (see IV-E).

RATIONALE: To clarify existing policy on College-wide equity reviews, because of confusion voiced by Departments and individual faculty over who takes the initiative in College equity matters (the College does, not the Department, as is made clear in IV-E).
November 7, 1984

TO: MEMBERS OF ACADEMIC SENATE

FROM: LEN SCHMALTZ, CHAIRPERSON
FACULTY AFFAIRS COMMITTEE

RE: PROPOSED ASPT CHANGES

The editorial change listed below has the unanimous
support of the University Review Committee and the
Faculty Affairs Committee.

ISU FACULTY ASPT POLICIES DOCUMENT (JAN. 1, 1984)

X. A. 3. Reserves may be held back in years in which
a University-wide faculty salary equity review
is conducted by the URC (See II-D). Each CFSC
may also allow a department to use up to 10 per
cent of regular line raise money for equity
adjustment if the department shows justification
for this need.

PROPOSED CHANGE

X-A-4 SUBSTITUTE FOR EXISTING X-A-3:

Reserves may also be held back in years in which
a University-wide equity review is
conducted by the URC (see II-D). When a
College conducts a College-wide equity re-
view in cooperation with DFSC's, it may
allow a Department to use up to 10 per cent
of regular line raise money for equity
adjustment if the Department shows justification
for this need (see IV-E).

RATIONALE: To clarify existing policy on College-wide
equity reviews, because of confusion voiced
by Departments and individual faculty over who
takes the initiative in College equity matters
(the College does, not the Department, as is
made clear in IV-E).
CHANGES TO THE 1985 ILLINOIS STATE UNIVERSITY FACULTY ASPT POLICIES PROPOSED BY THE UNIVERSITY REVIEW COMMITTEE
MAY 15, 1984

I-D SUBSTITUTE FOR EXISTING I-D:
Elected members of the Academic Senate shall not be eligible for election to the University Review Committee or the University Appeals Committee. Faculty members shall be eligible to serve on only one of the following elected bodies at a time: the University Review Committee, the University Appeals Committee, a College Faculty Status Committee or a Department Faculty Status Committee. College Council members shall not be eligible to serve on their College Faculty Status Committee. Those faculty members holding administrative appointments may not be elected to serve on ASPT committees (URC, CFSC, DFSC, UAC).

RATIONALE:
Editorial change to clarify and consolidate references to types of faculty excluded from committee memberships under current ASPT policies.

II-A SUBSTITUTE FOR SENTENCE 1; ELIMINATE CURRENT SENTENCE 2:
The URC shall be composed of elected faculty members (as defined in the Introduction above, but excluding those categories of faculty listed in I-D) along with the Provost, who is an ex officio voting member.

RATIONALE:
Same as I-D above; also corrects duplicative error in Sentences 1 and 2 of current II-A.

III-A SUBSTITUTE FOR SENTENCE 1; ELIMINATE CURRENT SENTENCES 2 & 3:
The UAC shall be composed of elected faculty members with tenure (excluding those categories of faculty listed in I-D above).

RATIONALE:
Same as I-D above; also corrects duplicative error in Sentences 2 and 3.
IV-A  SUBSTITUTE FOR SENTENCE 1; ELIMINATE CURRENT SENTENCE 2:

Each College shall have a CFSC composed of three to six faculty members (as defined in the Introduction above, but excluding those categories of faculty listed in I-D) and the College Dean, who is an ex officio voting member and Chairperson of the Committee.

RATIONALE:

Same as I-D; also corrects duplicative error in Sentences 1 and 2.

V-A  SUBSTITUTE FOR SENTENCE 1:

Except as noted in V-B, each Department shall have a DFSC composed of at least two faculty members (as defined in the Introduction above, but excluding those categories of faculty listed in I-D) and the Chairperson of the Department, who is an ex officio voting member and Chairperson of the Comm.

RATIONALE:

Same as I-D.

V-C  SUBSTITUTE FOR SENTENCE 1:

Responsibilities of the DFSC encompass collecting information from each faculty member, including systematically gathered student reactions to teaching performance (which must protect the anonymity of students as far as possible), and making recommendations regarding faculty appointments, reappointment and non-reappointment, dismissal, contracts, merit ratings, promotion and tenure.

RATIONALE:

Needed to bring ASPT policies in line with existing "Student Input on Teaching Effectiveness Policy" (approved by the Academic Senate November 12, 1980).
Proposed New Start Policy

An inequity presently exists between students who apply to ISU as transfer students after having done unsatisfactory work elsewhere and students who have attended ISU, done unsatisfactory work, and wish to return. A "New Start Policy" is proposed to give former ISU students wishing to return opportunities similar to those of transfer students.

Transfer students entering ISU receive credit for work successfully completed elsewhere; grades, however, are not transferred. Presently, ISU admits transfer students who have earned at least a 2.0 GPA for all other schools attended. Those with fewer than 30 hours must also meet freshman criteria. For those below a 2.0 cumulative GPA, three alternatives exist.

1. Adult Learner Program - students at least 25 years of age may enroll through this program. Upon completion of 12 hours of satisfactory work, they may become classified students and enter majors (with departmental approval). Credit from other schools is transferred, but the grade point is not. Unsatisfactory work done elsewhere does not have to be balanced by higher grades at ISU.

2. Veterans Program - students who have completed a two-year tour of duty and present an honorable discharge are admitted. Again, credit from previous schools is transferred but the grades are not, so unsatisfactory work elsewhere is, in effect, ignored.

3. Policy Exceptions - the Director of Admissions and Records may admit some students who did unsatisfactory work elsewhere as exceptions. For example, a student may have a high school record and standardized scores that show a great deal of potential. This student may have done unsatisfactory work at another institution. If such a student is admitted to ISU, credits are transferred, but grades are not. Such exceptions are rare.

Students who are admitted under these options get a fresh start at ISU. They receive credit for all previous work in which they earned credit, yet do not have to balance a quality point deficit from their former schools. To graduate, they need to complete ISU requirements and earn at least a 2.0 at ISU.

Students who begin at ISU must earn at least a 2.0 GPA for all work attempted in order to graduate. If they perform unsatisfactorily here as freshmen, then wish to return to ISU even many years later, they must balance their original grade-point deficit. Thus, a student who began at another institution and did identical work to the ISU student could transfer here and start fresh; the ISU student could not.

The following proposal for a "New Start Policy" for ISU students outlines three limited situations in which students who left ISU with less than a 2.0 GPA might return and begin with a new grade-point average calculated from the point of their reentry:

11-2-84
1. Adult Learner Program - former ISU students at least 25 years of age may reenroll through this program as unclassified adult learners. If they have attended any college in the three calendar years preceding reenrollment at ISU, they must have achieved at least a 2.0 average for any college work attempted. Upon completion of 12 hours of satisfactory work (2.0 GPA), they may become classified students and enter majors (with departmental approval). Transfer credit will be evaluated and appropriately awarded, and a new ISU GPA will be calculated from the time of their admission to the adult learner program.

2. Veterans Program - same as the veterans program outlined above for readmission purposes. Students (who are also veterans) may reenter ISU in their former major (with departmental approval), and have the cumulative grade-point average calculated from the point of admission to the veterans program.

3. Community College Transfer Option - former ISU students who earned fewer than 60 hours at ISU prior to enrolling at a community college and who subsequently earn at least 30 hours and a currently accepted associate degree from a community college with at least a 2.0 average may reenter in their former major (with departmental approval) or as a general student and have the cumulative grade-point average calculated from the point of readmission. Transfer credit will be evaluated and appropriately awarded.

A student may exercise the New Start option only once. Such students will have "New Start" indicated on their transcript. New Start will affect only the cumulative grade-point average. All grades earned at ISU, regardless of when earned, will be used in the calculation of the 1) major GPA, 2) minor GPA, and 3) graduation honors. To be eligible for graduation, a student must earn at least 30 hours at ISU after exercising this option.

Approvals:

Academic Standards - 11/4/82
Academic Affairs - 10/8/84
REQUEST TO COMBINE SEQUENCES

1. INSTITUTION: Illinois State University

2. RESPONSIBLE DEPARTMENT: Specialized Educational Development

3. PROPOSED TITLE: Mildly Handicapped Sequence of the Special Education Major

4. PREVIOUS TITLES: 1) Learning and Behaviorally Disordered Sequence and 2) Mentally Handicapped, Educable Sequence of the Comprehensive Special Education Major

5. CIPS CODE: 13.1001

6. DATE OF IMPLEMENTATION: Fall, 1985

7. DESCRIPTION OF THE COMBINED SEQUENCE:

A. Summary

The Mildly Handicapped Sequence is a four-year undergraduate program designed for preservice special education teachers. This program will prepare teachers to plan, implement and evaluate individualized education programs in the least restrictive environment for children and youth traditionally labeled Learning Disabled (LD), Behaviorally Disordered (BD), or Mentally Handicapped, Educable (EMH).

The combined sequence provides an emphasis in special education (mildly handicapped) resulting in certification by entitlement in the areas of LD, BD, and EMH (Type 10; K-12). The Mildly Handicapped Sequence includes the integration of classroom instruction and practical experiences. All students in the Mildly Handicapped Sequence will be required to spend one semester in a field-based program before student teaching. This practicum, combined with a full semester of student teaching, will provide graduates with teaching experiences at both the elementary and junior high/secondary levels ensuring exposure to children of varying ages and with a wide range of learning and/or behavior problems. Field-based programs are currently operating in Peoria and Lake County. Additional sites will be established locally to meet the increased need.

The Mildly Handicapped Sequence will require a total of 122-124 semester hours of coursework (depending upon whether the student chooses an elementary or a secondary course) and field experiences for graduation with a Bachelor of Science in Education. This total includes
1) 48 hours of University Studies which include 24 hours of university, teacher education and major requirements, 2) 30 hours of professional education which include 15 hours of student teaching, and 3) 44-46 hours of sequence requirements which include 6 hours of directed electives. Of the total program, 36-42 semester hours will be taken in the Department of Specialized Educational Development.

B. Curriculum

The curriculum of the Mildly Handicapped Sequence has been organized to acquaint students with the competencies required for effective functioning as a teacher of mildly handicapped students. These competencies have been organized according to five functional roles a classroom teacher must assume. Graduates of the Mildly Handicapped Sequence will demonstrate mastery of the following:

1. Competencies for an Advocate of Handicapped Children
   a. Knowledge and understanding of the learning and behavioral characteristics of the mildly handicapped population
   b. Knowledge of trends and issues related to education of the handicapped (labeling, mainstreaming, etc.)
   c. Knowledge of federal, state, and local legislation and guidelines governing special education
   d. Knowledge of the rights and responsibilities of parents, teachers, administrators, and students in regard to the implementation of such legislation

2. Competencies for an Educational Team Member
   a. Ability to establish and maintain effective communication with students, parents, para-professionals, professionals, and others relating to program progress and behavior of the students
   b. Ability to interpret basic terminology and assessment information used by related service personnel in a staffing report which may contribute to a student's educational program
   c. Ability to determine the optimal educational alternative in the least restrictive environment for the mildly handicapped learner
   d. Ability to establish appropriate long- and short-term goals for students based on individual needs
   e. Ability to work with other teachers and support personnel in planning coordinated and joint learning experiences for the student with learning and/or behavior problems
3. Competencies for an Instructional Planner/Manager
   a. Knowledge of scope and sequence of content and skill areas taught in grades K-12
   b. Ability to plan and implement individualized programs for mildly handicapped children and youth
   c. Ability to adapt and teach the basic curriculum using a variety of teaching methods to meet the needs of mildly handicapped learners
   d. Ability to evaluate curricular materials and adapt them to an individual's needs
   e. Ability to design and prepare teacher-made materials necessary to support a student's instructional program
   f. Ability to define and assess a student's academic and social needs using a variety of formal and informal assessment techniques
   g. Ability to apply various techniques for evaluating student progress on a regular basis
   h. Ability to assess the extent to which instructional techniques are effective
   i. Ability to identify areas in need of attention and seek help in improving teaching performance

4. Competencies for a Classroom/Behavior Manager
   a. Ability to provide an optimal climate through appropriate arrangement and adaptation of the physical properties of the classroom (heat, light, seating, etc.)
   b. Ability to establish an appropriate environment according to individual's needs and style of learning
   c. Ability to organize a classroom for instructional purposes incorporating individual or group instruction, flexible time schedules, etc.
   d. Ability to select and apply adequate management techniques to meet the learning goals set for each mildly handicapped student
   e. Ability to apply positive reinforcement techniques to increase desirable behaviors for individuals and groups and decrease undesirable behaviors for groups and individuals
   f. Ability to reliably measure and record students' current behavior and changes in behavior

5. Competencies for a Counselor/Consultant
   a. Ability to identify and utilize school and community resources to provide social, vocational, academic and related learning experiences for mildly handicapped students
   b. Ability to plan for and utilize the help of parents, aides, and other support personnel
c. Ability to develop a program to prepare the mildly handicapped student for entry/re-entry into the regular class

d. Ability to use techniques for developing the mildly handicapped learners' acceptance of self and others

e. Ability to counsel students regarding social and/or vocational opportunities and programs

C. Implementation

Implementation of the Mildly Handicapped Sequence is planned to begin at the start of the 1985-86 academic year. Students entering as freshmen during the fall semester, 1985, would enroll in the new sequence. The existing LD/BD and EMH sequences would continue to operate until the 1984-85 freshmen graduate in 1988. At that time, those two sequences would be discontinued.

8. RATIONALE FOR THE PROPOSAL:

The Mildly Handicapped Sequence is proposed as a new sequence in special education that will replace two existing sequences: Learning and Behaviorally Disordered (LD/BD) and Mentally Handicapped, Educable (EMH). The proposed changes are the result of five years of curricular review by the faculty teaching in the LD/BD and EMH areas and are based on national trends and data collected from school administrators, teachers and students in special education. By eliminating the current overlap in certain courses and adding several new courses and field experiences, the proposed Mildly Handicapped Sequence will more effectively provide a quality program to undergraduate special education majors.

Impetus for the Mildly Handicapped Sequence has come from three sources: A) national attention on excellence in education, B) a national trend in the field of special education to focus on degrees of handicapping condition rather than specific categorical labels and C) input from program graduates and professionals in Illinois.

A. Excellence in Education

The proposed Mildly Handicapped Sequence will serve as a vehicle to upgrade the quality of existing special education programs and to improve the quality of future program graduates. The new sequence 1) establishes competencies against which student performance will be judged, 2) monitors student performance so students can be "counseled out" of teacher education, if necessary, before their senior year, 3) increases the number and types of preclinical field experiences required before student teaching, and 4) provides mechanisms to enhance the emotional and psychological development of undergraduate students along with their career development. The new Mildly Handicapped Sequence
represents a major revision of the existing programs in keeping with the current focus on excellence in teacher preparation.

B. **Trends in Special Education**

Within the field of special education there is growing consensus that children be classified according to the severity of their handicap (mild, moderate, severe) rather than their category of exceptionality (Deaf, TMH, LD). Many authorities agree that the etiology, physical characteristics, academic and social problems, identification procedures and methods of instruction overlap for those children traditionally classified as LD (learning disabled), BD (behavior disordered) and EMH (educably mentally handicapped). These authorities advocate a clustering of the three categories within the definition of "mildly handicapped" because the three conditions share numerous common elements.

Consequently, many school districts place children from all three categories (LD, BD, EMH) in the same special education program. The results of a recent survey revealed that 89% of the Illinois school administrators questioned indicated that cross-categorical programs were operating in their district and predicted an increase in such programs. In fact, 95% of these administrators said they would be more likely to hire a teacher certified in all three areas of LD, BD, and EMH rather than in only one area of special education.

The proposed Mildly Handicapped Sequence would lead to certification in the areas of LD, BD, and EMH through entitlement. Such a program would help meet the needs of school districts in Illinois and increase the employment possibilities for program graduates. According to ISBE supply-and-demand figures based on 1982-83 vacancies, cross-categorical special education teachers are needed in Illinois.

C. **Input from the Field**

The Department of Specialized Educational Development conducted surveys of 1) LD/BD and EMH program graduates from 1976 to 1980, 2) cooperating teachers who worked with student teachers in the areas of LD/BD and EMH, 3) college supervisors, 4) faculty, and 5) current students to establish a data base for decision making (see attachment p. 12, 13). The combined Mildly Handicapped Sequence has incorporated suggestions from those surveyed including 1) more coursework in the area of specialization (students can currently be certified in another area by taking as few as seven semester hours), 2) more and earlier field experiences, 3) more opportunity to learn the realities of special education teaching, 4) more emphasis on the secondary student, and 5) more classroom/behavior management.
The Mildly Handicapped Sequence will eliminate unnecessary overlap in present courses and fill in the gaps identified by professionals in the field. It will offer a more intense study in the students' area of specialization and will allow students to gain sufficient experience with the range of learning and behavior problems that they will encounter as teachers.

9. EXPECTED IMPACT ON EXISTING CAMPUS PROGRAMS

A. On Students

The new Mildly Handicapped Sequence will have positive impact on undergraduate majors since it will allow graduates to be certified by entitlement in the three areas most commonly grouped together in public school special education classes: LD, BD, and EMH. At the present time, many LD/BD and EMH majors seek certification in the second area by taking the minimum number of courses required (usually two) and applying for a transcript evaluation through ISBE. The Mildly Handicapped Sequence will eliminate the overlap in courses students are currently taking for additional certification and will provide graduates with a more comprehensive program in the same amount of time.

In addition to increased employability, the quality of this new sequence is expected to attract special education majors. Gaps in coursework and field experiences which exist now in the LD/BD and EMH sequences have been filled by the Mildly Handicapped Sequence requirements. Course content has been updated to reflect current trends in special education. Field experiences have been increased at various levels to insure exposure to children in grades K-12 with a variety of learning and behavior problems. Majors in this sequence will also be provided with several opportunities to explore career goals and options throughout the program.

Students in other sequences will not be directly affected by the new sequence; however, because of the sequential nature of the courses leading to mastery of specified competencies, non-majors will find acquiring certification in the areas of LD, BD, and EMH to be more difficult. Therefore, special education students in other sequences will be encouraged to seek additional certification through graduate-level programs rather than this undergraduate sequence. There is no minor in special education, so minors would not be affected.

B. On the SED Department

The number of students within the department is not expected to change. The pool of students for the Mildly Handicapped Sequence would be made up of students who
would have elected to major in LD/BD or EMH prior to 1985-86. Therefore, the sequence has been planned to accommodate approximately 350 students per year. This figure is based on the average enrollment of freshmen, sophomores, juniors, and seniors in the LD/BD and EMH sequences over the last four semesters. Therefore, no new faculty positions will be needed for the proposed Mildly Handicapped Sequence.

C. On Other Departments

The proposed Mildly Handicapped Sequence represents a consolidation of the present LD/BD and EMH sequences. Several courses presently required of majors in either or both of these sequences will become electives in the newly proposed sequence. Changes affecting other departments are described below and will take effect in 1985-86.

1. Requirements which will be eliminated: ART 101; ART 207; ENG 170 or COM 306 or COM 307; HEC 106; HPR 222; MUS 371 and SAS 323 will no longer be required courses. The art, children's literature, physical education and music courses were originally sequence requirements when majors received both elementary and special education certification. Elementary certification is no longer offered to LD/BD and EMH majors by entitlement and such courses are not required for special education certification.

The survey conducted in the spring of 1983 indicates that LD/BD/EMH teachers in the State of Illinois are not primarily responsible for teaching Art, Music or Physical Education (see attachment, p. 13, 14). Approximately half of the sample of 141 cooperating special education teachers reported that they do not teach these three subjects at all. One-third of the sample reported that they provide consultation regarding the needs of special students to Art, Music and Physical Education teachers. Since the number of mainstreamed mildly handicapped students is increasing, special educators need to be equipped to provide more consultation services to regular educators and subject matter experts rather than to provide direct instruction to special needs students.

D. On the University

The Mildly Handicapped Sequence has the potential to increase the visibility of the Special Education Program, the College of Education, and Illinois State University. It will be the only undergraduate special education program of its kind among the major state universities in Illinois. Other universities have graduate programs which combine two or three special education areas, but there are no undergraduate programs...
in existence like this one. The approval and implementation of the Mildly Handicapped Sequence could put ISU at the cutting edge in the field of special education.

E. On Entitlement of Graduates

Special Education faculty have been meeting with the staff at ISBE to discuss this sequence and have received the endorsement of Dr. Gillies in the Teacher Education Program Approval branch (see letter, p. 15). A proposal will be submitted for formal approval by the certification board on Nov. 1, 1984.

10. EXPECTED CURRICULAR CHANGES

A. New Courses

Three new courses will be required for Mildly Handicapped majors. These courses were approved by the University Curriculum Committee on 10/12/84:

SED 221—Fundamentals of Teaching in Special Education (3)

SED 223—Educational Assessment of Mildly Handicapped (LD/BD/EMH) Students (3)

SED 224—Curriculum and Methods for Teaching Mildly Handicapped (LD/BD/EMH) Students (6)

These three courses have been designed to meet ISBE Special Education Certification requirements for coursework dealing with methods of teaching pupils in the specialty area.

B. Changes in Existing Courses

SED 321 and SED 322 will be deleted from the curriculum. These deletions were approved by the UCC on 10/12/84. A more suitable 400-level course has been designed to take the place of SED 322 at the graduate level (SED 422).

SED 343 and SED 346 are required in the combined sequence. They remain as course requirements for other special education majors and as electives for other students.

C. Changes in Course Credit for Field-Based Programs

The requirements of the Mildly Handicapped Sequence will affect the course credit that students in the LD/BD and EMH sequences receive during the field-based semester. Presently, majors who spend a semester in Peoria or Lake County receive 17 semester hours of credit for the following courses:
SED 301—Laboratory Reading Methods (3)
SED 321—Diagnosis and Assessment of Mildly Handicapped (LD/BD/EMH) Students (5)
SED 322—Education of the Learning and Behaviorally Disordered (5)
SED 346—Education of the Educable Mentally Handicapped (4)

Delivery of content is substantially different between the on-campus and off-campus offerings of these courses. Field-based students in Peoria and Lake County spend the equivalent of one full day per week in lecture-discussion sessions with University instructors and/or practicing professionals (e.g., classroom teacher, school psychologist, school administrator). Knowledge and skills acquired in these sessions are then applied in classrooms during the other four days.

Feedback from students, professors, teachers and administrators collected over the past five years indicates that course content included during the field-based semester cannot be covered as thoroughly as on-campus.

The field-based program for the proposed Mildly Handicapped Sequence will follow the same delivery model presently used, but the course credit students receive will change. SED 301 and SED 223 (formerly SED 321) will be offered on-campus and will be taken before enrollment in the field-based program. SED 322 and SED 346 will be replaced by SED 224. This course must be a six-semester-hour course since ISBE requires a two-semester-hour "methods" course in each area of certification. Thus, students will be enrolled in a course that includes methods for teaching learning disabled students (2 hrs.), behaviorally disordered students (2 hrs.), and educable mentally handicapped students (2 hrs.).

Students will also enroll in SED 363 during the field-based semester. The nature and content of this course is well suited for off-campus delivery. Students can learn communication skills and become familiar with related service personnel through guest lectures from social workers, psychologists, mental health personnel and visits to various schools and agencies.

Lastly, students will enroll in SED 245.06 (3 semester hours) and SED 245.07 (3 semester hours) during the field-based semester. Thus, credit will be given for the intense field work experiences completed. These experiences with EMH and LD/BD children will also be more clearly stated on University transcripts. Again, ISBE requires clear specification of preclinical experiences in each area of certification.
A summary of the course changes for the field-based program is given below.

<table>
<thead>
<tr>
<th>Course Credit for Current Program</th>
<th>Course Credit for New Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>SED 301 3</td>
<td>SED 224 6</td>
</tr>
<tr>
<td>SED 321 5</td>
<td>SED 363 3</td>
</tr>
<tr>
<td>SED 322 5</td>
<td>SED 245.06 3</td>
</tr>
<tr>
<td>SED 346 4</td>
<td>SED 245.07 3</td>
</tr>
<tr>
<td></td>
<td>17 hours</td>
</tr>
<tr>
<td></td>
<td>15 hours</td>
</tr>
</tbody>
</table>

D. Changes in Preclinical Experiences

Students in the Mildly Handicapped Sequence will have more opportunities to work with children of varying ages than do the students currently majoring in LD/BD or EMH. Preclinical and clinical experiences have been planned in a hierarchical pattern throughout the sequence. As freshmen, while enrolled in SED 145, students will continue to be required to observe in a regular classroom and a special education classroom.

During the sophomore year, students will take SED and PSY courses in which they will conduct more lengthy and specific observations in special education programs and interview teachers and other special education professionals.

One-to-one tutoring experiences will be provided to students in SED 301 during their junior year. Simulations, role playing and practice exercises (teaching sample lessons, writing IEPs and task analyses, etc.) will be included in several junior-level courses such as SED 223, SED 370, and SED 380.

As second-semester juniors or first-semester seniors, students will participate in a one-semester, field-based program. During the field-based semester, each student will spend a minimum of six weeks in an elementary-level program and six weeks in a secondary-level program. In each setting, students will be given the responsibility for teaching individual children and a small group of children.

At the same time, students will be able to observe related special education services typically provided to handicapped children such as speech and language therapy, counseling services, and psychological services. Students will also observe master teachers working with parents, regular classroom teachers, and other professionals during this field experience.

Finally, seniors will complete one full semester of student teaching, a requirement which presently exists for LD/BD and EMH majors. One nine-week period will be spent in an elementary special education program and another nine week period will be spent at the secondary
level. Since the junior field-based program will work in concert with student teaching, each program graduate will have had practice teaching experiences in two elementary programs and two secondary programs. In addition, there are four opportunities for students to work with "pure" LD, BD, and EMH classes as well as in cross-categorical classes. For example, any given student might work in an LD class at the elementary level, a cross-categorical class at the elementary level, a junior high EMH class and a high school LD/BD class.

In summary, the Mildly Handicapped Sequence is planned so that students will be 1) observing in a variety of settings during their freshman year, 2) observing in a classroom, developing skills via simulation, role playing, and practice exercises and tutoring individual children during the sophomore year, 3) continuing with one-to-one teaching as well as practicing small-group instruction in the junior year, and 4) taking responsibility for organizing and teaching a whole class while student teaching during their senior year.

11. ANTICIPATED STAFFING ARRANGEMENTS

No change

12. ANTICIPATED FUNDING NEEDS

No change
PARTIAL DATA BASE FOR THE MILDLY HANDICAPPED CURRICULUM

During the 1982-83 academic year, four surveys were conducted to gather information related to revisions in the LD/BD and EMH undergraduate training program. The following populations were sampled:

<table>
<thead>
<tr>
<th>Population</th>
<th>Number of Questionnaires Sent</th>
<th>Number of Questionnaires Returned</th>
<th>Return Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Supervisors of Student Teachers in Special Education</td>
<td>17</td>
<td>17</td>
<td>100%</td>
</tr>
<tr>
<td>School Administrators</td>
<td>170</td>
<td>100</td>
<td>59%</td>
</tr>
<tr>
<td>Cooperating Teachers</td>
<td>243</td>
<td>141</td>
<td>58%</td>
</tr>
<tr>
<td>Current Students in LD/BD/EMH (juniors and seniors)</td>
<td>48</td>
<td>48</td>
<td>100%</td>
</tr>
</tbody>
</table>

Data are also available from a survey of program graduates (1976-80) conducted in 1981-82. Selected portions of that survey are reported here.

QUESTION #1: Do you believe that the current LD/BD and EMH sequences should be combined into one "Mildly Handicapped" sequence so that all undergraduate students in the new program would receive certification in the three areas of LD, BD, and EMH by entitlement?

<table>
<thead>
<tr>
<th>Population</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Supervisors</td>
<td>71%</td>
<td>29%</td>
</tr>
<tr>
<td>School Administrators</td>
<td>84%</td>
<td>16%</td>
</tr>
<tr>
<td>Cooperating Teachers</td>
<td>65%</td>
<td>35%</td>
</tr>
<tr>
<td>Current Students</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>Program Graduates</td>
<td>63%</td>
<td>37%</td>
</tr>
</tbody>
</table>

10-17-84
QUESTION #2: Would you be more apt to hire someone with certificates in all three areas (LD, BD, and EMI)?

<table>
<thead>
<tr>
<th>School Administrators Only</th>
<th>Yes = 95%</th>
<th>No = 5%</th>
</tr>
</thead>
</table>

QUESTION #3: Should undergraduate students be required to spend a full semester in practicum before student teaching (like the field-based option)?

<table>
<thead>
<tr>
<th>Population</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Supervisors</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>Cooperating Teachers</td>
<td>92%</td>
<td>8%</td>
</tr>
<tr>
<td>Program Graduates</td>
<td>75%</td>
<td>25%</td>
</tr>
</tbody>
</table>

QUESTION #4: For which of the following areas are you responsible for teaching? (Cooperating teachers only.)

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>(1) I don't teach at all</th>
<th>(2) Completely responsible for teaching and grading</th>
<th>(3) Provide assistance to students but no grading</th>
<th>(4) Consultation to special area teacher only</th>
</tr>
</thead>
<tbody>
<tr>
<td>P.E.</td>
<td>50%</td>
<td>11%</td>
<td>5%</td>
<td>34%</td>
</tr>
<tr>
<td>Art</td>
<td>42%</td>
<td>20%</td>
<td>7%</td>
<td>31%</td>
</tr>
<tr>
<td>Music</td>
<td>56%</td>
<td>7%</td>
<td>4%</td>
<td>33%</td>
</tr>
</tbody>
</table>
QUESTION 45: From the list below, select the five topics (courses) which you feel are very important for teachers of mildly handicapped students:

Percentage Selecting Each Topic in Top Five

<table>
<thead>
<tr>
<th>Topic</th>
<th>College Supervisors</th>
<th>Current Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocational Ed.</td>
<td>82</td>
<td>21</td>
</tr>
<tr>
<td>Art</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Music</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>P.E./Motor Development</td>
<td>10</td>
<td>35</td>
</tr>
<tr>
<td>Secondary Methods</td>
<td>82</td>
<td>52</td>
</tr>
<tr>
<td>Computers in Education</td>
<td>4</td>
<td>65</td>
</tr>
<tr>
<td>Nutrition</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Multicultural Ed.</td>
<td>24</td>
<td>1</td>
</tr>
<tr>
<td>Communication with parents, agencies</td>
<td>59</td>
<td>83</td>
</tr>
<tr>
<td>Instructional Materials</td>
<td>71</td>
<td>67</td>
</tr>
<tr>
<td>Children's Literature</td>
<td>0</td>
<td>17</td>
</tr>
<tr>
<td>School Law &amp; Policy</td>
<td>29</td>
<td>31</td>
</tr>
<tr>
<td>Speech &amp; Language</td>
<td>29</td>
<td>1</td>
</tr>
<tr>
<td>Learning Theory</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

QUESTION 46: Which skills are lacking or need more attention to make ISU student teachers more effective? (Cooperating teachers only.)

Rank Order of Weaknesses:

1. Classroom management and discipline techniques
2. Experience in the classroom
3. Working with secondary aged students/methods
4. Diagnosis and assessment of learning/behavior problems
5. Working with parents and other professionals
6. Math skills and reading skills
7. Writing IEP's
8. Knowledge of schools and public policy
9. Knowledge of curriculum in basic subjects
10. Knowledge of remediation strategies
11. Lesson planning and record keeping

10-17-84
Dr. Robert Fisher  
Coordinator of Clinical Experiences  
and Certification Processes  
Illinois State University  
DeGarmo Hall 309  
Normal, Illinois 61761

Dear Dr. Fisher:

I enjoyed meeting with you and your colleagues about a proposed amendment to Illinois State's undergraduate Special Education programs. This letter summarizes some of the important issues raised.

The concept of a multiple endorsement program at the undergraduate level is responsive to the needs of the public schools as specified in the Manual of Procedures.

We view the proposed changes as constituting an amended program, rather than a new program. However, these modifications must be approved by the State Teacher Certification Board. I am looking forward to working with you in the development of a rationale and description of the modifications for presentation to the Board.

The discussion of the required coursework clarified some important elements of the program. For the State Teacher Certification Board, you need to develop a heading under which to group the courses dealing with methods in subject areas such as Science and Social Studies. Then, courses in Special Education can be separately listed under the area of specialization.

The proposal should address public school needs (including an analysis of teaching roles and settings), theory and practice (including thorough descriptions of methods work and clinical experiences), and resources and evaluation. The Guide to Preparing Reports should be useful in this process. I will provide guidance as to what documentation should be included in the document or simply filed with me.

Bob, please feel free to call if any of the above is not clear or does not summarize the situation as you view it. I look forward to working with you.

Sincerely,

[Signature]

William B. Gillies III, Ph.D.  
Teacher Education Specialist  
Teacher Education Program Approval  

Southern Illinois Regional Office  
First Bank and Trust Building  
Suite 214, 123 South Wabash Street  
Mt. Vernon, Illinois 62864  
618-242-4876
Request for Approval of a New Sequence

1. Illinois State University
2. Responsible Department: Music
3. Proposed Title: Music Therapy Sequence of the Bachelor of Music Degree
4. Previous Title: Not applicable
5. CIPS CODE: 17.0806
6. Date of Implementation: Fall, 1985
7. Description of Proposed Program:
   A. The Field of Music Therapy

   Music Therapy is the use of music to accomplish therapeutic goals such as the restoration, maintenance, and improvement of mental and physical health. Music therapy involves the systematic application of music, as directed by the music therapist in a therapeutic environment, to bring about desirable changes in behavior. Such changes enable the individual undergoing therapy to experience a greater understanding of himself and the world about him, thereby achieving a more appropriate adjustment to society. As a member of the therapeutic team, the professional music therapist participates with other professionals in the analysis of individual problems and in the projection of general treatment aims before planning and carrying out specific musical activities. Periodic evaluations are made to determine the effectiveness of the procedures employed. Many music therapy practitioners treat socially and emotionally maladjusted adolescents and adults, with the mentally retarded, or with geriatric patients in hospitals, clinics, day care facilities, community mental health centers, and special service agencies.

   Handicapped children comprise a large contingent of those now receiving music therapy. They may be mentally retarded, emotionally disturbed, or cerebral palsied; crippled, blind, or deaf; deprived and/or disadvantaged; or they may have multiple disabilities.
Children with learning problems also profit greatly from music therapy.

The therapist's professional skills are utilized in a wide variety of treatment and educational settings. Some school systems employ music therapists in special education programs. This field will grow and will offer excellent opportunities for music therapists who are also certified as music educators. Some Registered Music Therapists work in their own studios with children and adults referred by psychiatrists and other health professionals.
B. The Proposed Curriculum

Bachelor of Music Degree:
MUSIC THERAPY SEQUENCE

122 hours required, of which 71 hours are in Music.

A. Core requirements: 33 hours
- MUS 101 Theory & History 6
- 102 Theory & History 6
- 203 Theory & History 6
- 204 Theory & History 6
- 167 Conducting 2
- Performance Ensemble 7

9 hours selected from the following:
- 111 Group Brass 2
- 113 Group Strings 2
- 115 Group Woodwinds 2
- 117 Percussion 1
- 122 Group Piano 2
- 126 Group Voice 2

B. Applied Music Study requirements: 8 hours

C. Sequence requirements: 21 hours
- MUS 194 Principles of Mus Ther 3
- 292 Mus Ther Practica 3
- 294 Music in Rec 3
- 340 Infl of Mus on Behav 3
- 341 Music in Therapy 3
- 360 Psychomusicology 3
- 362 Field Data in M.T. 1
- 398 PP: Internship 2

D. Additional Requirements: 3 hours
- PSY 346 PSY of Except Child 3

E. University Studies requirements: 48 hours, of which 13 hours are mandated
- BSC 181 Functional Anat of Man 4 (US-3)
- PSY 111 General Psy 3 (US-5)
- 232 Personality 3 (US-5)
- SAS 106 Intro to Sociol 3
- OR 180 Intro Cult Anthro 3
- 3 (US-5)
C. Course Sequence

Introductory courses or courses prerequisite to further study are introduced in the freshman year. Basic courses required of all music majors are offered throughout the freshman and sophomore years. Specialized courses in music therapy and psychology, covering current practice, research, and data collection are offered to the junior and senior in conjunction with music therapy practica. The six-month music therapy internship is the culmination of all previous coursework, providing the opportunity for professional application of treatment and evaluation procedures in a clinical site approved by the National Association for Music Therapy, Inc.

Music Therapy Courses Currently in Existence

No new courses are being proposed. The following are catalog descriptions of the eight music therapy courses currently being offered:

MUS 194 Principles of Music Therapy (3 hours)
An introduction to music as a therapeutic agent in the rehabilitation and reorganization of the human being into social life. A survey of the history of the National Association for Music Therapy is included, as well as the processes and principles of music therapy as used by practicing music therapists.

MUS 292 Music Therapy Practicum (1 hour)
Supervised practical experience in therapeutic music situations in various institutions in the area.

MUS 294 Music in Recreation (3 hours)
Techniques and skills essential in the prescription, organization and procedures of leading recreational music activities within therapeutic settings. Development of functional skills on social instruments.

MUS 340 Influence of Music on Behavior (3 hours)
A study of the cultural, physiological, and psychological aspects of music with applications to the music therapy field.

MUS 341 Music in Therapy (3 hours)
A study of the theory, current practices, and research in the field of music therapy.
MUS 360  Introduction to Psychomusicology (3 hours)
An introduction to the psychology of music behavior and cognition. Topics include music perception, memory, and learning and their relation to the sensory, formal, and expressive properties of music.

MUS 362  Field Data Collection in Music Therapy (1 hour)
Field experience in experimental research and behavioral data collection and evaluation as applied to the field of music therapy.

MUS 398  Professional Practice: Clinical Internship in Music Therapy (1 hour)
Professional application of current treatment and evaluation procedures in a clinical setting.

D. Admissions and Retention in the Sequence

Students wishing to be music majors must be admitted to the Music Department through an instrumental or vocal audition. There are no additional specified admission requirements for the music therapy sequence.

For retention in the Music Therapy Sequence, students must maintain the 2.0 GPA required of all ISU students. They must pass juries on their applied instrument at the end of each semester of private study, as is required of all music majors. They must demonstrate piano and guitar proficiency, as determined by the group piano coordinator and by the Director of Music Therapy. They must demonstrate personal accountability, interpersonal skills and basic program competencies during coursework and practica, prior to receiving recommendation for internship.

E. Advisement in Music Therapy

Advisement of all music majors is handled by a music department faculty member who is responsible for scheduling students and for assuring that degree requirements are met in an appropriate sequence. In addition, music therapy students are expected to consult with the Director of Music Therapy to assure that NAMT registration requirements are being met, and to obtain practicum assignments and letters of recommendation for internship.

F. Field Experience in Music Therapy

Field experience in music therapy has been structured to meet the requirements of the University and National Association for Music Therapy, Inc. Presently, field experience in music therapy consists of MUS 292, Music Therapy Practicum, and MUS 398, Professional Practice: Music Therapy Clinical Internship.
1) The music therapy student, during three semesters of his junior and senior year, is expected to enroll in MUS 292, Music Therapy Practicum, a 12-15 clock hour assignment in which the student provides therapeutic music experience for special populations in community schools and hospitals. All field placements are coordinated by the Director of Music Therapy. Individual student preferences, skills, and needs are taken into consideration in making specific site assignments. In accordance with NAMT guidelines, the student's practicum experiences include at least three disability areas during the course of study.

Field agencies are selected based on the quality of treatment they provide to clients, the quality of supervision they provide to students, and their accessibility. Populations presently available to students during practicum include geriatrics, mentally handicapped clients, emotionally disturbed children, psychiatric patients and physically handicapped children.

2) The MUS 398, Music Therapy Clinical Internship is a six-month (1040 hours), 40 hour per week, work experience in an NAMT approved facility. Students apply for internships from NAMT's national listing of approved facilities. Directors of clinical internships must be music therapists registered with NAMT. The internship director determines specific, individualized assignments for the student. The internship is offered only to students who have completed prerequisite coursework.

NOTE: Students enrolled under University catalogs prior to 1981-82 were allowed to receive their degrees before completing internships. Because of nationwide problems with students receiving music therapy degrees and then never pursuing internships, NAMT mandated that students beginning under 1981 catalog requirements must complete internships before graduation in order to be registered as music therapists.

G. Accreditation

The National Association for Music Therapy, Inc. establishes criteria for the certification and registration of music therapists; members of NAMT who complete an approved degree in music therapy or its equivalent from an accredited college or university plus the six-month clinical internship are eligible to apply for the designation of Registered Music Therapist. All members of the profession are encouraged to conduct research which will increase the
scientific basis for music therapy practice and to contribute to the increasing written body of knowledge concerning music therapy.

No formal college training for music therapists existed before 1944. In 1950, the NAMT, Inc. was founded for the purpose of "the progressive development of the therapeutic use of music in hospitals, educational and community settings, and the advancement of education, training, and research in the profession." By 1950, a few universities had degree curricula with special courses in music therapy, and NAMT had established criteria for the registration of music therapists who would meet specific academic and internship requirements.

Today there are 68 colleges and universities nationwide that offer programs approved by NAMT. Three of these are in Illinois: Illinois State University, DePaul University, and Western Illinois University. A primary and continuing goal of ISU's music therapy program has been to provide the State of Illinois with music therapists who practice their profession at a high level of competence and who conform to nationally accepted ethics and standards of practice for treatment.

The specific objectives of this program are based on lists of essential competencies, experiences, and opportunities listed by NAMT and the National Association of Schools of Music (NASM) for undergraduate music therapy programs. By the end of coursework, students are expected to have attained the following for registration as music therapists:

1) Knowledge of music history and theory; functional skills in arranging and conducting - vocal, instrumental and in combination, adequate to meet the therapists' needs in providing repertory and leadership to small instrumental/vocal ensembles.

   Required: MUS 101, 102, 203, 204, Music Theory and History; MUS 167, Conducting

2) Functional skills in voice and piano; sight reading, improvisation, and accompanying skills.

   Required: MUS 126, Group Voice, MUS 122, Group Piano or applied lessons.

3) Basic knowledge, skills and maintenance of the various families of instruments (wind, string, brass, percussion) sufficient to provide effective musical experience for individuals and groups.
Required: MUS 111, Group Brass, MUS 113, Group Strings, MUS 115, Group Woodwinds, MUS 117, Group Percussion

4) Facility and freedom in performance on one or more major instruments.
   Required: Applied Music study, Performance Ensemble

5) Basic proficiency in folk or recreational instruments such as guitar, autoharp, accordion, recorder, etc.
   Required: MUS 294, Music in Recreation

6) Knowledge of the behavioral and biological sciences.
   Required: BSC 181, Functional Anatomy of Man, SAS 106, Introduction to Sociology or SAS 180, Introduction to Anthropology; PSY 111, General Psychology, PSY 232, Personality, PSY 346, Psychology of the Exceptional Child

7) Theory, observation, assessment and measurement techniques, clinical and research literature, methods and materials, as well as a working knowledge of ethics concerning the use of music in therapy in the following major areas: developmental disabilities, mental health and illness, physical disabilities, geriatrics, behavior disorders, learning disabilities, disadvantaged conditions, delinquency and corrections and substance abuse.
   Required: MUS 194, Principles of Music Therapy, MUS 292, Music Therapy Practicum, MUS 341, Music in Therapy, MUS 362, Field Data Collection in Music Therapy, MUS 398, Professional Practice: Clinical Internship in Music Therapy

8) Knowledge of the human response to music in relation to physiological, cognitive and affective responses; music preference and ability; acoustics; research methods, including statistics.
   Required: MUS 340, Influence of Music Upon Behavior, MUS 360, Psychomusicology

ISU's music therapy certification program was reviewed in 1982 by the National Association of Schools of Music (NASM), and in 1981 by the National Association for Music Therapy, Inc. (NAMT). The program received continued accreditation by both agencies.
8. Rationale:

A. The Need for a Formal Unit of Instruction:

Since 1977, students at ISU have had the opportunity to pursue registration as music therapists by completing 1) a degree in music, 2) the coursework required by the National Association for Music Therapy, Inc., and 3) an internship. This preparation required at least four and one-half years of coursework prior to the internship. By instituting a formal sequence in music therapy, the curriculum, though still demanding, is consistent with other baccalaureate programs because students are not required to complete the coursework for another music degree in addition to the needed coursework in music therapy.

In addition, the accrediting agency, NAMT, recently changed its regulations to require that the internship be incorporated into the baccalaureate degree. The prior arrangements used by students at ISU—finishing coursework, graduating, and then pursuing an internship—is no longer acceptable for registration as a music therapist. Therefore, the designation of a sequence will reduce the length of the program and will allow students to gain registration as music therapists under the guidelines of NAMT.
B. Programs in Music Therapy approved by the NAMT are listed below:

Arizona
- Arizona State University, Tempe, AZ 85281
  Barbara J. Crowe, RMT, School of Music

Arkansas
- Henderson State University, Arkadelphia, AR 71999
- Leslie Urban, RMT, School of Fine Arts

California
- California State University, Long Beach, CA 90840
  Kay Rokem, Ph.D., RMT, Dept. of Music
- University of the Pacific, Stockton, CA 95204
  Suzanne B. Hansen, Ed.D., RMT, Dept. of Music Therapy

Colorado
- Colorado State University, Fort Collins, CO 80523
  Frederick Tice, Ph.D., RMT, Dept. of Music

District of Columbia
- Catholic University of America, Washington, DC 20064
  Jo Dale Walker, RMT, School of Music

Florida
- Florida State University, Tallahassee, FL 32306
  Jayne A. Miller, Ph.D., RMT, School of Music

Georgia
- Georgia College, Milledgeville, GA 31061
  James J. Forster, RMT, Dept. of Music
- University of Georgia, Athens, GA 30602
  Richard M. Graham, Ph.D., RMT, Dept. of Music

Illinois
- DePaul University, 800 W. Belden Ave., Chicago, IL 60614
  Christine Luica, RMT, School of Music
- Illinois State University, Normal, IL 61761
  Maria DiGiammarino, RMT, Music Dept.
- Western Illinois University, Macomb, IL 61455
  Bruce A. Prueter, RMT, Dept. of Music, Brown Hall

Indiana
- Indiana University-Fort Wayne, Fort Wayne, IN 46805
  Laken Dyer, RMT, Dept. of Music

Iowa
- University of Iowa, The Iowa City, IA 52242
  Edwin Schneier, Ph.D., RMT, Div. of Music Education

Kansas
- University of Kansas, Lawrence, KS 66045
  Alicia C. Gibbons, Ph.D., RMT, Dept. of AMEMT

Louisiana
- Loyola University, New Orleans, LA 70118
  Charles Braziel, RMT, Dept. of Music Therapy

Maryland
- Columbia Union College, Takoma Park, Maryland 20012
  Van Knauss, D.M.A., Music Dept.

Massachusetts
- Anna Maria College, Paxton, MA 01612
  Susan J. Pasqua, RMT, CMT, Dept. of Music

Michigan
- Eastern Michigan University, Ypsilanti, MI 48197
  Michael G. McGuire, M.M., RMT, Dept. of Music
- Michigan State University, East Lansing, MI 48824
  Robert F. Javor, RMT, Dept. of Music

Wayne State University, Detroit, MI 48222
- Carol Collins, RMT, Dept. of Music
- Western Michigan University, Kalamazoo, MI 49008
  Brian Veronic, RMT, School of Music

Minnesota
- Augsburg College, Minneapolis, MN 55445
- Roberta Karp, RMT, School of Music
- College of St. Catherine, St. Paul, MN 55199
  Judith Williams, RMT, Dept. of Music
- University of Minnesota, Minneapolis, MN 55455
  Mary Ann Roterink, RMT, School of Music, Scott Hall

Mississippi
- William Carey College, Hattiesburg, MS 39401
  Carolyn Hammons, RMT, School of Music

Missouri
- Maryville College, 13550 Conway Rd., St. Louis, MO 63141
  Joseph J. McCoy, RMT, Dept. of Music Therapy
- University of Missouri-Kansas City, Kansas City, MO 64110
  Wanda Lamm, RMT, Dept. of Music

Montana
- Eastern Montana College, Billings, MT 59101
  Mark S. Roeder, RMT, Dept. of Music

New Jersey
- Montclair State College, Upper Montclair, NJ 07043
  Karen D. Goodman, RMT, Dept. of Music

New Mexico
- Eastern New Mexico University, Portales, NM 88130
  Juanita McEwan, RMT, School of Music
- New York University, New York, NY 10003
  Brian C. Hurley, RMT, Music Dept.

New York
- Nazareth College of Rochester, 4248 East Ave., Rochester, NY 14610
  Bryan C. Hurley, RMT, Music Dept.
- State University College of Westfield, NY 14063
  Conseile valuable, RMT, Dept. of Music
- State University College of New Paltz, New Paltz, NY 12561
  Robert Knoll, RMT, Music Dept.

North Carolina
- East Carolina University, Greenville, NC 27854
  Ruth Buckhert, Ph.D., RMT, School of Music
- Queens College, Charlotte, NC 28274
  Frances McClain, RMT

Ohio
- Cleveland State University, Cleveland, OH 44109
  Charles Braziel, RMT, Dept. of Music Therapy
- Denison University, Granville, OH 43023
  Robert Moon, RMT, Dept. of Music
- Ohio University, Athens, OH 45701
  Myrl H. Taylor, RMT, Dept. of Music
- Miami University, Oxford, OH 45056
  Myrl H. Taylor, RMT, Dept. of Music

Oregon
- Willamette University, Salem, OR 97301
  Donna Douglas, RMT, Dept. of Music

Pennsylvania
- California State University, Fort Collins, CO 80523
  Frederick Tice, Ph.D., RMT, Dept. of Music
- University of Pennsylvania, Philadelphia, PA 19104
  John A. Schneier, RMT, Dept. of Music
- Indiana University, Bloomington, IN 47401
  Grace M. Morgan, RMT, Dept. of Music
- Pennsylvania State University, University Park, PA 16802
  John A. Schneier, RMT, Dept. of Music

Rhode Island
- Rhode Island College, Providence, RI 02906
  Myrl H. Taylor, RMT, Dept. of Music

South Carolina
- Baptist College at Charleston, Charleston, SC 29411
  Myrl H. Taylor, RMT, Dept. of Music

Tennessee
- Tennessee Technological University, Box 5045, Cookeville, TN 38501
  Susan Claeyrs, RMT, Dept. of Music

Texas
- Southern Methodist University, Dallas, TX 75275
  Charles B. Ransom, Ph.D., RMT, Div. of Music
- Texas Woman's University, Denton, TX 76204
  Donald E. Michael, RMT, Dept. of Music
- West Texas State University, Canyon, TX 79016
  Martha E. Ritter, RMT, Dept. of Music

Utah
- Utah State University, Logan, UT 84322
  David Wolfe, Ph.D., RMT, Dept. of Music

Virginia
- Radford University, Radford, VA 24142
  Joseph Scarlatti, Ph.D., RMT, Dept. of Music
- Shenandoah College, Conservatory of Music, Winchester, VA 22601
  Marian Sung, RMT, Music Therapy Dept.

Wisconsin
- Alverno College, Milwaukee, WI 53213
  Dr. Joseph Schonbruch, RMT, Dept. of Music
- University of Wisconsin-Madison, Madison, WI 53706
  Dr. G. A. H. W. K. Wolf, RMT, Dept. of Music
- University of Wisconsin-Milwaukee, Milwaukee, WI 53201
  Dr. L. F. M., RMT, Dept. of Music
- University of Wisconsin-Oshkosh, Oshkosh, WI 54901
  Nancy Lloyd, RMT, Dept. of Music

* Also awarded Master's Degree
** Also awarded Master's Degree and Doctoral study
*** Awarded graduate degrees only
C. Student Demand

Music therapy certification was first possible for ISU students entering under the 1974 catalog. Since that time, at least 75 students per year have been pursuing certification, with an average of 18 completing requirements per year since 1976.

Data collected by NAMT in 1980-81 showed that the enrollment in music therapy programs in 16 Great Lakes and Midwest schools ranged from 18 (Alverno College, Wisconsin) to 138 students (University of Kansas), with an average of 50 students per program. An informal national survey of music therapy programs, conducted in 1982 by Mansfield State College (N.J.), shows the mean music therapy program enrollment for Fall 1982 as 49.08, for Fall 1981 as 48.74 and for Fall 1980 as 55.88. During the past three years, ISU has had approximately 75 music therapy students enrolled per year.

D. Societal Need for Music Therapists

Results of a study of the music therapy profession reported in the Journal of Music Therapy, Spring 1979 ("A Survey of Clinical Practice in Music Therapy Part I: The Institutions in Which Music Therapists Work and Personal Data" by Charles Braswell, Cheryl Maranto, and Anthony Decuir), indicated that 28.53% of registered music therapists worked with the psychiatric population, 25.50% worked with the mentally retarded, 18.31% worked with other handicapping conditions, 10% were employed in other fields and 16.66% were not employed (housewife, graduate student, out-of-work, etc.). Music therapists were employed in state institutions (56.51%), private institutions (34.78%), county (4.34%), and federal institutions (3.37%).

In May, 1981, the Employment Relations Committee of NAMT published a report summarizing pertinent information about civil service classifications under which music therapists could be hired in each of the 50 states. This project showed that 17 states, including neighboring states of Indiana, Michigan, and Wisconsin, have a state music therapy job classification. Fourteen states, including Illinois, can hire music therapists under the title of activity therapist or specialist. Five states hire music therapists under the title of recreation therapist or leader, and four states use the title of clinical, registered or rehabilitation therapist. The federal government hires music therapists in veterans hospitals, using the job classification Recreation/creative arts therapists. Music therapists are hired in private institutions under similar job titles.
During the past five years, ISU has graduated an average of 18 students per year who have pursued music therapy certification. In times of economic health, graduates have had little difficulty finding jobs. In present economic times, competition for jobs is keener; most graduates have found jobs in their field if they were willing to relocate.

9. Expected Impact of Proposal on Existing Campus Programs

The proposed music therapy sequence should continue to enjoy the positive relationship with other campus programs which has already been established. Because of a need for a wide base of knowledge in the behavioral sciences, music therapy students take specific courses in anthropology, sociology, anatomy and psychology. Approximately half of these courses also meet University Studies requirements.

MUS 194, Principles of Music Therapy, though not a University Studies course, continues to draw general students who are interested in the field. This course often provides recruitment for the program, because many students major in music therapy after having been exposed to the field in this course. In addition, this introductory course and MUS 294, Music in Recreation, consistently draw a number of recreation majors per semester.

10. Expected Curricular Changes Including New Courses

No curricular changes or new courses are necessary.

11. Anticipated Staffing Arrangements

Staffing arrangements for a music therapy sequence will not change. Two registered music therapists are employed as full-time faculty members for the therapy program, and there are two music education faculty members who provide supportive instructional services. The following information summarizes the qualifications of current music faculty who participate in the music therapy program.


10-16-84


David B. Williams, B.M.Ed., Northwestern State University of Louisiana, 1965; M.M. in theory, Northwestern State University of Louisiana, 1966; Ph.D. in systematic musicology, The University of Washington, Seattle, Washington, 1973. Professor of Music, Director of the Office of Research in Arts Technology, member of graduate faculty. Previous positions: represent 20 years experience in teaching and research in music education, psychomusicology, and educational technology; member of Music Educators National Conference, College Music Society, Phi Delta Kappa, Association for the Development of Computer-Based Instruction Systems, American Psychological Association; Editor, Psychomusicology; published extensively in professional journals, Music Educators Journal, the Council for Research in Music Education Bulletin, the British Journal, Psychology of Music, the Journal of Research in Music Education, and Behavioral Methods and Instrumentation. Workshops and presentations on the use of microcomputers in the arts at Stephen F. Austin University, the University of Iowa, Columbia Teachers College and the University of Wisconsin, Madison. Kellogg Foundation educational leave, 1982-1983.

10-16-84 13
12. Anticipated Funding Needs and Source of Funds

The music therapy certification program, as it presently exists, is funded each year by monies allocated to the music department for costs of salaries, instructional materials, etc. No funding in addition to that already allocated is required for a Music Therapy sequence.

Approvals:
Departmental - 3/23/84
Fine Arts Curriculum Committee - 3/23/84
Fine Arts Dean - 3/27/84
University Curriculum Committee - 10/5/84
Academic Affairs - 10/15/84
Academic Senate
Board of Regents
Illinois Board of Higher Education
REQUEST FOR APPROVAL OF A SUBDIVISION OF A DEGREE MAJOR

1. Institution: Illinois State University
2. Administrative Unit: Department of Psychology
3. Program Title: Developmental Psychology Sequence of the M.A./M.S. Degree in Psychology
4. Previous Program Title: Not Applicable
5. Hegis Classification: 42.0101
6. Date of Implementation: Fall, 1985
7. Description of Proposed Program:

A. The Field of Developmental Psychology

Developmental psychology is a conceptually distinct area of study within the discipline of psychology. Developmental psychology focuses on the description and explanation of age-related changes in behavior. The goal of developmental psychology is to ensure optimal development.

No one questions the existence of family resemblances among all areas of psychology; however, methodological assumptions of developmental psychology, as well as the selection and interpretation of research topics, make it a distinct area of study which cannot be subsumed by the counseling, clinical, educational, experimental, measurement/statistics or organizational/industrial sequences in the ISU Psychology Department.

Developmental psychology is the study of how individuals develop and change throughout the lifespan. This subdiscipline of psychology attempts to describe, explain and predict changes in physical, psychological, and social behavior which occur in relation to age changes and life events. The human being is viewed as a changing system in which both biological and cultural determinants interact to produce behavioral changes.

The primary focus of developmental psychology is on typical patterns of development and behavior. This perspective differs from the focus of school psychology
or special education, which are concerned primarily with problems related to atypical patterns of development. Developmental psychology is also distinct from educational psychology, which examines the formulation of optimal educational experiences in relation to individual differences. The developmental perspective, in contrast to the educational perspective, examines all stages of life.

B. The Proposed Curriculum

Undergraduate preparation:

Entering students are expected to have earned at least 21 hours of undergraduate credit in psychology, including courses in experimental psychology, statistics, and developmental psychology. In addition, preparation in college algebra is required. Any deficiencies in undergraduate preparation must be remedied during the first semester of residence.

Options:

The proposed master's degree sequence in developmental psychology requires 32 hours of graduate credit. Students may complete degree requirements in one of two ways.

Option One: Predoctoral degree. Students selecting this option are required to complete a master's thesis in developmental psychology. Four to six hours of thesis credit may be applied to the required 32 hours of approved graduate credit. This option has a research emphasis; students are encouraged to become involved in faculty research projects.

Option Two: Terminal degree. Students selecting this option are required to pass a comprehensive examination in addition to 32 hours of approved graduate credit. This option has an applied emphasis; students are encouraged to pursue an internship in their area of interest.

Requirements:

(1) Core (9 hrs.) Graduate students in developmental psychology are expected to complete the following courses required of all master's degree students in Psychology:

PSY 418 Theories of Learning (3 hrs.)
PSY 420 Theories of Personality (3 hrs.)
PSY 341 Statistics II (3 hrs.)

(2) Developmental courses (12 hrs.)
PSY 331.01 Studies in Experimental Psychology, Developmental Methodology (3 hrs.)
PSY 480.15 Advanced Seminar in Developmental Psychology (3 hrs.)
BSC 484 Human Development and Behavior (3 hrs.)
PSY 400 Independent Study (3 hrs.)
OR
PSY 432 Psychodiagnosics I (3 hrs.)
OR
PSY 497 Introduction to Research Methodology (3 hrs.)

(3) Additional courses (6 hrs.) to be selected from the following (This requirement may be satisfied by successful completion of appropriate course work during a student's undergraduate education. Otherwise, these courses must be completed during the first and second semesters of residence):

PSY 301 Developmental Psychology of Childhood (3 hrs.)
PSY 302 Developmental Psychology of Adolescence (3 hrs.)
PSY 303 Adult Development and Aging (3 hrs.)
PSY 304 Gerontological Psychology (3 hrs.)

(4) Electives (5-6 hrs.)

To complete the 32 hour requirement for a master's degree in developmental psychology, students will be advised to select elective courses suited to their individual goals. Students may elect two courses offered by other departments.

Examples of relevant Psychology electives:

PSY 305 Psychology of Women (3 hrs.)
PSY 346 Psychology of Exceptional Children (3 hrs.)
PSY 352 Human Abilities (3 hrs.)
PSY 363 Physiological Psychology (3 hrs.)
PSY 421 Advanced Behavior Modification (3 hrs.)
PSY 480 Seminar in Psychology (Developmental Topics) (2-3 hrs.)

Examples of relevant electives in other departments:

C&I 300 Educational Role of Play in Early Childhood (3 hrs.)
PAS 320 Speech and Language Development (3 hrs.)
HEC 307 The Infant and Preschool Child (3 hrs.)
SAS 311 Issues in Gerontology
HEC 408 Family and Child Development (3 hrs.)
SAS 469 Seminar: Family/Sex Roles (3 hrs.)
(5) Thesis or Comprehensive Examination

Four to six hours of thesis credit may be applied to the 32 hour degree requirement.

8. Rationale

A. Growth of the Discipline:

During recent years, developmental psychology has been one of the most rapidly expanding areas within ISU's Department of Psychology. Nationally, developmental psychology has emerged as one of the largest, most vital areas of study within the field of psychology. The importance of developmental psychology within the discipline can be demonstrated by the status afforded it by the American Psychological Association (APA). The APA now has five divisions in the developmental area: 1) developmental psychology, 2) adult development and aging, 3) psychology of women, 4) child, youth, and family services, and 5) family psychology. The APA publishes a journal entitled Developmental Psychology, and in 1985 will add a new journal (its first in ten years) entitled Psychology and Aging. Developmental psychology is unique within the field of psychology in having more than one division and more than one publication. An expansion of the Society for Research in Child Development (which publishes the journal, Child Development) has also occurred in recent years.

A further indication of the widespread interest in human development is the large number of professional journals in the subdiscipline. A few of the more widely recognized are The Journal of Applied Developmental Psychology, Aging and Society, Journal of Child Language, Journal of Children in Contemporary Society, Child Care Quarterly, Psychology of Women Quarterly, Developmental Psychobiology, Human Development, Sex Roles, Merrill-Palmer Quarterly, and Youth and Adolescence.

B. Employment Opportunities:

Currently there is a stronger job market for developmental psychologists at the doctoral level than for individuals in most of the other psychological specialties. The January, 1984, Monitor, published by the APA, lists approximately 60 positions for developmentalists or for which developmentalists would be qualified to apply. Graduate Study in Psychology, 1983-84, also published by the APA, reports approximately 135 doctoral programs in the developmental area in the United States and Canada, with almost as many at the master's level. Opportunities thus exist for graduates of a developmental sequence at the master's level to enter doctoral programs which will equip them for positions...
available in higher education and in a variety of other settings.

In addition, developmental psychology has been responsive at the master's level to the growing need for persons who are thoroughly trained in the basic content of human development and are able to apply that knowledge to work situations. A growing number of universities are offering programs in applied developmental psychology. Most of the programs with this applied orientation have come into existence since 1980.

Purdue University offers an applied program at the master's level which emphasizes the development of professional skills useful in helping relationships with all age groups. Purdue reports that its graduates find employment in family services, adoption agencies, group homes, early childhood education, and parent and family life education.

One of the oldest of these terminal master's programs has been offered for over eight years at the University of Colorado at Denver. The majority of students take the applied option, with graduates finding employment as the director of assessment for Head Start, as the director of Family Services for a county mental health facility, in various positions with the State Department of Education, and as therapists under the supervision of licensed psychologists. Graduates have also found employment as researchers on projects funded by grants to the Denver Medical Center, state and federal agencies.

Existing master's programs, such as the one proposed, report with considerable consistency that graduates are employed at all levels by child and family service programs and agencies: graduates develop and evaluate programs, conduct developmental assessment, administer programs, conduct applied research, and formulate policies for various agencies. Such programs mention employment with programs such as Head Start and Follow-Through, programs for the development of new curricula, and programs in infant stimulation. Graduates are involved in the development of educational techniques, programs, and toys; as creators and consultants in media such as Sesame Street or Electric Company; as service providers in health care facilities; and in various capacities with early childhood programs.

Given the demographic changes presently taking place in the nation's population, the need for individuals trained in developmental psychology will continue to increase in programs serving both ends of the age spectrum. More American families depend on professionals for help in rearing their children. The
percentage of preschool children whose mothers are employed outside the home almost quadrupled from 1950 (12%) to 1980 (45%). In addition, of the more than one million American divorces in 1980, 60% of the families had children. In 1981, about 21% of American children were living with one parent, an increase of 54% since 1970. The divorce rate for parents of preschool children rose from 8% in 1950 to 20% in 1980. Currently an estimated 40% of young marriages will end in divorce; an estimated 50% of children born in the 1970s will spend at least six years in single-parent families—usually with the mother.

Services for the aged are rapidly expanding. In the United States, life expectancy at birth has increased by approximately 24 years since 1900. Each day 5,000 people reach the age of 65, and each day 3,600 people over 65 die, resulting in a net growth in the aged population of 1,400 people per day or 511,000 per year. The percentage of people over the age of 65 is expected to nearly double from 11% (about 25 million) in 1980 to about 20% (31.8 million) by the year 2000. The baby boom of the postwar decade will become the aged boom; by the year 2030 there will be 55 million people over age 65. Of those over 65, 20% will spend some time in a care facility. The number of nursing home residents is expected to increase 54% by 2000 and 132% by 2030. Comparable increases can be expected in the need for independent living facilities and communities designed to meet the needs of the aged.

Among the subdisciplines in psychology, developmental psychology is closely associated with the development of American social policy. The recent establishment by the Bush Foundation of several major centers for the study of human development and social policy (at Yale, UCLA, and the University of Michigan) reflects the need for developmentally trained individuals to serve as policy makers and policy advisers in governmental agencies, and as advocates for the special needs of particular age sectors of the population.

C. Student Demand:

In the Department of Psychology the growth of developmental psychology has been reflected in the introduction of a series of successful courses dedicated to the study of both the products and processes of human development. An inspection of recent thesis titles reveals a great deal of interest in developmental and developmentally related topics (see Appendix attached). The positive student response to developmental courses and the selection of developmental topics and developmental faculty for thesis research provides evidence of student interest in this area of study.
D. Other Illinois Degree Programs:

Currently, the APA directory lists only four master's degree programs in developmental psychology being offered in Illinois: the University of Illinois in both psychology (developmental) and educational psychology (human development), Northern Illinois University (developmental), and the University of Chicago (human development). A need exists in Illinois for more opportunity for preparation in this area of study if the state is to keep pace with social needs; Illinois State University has the courses and faculty available to offer this opportunity to students at no additional cost. Given the high level of student interest exhibited in this area of study and a growing social demand, a graduate sequence in developmental psychology would constitute an attractive supplement to current degree options.

9. Expected Impact of Proposal on Existing Campus Programs:

The specialty of developmental psychology is clearly established within the discipline of psychology. The proposed sequence will not have a negative effect on any existing program.

10. Expected Curricular Changes Including New Courses:

The proposed developmental sequence includes courses currently offered at Illinois State University. Only a formalization of this curriculum as a sequence is being requested.

11. Anticipated Staffing Arrangements:

All of the required and suggested psychology courses included in this proposal are presently being provided by the Department of Psychology faculty. The developmental courses being offered draw high enrollments and regularly receive high student ratings, testifying to the teaching ability of these faculty members. In addition, the developmental faculty are actively engaged in the direction of theses and in their own scholarly research. Other faculty members identified with other areas of psychology (personality, learning, human abilities) can directly support the developmental sequence. No additional staffing is needed to support this sequence.

12. Anticipated Funding Needs and Source of Funds:

The sequence would be funded from the regular departmental budget; no additional funding is requested. The department has a fine physical plant well-suited for the research needs of a graduate program in developmental psychology. A number of small testing and observation rooms as well as a large video-equipped observational laboratory are available to students.

11-6-84 7
PRIMARY DEVELOPMENTAL FACULTY

Laura Berk
Ph.D., University of Chicago, 1969
Member of the Graduate Faculty

Child Development and Social Policy
Observational Research Methodology
Ecological Psychology
Early Childhood Education

Patricia Chesebro
Ph.D., University of Illinois, 1966
Member of the Graduate Faculty

Optimal Human Development
Human Potential Movement
Humanistic Psychology

William Gnagey
Ph.D., Wayne State University, 1961
Member of the Graduate Faculty

Human Development
Discipline
Motivation

Barbara Goebel
Ph.D., University of Illinois, 1974
Member of the Graduate Faculty

Developmental Differences in Cognitive and Affective Behaviors
Individual Differences in Development
Adult Development, Aging and Death
Lifespan Human Development

Douglas Hardwick
Ph.D., University of Virginia, 1977
Member of the Graduate Faculty

Cognitive Development
Sensory/Perceptual Development
Theories and Research Methods in Developmental Psychology

Leonard Schmaltz
Ph.D., University of Michigan, 1968
Member of the Graduate Faculty

Developmental Psychobiology
REPRESENTATIVE THESES

1975  Ruggiero, F.  Residual effects of prosocial and antisocial television programs on the cognitive structures of children.


                  Goselin, C.  Coloring books and creativity in preschool children.

                  Regal, R.  Androgyny as an explanation of differences in aptitudes and self-concepts.


                  Carter, K.  Teacher ratings of creativity and perceptions of the creative child.

                  Kinsman, C.  The effects of two preschool activity settings on children's play behavior.

                  Koerner, A.  The effect of age of onset of father absence and type of absence on the resolution of the first five Eriksonian developmental tasks.

                  Schroat, D.  A comparison of active and passive social role-taking experiences in the facilitation of moral reasoning.

                  Spear, R.  Short-term memory and reading comprehension in school-age children.

1979  Moffett, B.  The effects of mothers' attitudes toward maternity and fathers' attitudes toward maternal employment on the preschool child's attitudes toward the mother.

                  Woolridge, S.  Cognitive development and the acquisition of religious identity.

1980  Alvin, B.  Attitudes toward the aged among student nurses.

                  Dorgan, M.  Sex role values versus sex role levels as predictors of self-esteem.

                  Jecklin, J.  Relationships of sibling/family constellation variables to personality adjustment.


                  Larson, W.  Practical significance of impulsivity-reflectivity in older adults.

11-6-84
Zuobec, B. Affiliative satisfaction and fear of success in mature women.


Johansen, T. Age preferences of older adults in relation to their chronological and perceived ages.

1983 Heatherton, B. Sex and sex role differences in adolescent identity formation.

Lipe-Goodson, P. Relationship of self-age perception and age appropriate behavior in mentally retarded adults.

Lott, S. Adolescent identity formation in adoptees.

Approvals:

Department Chairperson - 4/12/83
College Curriculum Committee - 4/30/83
College Dean - 5/2/83
Graduate Curriculum Committee - 11/10/83
Graduate Council - 11/17/83
Graduate Dean - 3/30/84
Academic Affairs Committee - 10/29/84
Academic Senate -
October 16, 1984

TO: Laura Gowdy, Chair
    Academic Senate

FROM: Peg Balbach, Chair
      Academic Affairs

RE: Agenda for Senate

The enclosed proposals for a Fashion Design Sequence of the Comprehensive Home Economics Major and Music Therapy Sequence of the Bachelor of Music Degree were passed by Academic Affairs on 10/15/84. I am writing to request that these items be placed on the Senate Agenda for discussion on October 24, 1984.

ms
Enclosures
xc: David Strand
    Jack Chizmar
    Betty Chapman
    Charles Bolen
    Connie Ley
    Ann Stemm
    Arthur Corra
    Marie DiGiammarino
Request for Approval of a New Sequence

1. Illinois State University

2. Responsible Department: Home Economics

3. Proposed Title: Fashion Design Sequence of the Comprehensive Home Economics Major

4. Previous Title: Not applicable

5. CIPS Code: 19.0904

6. Date of Implementation: August, 1985

7. Description of Proposed Program:

Fashion design combines the creativity of the fine arts and the practicality of the market. It involves the design, construction, and marketing of the product. A designer must have knowledge of all aspects of the field to be successful. Therefore, the designer must study art, textiles, clothing construction techniques, consumer needs, and changing consumer tastes.

The designer must be aware of the roles of industry and the consumer. The designer must know how an idea can be transformed into an article of clothing and what the retailer needs to market the product successfully. Knowledge of the history of fashion design, the non-verbal communications conveyed by color and clothing styles, consumer demands and lifestyle needs is also important in the education of the designer.

The proposed Fashion Design Sequence in Home Economics offers the student an opportunity to learn about textiles, clothing construction, and design techniques. A theoretical base for the design courses is built through such courses as Economics of Fashion, Clothing and Behavior, and History of Fashion, where curricular emphasis is placed on clothing throughout the life cycle. In textiles, the student learns about fiber, yarn, and fabric properties and how these factors influence the performance of a fabric. A thorough understanding of clothing construction and fit are important in creating designs that will "work" on the human body. In the upper-level courses, an emphasis is placed on analyzing various design and fitting techniques so that the student will be able to
evaluate existing techniques and use new information as it becomes available.

Students pursuing fashion design, like all fields in the arts, are expected to have an innate creative ability. Most positions, however, require a combination of the creative and the practical. The combination of the artistic and the practical elements outlined in the proposed curriculum will equip the student with the needed background to work in the field of fashion design. Particularly at the entry level, individuals take existing ideas and interpret them for a specific size, price, and age level. A thorough knowledge of textiles, clothing construction, flat pattern and draping techniques are needed to interpret a concept for a particular consumer segment.
The proposed curriculum is as follows:

Comprehensive Home Economics Major:  
Fashion Design Sequence

52 hours required

A. Core requirements (17 hrs.):

HEC 110 Intro to Home Economics  1
114 Individual & Family Development  4
115 Textiles & Apparel  4
117 Consumer Management  4
118 Housing & Equipment  4

B. Sequence requirements (24 hrs.):

ART 103 Visual Elements  3
104 Basic Drawing  3
213 Life Drawing  3
351 Special Projects in Art  3
HEC 122 Clothing Construction  3
222 Fashion History  3
228 Costume Design  2
322 Patternmaking  3
324 Draping & Design  3

C. Remaining 9 hours from:

HEC 220 Clothing Construction  3
221 Tailoring  3
229 Fashion Accessories  2
249 Merchandising in Fashion  3
323 Advanced Textiles  3
326 Fitting & Alterations  3
327 Clothing & Behavior  3
328 Economics of Fashion  3
ART 240 Weaving  3
341 Printed Textiles  2-3
224 Jewelry  3
235 Photography as an Art Form  3
389.68 Rendering for Product Design  3

D. Recommended University Studies
courses or general electives:

CHE 104 Chemistry of Life  3  
OR  
110 Fundamentals of Chemistry  4  3-4
ECO 100 Principles of Economics I  3
101 Principles of Economics II  3
PSY 111 General Psychology  3
SAS 106 Introduction to Sociology  3
ACS 140 Introduction to the Computer World  3
THE 130 Introduction to Costume  3

10-16-84
8. Rationale:

A. The Field of Fashion Design

The field of fashion design has received increased attention in the midwest since the opening of the Apparel Center in Chicago. As a result of this event, the Illinois affiliate of "The Fashion Group" (a professional organization representative of the apparel industry) has extended both its influence and membership. Through continued participation in this professional organization, several ISU faculty members have become aware of expanding career opportunities in the fashion design field and the need for formal preparation in order for students to qualify for emerging occupations. Apprenticeships can no longer be relied upon to produce designers with the qualifications that are necessary for this competitive industry.

Within the field of Textiles and Clothing, fashion design and fashion merchandizing are distinct specialties. Background for the designer includes an emphasis in art; background for the merchandiser includes an emphasis in business. Both the designer and the retailer must be aware of consumer demands, including the successful use of accessories, textiles, and clothing construction. The emphasis of the designer, however, is creativity; the merchandiser emphasizes the marketing and economics of the fashion industry. The designer must possess artistic talents, have a thorough knowledge of garment construction, and have the ability to combine a textile with a garment idea. The designer must be able to envision the garment from its inception to its completion; the merchandiser is concerned with marketing the final product.

The goal of initiating a Fashion Design sequence in the Department of Home Economics at ISU is not new; it was proposed in successive publications of the University Academic Plan, including the 1983-8 program review of the department. As a result of increasing interest expressed by students in Art and Home Economics in such a program, faculties in both departments believe that the interdisciplinary program will meet the needs of a substantial number of students.

B. Other Programs in Fashion Design

A number of colleges and universities in other states offer programs in fashion and apparel design. Among them are:

Oregon State University
Kansas State University
University of California, Davis
The only program with a focus on Fashion Design presently available in Illinois is offered at Southern Illinois University. Four-year programs in Textiles and Clothing are offered at Northern Illinois University and the University of Illinois, but these curricula do not include a specific Fashion Design emphasis. Students enrolled in Textile and Clothing programs may elect courses in Fashion Design, but will receive no official recognition on their transcripts.

Fashion design programs are also offered at specialized schools such as the Fashion Institute of Technology and the Parson's School of Design in New York City. Not all Illinois students are able to go to New York City to study nor are these schools able to accommodate all of the students who wish to pursue a fashion design curriculum. Many students also desire a broader education along with preparation in fashion design.

Two-year programs are available which concentrate almost entirely on construction and design. The curricula of such programs do not include the broad theoretical base nor the analytical approach which is provided in the proposed program. In addition, the two-year programs do not include the general education provided by University Studies and the opportunity to develop a maturity that occurs with the completion of a university degree.

Illinois State University, with its strong and qualified faculty, in both Home Economics and Art, can become a leading institution for preparing fashion designers. The fashion design students at ISU also have the advantage of access to an extensive historic costume collection. The Department of Home Economics is currently preparing a facility for maintenance and storage of the collection, which will make garments accessible as resources for design work and study. Another resource available to students in the program is the Art Department's extensive collection of slides directly related to fashion design and the fashion industry. These existing resources will supplement the program in Fashion Design.
C. Student Demand for a Sequence in Fashion Design

Enrollments in Home Economics and Art are substantial. The number of students majoring in Home Economics has increased approximately 17 percent over the past two years (to 503 majors in the Spring of 1984), with the majority selecting Fashion Merchandising for their specialization. Many of these students show an interest in and talent for Fashion Design. In anticipation of a new thrust in Fashion Design, one Home Economics faculty member worked with a major design firm in South Carolina during the summer of 1984 on a mini-leave as part of the College of Applied Science and Technology's faculty development program.

A survey was conducted in September, 1984, in three Home Economics classes to assess the interest in this sequence. Of the 250 students surveyed, 45 indicated that they would have chosen this sequence if it had been available. The percentage ranged from 16% (25 of 150) in the Introduction to Home Economics class to 30% (10 of 30) in the Clothing and Behavior class. A number of students pursuing art-related or fashion merchandising programs are also likely to choose the proposed sequence.

D. Employment Opportunities

A wide variety of career/work opportunities are available to the student majoring in fashion design. All jobs requiring this specialization may not carry a designation of fashion design, but do require background acquired by such majors. Inside the Fashion Business (Jarnow, Judelle and Guerrerrro, 1981), describes entry-level jobs for graduates in fashion design. These jobs include assistant designer, cutting assistant, sketching assistant, sketcher, sketcher/stylist and junior designer. All of these occupations are listed as requiring a degree in Fashion Design. A number of other career opportunities are heavily dependent on fashion design training and are particularly well suited to people with fashion design degrees from home economics programs. Home economics offers a broader background for this field than art because it includes aspects such as textiles, clothing behavior, clothing construction, and consumer studies as part of the curriculum.

The 1982-83 edition of the Occupational Outlook Handbook, Bulletin 2200, cites that formal training is usually required for employment in the applied arts. This formal training most often comes from professional schools or 4-year college or university programs. Job titles in the applied arts related to fashion design include fashion illustrators, display artists, and interior designers and decorators. The publication
also noted that "keen competition exists for salaried jobs and freelance work". Employment is expected to increase through the 1980s; individuals with above-average talent will continue to be in demand. Based on this information, the development of artistic skills and knowledge and training in the field of Fashion Design will give students an advantage in the job market.

The majority of employment opportunities exist in areas other than what is popularly known as "high fashion." Department stores develop their own house labels for the mass market; in addition, clothing and accessories are worn by individuals of both sexes and of all ages. The field, therefore, and the opportunities within it, are much broader than what might be seen in the New York and Paris shows. Most graduates of this proposed sequence will seek employment in this more widely defined field.

Apparel manufacturing is a large segment of the American economy. The data that follow, taken from the 1984 edition of the Statistical Abstract of the United States, illustrate the number of firms and employees involved in this industry:
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>22</td>
<td>Apparel, other textile products</td>
<td>26,363</td>
<td>1,357</td>
<td>8,562</td>
<td>10,046</td>
</tr>
<tr>
<td>231</td>
<td>Mant's and boys' suits and coats</td>
<td>1,003</td>
<td>126</td>
<td>642</td>
<td>1,048</td>
</tr>
<tr>
<td>232</td>
<td>Men's and boys' furnishings</td>
<td>2,853</td>
<td>245</td>
<td>1,312</td>
<td>2,161</td>
</tr>
<tr>
<td>233</td>
<td>Women's and misses' outerwear</td>
<td>9,416</td>
<td>408</td>
<td>1,716</td>
<td>2,182</td>
</tr>
<tr>
<td>234</td>
<td>Women's, children's undergarments</td>
<td>1,213</td>
<td>114</td>
<td>444</td>
<td>867</td>
</tr>
<tr>
<td>235</td>
<td>Hats, caps, and millinery</td>
<td>843</td>
<td>24</td>
<td>102</td>
<td>164</td>
</tr>
<tr>
<td>236</td>
<td>Children's outerwear</td>
<td>1,334</td>
<td>78</td>
<td>298</td>
<td>538</td>
</tr>
<tr>
<td>237</td>
<td>Fur goods</td>
<td>1,304</td>
<td>9</td>
<td>59</td>
<td>117</td>
</tr>
<tr>
<td>238</td>
<td>Misc apparel and accessories</td>
<td>1,387</td>
<td>31</td>
<td>285</td>
<td>510</td>
</tr>
<tr>
<td>239</td>
<td>Misc fabricated textile products</td>
<td>7,035</td>
<td>173</td>
<td>285</td>
<td>1,457</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>26,268</td>
<td>1,336</td>
<td>8,532</td>
<td>10,034</td>
</tr>
<tr>
<td>Employments</td>
<td></td>
<td>20,783</td>
<td>1,206</td>
<td>7,072</td>
<td>8,046</td>
</tr>
<tr>
<td>Wages</td>
<td></td>
<td>5,484</td>
<td>129</td>
<td>1,460</td>
<td>1,988</td>
</tr>
<tr>
<td>Production</td>
<td></td>
<td>24,431</td>
<td>1,367</td>
<td>7,211</td>
<td>1,341</td>
</tr>
<tr>
<td>Capital</td>
<td></td>
<td>20,783</td>
<td>1,206</td>
<td>7,072</td>
<td>8,046</td>
</tr>
<tr>
<td>Value added</td>
<td></td>
<td>5,648</td>
<td>130</td>
<td>1,500</td>
<td>1,994</td>
</tr>
</tbody>
</table>
In a survey of one week's editions of Women's Wear Daily (week of October 8, 1984), approximately 100 positions per day were advertised in the fashion field, of those, approximately 25% emphasized design or design-related qualifications. A sample of those ads is included to illustrate the kinds of positions for which graduates of this proposed sequence could compete:

**ASSISTANT DESIGNER**
Gottex swimwear looking for organized, detail oriented person to assist designer. Must be able to make 1st pattern from sketch. 2 years experience necessary. Call Marlene at 212-354-7414.

**ASST. DESIGNER**
High energy person to work in very busy design room of established children's sportswear mfr. Must have following abilities:
- Make first pattern from designer sketch.
- Highly organized, detail oriented & capable of supervising sample room.
- Make piece goods appointments and do follow ups.
- Would be helpful if able to draw artwork for screens & applications.

**ASSISTANT PATTERNSMEN**
Head Sportswear located in Baltimore Wash area, has an opening for assistant patternsmen. Applicant should have background in patternmaking from first pattern thru production pattern. Prior experience in sportswear manufacturing is preferred as will be involved in all product lines. This is an exciting opportunity for someone with good pay and benefits. Must be willing to relocate.

Call Personnel Debbie Kardes 212-730-8320 EOE.

**DESIGNER GIRLS SLEEPWEAR**
Nationally known firm seeks exp professional designer. Saucy open. Career opportunity.

**ASST DESIGNER**
Moderate to better updated misses dresses. Good experience necessary. Salary open. Ask for Mike 212-784-8166.

**DESIGNER**
Gottex swimwear looking for organized, detail oriented person to assist designer. Must be able to make 1st pattern from sketch. 2 years experience necessary. Call Marlene at 212-354-7414.

**ASSISTANT PATTERNSMEN**
Head Sportswear located in Baltimore Wash area, has an opening for assistant patternsmen. Applicant should have background in patternmaking from first pattern thru production pattern. Prior experience in sportswear manufacturing is preferred as will be involved in all product lines. This is an exciting opportunity for someone with good pay and benefits. Must be willing to relocate.

Call Personnel Debbie Kardes 212-730-8320 EOE.

**DESIGNER GIRLS SLEEPWEAR**
Nationally known firm seeks exp professional designer. Saucy open. Career opportunity.

**ASST DESIGNER**
Moderate to better updated misses dresses. Good experience necessary. Salary open. Ask for Mike 212-784-8166.

**DESIGNER**
Gottex swimwear looking for organized, detail oriented person to assist designer. Must be able to make 1st pattern from sketch. 2 years experience necessary. Call Marlene at 212-354-7414.

**DESIGNER GIRLS SLEEPWEAR**
Nationally known firm seeks exp professional designer. Saucy open. Career opportunity.

**ASST DESIGNER**
Moderate to better updated misses dresses. Good experience necessary. Salary open. Ask for Mike 212-784-8166.

**DESIGNER**
Gottex swimwear looking for organized, detail oriented person to assist designer. Must be able to make 1st pattern from sketch. 2 years experience necessary. Call Marlene at 212-354-7414.
BARNES & BOSWELL

ASST. DESIGNER

ASST DESIGNER

Knowledge of patterns and knit tops.
Salary open, benefit package.

BROOKLYN, N.Y.

ASST DESIGNER

Assistant Designer in a leading marker of private label retailwear for men.

Required:

Fashion sense
Pattern reading
Computer skills

Experience in retailwear

Send resume to:

C.J. Tufts

801 West 40 St.

New York, N.Y. 10018

DESIGNER

For Miss/Sportswear dept.
For major chains.

Creative, well-organized,
talented designers who are

Strong merchandising ability

Experience in retail.

Jeanne, Banner Industries, Inc., W. 32 St.

(212) 564-3400

DESIGNER

ASST DESIGNER

CHILDREN'S 7-14

DRESSES & SWEATERS

Must be capable of
making 1st pattern
and have 1st pattern

WELL-ESTABLISHED

CHILDREN'SWEAR MILL

CALL JAN

212-244-4500

ASST DESIGNER

For Miss/Sportswear dept.
For major chains.

Creative, well-organized,
talented designers who are

Strong merchandising ability

Experience in retail.

Jeanne, Banner Industries, Inc., W. 32 St.

(212) 564-3400

DESIGNER

For Miss/Sportswear dept.
For major chains.

Creative, well-organized,
talented designers who are

Strong merchandising ability

Experience in retail.

Jeanne, Banner Industries, Inc., W. 32 St.

(212) 564-3400

DRAPER

Draper of first quality. Must have

Draper of first quality. Must have

Experience with draping as design

Experience with draping as design

Attention to detail. Must have

Attention to detail. Must have

Cooperative personality. Must be

Cooperative personality. Must be

Dressmaker experience must be

Dressmaker experience must be

DESIGNER/ASSISTANT

DESIGNER/ASSISTANT

DESIGNER/ASSISTANT

DESIGNER/ASSISTANT

For Miss/Sportswear dept.
For major chains.

Creative, well-organized,
talented designers who are

Strong merchandising ability

Experience in retail.

Jeanne, Banner Industries, Inc., W. 32 St.

(212) 564-3400

DRAPER

Draper of first quality. Must have

Draper of first quality. Must have

Experience with draping as design

Experience with draping as design

Attention to detail. Must have

Attention to detail. Must have

Cooperative personality. Must be

Cooperative personality. Must be

Dressmaker experience must be

Dressmaker experience must be

DESIGNER/ASSISTANT

DESIGNER/ASSISTANT

DESIGNER/ASSISTANT

DESIGNER/ASSISTANT

For Miss/Sportswear dept.
For major chains.

Creative, well-organized,
talented designers who are

Strong merchandising ability

Experience in retail.

Jeanne, Banner Industries, Inc., W. 32 St.

(212) 564-3400

DRAPER

Draper of first quality. Must have

Draper of first quality. Must have

Experience with draping as design

Experience with draping as design

Attention to detail. Must have

Attention to detail. Must have

Cooperative personality. Must be

Cooperative personality. Must be

Dressmaker experience must be

Dressmaker experience must be

DESIGNER/ASSISTANT

DESIGNER/ASSISTANT

DESIGNER/ASSISTANT

DESIGNER/ASSISTANT

For Miss/Sportswear dept.
For major chains.

Creative, well-organized,
talented designers who are

Strong merchandising ability

Experience in retail.

Jeanne, Banner Industries, Inc., W. 32 St.

(212) 564-3400

DRAPER

Draper of first quality. Must have

Draper of first quality. Must have

Experience with draping as design

Experience with draping as design

Attention to detail. Must have

Attention to detail. Must have

Cooperative personality. Must be

Cooperative personality. Must be

Dressmaker experience must be

Dressmaker experience must be

DESIGNER/ASSISTANT

DESIGNER/ASSISTANT

DESIGNER/ASSISTANT

DESIGNER/ASSISTANT

For Miss/Sportswear dept.
For major chains.

Creative, well-organized,
talented designers who are

Strong merchandising ability

Experience in retail.
9. Expected Impact of Proposal on Existing Campus Programs

The proposed Fashion Design sequence will complement two existing offerings: the Fashion Merchandising sequence in Home Economics and the non-teaching major in Art. ISU currently has students enrolled in fashion merchandising and art who want to specialize in fashion design, but no such program currently exists at ISU. Fashion merchandising students use marketing and business as their supporting area; fashion design students concentrate on art. Career opportunities for fashion merchandising students are varied. Some positions require expertise in the fashion design area, while others emphasize marketing or management expertise. Through the identification of the fashion design sequence, the design courses will be offered on a more frequent basis than is currently the case due to the anticipated increase in enrollment. The more frequent offering of design courses should benefit both the fashion design and fashion merchandising students who wish to build strengths in fashion design. The identification of the Fashion Design Sequence is expected to attract students to ISU's campus in addition to allowing students currently enrolled to pursue the design specialty. Enrollment in both Home Economics and Art is expected to increase as a result of this sequence.

10. Expected Curricular Changes Including New Courses

All required courses currently exist in the ISU curriculum.

11. Anticipated Staffing Arrangements

Qualified staff are available to handle the courses needed for the Fashion Design Sequence. All courses are currently being offered on a regular basis.

12. Anticipated Funding Needs and Source of Funds

The Fashion Design Sequence can be offered without additional funding.

Departmental Approval - 4/13/84
College Curricular Committee Approval - 4/27/84
College Dean Approval - 4/27/84
University Curriculum Committee Approval - 9/28/84
Academic Affairs Approval - 10/15/84
Academic Senate Approval -