Fall 11-14-1984

Senate Meeting November 14, 1984

Academic Senate
Illinois State University

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AGENDA OF THE ACADEMIC SENATE

TIME: 7:00 P.M., WEDNESDAY, NOVEMBER 14, 1984

PLACE: CIRCUS ROOM, BONE STUDENT CENTER

Call to Order
Seating of New Senator
Roll Call
Approval of Minutes of October 24, 1984
Chairperson's Remarks
Vice Chairperson's Remarks
Student Body President's Remarks
Administrators' Remarks

ACTION ITEMS:
1. Rules Committee Nominations
2. Proposed Combination of Sequences in Recreation and Park Administration (10.10.84.3)
3. Academic Calendar Changes for 1985-1989 (1.27.84.1)

INFORMATION 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)

Committee Reports
Communications
Adjournment
ACADEMIC SENATE MINUTES
(not approved by the Academic Senate)

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Meetings of the Academic Senate are open to members of the University community. Persons attending the meetings may participate in discussion with the consent of the Senate. Persons desiring to bring items to the attention of the Senate may do so by contacting any member of the Senate.
ACADEMIC SENATE MINUTES
(not approved by the Academic Senate)

November 14, 1984

Call to Order
Chairperson Gowdy called the meeting of the Academic Senate to order at 7:04 p.m. in the Circus Room of the Bone Student Center.

Seating of New Senators
Ms. Gowdy introduced Dr. Marguerite P. Shane a faculty senator from the College of Business. She is a replacement for Seth Carmody, who resigned.

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

Approval of the Minutes of October 24, 1984
Mr. Gamsky had a correction on Page 10, Paragraph 8, second sentence should read: ISU "may have" more class-instruction. . . .

Mr. Belknap had a correction on Page 7, second paragraph, under Proposed Combination of Sequences, last sentence, last word should read: "revised" rather than "is dropped."

Motion to approve minutes as corrected by Lorber (Second, Christian). Motion passed on a voice vote.

Chairperson's Remarks
Chairperson Gowdy announced that if any of the committees have materials for the November 28th Senate Packet, they will need to be in the Senate Office early because of the Thanksgiving Holiday. The packets will be mailed on Wednesday, November 21. She announced a change in the Senate Calendar. The Executive Committee will meet January 9, 1985, before classes resume. The January meeting of the Senate has been changed to January 16, 1985. A revised calendar appears on the back of the Nov. 7 Executive Committee Minutes.

Vice Chairperson's Remarks

Vice Chairperson Christian moved (Second, Bowen) that the Senate certify a vacancy for the seat of Lesley Whipple, student senator, who has never attended a meeting.
Student Body President's Remarks

Mr. Charnogorsky reported that a task force on landlords in the Bloomington-Normal area would be using complaints filed by students and the tenant union. They will be using a ranking system to try to educate students on the landlords, using the number, nature, and responses to complaints.

The SBBD has received approximately 40 complaints, mostly about the lack of business courses and poor academic advisement for certain fields. He has been working with WZND to try to get them to play music in Bone Student Center. He is meeting with the Director of the BSC. WBNQ is currently being played. Mr. Charnogorsky will be serving on the Athletic Director Search Committee.

Administrator's Remarks

Dr. Harden had no remarks.

Dr. Gamsky had no remarks.

ACTION ITEMS

Rules Committee Recommendations

Faculty Appointments

Mr. Pontius withdrew the nomination of Barbara Goebel, Psychology, because she is already serving on another committee.

He added Charles McGuire, Finance and Law, to the nominations for Facilities Planning Committee to replace John Rich who will be going on Sabbatical.

Mr. Pontius moved that the appointments to the following committees be made, (Second, Piland).

David Loy, Finance and Law, appointed to Economic Well-Being Committee

Charles McGuire, Finance and Law, appointed to Facilities Planning Committee.

Student Appointments

Mr. Pontius withdrew Patrick O'Keefe from the list, as he had been chosen as SCERS alternate.

It was moved by Pontius (Second, Christian) to approve the following student appointments:

Brian Hagaman -- Facilities Planning Committee
Catherine Bourke -- Council for Teacher Education
David Peterson -- Bone Student Center/Braden Auditorium Programming Board
Rondall Brasher -- Bone Student Center/Braden Auditorium Programming Board
Proposed Combination of Sequences in Recreation and Park Administration (10.10.84.3)

XVI-49
It was moved by Balbach (Second, Whitcomb) to approve the Proposed Combination of Sequences in Recreation and Park Administration (10.10.84.3).

HPERD Department would like to go from two majors to just one major with two sequences. Academic Affairs Committee voted unanimously to support the proposal. Motion passed on a voice vote.

Academic Calendar Changes for 1985-1989 (1.27.84.1)

Ms. Gowdy thanked the Administrative Affairs Committee, Budget Committee, and Senator Parr for including information in the packets to be considered. At the Executive Committee meeting there was concern whether the proposed calendars represented gradual encroachment on teaching time and the purpose of the university in teaching and professing. Everything in the calendar leans on something else. For one change, another is required in another place.

Mr. McCracken was called upon to speak for Administrative Affairs Committee. The committee had decided only to present one calendar, the 1985-86, at this time.

XVI-50
Mr. McCracken moved that the calendar proposed by the Administrative Affairs Committee for 1985-86 be approved by the Academic Senate (Second, Spencer).

Discussion:
Mr. McCracken said that to increase the teaching days from 43 to 45, there were four places where this could be accomplished. One is at the beginning; one is in the middle; one is at the end. The fourth choice would be to tell the administration that the Senate does not want a winter break. To add the days to the beginning would cost the students $3,100 per day for air conditioning in the dormitories or more than $6,000 cost transferred to students, plus $40,000 per day cost for food. The money would come out of students' pockets. The committee did not propose starting the semester early. For changes in the middle, there are only two places: Labor Day and Fall Break; no one wants to eliminate Thanksgiving vacation. The committee discussed eliminating either or both, but did not feel either option was viable. Labor Day was the first choice, Fall Break, second. To add days at the end of the semester would interfere with the grade processing which needs to be finished before winter break. It would block processing time completely or split it between before and after break. Either action would have implications that would affect the students. One implication would be the dismissal process. There is a need to notify people as soon as possible for humanitarian concerns that they are being dismissed from the University. To delay or split the processing would require the addition of one to two weeks in January to allow notices to get to students and the students to apply for reinstatement. This could push Spring Semester even later, with ramifications for when the semester would end. Where would the extra days come from? The committee decided to go with the original proposal providing 43 Monday-Wednesday-Friday class days and 30 Tuesday-Thursday class days. This was the best option given the guidelines and the constraints. Any lost Monday night class could be accommodated by having a meeting on a Friday. The 750 minute requirement could be met by increasing instruction in those classes.
Mr. Eimermann wished to consider the calendar guidelines before getting into the issues in the Budget Committee Report.

**XVI-51**

Mr. Eimermann moved a substitute motion to move to discussion and possible action on the revision or clarification of calendar guidelines. (Second, McCracken)

Item 2 needed to be clarified as to whether 750 minutes should include the final exam period. Also, there was the question of Fall Break.

Motion carried on a voice vote.

Mr. Eimermann asked if there was a recommendation from the committee on the 750 minute guideline. Mr. McCracken said that the 750 minute guideline had been interpreted to mean that the final exam was included.

Mr. Eimermann said it was the intent of the Budget Committee to consider guidelines at this meeting.

**XVI-52**

Mr. Spence moved to insert in guideline 2, after "750 minutes": "not including the time for the final examination." (Second, Eimermann)

The Chair objected to a motion at this time to revise guidelines. Looking at guidelines and amending them are two different things.

**XVI-53**

The Chair's objection was challenged by Mr. Eimermann (Second, Zeidenstein).

Mr. Zeidenstein thought the administration had issued a de facto policy statement that Item 2 in the guidelines includes the final examination in the 750 minutes.

Mr. Parr thought that we could say the sense of the senate is to exclude the final examination period from the 750 minutes of instructions. But making a change in the document was taking action before proper information and action channels were pursued.

Mr. Bowen thought the Senate should just consider the 85-86 calendar before them tonight.

Mr. Schmaltz asked for a point of information. Was the 750 minute limit met? If the Senate accepts the vote to challenge the Chair, it needs to decide whether the final examination being a part of the 750 minutes is necessary.

Mr. Eimermann said, in regard to the information stage, the topic was discussed at the last meeting of the Senate. Members spoke on why they did not want the final exam included in the 750 minutes. There has been a meeting where this matter was discussed. The Senate in effect is doing the same thing now.

Mr. Pontius said there was no formal information stage.

Mr. Piland said action was to be on the Academic Calendar, not on the Guidelines.

Mr. Marchio asked why only the 1985-86 calendar was being considered when the agenda listed 1985-1989 calendars.
Ms. Gowdy said the committee chose to bring only the one year.

Mr. Pritner said that the motion at the last meeting 10/24/84 -- XVI-41) was to have the Administrative Affairs Committee reconsider the Academic Calendar, and Calendar Guidelines #1 and #3.

In effect, the members of the committee ignored the motion of the Senate to do this. He assumed that the whole thing would be up for discussion this evening. It is not just a question whether to send the calendar in one direction or another and spend thousands of dollars either way. The Senate needs to change or interpret some guidelines as an alternative that may be the least disruptive. Clearly, guidelines were discussed at the last Senate meeting.

Ms. Gowdy thought that, rather than meeting a requirement for 750 minutes, the proposed calendar was pulling back from that with a lesser requirement. To do otherwise requires more money.

Mr. Pritner said the Spence motion would have a greater requirement.

Mr. Spence said that the University Calendar for 1985-86, which was approved previously by the Senate, is in fact in compliance with the guidelines. What the Administrative Affairs Committee was proposing would shorten the academic semester. The calendars originally adopted show an August 22 beginning date and a December 21 concluding date; the recommendation is to shorten that. If the current calendar were used, the 750 minute requirement would be met. The issue is decreasing the amount of instruction time by decreasing the amount of time for the fall semester. The talk here is not about money being spent in one way or another. The issue is decreasing the amount of instruction time by shortening the academic calendar for the fall semester.

Ms. Gowdy reminded the Senate that when the calendars were first passed, the issue of a winter shutdown was not there. It is only in the past two years that the University has had a mid-year shutdown.

Mr. Spence emphasized that the issue was not spending more money. His interpretation of guideline #2 shows that the existing calendar is in conformance with it.

Ms. Gowdy said the money she referred to had been mentioned by Senator McCracken, and by Senator Eimermann in the Budget Committee report, as the extra funds that would be needed for starting school earlier, because of the winter shutdown.

Mr. Spence objected to assuming that the calendar had to be adjusted. If this body did nothing this evening, the existing calendar as it stands would not include the shutdown. We should not be in a position of assuming that the shutdown is assured. The Administrative Affairs Committee is bringing a proposal that will create the shutdown.

Mr. Belknap said the Administrative Affairs Committee had met and addressed items 1 and 3 of the guidelines, and had even addressed item 2. They had not shortened the calendar.
Mr. Parr thought the things that were being said did not pertain to the present question.

Mr. Zeidenstein called the question. Passed on a voice vote.

Vote on whether the Chair's over-ruling of Senator Spence's motion was in order:
In favor, 17; Not in favor, 16. Senator Spence's motion was ruled out of order.

SENSE OF THE SENATE RESOLUTION

Mr. Eimermann moved (Second, Spence) that the sense of the Senate is that, for the purposes of the Academic Calendar, Guideline #2 is to mean that 750 minutes does not include the final examination period. Motion carried.

Mr. McCracken thought there was an inconsistency in saying that the final examination is not instructional. He did not see the difference between an examination during the semester and the final examination.

Mr. Belknap asked what the difference between the two motions was.

Chairperson Gowdy said the motion just rejected would have changed Senate established policy; the motion before the Senate now sets down for the public record the opinion of the Senate.

Mr. Belknap asked Mr. Eimermann what the difference was. Mr. Eimermann said the original motion would change the actual wording of the policy on the Calendar Guidelines. The next time it was printed, the new words would be inserted. The effect of the second motion would not change the wording, but it would go down in Senate records as legislative history as to what the intent of the Senate is as to how that line should be read.

Mr. Zeidenstein answered Mr. McCracken's concern that the final examination was not being considered part of instruction. The object was not to put labels on instruction or absence of instruction, but to get more teacher/student contact hours. The reason for the proposal is to allow a greater number of teacher/student contact hours in the first semester, to more nearly approach the larger number of hours in second semester.

Mr. Eimermann said the intent of the motion was to insure that there will be at least 45 Monday-Wednesday-Friday classes before the final examination. The reason for that is the concern that in this time in which national emphasis is on increasing the quality of education, we are concerned about quality of education. If we lose one or two days of instruction, there is that much less time within which the material of the course can be transmitted to the students. Inevitably, there usually are times during the semester when class ends up not being held, because of illness or professional meetings. But, we are whittling away at the number of class hours. At some place we have to draw the line for the appropriate number of hours for classroom material. Ultimately, the students are the losers.
Mr. Spence supported Mr. Eimermann's views, and added that the vote is on interpretation of the guidelines approved in 1980. He has gone back through all the calendars for the last twelve years. With the exception of the present semester, which was shortened two days in an emergency measure by the Senate last Spring, it was never the case that the fall semester consisted of as few as 44 classroom days. The only time there were less than 45 classroom instruction days was in 1977 when we were short one-half day because Thanksgiving vacation began at noon. In all other times, we had at least 45 days.

In the first five years, we had 45 days. He wondered why, if the interpretation of the guideline was to include the final exam in the 750 minutes, this was never presented before. All the other calendars did not include it.

Mr. Schmaltz said the Administrative Affairs Committee pulled a pretty good one by interpreting the final exam period to be part of instruction. This has never been the case before. We are cutting instruction time by two days.

Mr. Jahrke asked where the 750 minutes comes from.

Mr. Spence said Senator Gamsky had corrected the quotation in the minutes that we 'may have' more hours than other schools. There is no dispute as to where the 750 minutes came from, by multiplying 15 weeks of classes times 50 minutes per class. If one credit hour represents one 50-minute class meeting, it is clear that the 750 minutes never included the time for final examination period.

(XVI-55) Sense of the Senate resolution passed on a voice vote.

Mr. Eimermann brought up a second issue pertaining to the guidelines. Item 3 calls for breaks during the Fall Semester to be scheduled for Labor Day, a Fall Recess in October, and Thanksgiving. The need is to decide if a calendar is going to have a Fall Break, and others. Is this guideline to be kept or not.

Ms. Gowdy suggested since discussion was only on the one calendar, the Administrative Affairs committee could always come back later with the guidelines.

Mr. Parr said that guidelines are guidelines. The Senate should concentrate now on what the calendar should be for the next year and amend guidelines at a later date.

(XVI-56) Mr. Parr moved to substitute the 1985-86 Calendar in the Budget Committee's Report (Second, Christian). It was found that no calendar was present in the Budget Committee Report.

Mr. Eimermann asked if the Administrative Affairs Committee had tried to alter Guideline 3. What about moving Fall Break to the Wednesday before Thanksgiving?

Ms. Getsi said, as a member of the Administrative Affairs Committee, that she would appreciate some direction from a sense of the senate motion, or compromise resolution, to know what the feelings of the Senate are about whether to eliminate the Fall Break altogether—or to shift the break around to another place—so that planning can take place.
Mr. Pritner moved the Sense of the Senate (Second, Spence)

That when the calendar Guidelines are in conflict, Guideline 2's requirement of 750 minutes shall take precedence over the expectation of a Labor Day holiday or a Fall Break.

Mr. Eimermann said that as long as there were enough days in August, it should be possible to satisfy the 750 minutes requirement.

Mr. Zeidenstein said there is a time to write out fundamental principles, such as guidelines and constitutions. There is a time to take shortcuts. He would support Mr. Pritner's proposal.

Mr. Zeidenstein called the question. All in favor of voting, passed on a voice vote.

(XVI-57) Pritner re-read his proposal. Motion passed on a voice vote.

(XVI-57) Mr. McCracken moved (Second, Spencer) that there not be a winter shutdown.

Mr. Spence thought information is needed regarding the feasibility of the shutdown. He wondered about the feasibility of moving second semester forward one week.

Mr. McCracken said a major concern was with the dismissal/reinstatement process taking place. It would require one to two additional weeks beyond grade-processing time.

Mr. Eimermann discussed the report of the Budget Committee:

Start with the assumption that the semester will have 45 Monday-Wednesday-Friday class days and 30 Tuesday-Thursday class days; then calculating the start/stop dates is easy. It is most sensible to begin with the stop day, then count forward in the calendar, noting costs: air conditioning the dorms is $3,100 per day in August. Students' summer jobs also are affected. Counting backward in December will provide a winter shutdown except for computer services, which is open with a skeleton crew just for processing. The costs mostly are in heating (Hovey Hall costs $1,000 per day). Use of staff for example, financial aids, takes only a few days.

But salary costs would be significant where staff is called to work on a holiday; then the wage is 2½ to three times the base wage. The Board of Regents and Civil Service regulations call for base salary plus 1½. Thus callin in workers for Labor Day gets very expensive.

The Budget Committee's basic idea is to push into January one week, starting Spring Semester one week later and ending the third week in May. The highest month for heating cost is January, and May has no heating or cooling cost. In regard to student grades, the student would find out after Christmas. The real problem is reinstatement: notification, appeal, hearing. This takes time. But the plan need not be discarded just because of this problem. Perhaps there could be no January reinstatement period.
Mr. Eimermann presented a scenario: Grades are due at noon. The afternoon is spent tracking down missing grades. The grades are run overnight and the next morning the grade labels are printed. Then 35 persons work a 7.5 hour day placing labels on grade cards. Next the computer produces the envelopes and two persons require two hours to sort and deliver them to the mail room. If grades are due at noon on the 17th, grades can be out the 21st, before Christmas. Financial Aids needs two days to get letters out. With grades due the 17th, letters could go out the 20th or 23rd.

Mr. McCracken and Mr. Eimermann clarified the specific calendar.

Mr. Eimermann recalled that the Budget Committee's task was to look at cost implications. Mr. McCracken repeated that grades would be mailed after Christmas. Mr. Eimermann asked for clarity as to priorities—to preserve August or to preserve Christmas vacation and a winter shutdown. A broad strategy is needed.

Mr. Zeidenstein moved the following as a friendly substitute: (McCracken did not accept.)

That the 1985-86 Calendar changes proposal by these committees be recommitted to the Administrative Affairs Committee with instructions that their submittal of a 1985-86 Calendar or beyond conforming to the calendar principles and the fourth alternative of the Budget Committee of the Academic Senate.

Mr. Spence said it seems that the question is whether or not to have a winter shutdown. Is it feasible to delay the start of the second semester? How many students would be affected by the delay in regard to the reinstatement process? Mr. Chinn replied about 700 students.

Recess called by Chairperson Gowdy. The Senate reconvened at 9:10 p.m.

Mr. McCracken wanted to know if any calendar omitting the winter shutdown would be considered.

Mr. Eimermann said from a budgetary standpoint the winter shutdown makes good sense. It saves on costs. There would be negative morale aspects if it was discontinued. People have grown used to it and would probably like to continue with it. It was his opinion that a calendar can be worked out which would not require the vacating of the shutdown period, assuming that the computer works. If the computer did not work, then we would have to bring in personnel on the Saturday or Monday before Christmas in order to do the work. This would enable Dr. Quane to get reinstatement notices out in the mail before Christmas. The Financial Aid people could get their things out, too. Whether there is a Fall Break or not would determine how far back into August the start would come. The proposal would put the start around the 23rd, as opposed to the 16th of August.

The second alternative the senate should consider is that the only thing holding up the calendar is the reinstatement process, involving roughly 200 people coming back to school. Perhaps the university should consider making the reinstatement process a yearly thing. There is also the possibility of moving school back three weeks to the fourth week of January.

Mr. Mohr suggested getting back to the original item on the agenda. The question
of winter shutdown is an administrative decision and consideration. The Senate is not in a position on an ad hoc basis to decide on a winter shutdown. Senate objected to the original calendar because it encroached on the guidelines from an academic point of view. The calendar was sent back for reconsideration regarding the 750 minute policy and a Fall Break. He would like an amended proposal preserving the 750 minute of class time, within the time frame needed to make the winter shutdown work. Perhaps one Monday night class could be scheduled for a Friday, to accommodate the 750 minute guideline.

Mr. McCracken said he could not speak for the committee regarding a new calendar based on new parameters that they had not had time to consider.

Mr. Spence proposed substitute wording that the Senate express its opinion that the University not implement shutdown at the expense of 750 minutes for classroom instruction.

Ms. Gowdy suggested that the Senate propose "Sense of the Senate Resolution" to send the calendar back to the committee and indicate what guidelines should be used.

SENSE OF THE SENATE RESOLUTION

Mr. Zeidenstein moved sense of the senate resolution (Second, Balbach) that the 1985-86 University Calendar be recommitted to the Administrative Affairs Committee with instructions to follow the following criteria, in order of priority:

Priority 1. A minimum of 750 minutes, not including final exam period.
Priority 2. (co-equal with 1) Maintenance of winter shutdown.
Priority 3. (subordinate to priorities 1 and 2) When in conflict with the first two priorities, they shall take precedence over expectations of a Labor Day holiday and Fall Break. (Priority 3 incorporates the meaning of Mr. Pritner's Sense of the Senate Resolution #XVI-57 adopted earlier.)

Priority 4. Amendment by Eimermann (Second, Mohr)
Fall Break should have less priority than moving earlier into August.

Mr. McCracken withdrew his motion regarding winter shutdown.

Senator Belknap could not support the resolution. Essentially what the committee was being asked to do was what it already had done. According to the minutes of the Administrative Affairs Committee, the items they dealt with were the ones that were brought up again tonight.

Mr. Zeidenstein replied the resolution concerns what the Chair of the Committee had said about not having a clear set of guidelines, and the need for such guidelines to set up a calendar.

Mr. Eimermann supported the general procedure of Mr. Zeidenstein's motion, but to him the real trade-off seemed to be how early in August to start and how close to Christmas to stop. Pushing the final exams close to Christmas and still allowing time for the reinstatement and financial aid information to be mailed out, grades would be due December 18.
Mr. Spence disagreed with Mr. Belknap that the committee would be doing their work over. According to the calendar presented, they had chosen to preserve the winter shutdown and the Fall Break and Labor Day holiday over and above the 750 minutes for classroom instruction. They have prioritized things in a very different way than Senator Zeidenstein's resolution would have the Senate express its preference. There is a very different set of priorities than was obviously used by the committee in setting up this calendar.

Mr. Gamsky addressed the recurring question of having classes on Labor Day. From an administrative and economic standpoint this is not feasible. The cost to work over Labor Day would be prohibitive. Personnel would need to be paid 2½ to 3 times their regular salaries, some $90,000 in the Residence Halls alone for personnel. The requirement affects civil service workers, administrative workers, police, cooks, heating plant, maintenance people, etc.

Mr. Nelsen said that there is a policy set forth that has clear cut parameters. What the Senate is saying is that it can violate policy, and eliminate one of the breaks that we specified. This would be out of order without formal modification of these policies.

Mr. Schmaltz passed.

(XVI-63) Mr. Eimermann's motion concerning a 4th priority (Second, Mohr). Fall Break should have less priority than moving earlier into August.

XVI-64 Mr. Spence called for the question. Motion carried on a voice vote.

XVI-65 Mr. Stokes called the question Mr. Zeidenstein's motion. Motion carried.

(XVI-62) Sense of the Senate Resolution by Zeidenstein. Carried on a voice vote.

Mr. McCracken withdrew his original motion for approval of a revised calendar.

Mr. Spence suggested we bring up the guidelines later.

INFORMATION ITEMS

1. Music Therapy Sequence (10.17.84.5)

Dr. Rosene and Dr. Ferrell were present from the Music Department for questioning.

Ms. Balbach said the Academic Affairs Committee and the University Curriculum Committee had both reviewed this proposal. They had no reservations about the program. She said this was already a strong program on campus and many other universities in the country offer this type of program. This is a streamlining of the programming, shortening it by six months. Students will be qualified for accreditation by the National Association of Music Therapy.
Mr. Mohr mentioned an editorial problem in the last sentence of the first paragraph. This will be corrected.

He understood that the program would involve no new courses. But a number of courses not currently being taught would be included in the program. Mr. Rosene answered that there is no need to add new courses.

Mr. Schmaltz asked about page 11, second paragraph from the bottom of the page. He questioned the quote: "16% were not employed." Mr. Rosene said these figures were from a report, and had not been changed. Editorial change would take care of this.

Mr. McCracken suggested an editorial change on page 6, that "his junior and senior year" be changed to use non-sexist language.

By stating the hours required, a lot more hours take up their major grade point average.

Mr. Zeidenstein noted that on Page 3, the last course named is 398 Internship. Page 5 lists an internship for one hour. Is that to be one hour or two? Answer: 2 credit hours.

Mr. Zeidenstein questioned the number of hours of work put in for the internship credit hours: 40 hours per week for 6 months = 1,040 hours. Number of hours made it possible for students to not have to pay a great amount of money for tuition. All of the internships were done off campus.

Mr. Rosene said the hours of work followed the strict guidelines for accreditation by NAMT.

Mr. Pontius noted that some students in his department received compensation for services rendered in professional practices. It seemed like slave labor to have someone work for 6 months for two hours credit.

Mr. Gamsky wondered to what extent the Psychology Department was involved in reactions to the proposed sequence. He asked if this type of sequence is common to these kinds of programs in Music Therapy. The proposal seems rather heavy on music and light on psychology. Only three psychology courses are required. Mr. Rosene replied that the program had been in existence since 1974. Students had been required to finish a degree in Music and then take additional training to be certified in Music Therapy. At the time the program was begun, the Psychology Department was consulted and agreed with the curriculum. Nothing has really changed; the program basically is the same. Furthermore, the accrediting agency has very strict guidelines. Mr. Gamsky thought it important to get reaction from the Psychology Department. This is a form of therapy and it would be good to have Psychology's opinion.

Mr. Eimermann asked about the number of hours required. In the new baccalaureate degree statement an exemption had been given to Music. Is that to be for all programs at all times? Dr. Chinn affirmed that the report that was adopted last year on the Baccalaureate Degree specifically exempted the Bachelors of Music Degree. Credits number 55. All other programs with the exception of a few in the College of Fine Arts are still limited to the mandate of not more than 76 hours. This comes within that mandate.
John Ferrell gave some figures that were derived by investigating music therapy programs at three other universities:

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>HOURS REQUIRED IN SCIENCES</th>
<th>HOURS FOR PROGRAM</th>
<th>GENERAL EDUCATION</th>
<th>MUSIC</th>
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Mr. McCracken asked about mandating more than 76 hours.

Mr. Chinn replied that no more than 76 hours can be mandated. The proposal is within baccalaureate degree guidelines for mandated hours and university studies.

Mr. McCracken was confused by the 122 hour figure at the top of the proposal.

Mr. Bellknap asked how many clock hours were required under Course 398 Internship. Answer: 1,040 hours for two credit hours. Is there a university guideline that requires so many hours of work per credit hour of professional practice? The policy says that 40 hours of work translates to one credit hour. A person earning sixteen hours credit x 40 hours = 840.

Mr. Schmaltz was concerned about the number of required hours for psychology. He felt that they were watering down the emphasis on this. Mr. Rosene said they had used the NAMT guidelines (9 hours of psychology) and tried to fit ISU's program to them. Some students take electives over and above this nine hour requirement.

2. Fashion Design Sequence in Home Economics (10.17.94.1)

Dr. Ann Stemm and Dr. Connie Ley of the Department of Home Economics were present for questioning. The curriculum portion of this proposal had been screened by Academic Affairs. Part of the proposal had been re-written. This sequence is parallel to an existing sequence that emphasizes the business aspect of fashion design. This sequence would emphasize the artistic aspects and would serve those students who were more interested in being actual designers. The committee was concerned about job possibilities for graduates in comparison to graduates of more exclusive schools. The answers were that new avenues for design are opening. There are job opportunities in designing for different categories of clothing; there are job opportunities for department stores that have their own in-house designers. This program looked very organized and the Academic Affairs Committee had passed it unanimously.
Mr. Zeidenstein mentioned that he had lived in New York several years ago. He questioned the job market quotations given in the proposal. He really wondered about the market opportunities and to what extent some majors would be building up false hopes of opportunity where there really was none. Ms. Balbach said the committee had considered this issue. Dr. Stemm observed that each firm of the types mentioned would need at least one person. They were looking at the number of designers needed. Some graduates will make the grade, others will not. It will depend upon their talent. They are seeking to provide training to develop talent. A majority of graduates probably would be employed in the Midwest.

Mr. Nelsen noted the ACS140 computer course required and asked whether other computer courses were being considered for the future. Dr. Stemm noted that this was a possibility. It would be left open.

Mr. Zeidenstein asked about the Apparel Center in Chicago. Ms. Stemm said it is a wholesale showroom of 15 floors. A wholesale clothing market in Chicago.

3. Special Educational Development Proposal (10.23.84.1)

Dr. Ray Eiben and Dr. Paula Smith were present to answer questions.

Ms. Balbach explained that both the University Curriculum Committee and the Academic Affairs Committee were divided in their opinion of this program. The UCC voted: 6 yes, 4 no. The AAC voted 5 yes; 1 no. The main concern was over pedagogy courses vs. history, English, literature, and other content courses. The proposal is to replace two sequences with one for the mildly handicapped. Terminology and classification would be changed. This is the result of five years of curriculum review and is an effort to eliminate the overlap which existed between these two sequences. It also allows for streamlining of certification.

Mr. Charnogorsky asked what the reasons for the dissenting votes were? Ms. Balbach said the program was heavily weighted on pedagogy courses rather than subject matter courses.

Mr. Schmaltz asked if it was typical for the university to develop the sequence and then go for certification. Should certification and sequence approval go hand in hand? Ms. Smith replied that if this were not approved they would not go ahead.

Mr. Belknap asked about the field based program prior to student teaching. Junior Participation is a one-to-one teaching experience.

Ms. Balbach explained that these people would be used in getting the mildly handicapped back into the main stream.

Ms. Getsi said that in reading about the courses being dropped, she was concerned about the background of the students in University Studies courses. If these people were going to be used in mainstreaming these children, they needed a broader background. Ms. Smith replied that these teachers would be consultants to regular teachers.
4. Psychology Proposal for Subdivision of a Degree Major (11.6.84.1)

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

Ms. Balbach said the proposal was passed last year by the Graduate Curriculum Committee and the Academic Affairs Committee has approved it.

Mr. Zeidenstein asked about the bottom of page 7. Since this was a Master's degree program, is it possible to be sure there would be no need for additional funding? Is it possible to be assured that more teachers will not be needed in the future? Dr. Alferink said the program generally is for students already doing what the proposal requires. It would formalize requirements.

Mr. Charnogorsky asked how many students would be served? Answer: 10 to 12 students. He then asked if this program would compete with the University of Illinois and University of Chicago programs? Answer: Yes.

Dr. Belknap asked if the proposal was a stepping stone to the doctoral degree. On page 4, under A, it states that Developmental psychology is unique within the field of psychology in having more than one division and more than one publication. Under B, it states 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. Does this suggest that someone with a Master's can compete just as well as someone with a doctorate. Practitioners are competing at their levels. Different degrees have different positions.

Mr. Bowen asked if the program was expected to grow significantly? Dr. Alferink expected some expansion, particularly among students targeted for doctoral level programs.

5. Proposed New Start Policy (11.2.84.3)

Ms. Balbach introduced the policy and relinquished the floor to Senator Lorber, former chairperson of the Academic Standards Committee that had been involved in developing this new start proposal.

Mr. Spence questioned where the policy specifies that readmission is limited to student who have been out of school three years, are 25 years of age or older, and do not have work at another university. He cited an example of a student dismissed from ISU who earns a 2.0 GPA at a community college and transfers back to ISU.

Dr. Chinn spoke about the proposal, noting that it had been changed since Mr. Lorber chaired the Academic Standards Committee. At present, ISU admits failed students from other universities under three categories: 1. adult learner, over 25; 2. veterans, and 3. Community college transfers who were never at ISU. Meanwhile, Dr. Quane deals with readmitting students who came to ISU and had an unsuccessful experience. Present policy does not deal with them comparably. Currently a student can go to NIU and flunk out and then enter ISU with no transfer of grades. But an ISU student can not do this.
The new start proposal is seeking parallel treatment of ISU students.

Mr. Gamsky questioned the front page of Mr. Lorber's letter, second to last paragraph, a statement about having New Start entered on the transcript.

Mr. Lorber replied explaining that a 2.0 GPA is required to graduate from ISU.

Dr. Chinn said the New Start Policy document requires that failed courses in the major be balanced with courses passed to make at least a 2.0.

Ms. Balbach had questions concerning the veterans portion of the proposal. She noted that the definitions of tour of duty and type of discharge in the proposal are inconsistent with present practices in the military. She pressed for wording that will reflect policy accurately.

Mr. Spence pressed in general for rewriting of the proposal to incorporate other policy statements that are not included. It is essential to know all terms of the policy involved.

Dr. Chinn reiterated the intent of the proposal is to give treatment on readmission to native ISU students comparable to that for non-native students.

Mr. Spence questioned differences in treatment in Option 1 compared to Options 2 & 3.

Dr. Art Adams spoke concerning how community college students do at ISU compared to original students: very favorably.

Mr. Schmaltz noted concerning veterans that currently a transfer student can not get into ISU unless he has an honorable discharge. He noted there are other types of discharges such as medical and general discharges.

Dr. Adams drew a parable illustrating how present policy discriminates against native veterans. The proposed policy tries to eliminate discrimination.

Mr. Piland noted an NIU study showing that native returning students do better at their own institution.

Dr. Chinn sought input on definition of honorable discharge. He felt that a discharge that means success achieved outside ISU may predict success at ISU.

COMMITTEE REPORTS

Academic Affairs Committee. Ms. Balbach reported that the Academic Affairs Committee will have a special public meeting Friday, November 16 at 3:00 p.m. in the Redbird Room of the Bone Student Center to discuss the Academic Plan.

Administrative Affairs. No report.

Budget Committee. Mr. Eimermann reported a meeting will be held after Senate.
Faculty Affairs Committee. Mr. Schmaltz introduced the ASPT Editorial Change that was in the packet. The Faculty Affairs Committee met with the URC on October 29, and studied a subcommittee report on wet promotions and market equity but did not resolve the issues. They had tabled the motion on wet promotions. The URC was asked to come back with a proposal for market equity. He asked members of the FAC to meet shortly after Senate.

Mr. Spence questioned the numbering sequence in the ASPT Editorial Changes document.

Rules Committee. Mr. Pontius said his committee met October 31 and considered Item 4.5.82.4, "Leaves of Absence and Committee Membership." In meeting with Anita Webb-Lupo, they reached agreement that Senate Bylaws should remain the same. The Executive Committee will declare vacancy based on the circumstances. Accordingly, the terms and conditions of the sabbatical or leave would dictate whether a person should resign his committee assignments. The Rules Committee is asking that this item be deleted from the Senate Business Calendar. The Committee report was accepted.

Student Affairs Committee. No report.

XVI-66 Mr. Schmaltz moved to adjourn (Second, Charnogorsky). Motion passed on a voice vote. Academic Senate adjourned at 11:15 p.m.

FOR THE ACADEMIC SENATE

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ACADEMIC SENATE MINUTES
(not approved by the Academic Senate)

October 24, 1984

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ACTION ITEMS:
1. Nominations and Ratifications: Ratified Jeff Ferry as SBBD candidate for Honorary Degree Recipient Selection Committee.
2. Deletion of the Community and Public Health Sequence in Health Education (9.19.84.4)
3. Deletion of the Sanitarian Sequence and the Industrial Hygiene Sequence of the Major in Environmental Health (9.19.84.3)
4. Change of Name from Major in Office Administration for the Department of Business Administration and Administrative Services to Major in Administrative Systems and Office Technology (9.24.84.1)
5. Addition of a Minor in Cinema Studies to the Curriculum of the Department of Theatre (9.25.84.1)
6. ASPT Document Proposed Editorial Changes Only (5.29.84.2)

INFORMATION ITEMS:
1. Proposed Combination of Sequences in Recreation and Park Administration (10.10.84.3)
2. Proposed New Start Policy (11.11.84.3)
3. Academic Calendar Changes for 1984-1989 (10.15.84.2)

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)

October 24, 1984

Call to Order

Chairperson Gowdy called the meeting of the Academic Senate to order at 7:01 p.m. in the Circus Room of the Bone Student Center.

Seating of New Senators

Graduate Student Senators: Dan Jahrke, Psychology, and Odessa Clark, Educational Administration & Foundations, were introduced. They had been elected in a student caucus this evening. One graduate seat was open and the other was elected to replace Scott Parke who resigned.

Roll Call

Secretary Sessions called the roll and declared a quorum present.

Approval of the Minutes of October 10, 1984

Mr. Gamsky had some corrections to his remarks of the previous meeting:

Page, 6, paragraph 6, line 4, insert the following sentence after "summed up the situation". The list of students charged with violations of University Regulations was developed from evidence submitted by the ISU Police Department.

Page 6, paragraph 7, line 2, the following should be inserted after "Gamsky replied that . . . .". The University has appropriate due process procedures which protect students from the unfair imposition of sanctions during the disciplinary process. With regard to the question of charging some but not all the students engaged in riotous acts, Gamsky replied that it was appropriate. For example, if nine people robbed a bank and three were identified, those three could be prosecuted.

Mr. Zeidenstein had corrections on Page 11, first paragraph, which should read: "Mr. Zeidenstein said he would be totally against such an addition. He opposed Senator Gordon's proposed amendment stating that students have a right to peacefully "stand up" for their rights. First, when reports indicate that the demonstration was instigated or encouraged by anonymous letters or ads in the Vidette, that at least raises questions about the propriety of asserting peaceful intent. Second, in the context of the event, uncontrolled destructiveness, reaffirming the right of peaceful opposition is an irrelevant statement of the obvious. The effect would be to shift attention and impact of the resolution away from the issue--destructiveness. Third, for these reasons, though I defend Senator Gordon's right to offer his amendment, I firmly oppose it."

On Page 11, after paragraph 9, add: "Mr. Zeidenstein offered the following amendment accepted by the mover of the resolution: Change ".....the wantonness of the few....." to ".....a wanton few". 
Ms. Getsi moved to approve the Minutes of October 10, 1984, as corrected, (Second, Christian). Motion passed on a voice vote.

Chairperson's Remarks

Ms. Gowdy called the attention of the Senate to the Academic Senate Business Calendar. It showed the workload for the committees. There will be no five-minute recess. Senators desiring to smoke may leave briefly at their own discretion.

Agenda Item 2 of Information Items has been withdrawn by the Academic Affairs Committee. There will be a proposal later to add two items for information. They had arrived too late to be added to the Agenda. They are Fashion Design Sequence and Music Therapy.

Vice Chairperson's Remarks

Mr. Christian announced that Scott Parke had submitted his resignation due to other commitments and responsibilities.

Student Body President's Remarks

Mr. Charnogorsky announced that the Student Body Board of Directors will meet November 4.

A second voter registration drive is planned for after the November 6th election.

There will be no change in the student health fee. The Student Center Budget committee says there will be no increase in fees.

The SBBD is currently interviewing candidates for city council.

Administrator's Remarks

Mr. Watkins introduced a guest, Dr. William R. Monat, Chancellor of the Board of Regents. He has known and worked with Dr. Monat for eight years. Dr. Monat has worked in government at the federal and state levels. He has a rich background in education, as teacher, dean, provost, and president. His special point of view is the campus. He has a good perspective on campus problems.

Dr. Monat said he had been on the NIU Council for eight years, and this meeting was like returning to his "roots". He wanted to share some observations with the Senate. He thought the chancellor system made sense for the regency universities. In the next five to ten years the world of higher education in Illinois would see increased competitiveness for budget, students, faculty, territory, academic programs, etc.

IBHE will probably listen to regency universities now that they have a more coordinated central voice.

Monat discussed Tuesday's meeting with the Board of Higher Education staff and said he was guardedly optimistic about ISU's budget requests, although
he said the chances of all requests being granted were not very great. "I have a feeling this may be an education year in the General Assembly," Monat said. "It may be an exciting year for education generally in Illinois, with opportunities for higher education to achieve our objectives of the last several years. Illinois State has a legitimate agenda and one that stands on its own merits."

We will be seeing competition also with private universities, for example, in the Illinois Scholarship Fund.

Certain priority rules have been established by the IBHE. These include:

1. Quality of education is of great importance to Director Wagner of the IBHE. Recent ISU proposals very strongly address this criterion.

2. Economic Development. Funding of all proposals not likely. The ISU proposals are not a wish list, but address important issues such as the proposal for Ph.D. in School Psychology and improvement of the Honors Program. It is not long to July 15, 1985. The IBHE staff will review recommendations and make program recommendations in January, but they may not be what the governor approves in July. The General Assembly considers the agenda in June and July. This may be an "education" year. Time will tell, but, if we are not in there with a legitimate agenda, no one else will speak for us.

Questions:

Mr. Gordon asked about South African companies invested in by the ISU Foundation. Dr. Monat said that a resolution had been passed at last week's Board of Regents meeting. When the vote is called in the December meeting it will probably pass unanimously. It directs the BOR universities not to accept investments in South African corporations.

Dr. Mohr asked questions about the Chancellorship for Regency Universities. Would this weaken the independence of individual universities? Dr. Monat said that the only way a system can function effectively is by having strong institutions with distinct missions evolved over time. Sangamon State University is our newest school. He had been part of a university system of eighteen colleges in New York. Even in that large system, the individual colleges each reflected a unique mission. He thought that the Chancellor system would enhance the three universities in the regency system.

Dr. Watkins said one of the reasons he was supporting Dr. Monat moving into position as Chancellor is that they were both aware of the need for a resident Board of Regents system presence in Springfield, at the level of legislature and BHE board. Dr. Monat is one of the best facilitators that there is. He is uniquely qualified. We do have in Springfield an increasingly stronger voice.

Chairperson Gowdy thanked Dr. Monat.
Mr. Harden distributed two papers concerning the condition of accounts at ISU for FY84. (1) "Statement of Condition of General Revenue Appropriation--September 1984"--Annual Appropriation $49,546,700 less expenditures to date $49,546,235.05; leaving an unencumbered Budget Balance of $464.95. (2) "Statement of Condition of Income Fund -- Educational Operations". Total earned income was $15,901,500. Expenditures $15,728,003.63, leaving an unencumbered Budget Balance of $173,496.37. In addition, ISU must pay $30,536.09 into the fund for unemployment compensation. The University failed to earn $46,404.81; subtract that from the Budget Balance and you get the balance of $127,091.56. This is dangerously low. This year ISU over-spent its budget.

Mr. Gamsky commented that Helen Mogill has received the Educational Achievement Award from Lincoln Academy. This is not based solely on academic achievement. Recipient has to overcome some handicap or hardship. Helen is a non-traditional student who has raised a family. Now that her children have reached college age, she has returned to school. She commutes daily from Streator. She is an Applied Computer Science major with a Math minor. She has shown scholarship, leadership, and community service. She is an excellent representative of ISU. The award will be made in Springfield.

Mr. Eimermann asked Mr. Watkins two questions: (1) Financing of costs incurred in defense of the recent suit against the University--to what extent are these costs borne by the University? Dr. Watkins replied that costs will be borne by the University for the suit against the University which was adjudicated in favor of the University. The costs included the attorneys, a statistical expert, lodging and meals for witnesses, and other costs. Some reimbursement may come from liability insurance. Costs should exceed $100,000. Mr. Harden remarked that costs had already exceeded $100,000. Mr. Watkins said the expenditure of time in collecting data, time chairs and administrators spent away from campus, the toll on the health of some persons, will never be calculated. It was a major law suit and a good thing to win. But it could be appealed. (2) Mr. Eimermann asked if the court expense was a contractual expense. Mr. Watkins answered that the expense was a contractual line item.

Mr. Eimermann asked if, in light of the suit, the University feels a change is due in policy toward temporary faculty. Mr. Watkins said there certainly are reasons to review it.

Action Items

Ratification of Nomination by SBBD for Candidate to Honorary Degree Recipient Committee

Motion by Christian (Second, Pontius) to ratify the nomination of Jeff Perry by the Student Body Board of Directors to the Honorary Degree Recipient Selection Committee. Motion carried on a voice vote.
Election of Student Representative to JUAC

Announcement made by Mr. Christian of student caucus nomination of Dan Jahrke. Motion to close nominations by Eimermann (Second, Getsi). Motion carried on a voice vote.

Motion to elect Dan Jahrke as student representative to JUAC by Ken Christian (Second, Spencer). Motion carried on a voice vote.

Academic Affairs Committee presented four proposals for action. All were recommended by the committee.

Approval of the Deletion of the Community and Public Health Sequence

Motion by Balbach (Second, Nelsen) to approve the deletion of the Community and Public Health Sequence in Health Education (9.19.84.4). Motion carried on a voice vote.

Approval of the Deletion of the Sanitarian Sequence and the Industrial Hygiene Sequence of the Major in Environmental Health

Motion by Balbach (Second, Christian) to approve the deletion of the Sanitarian Sequence and the Industrial Hygiene Sequence of the Major in Environmental Health (9.19.84.3). Motion carried on a voice vote.

Approval of Change of Name in Major in Office Administration to Major in Administrative Systems and Office Technology

Motion by Balbach (Second, Whitcomb) to approve the change of name in Major in Office Administration to Major in Administrative Systems and Office Technology for the Department of Business Administration and Administrative Services (9.24.84.1). Motion carried on a voice vote.

Approval of the Addition of a Minor in Cinema Studies to the Curriculum of the Department of Theatre

Motion by Balbach (Second, Zeidenstein) to approve the addition of a minor in Cinema Studies to the Curriculum of the Department of Theatre (9.25.84.1). Motion carried on a voice vote.

Approval of ASPT Editorial Changes

Chairperson Gowdy asked for a motion to consider this item for action. Filing and promulgation procedures have been met. Without a full information session, a 2/3 approval is needed to move to action.

Mr. Pontius asked if action tonight was crucial. Ms. Gowdy replied that action later is acceptable. Mr. Schmaltz explained the reason for a motion to action. Faculty Affairs Committee has met with the University Review Committee to clarify editorial changes. It is desirable to put these in place for 1985.
Motion to consider ASPT Editorial Changes for action; passed.

Mr. Schmaltz said the proposal is supported unanimously by the URC and FAC. One area of ambiguity remains concerning faculty with administrative appointment in non-regular circumstances such as summer and half-time appointments.

Motion by Schmaltz, (Second, Spence) to approve editorial changes in the ASPT Document (5.29.84.2) through Item V-C. Motion carried on a voice vote.

Mr. McCracken asked why University Affairs Committee was not included in the change. Mr. Pritner felt it was a typographical error or omission. Ms. Gowdy noted that UAC is in the original document from May 1984.

Mr. Zeidenstein moved to add the UAC (Second, Pritner). Motion carried.

Mr. McCracken asked if these changes are meant to exclude temporary faculty.

Mr. Spence read from the preamble of the ASPT Document where the definition of faculty excludes temporary faculty.

INFORMATION ITEMS

Proposed Combination of Sequences in Recreation and Park Administration (10.10.84.3)

Ms. Balbach presented the proposal. The Academic Affairs Committee has approved this request.

Mr. Belknap, director of the program, explained the proposal combines three sequences into one. Dr. Chinn remarked that the 1982-83 review indicated need to simplify undergraduate sequences and analysis of market demand for qualifications of graduates confirm this. Two existing sequences are to be reorganized into one and a third, Therapeutic Recreation, is dropped.

Ms. Gowdy asked Ms. Balbach for summary of Academic Affairs Committee investigation. Balbach deferred to Mr. Belknap who explained the reduction of three sequences into one with enhanced professional preparation. Overall, the department is reducing two majors into one and four sequences to two.

Proposed New Start Policy (11.11.84.3)

Ms. Balbach withdrew this item.

Academic Calendar Changes for 1984-1989 (10.15.84.2)

Mr. McCracken for the Administrative Affairs Committee presented a set of five calendars that had been revised due to the inclusion of a Fall Break and the Christmas shutdown.
Mr. Parr asked why 45-hour MWF classes are to be cut to 43 or 44 hours. Mr. McCracken replied the proposals are within Senate guidelines. There is no time at the beginning of the semester to add two days, and no time at the end to add two days before processing grades, prior to shutdown of the University.

Dr. Chinn explained that after exam week a full week is needed to process and mail grades, post transcripts, and see to followup activities like financial aid letters. With the Christmas shutdown, it does matter to do these things before closing. Christmas Break traditionally begins at the end of business on Friday. Processing activities require a full week.

Mr. Parr asked about closing all but the needed operations. Dr. Chinn said the process involves much of the campus, including the mail room, Computer Services, Admissions and Records, and Financial Aids.

Mr. Spence was concerned that the calendars seem not to fall within Senate Guidelines that one credit hour has time for classes to be 750 minutes without final exam period. Proposed calendars for 1985-86; 86-87; and 87-88 include 40 minute exam period per credit hour and still total only 740 minutes. This is not consistent with the Senate guidelines. Mr. McCracken replied that calendar constraints made the proposals necessary. The Senate can send a message to the administration that the calendar is unacceptable.

Mr. Gordon noted that the 1984-89 calendars do not recognize Dr. Martin Luther King's Birthday as a holiday. Response by McCracken was that the Spring semester was not being considered. Ms. Gowdy noted that the day is not celebrated as Washington's Birthday, Lincoln's Birthday, and Columbus Day also are not university holidays. Mr. Zeidenstein pointed out that the day is a federal but not a state holiday.

Mr. Eimermann stated that Monday night classes would get only 14 weeks of instruction (three 50-minute periods short). This actually means not just one day lost but three days. Mr. McCracken pointed out the class could meet on another night.

Mr. Eimermann asked about including exam time in the total number of minutes. Mr. McCracken said the committee tried to present a calendar that fits within the frame that was given. Mr. Chinn said that exam hours were counted as part of instructional time for a semester.

Mr. Eimermann thought 45 hours of class should be considered the norm. He hoped the Senate would clarify whether exam minutes should be included in counting class hours. He suggested an earlier starting date. Mr. McCracken noted opposition among students and faculty to starting any closer to August 15.

Mr. Eimermann asked how many people would be affected by processing grades over Christmas shutdown. The reply by Dr. Venerable, Registrar, was an estimated more than 200 persons, including extra help, Computer Services, Financial Aids, and the Mail Room. Calculation and processing all depends upon computers.
Mr. Eimermann asked why Financial Aids is involved. Mr. Gamsky replied that satisfactory progress letters need to be sent out before the beginning of second semester. Financial aid is stopped if progress is not satisfactory. Financial Aids does not know the status of the student if the grades aren't processed. Without financial aid, students can't register for second semester.

Mr. Harden said that more likely 300 people would be affected.

Mr. Eimermann noted that the shutdown at Christmas was primarily for energy savings. What are some figures for how much is saved? Dr. Chinn replied that $45 to $50 thousand dollars are saved.

Mr. Rosenbaum wondered why it is necessary to have the grades for financial aid? How many students were affected? Dr. Chinn replied that federal regulations make satisfactory progress letters very important; they are needed prior to registration. Mr. Harden said that allowing everyone to register before the semester begins eliminates "ghost students" on the rolls the first few weeks of class because students have to pay before the first day of classes. Mr. Gamsky stated that several thousand warning letters go out to students. If students can not get financial aid, many can not go to school.

Mr. Lorber observed that the University saves money by cutting the number of class hours. That is at cross purposes with excellence. He urged reconsideration of semester beginning and ending times.

Mr. Zeidenstein asked if a Fall Break day was necessary. A Fall Break is specified in the calendar guidelines.

Mr. Zeidenstein suggested having the Spring Break around Easter. Mr. McCracken questioned whether Spring Break should be linked to a religious holiday. Also, Easter moves in the calendar and could leave a useless school period following it. Dr. Chinn said Spring Break is designed to be at the mid-way point of the semester.

Mr. Mohr suggested not taking Labor Day off.

Mr. Gamsky noted that some holidays are specified for civil service employees; Labor Day is one. Also, civil service has five floating holidays. The effect is that no civil service help is on campus. Mr. Gamsky said that moving the calendar around creates another cost in opening the residence halls earlier and providing air conditioning and meals.

Mr. Spence felt that the calendars were not consistent. Some start earlier. Grades are due 1984 by December 14, eleven days before Christmas. He questioned counting examination time as class time. Dr. Venerable confirmed this. Mr. Spence cited a directive specifying 75 days per semester by former Provost Horner.

Mr. Schmaltz asked where the 750 minute limit came from. Mr. McCracken observed that ISU requires more hours than other schools. Mr. Rosenbaum thought there was a requirement for 15 full weeks of instruction.

Mr. Prtner questioned air conditioning costs. If the semester opened earlier, ISU would have to pay for cooling the entire campus. Would heating of Hovey and Julian over the Christmas shutdown be cheaper?
Mr. Harden said heating would be cheaper. Personnel costs would also have to be considered. Personnel would receive time-and-a-half for working when their co-workers were off.

Ms. Gowdy asked if this had been investigated according to comparative costs.

Mr. Luther asked about the OP SCAN sheet for grades. The new mainframe computer will help some in expediting grades.

Mr. Zeidenstein suggested deleting Senate Calendar Guideline #3 (Fall recess in October). Usually it is only one day, a Friday. Students already have almost one full week for Thanksgiving. In Spring there is a week-long break.

Mr. McCracken understood that Fall Break was instituted at the request of the Student Counseling Center. Mr. Gamsky cited a study done in the mid-70's when the question of a fall break arose. The results indicated that students reach a high level of stress during the middle of fall semester. This data was used to justify the original fall semester break. The Student Counseling Center did not initiate Fall Break. It is true that student anxiety reaches a peak, but this happens whether there is a Fall Break or not. The same situation occurs in the spring.

Mr. Eimermann said it seemed clear that a re-thinking of Fall Break was appropriate. He thought the committee needed to reconsider this. A major aspect of calendar is financial impact. The Budget Committee should look at this, with Administrative Affairs. There is need for hard figures about what will be saved, not just guess-timates.

Mr. Rosenbaum commented that the Senate Guidelines were intended to make equal-length semesters.

Mr. Gamsky suggested a comparison of ISU's calendar with other universities; NIU, SIU, U of I, etc. ISU has more class-instruction days than other schools.

Mr. Petrossian was concerned about the beginning of Thanksgiving break being so late (5:30 p.m.). He said that in previous years it had started at noon. This created a problem with teachers having to excuse some students who leave early. Mr. McCracken observed that otherwise students would leave on Tuesday.

Ms. Gowdy summed up some of the concerns about the calendar. These are: more hours or fewer hours of instruction; Fall Break; earlier start or later finish of semester; and cost implications.

Mr. McCracken noted that if there should be a change in calendar guidelines, a new calendar would need to be submitted for information.

A poll was sought on retaining Fall Break. Mr. Spence sought to reconsider the calendars submitted. Many questions—minimum of 750 minutes, 75 days of instruction, equalizing the semesters, for example—need to be clarified. A poll should be taken on all issues.
Mr. Mohr moved (Second, Spencer) that the Administrative Affairs Committee reconsider the Academic Calendars presented and Senate Calendar Guidelines No. 1 and 3 in view of the Senate's comments regarding Fall Break and the number of class hours. [Spence's friendly amendment: Calendar guidelines No. 1-3]. Motion passed.

Request for Approval of a New Sequence in Home Economics, Fashion Design Sequence (10.17.84.1) and Request for Approval of Music Therapy Sequence (10.17.84.5)

Motion by Balbach (Second, Whitcomb) to consider the two Information Items at tonight's Senate meeting.

Mr. Zeidenstein said he would vote against the motion and suggested the proposals be put on the calendar for the next meeting. Mr. Elmermann and Ms. Getsi supported this. She had no opportunity to read the proposals.

Mr. Spence asked if there was any reason for this motion. Ms. Balbach replied that some departmental people representing the proposals could not be present at the next Senate meeting for questioning. Mr. Chinn noted that only three Senate meetings remain this semester: November 14, 28, and December 12. Only proposals approved by December 12 could still be included in the 1985-86 catalog.

Mr. Stokes supported the proposals and wanted them considered this evening. Much of the review work had already been done through the Academic Affairs Committee.

Ms. Getsi thought it poor procedure to have to question approval without reading the material beforehand.

Ms. Balbach hoped the Senate would accept the University Curriculum Committee and Academic Affairs Committee recommendations.

Ms. Hanlon called the question. Call for the vote on the motion passed.

Ms. Balbach withdrew the Home Economics Proposal, noting that representatives could be at the next Senate meeting.

Vote on the motion by Balbach (Second, Whitcomb) to consider the Music Therapy Sequence Information Item at this Senate meeting. Motion failed to pass by a 2/3 majority.

Mr. Lorber urged that information should be in packets when they are sent out, information should not be distributed at the meeting on a last-minute basis.
Committee Reports

Academic Affairs. No report.

Administrative Affairs. No report.

Budget Committee. Mr. Eimermann announced a brief meeting following Senate.

Faculty Affairs Committee. Mr. Schmaltz said the FAC had met with the URC for 3½ hours. A sub-committee had been formed, with 2 members each from the FAC and URC, to bring back a report to the full committees. Next FAC meeting is in CVA 118 next Monday evening. Salary minima and market equity will be discussed.

Rules Committee. No report.

Student Affairs Committee. Student Affairs will meet at 6:30 p.m. prior to the next Senate meeting on November 14. An agenda will be sent out.

JUAC. No report.

Motion to adjourn by Lorber (Second, Getsi). Motion carried on a voice vote.

The Academic Senate adjourned at 10:10 p.m.

FOR THE ACADEMIC SENATE

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EXECUTIVE COMMITTEE MINUTES
November 7, 1984
Hovey 308
8:15 a.m.

Members Present: Christian, Gowdy, Mason, Mohr, Piland, Pritner, Sessions, Charnogorsky, Nelsen.

Members Excused: Talley, Watkins.

Guests Present: Dr. Jack Chizmar; Dr. David Strand.

The Chair called the meeting to order at 8:15 a.m.

1. Communications:

10.17.84.1 - Letter from Peggy Balbach to Laura Gowdy regarding Fashion Design Sequence in Home Economics. (Information 11/14/84).

10.17.84.2 - Letter from Jeff Chinn to JoAnn Rayfield regarding ISU Admissions Standards.

10.17.84.3 - Letter from Scott Parke to Laura Gowdy regarding resignation from Senate. (Graduate Student Caucus 10/24/84).

10.17.84.4 - Letter from Scott Parke to Laura Gowdy regarding Bone Student Center Auditorium Policy Board.

10.17.84.5 - Letter from Peggy Balbach to Laura Gowdy regarding Music Therapy Sequence. (Information Item 11/14/84).

10.18.84.1 - Letter from President Watkins to Laura Gowdy regarding approval of 10/10/84 Senate Actions.

10.19.84.1 - Letter from Peggy Balbach to Laura Gowdy regarding Academic Affairs Committee Member Attendance.

10.19.84.2 - Letter from John K. Boaz to Laura Gowdy regarding Voting Procedures of the Academic Senate and Election Procedures for External Committees.

10.22.84.1 - Letter from Dean William Dunifon to Laura Gowdy regarding CTE Policy (2.5 GPA). Sent to Academic Affairs and Academic Standards Committees.

10.22.84.2 - Letter from Laura Gowdy to Dean Dunifon regarding CTE Policy Change. Copies to Academic Affairs and Academic Standards Committees.

10.22.84.3 - Letter from Steve Bedingfield to Laura Gowdy regarding request for committee reassignment.

10.23.84.1 - Letter from Peggy Balbach to Laura Gowdy regarding Special Educational Development Proposal. (Information 11/14/84).
1. Communications (continued)

10.29.84.1 - Letter from Renee Nelms to Mark Spencer regarding backup for University Forum Request.

10.29.84.2 - Letter from Mark Spencer to Laura Gowdy regarding Student Affairs Committee handling of 1.5.82.2.

10.30.84.1 - Letter from Ray Lewis White to Senate Faculty Members regarding ASPT Procedures.

10.30.84.2 - Letter from John Gueguen to Telecommunications regarding long distance calls. Referred to Dr. Strand, Provost.

10.31.84.1 - Letter from Rules Committee to Executive Committee regarding two External Committee Appointments: David Loy - Economic Well Being Committee, and Barbara Goebel - University Curriculum Committee.

10.31.84.2 - Letter from JoAnn Rayfield to Academic Standards regarding next meeting.

10.31.84.3 - Letter from Dr. Watkins to Laura Gowdy regarding approval of 10/24/84 Senate Actions.

11.1.84.2 - Letter from Dr. Watkins to Laura Gowdy regarding request to be excused from 11/14/84 Senate Meeting.

11.2.84.1 - Letter from Jeff Chinn to Laura Gowdy regarding 11/14/84 Agenda.

11.2.84.2 - Letter from James Parr to Executive Committee regarding Calendar.

2. Internal Senate Committee Assignments.
   Academic Affairs Committee: Dan Jahrke, 1985
   Administrative Affairs Committee: John H. Graff, 1984
   Steve Bedingfield, 1985
   Rules Committee: Odessa Clark, 1985
   Marguerite Shane, 1985

Motion by Christian (Second, Mohr) to approve committee assignments. Motion carried on a voice vote.

3. Change January Senate meeting.
   After some discussion, it was moved by Pritner (Second, Christian) to change the January Executive Committee Meeting to January 9th, and the Senate Meeting to January 16. Motion carried on a voice vote.
4. Agenda for November 14, 1984 Senate Meeting:

Motion by Pritner (Second, Nelsen) to accept agenda for November 14, 1984, with Rules Committee Nominations added to the Action Items. Motion carried.

Action Items: 1. Rules Committee Nominations (10.31.84.1)

2. Proposed Combination of Sequences in Recreation and Park Administration (10.10.84.3)

3. Academic Calendar Changes for 1985-1989 (1.27.84.1)

Information 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)

5. Discussion of Proposal for Management and Marketing Division will be forthcoming at the 11/28/84 Senate Meeting for Information. Academic Affairs is now studying this proposal and will meet to discuss it on November 12, 1984.

6. Academic Calendar concerns were discussed. Mr. Mohr reported that the Budget Committee had met and would be reporting on the budgetary aspects and concerns. Mr. Nelsen reported that the Administrative Affairs Committee had worked out a proposed calendar that fell within the guidelines of 750 minutes.

7. Mr. Chizmar distributed a paper "Role of the Academic Senate vis-a-vis The Academic Plan" which discussed the academic planning process. Discussion followed. The Academic Affairs Committee would be holding an open meeting November 16th to discuss the Academic Plan. (Redbird Room - 3:00 p.m.)

8. Meeting adjourned at 9:30 a.m.
<table>
<thead>
<tr>
<th>Executive Committee</th>
<th>Academic Senate</th>
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<tr>
<td>Hovey 308</td>
<td>Circus Room - Bone Center</td>
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<td>8:15 a.m.</td>
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<td>August 29, 1984</td>
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* Will meet in Ballroom rather than Circus Room because of Madrigal Dinners.
REQUEST TO COMBINE SEQUENCES

1. Institution: Illinois State University

2. Responsible Department or Administrative Unit: Department of Health, Physical Education, Recreation, and Dance of the College of Applied Science and Technology

3. Proposed Program Title: Program Management Sequence of the Recreation, and Park Administration Major

4. Previous Program Title: Administration Sequence, Program-Supervision Sequence, and Resource Management Sequence of the Recreation and Park Administration Major

5. Hegis Classification: 31.0101

6. Date of Implementation: Fall, 1985

7. Description of Proposed Program or Name Change:

In the 1984-5 catalog, the Recreation and Park Administration Programs list a Comprehensive Recreation and Park Administration Major with sequences in Administration, Program-Supervision, Resource Management, and Therapeutic Recreation. A Major in Recreation and Park Administration and a Minor in Recreation and Park Administration are also listed. This proposal would change this configuration so that the 1985-6 catalog would list a Major in Recreation and Park Administration, sequences of that major in Program Management and Therapeutic Recreation, and a Minor in Recreation and Park Administration. Therefore, this request is to combine the Administration Sequence, the Program-Supervision Sequence, and the Resource Management Sequence into a single sequence entitled Program Management. This request would also eliminate the term "Comprehensive" from the title. The Major, the Therapeutic Recreation Sequence, and the Minor would remain as previously formatted.

8. Rationale for Proposal:

This request for modification of the sequences is the result of the Program Review conducted in the Department of HPR in 1982-3. The proposed configuration of sequences would 1) simplify the offerings of the Recreation and Park Administration Program by focusing the curriculum on the areas of program management and therapeutic recreation, 2) respond to changes in the employment situation by better...
preparing guides for available opportunities, and 3) define sequences to correspond to categories for accreditation by the national professional association.

The newly constructed Program Management Sequence is intended to prepare students for mid-management, supervisory, and entry-level program leadership positions in the leisure service area. Students completing such programs tend to find employment in community recreation and park agencies, employee recreation programs, voluntary and religious organizations, commercial and private recreation agencies, military recreation programs, youth service agencies, community education programs, and county and regional recreation agencies. Preparation in this sequence involves program and facility planning, resource management, financial management, organizational administration, evaluation, personnel management, legal considerations, leadership techniques, programmatic skills, and the utilization of traditional and contemporary leisure service methods and techniques.

9. Expected Impact of Proposal on Existing Campus Programs

The combination of sequences is expected to simplify both advisement and curricular scheduling in the Recreation and Park Administration Program. This change will not have any impact on other departments or programs.

10. Expected Curricular Changes Including New Courses:

This combination of sequences will require no new courses. The curriculum has been simplified using existing courses.

11. Anticipated Staffing Arrangements:

No change in staffing arrangements is contemplated. The simplified curriculum will allow present faculty to work more effectively within the program.

12. Anticipated Funding Needs and Source of Funds:

There will be no change in existing funding patterns.

Approval dates:

Departmental Approval - 5/4/84
College Curricular Approval - 5/10/84
College Dean Approval - 7/9/84
University Curriculum Committee Approval - 9/28/84
Academic Affairs - 10/8/84
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NUMBER OF CLASSES
Excluding Exam
Exam = 120 Minutes
MWF Classes = 50 Min
TR Classes = 75 Min
PROPOSED CALENDAR GUIDELINES - Beginning 1982-83

1. The annual academic calendar shall consist of two semesters and a summer session (which may have several components).

2. A minimum of 750 minutes shall be required for each semester hour of lecture credit and 1500 minutes for each semester hour of laboratory credit.

3. The fall semester shall begin in August and conclude in December before Christmas. Breaks during the fall semester shall be scheduled for Labor Day, a fall recess (in October), and Thanksgiving.

4. The spring semester shall begin in January and conclude in May. A one-week semester break shall be scheduled during the month of March.

Commencement shall be scheduled for a Saturday or Sunday in May, except that Mother’s Day is to be avoided as a commencement date.

5. The summer session calendar may consist of both short and long sessions. The short sessions may precede and/or follow the long session. Summer session classes shall not be scheduled for July 4 and Memorial Day.

6. The specific academic calendar for each year must be approved by the Academic Senate (as a recommendation to the President), the President of the University, and the Board of Regents.

Approved by the Academic Senate, December 3, 1930
FIRST SEMESTER 1984

August 23 Thursday Program change for students who have paid their bills
August 24 Friday Residual registration
August 27 Monday Classes begin
September 3 Monday Labor Day
October 20 Saturday First half semester ends
October 22 Monday Second half semester begins
November 21 Wednesday Thanksgiving vacation begins
November 26 Monday Classes resume
December 12 Wednesday Begin evaluation period
December 17 Monday Fall semester ends
December 19 Wednesday Grades due by noon

SECOND SEMESTER 1985

January 10 Thursday Program change for students who have paid their bills
January 11 Friday Residual registration
January 14 Monday Classes begin
March 9 Saturday First half semester ends
March 9 Saturday Spring vacation begins at noon
March 18 Monday Classes resume
May 4 Saturday Reading Day
May 6 - 10 Monday - Friday Evaluation period begins
May 10 Friday Semester Ends
May 11 Saturday Commencement

SUMMER SESSIONS 1985

May 13 Monday Summer Session begins
May 31 Friday Memorial Day
July 4 Thursday Independence Day
August 9 Friday Summer session ends

Approved by the Academic Senate, February 8, 1984
Business Item 1.27.84.1
### Academic Calendar 1985-1986

#### FIRST SEMESTER 1985

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<td>August 22</td>
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<td>Thursday-Monday Program change for students who have paid their bills</td>
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<td>August 23</td>
<td>20-21</td>
<td>Friday-TUES, WED Residual registration</td>
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<td>August 28</td>
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<td>Monday-Thurday Classes begin</td>
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<td>September 2</td>
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<td>Monday Labor Day</td>
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<td>October 4</td>
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<td>Friday Fall vacation (Football Away SIU)</td>
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<td>October 7</td>
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<td>Monday Classes resume</td>
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<td>October 19</td>
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<td>Saturday First half semester ends</td>
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<td>November 27</td>
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<td>Wednesday Thanksgiving vacation begins 5:30 p.m.</td>
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<td>December 2</td>
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<td>Monday Classes resume</td>
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<td>December 14</td>
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<td>Saturday Reading day</td>
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<td>December 16-17</td>
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<td>Monday-Friday Begin evaluation period</td>
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<td>December 21-24</td>
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<td>Saturday Fall semester ends</td>
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<td>December 26</td>
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<td>Monday Grades due at noon</td>
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#### SECOND SEMESTER 1986

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<td>Thursday Program change for students who have paid their bills</td>
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<td>January 10</td>
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<td>Friday Residual registration</td>
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<td>January 13</td>
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<td>Monday Classes begin</td>
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<td>March 8</td>
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<td>Saturday First half semester ends</td>
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<tr>
<td>March 17</td>
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<td>Saturday Spring vacation begins at noon</td>
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<tr>
<td>May 3</td>
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<td>Saturday Reading day</td>
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<td>May 5-9</td>
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<td>Monday-Friday Evaluation period</td>
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<tr>
<td>May 9</td>
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<td>Friday Semester ends</td>
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<td>May 10</td>
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<td>Saturday Commencement</td>
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#### SUMMER SESSIONS 1986

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<tr>
<td>May 12</td>
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<td>Monday Summer sessions begin</td>
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<td>May 30</td>
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<td>Friday Memorial Day</td>
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<td>July 4</td>
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<td>Friday Independence Day</td>
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<td>August 8</td>
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<td>Friday Summer sessions end</td>
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Approved by the Academic Senate, February 25, 1981
Modified by the Academic Senate, February 9, 1983
FIRST SEMESTER 1986

August 21 18 Thursday MON Program change for students who have paid their bills
August 22 19-20 Friday TUES, WED Residual registration
August 25 21 Monday THURS Classes begin
September 1 Monday Labor Day
October 17 Friday Fall Vacation (Football Away)
October 18 Saturday First half semester ends
October 20 Monday Classes resume
November 26 Wednesday Thanksgiving vacation begins 5:30 p.m.
December 1 Monday Classes resume
December 3 6 Saturday Reading Day
December 15 12 Monday--FRI. Beg gin evaluation period
December 20 13 Saturday Fall semester ends
December 15 Monday Grades due at noon

SECOND SEMESTER 1987

January 8 Thursday Program change for students who have paid their bills
January 9 Friday Residual registration
January 12 Monday Classes begin
March 7 Saturday First half semester ends
March 7 Saturday Spring vacation begins at noon
March 16 Monday Classes resume
May 2 Saturday Reading Day
May 4 - 8 Monday - FRI. Evaluation period
May 8 Friday Semester ends
May 9 Saturday Commencement

SUMMER SESSIONS 1987

May 11 Monday Summer session begins
May 29 Friday Memorial Day
July 4 Saturday Independence Day
August 7 Friday Summer session ends

Approved by the Academic Senate, February 25, 1981
Business Item 1.26.81.1
### Academic Calendar 1987-1988

#### First Semester 1987

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<tr>
<td>August 21</td>
<td>Friday WED. Residual registration</td>
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<tr>
<td>August 24</td>
<td>Monday THURS. Classes begin</td>
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<tr>
<td>September 7</td>
<td>Monday Labor Day</td>
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<tr>
<td>October 16</td>
<td>Friday Fall Vacation (Football away)</td>
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<td>October 17</td>
<td>Saturday First half semester ends</td>
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<tr>
<td>October 19</td>
<td>Monday Classes resume</td>
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<tr>
<td>November 25</td>
<td>Wednesday Thanksgiving vacation begins 5:30 p.m.</td>
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<tr>
<td>November 30</td>
<td>Monday Classes resume</td>
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<tr>
<td>December 12</td>
<td>Saturday Reading Day</td>
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<tr>
<td>December 14</td>
<td>Monday - FRI. Begin evaluation period</td>
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#### Second Semester 1988

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<td>Thursday Program change for students who have paid their tuition and fees</td>
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<td>Friday Residual registration</td>
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<tr>
<td>January 11</td>
<td>Monday Classes begin</td>
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<tr>
<td>March 5</td>
<td>Saturday First half semester ends</td>
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<tr>
<td>March 5</td>
<td>Saturday Spring vacation begins at noon</td>
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<td>March 14</td>
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<td>April 30</td>
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<td>May 2-6</td>
<td>Monday-FRI. Evaluation period Begin</td>
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<td>May 6</td>
<td>Friday Semester ends</td>
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<td>May 7</td>
<td>Saturday Commencement</td>
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#### Summer Sessions 1988

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<tbody>
<tr>
<td>May 9</td>
<td>Monday Summer session begins</td>
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<tr>
<td>May 30</td>
<td>Monday Memorial Day</td>
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<tr>
<td>July 4</td>
<td>Monday Independence Day</td>
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<tr>
<td>August 5</td>
<td>Friday Summer session ends</td>
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Approved by the Academic Senate, February 9, 1993

Business Item 3.10.82.1
**ACADEMIC CALENDAR** 1988-1989

### FIRST SEMESTER 1988

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<td>August 18</td>
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<td>Program change for students who have paid their tuition and fees</td>
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<td>September 5</td>
<td>Monday</td>
<td>Labor Day</td>
</tr>
<tr>
<td>October 14</td>
<td>Friday</td>
<td>Fall Vacation (Football Open)</td>
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<tr>
<td>October 15</td>
<td>Saturday</td>
<td>First half semester ends</td>
</tr>
<tr>
<td>October 17</td>
<td>Monday</td>
<td>Classes resume</td>
</tr>
<tr>
<td>November 23</td>
<td>Wednesday</td>
<td>Thanksgiving vacation begins 5:30 p.m.</td>
</tr>
<tr>
<td>November 28</td>
<td>Monday</td>
<td>Classes resume</td>
</tr>
<tr>
<td>December 10</td>
<td>Saturday</td>
<td>Reading Day</td>
</tr>
<tr>
<td>December 12-12, 1988</td>
<td>Monday - THURS-WED</td>
<td>Reading Day / evaluation period</td>
</tr>
<tr>
<td>December 15</td>
<td>Thursday</td>
<td>Fall Semester Ends</td>
</tr>
<tr>
<td>December 15</td>
<td>Thursday</td>
<td>Grades due at noon</td>
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**SECOND SEMESTER 1989**

<table>
<thead>
<tr>
<th>Date</th>
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<th>Event</th>
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</thead>
<tbody>
<tr>
<td>January 5</td>
<td>Thursday</td>
<td>Program change for students who have paid their tuition and fees</td>
</tr>
<tr>
<td>January 6</td>
<td>Friday</td>
<td>Residual registration</td>
</tr>
<tr>
<td>January 9</td>
<td>Monday</td>
<td>Classes begin</td>
</tr>
<tr>
<td>March 4</td>
<td>Saturday</td>
<td>First half semester ends</td>
</tr>
<tr>
<td>March 4</td>
<td>Saturday</td>
<td>Spring vacation begins at noon</td>
</tr>
<tr>
<td>March 13</td>
<td>Monday</td>
<td>Classes resume</td>
</tr>
<tr>
<td>April 29</td>
<td>Saturday</td>
<td>Reading Day</td>
</tr>
<tr>
<td>May 1-5</td>
<td>Monday - Friday</td>
<td>Evaluation period begins of new academic year</td>
</tr>
<tr>
<td>May 5</td>
<td>Friday</td>
<td>Semester ends</td>
</tr>
<tr>
<td>May 6</td>
<td>Saturday</td>
<td>Commencement</td>
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**SUMMER SESSIONS 1989**

<table>
<thead>
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<th>Date</th>
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<tbody>
<tr>
<td>May 8</td>
<td>Monday</td>
<td>Presession begins</td>
</tr>
<tr>
<td>May 29</td>
<td>Monday</td>
<td>Memorial Day</td>
</tr>
<tr>
<td>June 12</td>
<td>Monday</td>
<td>Opening of and registration for eight-week summer session</td>
</tr>
<tr>
<td>July 4</td>
<td>Tuesday</td>
<td>Independence Day</td>
</tr>
<tr>
<td>August 3-4</td>
<td>Thursday/Friday</td>
<td>Evaluation and review period begins of new academic year</td>
</tr>
<tr>
<td>August 4</td>
<td>Friday</td>
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Approved by the Academic Senate on August 31, 1983
Business Item 4.25.83.1
<table>
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<tr>
<td>- New Year's Day</td>
<td>- Martin Luther King, Jr.'s Birthday</td>
<td>- New Year's Day</td>
<td>- Martin Luther King, Jr.'s Birthday</td>
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<tr>
<td><strong>February</strong></td>
<td>4</td>
<td>5</td>
<td>6</td>
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<tr>
<td>- Lincoln's Birthday</td>
<td>- President's Day</td>
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<tr>
<td><strong>March</strong></td>
<td>7</td>
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<td>9</td>
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<tr>
<td>- St. Patrick's Day</td>
<td>- Passover begins</td>
<td>- Passover begins</td>
<td>- Passover begins</td>
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<tr>
<td><strong>April</strong></td>
<td>10</td>
<td>11</td>
<td>12</td>
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<tr>
<td>- Father's Day</td>
<td>- Easter Sunday</td>
<td>- Easter Sunday</td>
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<tr>
<td><strong>May</strong></td>
<td>13</td>
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<tr>
<td>- Memorial Day</td>
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<tr>
<td><strong>June</strong></td>
<td>16</td>
<td>17</td>
<td>18</td>
</tr>
<tr>
<td>- Independence Day</td>
<td>- Father's Day</td>
<td>- Father's Day</td>
<td>- Independence Day</td>
</tr>
<tr>
<td><strong>July</strong></td>
<td>19</td>
<td>20</td>
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<tr>
<td>- Women's Day</td>
<td>- Flag Day</td>
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<td>- Women's Day</td>
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<tr>
<td><strong>August</strong></td>
<td>22</td>
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<tr>
<td><strong>September</strong></td>
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<td><strong>October</strong></td>
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<td>- Columbus Day</td>
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<tr>
<td><strong>November</strong></td>
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<td>- Thanksgiving Day</td>
<td>- Thanksgiving Day</td>
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<tr>
<td><strong>December</strong></td>
<td>3</td>
<td>4</td>
<td>5</td>
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<tr>
<td>- Christmas Day</td>
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<td>- Christmas Day</td>
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**Notes:**
- **1984:** The year is marked as a leap year.
- **1985:** The year is marked as a non-leap year.
- **1986:** The year is marked as a non-leap year.

**Dates:**
- **January 1:** New Year's Day
- **January 15:** Martin Luther King, Jr.'s Birthday
- **February 13:** Valentine's Day
- **March 8:** Women's Day
- **April 1:** New Year's Day
- **April 17:** Good Friday
- **May 1:** Labor Day
- **May 28:** Memorial Day
- **June 24:** Independence Day
- **July 4:** Independence Day
- **August 1:** Labor Day
- **August 15:** Women's Day
- **September 4:** Labor Day
- **September 17:** Women's Day
- **October 1:** Columbus Day
- **October 11:** Columbus Day
- **November 25:** Thanksgiving Day
- **December 25:** Christmas Day

**Public Holidays:**
## ILLINOIS STATE UNIVERSITY FOOTBALL SCHEDULE
(as of October 12, 1987)

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<td>September 6</td>
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<td>Lincoln (H)</td>
<td>Western Ill. (H)</td>
<td>SWMS (H)</td>
<td>Eastern Ill. (H)</td>
<td>Eastern Ill. (A)</td>
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<tr>
<td>September 8</td>
<td>September 14</td>
<td>September 13</td>
<td>September 12</td>
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<tr>
<td>Southern Ill. (H)</td>
<td>SWMS (A)</td>
<td>East. Michigan (H)</td>
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<td>East. Michigan (A)</td>
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<td>September 20</td>
<td>September 19</td>
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<td>West. Michigan (A)</td>
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<td></td>
<td></td>
<td>West. Michigan (A)</td>
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<td>September 26</td>
<td>September 24</td>
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<td>Cent. Florida (H)</td>
<td>Eastern Ill. (A)</td>
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<td>September 29</td>
<td>October 5</td>
<td>October 4</td>
<td>October 3</td>
<td>October 1</td>
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<tr>
<td>Drake (H)</td>
<td>September 14</td>
<td>Western Ill. (A)</td>
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<td>(H) Parents Day</td>
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<td>(H) Parents Day</td>
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<td>October 12</td>
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<td>October 10</td>
<td>October 8</td>
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<td>Western Ill. (A)</td>
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<td>WISU (A)</td>
<td>Northern Iowa (A)</td>
<td>Wichita State (A)</td>
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<td>October 13</td>
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<td>October 18</td>
<td>October 17</td>
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<td>Open</td>
<td>Southern Ill. (A)</td>
<td>Indiana State (A)</td>
<td>Tulsa (A)</td>
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<td>October 20</td>
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<td>October 24</td>
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<td>(A) Fall Break</td>
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<td>Wichita State (A)</td>
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<td>(H) Homecoming</td>
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<td>November 10</td>
<td>November 16</td>
<td>November 15</td>
<td>November 14</td>
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<td>Marshall (H)</td>
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<td>CALENDAR NO.</td>
<td>PENDING ITEMS</td>
<td>PROMULGATION</td>
<td>REFERRAL</td>
<td>ACTION</td>
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<td>9.18.79.1</td>
<td>Ethics &amp; Grievance Policy Changes/Eatherly</td>
<td>Exec. Comm. 9/27/79</td>
<td>Faculty Affairs</td>
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<td>5.9.80.1</td>
<td>Recommendations for handling Academic Freedom Hearing Procedures/Rives</td>
<td>Exec. Comm. 6/18/80</td>
<td>Faculty Affairs</td>
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<td>8.29.80.2</td>
<td>ASPT Matters/Watkins</td>
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<tr>
<td>1.5.82.2</td>
<td>Resignation from Entertainment Committee w/comments regarding faculty participation</td>
<td>Exec. Comm. 1/20/82</td>
<td>Student Affairs</td>
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<td>2.15.82.1</td>
<td>Academic Freedom Committee Policies and Procedures/Fuess</td>
<td>Exec. Comm. 2/17/82</td>
<td>Faculty Affairs</td>
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<td>4.5.82.4</td>
<td>Service on Senate external committees when faculty member on leave/Boothe</td>
<td>Exec. Comm. 4/7/82</td>
<td>Rules Comm. 4/7/82</td>
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<td>9.7.82.4</td>
<td>Ethics &amp; Grievance Hearing Procedures/Ethics and Grievance Hearing Committee</td>
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<td>11/10/82</td>
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<td>Temporary Faculty Hiring Practice/Rosenbaum</td>
<td>Faculty Affairs</td>
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<td>1.18.83.1</td>
<td>Consideration of Disestablishment Policy/Watkins</td>
<td>Exec. Comm. 1/19/83</td>
<td>Academic Aff. 1/19/83</td>
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<td>1.19.83.2</td>
<td>Review Senate Membership Qualifications for Students/Executive Committee</td>
<td>Rules Comm. 1/19/83</td>
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<td>1.25.83.1</td>
<td>Interface of different grievance committees on campus/Carrington, et. al.</td>
<td>Exec. Comm. 2/16/83</td>
<td>Faculty Aff. 2/16/83</td>
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<td>1.31.83.1</td>
<td>Use of &quot;Stipend&quot; for 1983 Summer Session/Eimermann</td>
<td>Exec. Comm. 2/2/83</td>
<td>Faculty Aff. 2/2/83</td>
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<td>Academic Bankruptcy for Undergraduate Students/Academic Standards/Academic Affairs</td>
<td>Exec. Comm. 3/16/83</td>
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<td>5.23.83.1</td>
<td>Investigate current policy concerning CL.</td>
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<td>CALENDAR NO.</td>
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<td>PROMULGATION</td>
<td>REFERRAL</td>
<td>ACTION</td>
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<td>9.30.83.1</td>
<td>Academic Standards (CLEP, etc.) (Cf 5.23.83.1)</td>
<td>Exec. Comm. 10/5/83</td>
<td>Academic Standards 10/5/83</td>
<td>Par. 3 Action 2/8/94</td>
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<td>1.27.84.1</td>
<td>Calendar Changes, Fall, 1984; 1985; 1986</td>
<td>Exec. Comm. 2/1/84</td>
<td>Academic Standards 10/5/83</td>
<td>Par. 3 Action 2/8/94</td>
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<td>2.1.84.1</td>
<td>Letter from Renee Nelms to Steve Quick regarding University Forum Constitutional Amendment Change.</td>
<td>Exec. Comm. 2/15/84</td>
<td>Student Affairs 2/15/84</td>
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<tr>
<td>2.6.84.2</td>
<td>Letter from Arlene Johnson to Dr. Ritt regarding Election Procedures and Bylaws.</td>
<td>Exec. Comm. 2/15/84</td>
<td>Rules Committee 2/15/84</td>
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<td>2.15.84.1</td>
<td>Proposal on Temporary Appointments.</td>
<td>Exec. Comm. 2/15/84</td>
<td>Faculty Affairs Committee 2/15/84</td>
<td>Temporarily withdrawn from action (3.14.84.1) FAC Report 2/22/84</td>
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<td>2.15.84.2</td>
<td>Policy for Employment Following Retirement.</td>
<td>Exec. Comm. 2/15/84</td>
<td>Faculty Affairs Committee 2/15/84</td>
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<td>4.9.84.1</td>
<td>Suggested revision in Academic Senate deliberations</td>
<td>Executive Comm. 4/18/84</td>
<td>Rules 4/18/84</td>
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<td>4.12.84.4</td>
<td>Equity review plan/ Rosenbaum</td>
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<td>Rules 4/18/84</td>
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<td>Attendance at Senate Meetings/Rosenbaum</td>
<td>Executive Comm. 4/18/84</td>
<td>Rules 4/18/84</td>
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<td>4.17.84.3</td>
<td>Time of Seating of New Senators/ Rosenbaum</td>
<td>Executive Comm. 4/18/84</td>
<td>Rules 4/18/84</td>
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<td>Academic Freedom Committee Policy Changes / (Ritt Report)</td>
<td>Executive Comm. 4/18/84</td>
<td>Faculty Affairs 4/17/84</td>
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<td>4.27.84.1</td>
<td>Effectiveness &amp; Efficiency of Senate Deliberations/ Mohr</td>
<td>Executive Comm. 5/2/84</td>
<td>Rules 5/2/84</td>
<td>10/24/84 Senate Editorial Chgs. Only</td>
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<td>5.29.84.2</td>
<td>1985 ASPT Policy Revisions/ Rumery</td>
<td>Executive Comm. 6/6/84 F.A.C.</td>
<td>Faculty Affairs 5/29/84</td>
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<td>CALENDAR NO.</td>
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<td>PROMULGATION</td>
<td>REFERRAL</td>
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<td>9.4.84.4</td>
<td>1984-1990 Academic Plan Submission/Strand</td>
<td>Exec. Committee</td>
<td>To be submitted for information/action on November 14, 28, and December 12.</td>
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<td>9.19.84.3</td>
<td>Deletion of the Sanitarian Sequence and the Industrial Hygiene Sequence of the Major in Environmental Health</td>
<td>Academic Affairs XC/ Exec. Comm.</td>
<td>Academic Affairs</td>
<td>Action 10/24/84</td>
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<td>Deletion of the Community and Public Health Sequence in Health Education</td>
<td>Academic Affairs XC/ Exec. Comm.</td>
<td>Academic Affairs</td>
<td>Action 10/24/84</td>
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<td>Change of Name from Major in Office Administration to Major in Administrative Systems and Office Technology</td>
<td>Academic Affairs XC/ Exec. Comm.</td>
<td>Academic Affairs</td>
<td>Action 10/24/84</td>
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<td>9.25.84.1</td>
<td>Addition of a Minor in Cinema Studies to the Curriculum of the Department of Theatre</td>
<td>Academic Affairs XC/ Exec. Comm.</td>
<td>Academic Affairs</td>
<td>Action 10/24/84</td>
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<td>10.3.84.1</td>
<td>Curricular Proposal in Recreation and Park Administration</td>
<td>Academic Affairs XC/ Exec. Comm.</td>
<td>Academic Affairs</td>
<td>Information 10/24</td>
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<td>Curriculum Proposal in Home Economics</td>
<td>Academic Affairs XC/ Exec. Comm.</td>
<td>Academic Affairs</td>
<td>Information 10/24</td>
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<td>1984-1989 Academic Calendar Proposal</td>
<td>Admin. Affairs</td>
<td>Admin. Affairs</td>
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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.):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEC 110</td>
<td>Intro to Home Economics</td>
<td>1</td>
</tr>
<tr>
<td>HEC 114</td>
<td>Individual &amp; Family Development</td>
<td>4</td>
</tr>
<tr>
<td>HEC 115</td>
<td>Textiles &amp; Apparel</td>
<td>4</td>
</tr>
<tr>
<td>HEC 117</td>
<td>Consumer Management</td>
<td>4</td>
</tr>
<tr>
<td>HEC 118</td>
<td>Housing &amp; Equipment</td>
<td>4</td>
</tr>
</tbody>
</table>

B. Sequence requirements (24 hrs.):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 103</td>
<td>Visual Elements</td>
<td>3</td>
</tr>
<tr>
<td>ART 104</td>
<td>Basic Drawing</td>
<td>3</td>
</tr>
<tr>
<td>HEC 213</td>
<td>Life Drawing</td>
<td>3</td>
</tr>
<tr>
<td>HEC 351</td>
<td>Special Projects in Art</td>
<td>3</td>
</tr>
<tr>
<td>HEC 122</td>
<td>Clothing Construction</td>
<td>3</td>
</tr>
<tr>
<td>HEC 222</td>
<td>Fashion History</td>
<td>3</td>
</tr>
<tr>
<td>HEC 228</td>
<td>Costume Design</td>
<td>2</td>
</tr>
<tr>
<td>HEC 322</td>
<td>Patternmaking</td>
<td>3</td>
</tr>
<tr>
<td>HEC 324</td>
<td>Draping &amp; Design</td>
<td>3</td>
</tr>
</tbody>
</table>

C. Remaining 9 hours from:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEC 220</td>
<td>Clothing Construction</td>
<td>3</td>
</tr>
<tr>
<td>HEC 221</td>
<td>Tailoring</td>
<td>3</td>
</tr>
<tr>
<td>HEC 229</td>
<td>Fashion Accessories</td>
<td>2</td>
</tr>
<tr>
<td>HEC 249</td>
<td>Merchandising in Fashion</td>
<td>3</td>
</tr>
<tr>
<td>HEC 323</td>
<td>Advanced Textiles</td>
<td>3</td>
</tr>
<tr>
<td>HEC 326</td>
<td>Fitting &amp; Alterations</td>
<td>3</td>
</tr>
<tr>
<td>HEC 327</td>
<td>Clothing &amp; Behavior</td>
<td>3</td>
</tr>
<tr>
<td>HEC 328</td>
<td>Economics of Fashion</td>
<td>3</td>
</tr>
<tr>
<td>ART 240</td>
<td>Weaving</td>
<td>3</td>
</tr>
<tr>
<td>ART 341</td>
<td>Printed Textiles</td>
<td>2-3</td>
</tr>
<tr>
<td>ART 224</td>
<td>Jewelry</td>
<td>3</td>
</tr>
<tr>
<td>ART 235</td>
<td>Photography as an Art Form</td>
<td>3</td>
</tr>
<tr>
<td>ART 389</td>
<td>Rendering for Product Design</td>
<td>3</td>
</tr>
</tbody>
</table>

D. Recommended University Studies courses or general electives:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE 104</td>
<td>Chemistry of Life</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHE 110</td>
<td>Fundamentals of Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>ECO 100</td>
<td>Principles of Economics I</td>
<td>3</td>
</tr>
<tr>
<td>ECO 101</td>
<td>Principles of Economics II</td>
<td>3</td>
</tr>
<tr>
<td>PSY 111</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SAS 106</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>ACS 140</td>
<td>Introduction to the Computer World</td>
<td>3</td>
</tr>
<tr>
<td>THE 130</td>
<td>Introduction to Costume</td>
<td>3</td>
</tr>
</tbody>
</table>

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
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.
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>
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</tr>
</thead>
<tbody>
<tr>
<td>23</td>
<td>Apparel, other textile products</td>
<td>26,932</td>
<td>24,638</td>
<td>26,505</td>
<td>1,294</td>
</tr>
<tr>
<td>231</td>
<td>Men's and boys' suits and coats</td>
<td>1.003</td>
<td>1.212</td>
<td>1.179</td>
<td>646</td>
</tr>
<tr>
<td>232</td>
<td>Men's and boys' furnishings</td>
<td>2,650</td>
<td>2,778</td>
<td>3,013</td>
<td>2,567</td>
</tr>
<tr>
<td>233</td>
<td>Women's and misses' outerwear</td>
<td>9,416</td>
<td>8,525</td>
<td>11,824</td>
<td>11,184</td>
</tr>
<tr>
<td>234</td>
<td>Women's children's clothing</td>
<td>1,213</td>
<td>1,002</td>
<td>1,124</td>
<td>1,214</td>
</tr>
<tr>
<td>235</td>
<td>Hats, caps, and millinery</td>
<td>843</td>
<td>496</td>
<td>409</td>
<td>300</td>
</tr>
<tr>
<td>236</td>
<td>Children's outerwear</td>
<td>1,344</td>
<td>1,061</td>
<td>1,002</td>
<td>1,002</td>
</tr>
<tr>
<td>237</td>
<td>Fur goods</td>
<td>1,304</td>
<td>1,061</td>
<td>1,002</td>
<td>1,002</td>
</tr>
<tr>
<td>238</td>
<td>Men's apparel and accessories</td>
<td>1,397</td>
<td>1,061</td>
<td>1,002</td>
<td>1,002</td>
</tr>
<tr>
<td>239</td>
<td>Men's fabricated textile products</td>
<td>7,030</td>
<td>6,611</td>
<td>6,720</td>
<td>6,720</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:

<table>
<thead>
<tr>
<th>HELP WANTED</th>
<th>HELP WANTED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ASSISTANT DESIGNER</strong></td>
<td><strong>DESIGNER</strong></td>
</tr>
<tr>
<td>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</td>
<td>New position with established apparel mfr seeking to expand Jr dress line &amp; develop PRE-TEEN dress line. Creative professional desired. M82046, WWD</td>
</tr>
<tr>
<td><strong>ASST. DESIGNER</strong></td>
<td><strong>ASSISTANT PATTERMER</strong></td>
</tr>
<tr>
<td>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 &amp; capable of supervising sample room. * Must be able to handle several accounts &amp; do follow-ups. * Would be helpful if able to do sketch work for screens &amp; applications. M56822, WWD</td>
<td>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 design. Prior experience in sportswear manufacturing is preferred as will be involved in all production areas. This is an exciting, challenging position with good pay and benefits. Must be willing to relocate. Call Personnel Debbie Karakash 317-736-8329 E.O.E.</td>
</tr>
<tr>
<td><strong>DESIGNER GIRLS SLEEPWEAR</strong></td>
<td><strong>ASST. DESIGNER</strong></td>
</tr>
<tr>
<td><strong>Ass't to Designer for sportswear line. Must have design &amp; drawing skills. Good organization and coordination abilities. Excellent growth opportunity. Experience necessary. Call for appointment. 212-928-1014. Jackie or send resume to: NANCY HELLER, 1424 LaPeer Dr., Los Angeles, CA 90026 Attn: Jackie.</strong></td>
<td><strong>DESIGNER</strong></td>
</tr>
<tr>
<td>Children's Sleepwear</td>
<td></td>
</tr>
<tr>
<td>* Must be interested in an exciting creative designer to take responsibility for developing children's sleepwear. * Highly imaginative &amp; talented, able to work independently. Must have some related experience. Call for appointment. 212-732-6200.**</td>
<td><strong>SWEATER DESIGNER</strong></td>
</tr>
<tr>
<td>Special opportunity for experienced creative designer for established children's/young woman's line. Ability to cut first pattern. Must have knowledge of hand &amp; machine knitting. Located in Brooklyn. Call Richard Valec 718-622-3134</td>
<td><strong>DESIGNER for sportswear line opening.</strong></td>
</tr>
<tr>
<td>M65394, WWD</td>
<td><strong>SCHIFFLI DESIGNER/SKETCHER</strong></td>
</tr>
<tr>
<td>Needed for well known embroidered sportswear company. Experience essential. Pay open. Interview required. ** ASST. DESIGNER**</td>
<td><strong>Stylist/Designer</strong></td>
</tr>
<tr>
<td>Leaning boy's knitwear mill looking for expd. designer. Must have good color sense &amp; an eye for the current trends. Call 212-844-4133</td>
<td><strong>ASST DESIGNER</strong></td>
</tr>
<tr>
<td>* Emphasis on casual sportswear line. * Emphasis on potential growth. * Must have ultimate order in their organization. Salary open. Call for a conversation. ** Designer - Children's Sleepwear**</td>
<td><strong>DESIGNER</strong></td>
</tr>
<tr>
<td>Melville Apparel Daywear-Sportswear Melville Office Complex 63 Fifth Ave.</td>
<td>Children's Sleepwear</td>
</tr>
<tr>
<td>* Emphasis on contemporary sleepwear. * Must have ability to create contemporary look. * Must have strong knowledge of knit fabrics &amp; be able to handle large quantities. Call for appointment. ** Designer - Girls' 4-11**</td>
<td>* Emphasis on contemporary sleepwear. * Must have strong knowledge of knit fabrics &amp; be able to handle large quantities. * Must have proven success with major retailer. Call for appointment. ** DESIGNER**</td>
</tr>
</tbody>
</table>
### Help Wanted

**Bottoms Designer**

The Colonial Corporation, a leading marketer of private label women's clothing, seeks: a talented Bottoms Designer who can apply their domestic manufacturing talents directly to the work in high fashion as well as tailored and utilitarian clothing. If you are looking for a challenge to work in a dynamic environment, with an industry leader, then we have the right situation for you. Send resume to:

**THE COLONIAL CORPORATION**

111 West 46 Street
New York, N.Y. 10018

**DEISGNER...SPORSTWARE**

BRITISH, has a rare job opening for that #2 person who never does the obvious and is ready for that #1 take-off. The unique opportunity offers creation and execution of sportswear concepts, with high potential for growth. Expertise in fabric development, color, styling, and production fit and design, and computer skills are must. Traveling to our overseas offices requires strong communications, negotiation, and management skills.

If you feel you fit, call 212-789-1234 for a new challenge.

**Designer...Sportswear**

**DRAPER**

Draper of fine drapery. Must be able to quote new draperies and rates. Must have a quick eye for design and color. Must be capable of estimating materials and prices.

**DESIGNER ASSISTANT**

**WEB DESIGNER**

**HELP WANTED**

**Women's Wear Daily, Tuesday, October 9, 1984**

### Employment

**ARTIST**

Must be able to draw large murals. Salary commensurate with experience.

**Contact Mike 212-789-1234**

**Designer**

Designs and creates fashion for a major company. Must be detail oriented, have a quick eye for design and color. Must be capable of estimating materials and prices.

**Call Mike 212-789-1234**

**DESIGNER: SPORTSWEAR**

Must be able to design, develop, and execute sports-related projects, including new and existing lines. Must be creative and have strong relationships with manufacturers. Salary commensurate with experience.

**Call Mike 212-789-1234**

**DESIGNER: APPAREL**

Must be able to design, develop, and execute apparel-related projects, including new and existing lines. Must be creative and have strong relationships with manufacturers. Salary commensurate with experience.

**Call Mike 212-789-1234**

**DESIGNER: FASHION**

Must be able to design, develop, and execute fashion-related projects, including new and existing lines. Must be creative and have strong relationships with manufacturers. Salary commensurate with experience.

**Call Mike 212-789-1234**

**DESIGNER: JEWELRY**

Must be able to design, develop, and execute jewelry-related projects, including new and existing lines. Must be creative and have strong relationships with manufacturers. Salary commensurate with experience.

**Call Mike 212-789-1234**

**DESIGNER: ACCESSORIES**

Must be able to design, develop, and execute accessories-related projects, including new and existing lines. Must be creative and have strong relationships with manufacturers. Salary commensurate with experience.

**Call Mike 212-789-1234**
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 -
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: 9 hours
- 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 71979
  * Leslie Utton, RMT, School of Fine Arts

California
- California State University, Long Beach, CA 90840
  * Kay Roskam, Ph.D., RMT, Dept. of Music
  * University of the Pacific, Stockton, CA 95211
  * Suzanne B. Haner, Ed.D., RMT, Dept. of Music Therapy

Colorado
- Colorado State University, Fort Collins, CO 80523
  * Frederick T. W. D. RMT, Dept. of Music

District of Columbia
- Catholic University of America, Washington, D.C. 20064
  * Joelle Weller, RMT, School of Music

Howard University, Washington, D.C. 20059
  * Ana Pachai, RMT, Dept. of Music

Georgia
- Georgia College, Milledgeville, GA 31061
  * James J. Fortier, Ph.D., RMT, School 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
  * Christina Lucas, RMT, School of Music
- Illinois State University, Normal, IL 61761
  * Marie D'Ignarino, RMT, Music Dept.
- Western Illinois University, Macomb, IL 61455
  * Bruce R. Prueter, RMT, Dept. of Music, Browne Hall

Indiana
- Indiana University-Purdue University, Fort Wayne, IN 46805
  * Laineen Dykstra, Ph.D., RMT, Div. of Music
- University of Evansville, Evansville, IN 47720
  * Alan L. Solomon, RMT, Music Dept.

Iowa
- University of Iowa, Iowa City, IA 52242
  * Erwin Schneider, Ph.D., RMT, Div. of Music Education
- Wartburg College, Waverly, IA 50677
  * Carol Cottle, RMT, Dept. of Music

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

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

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

Massachusetts
- Anna Maria College, Paxton, MA 01612
  * Susan J. Plassade, 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. Unruh, RMT, Dept. of Music

Wayne State University, Detroit, MI 48202
  * Claire Collins, RMT, Dept. of Music
- Western Michigan University, Kalamazoo, MI 49008
  * Sharon Villon, RMT, School of Music

Minnesota
- Augsburg College, Minneapolis, MN 55454
  * Robin Kaye Metzler, RMT, Dept. of Music
- College of Saint Teresa, Winona, MN 55987
  * Judith Williams, RMT, Dept. of Music
- University of Minnesota, Minneapolis, MN 55455
  * Mary Ann Katerina, RMT, School of Music, Scott Hall

Mississippi
- William Carey College, Hattiesburg, MS 39401
  * Carolyne Hennings, RMT, School of Music

Missouri
- Maryville College, 3550 Conway Rd., St. Louis, MO 63141
  * Joseph J. Morena, RMT, Dept. of Music Therapy
- University of Missouri-Kansas City, Kansas City, MO 64110
  * Wanda Latham, Ph.D., RMT, Conservatory of Music

Montana
- Eastern Montana College, Billings, MT 59101
  * Mark H. III, 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 McElwain, Ph.D., RMT, Dept. of Music

New York
- Nazareth College of Rochester, 4245 East Ave., Rochester, NY 14610
  * Bryan L. Huru, RMT, Music Dept.
- State University College-Fredonia, NY 14063
  * Constance Wisdom, RMT, Dept. of Music
- State University College-New Paltz, New Paltz, NY 12561
  * Robert Kroul, RMT, Music Dept.

North Carolina
- East Carolina University, Greenville, NC 27834
  * Ruth Schoenberger, Ph.D., RMT, School of Music
- Queens College, Brooklyn, NY 11274
  * Frances McClain, RMT

Ohio
- Cleveland Consortium Schools:
  * Baldwin-Wallace College, Berea, OH 44017
  * Case Western Reserve University, Cleveland, OH 44106
  * Cleveland State University, Euclid at East 24th St.
    Cleveland, OH 44114
  * College of Wooster, The, Wooster, OH 44691
  * Denison College, Granville, OH 43023
  * Consortium Director: Susan Kane, RMT, Director of Music Therapy:
    Mariemont Hall, Conservatory of Music, Baldwin-Wallace College, Berea, OH 44017
- College of Mt. St. Joseph on the Ohio, Mt. St. Joseph, OH 45036
  * Belknap S. Morley, RMT, Music Dept.
- Ohio University, Athens, OH 45701
  * Eva Adam, RMT, School of Music
- University of Dayton, Dayton, OH 45409
  * Marilyn Sanders, RMT, Music Div. of Performing & Visual Arts Dept.

Oklahoma
- Phillips University, Enid, OK 73701
  * Betty Bash, RMT, School of Music

Southwestern Oklahoma State University, Weatherford, OK 73096
  * Michael Cassidy, RMT, Dept. of Music

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

Pennsylvania
- Combs College of Music, Philadelphia, PA 19119
  * Herbert Levin, D. Mus., RMT, Director, Music Dept.
- Drexel University, Philadelphia, PA 19104
  * Luvelle Colm, RMT
- Drexel University, Philadelphia, PA 19104
  * Luvelle Colm, RMT

Elizabethtown College, Elizabethtown, PA 17022
  * Grace Malcom, RMT, Dept. of Music

Hahnemann University, 230 N. Broad Street, Philadelphia, PA 19102
  * Cynthia A. Brown, RMT, Dept. of Music

Manheim University, Manheim, PA 17543
  * Elizabeth Edelman, RMT, Dept. of Music

Marywood College, Scranton, PA 18510
  * Robert Rater, RMT, Dept. of Music

Simpson Rock State College, Simpson Rock, PA 16557
  * Sue A. Shurett, RMT, Dept. of Music

South Carolina
- Baptist College at Charleston, Charleston, SC 29411
  * Myra Jordan, RMT, Music Dept.

Tennessee
- Tennessee Technological University, Box 3045, Cookeville, TN 38501
  * Susan Cleva, RMT, Dept. of Music

Texas
- Southern Methodist University, Dallas, TX 75275
  * Charles Roche, Ph.D., RMT, Div. of Music
- Texas Woman's University, Denton, TX 76204
  * Donald E. Michel, Ph.D., RMT, Dept. of Music and Drama
- West Texas State University, Canyon, TX 79016
  * Martha Estes Bead, RMT, Dept. of Music

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

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

Wisconsin
- Alverno College, Milwaukee, WI 53213
  * Joseph Schachner, Ph.D., RMT, Dept. of Music
- University of Wisconsin-Eau Claire
  * Eau Claire, WI 54701
- Wisconsin Normal College-Neillsville, WI 54756
  * Marvin Seibert, RMT, Music Dept.

- University of Wisconsin-Milwaukee
  * Milwaukee, WI 53201
- University of Wisconsin-Oshkosh, Oshkosh, WI 54901
  * Nancy Lloyd, RMT, Dept. of Music

*Also award Master's Degree
†Also award Master's Degree and Doctoral study
§Award 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.


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
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