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## Senate Meeting, February 14, 1990

Academic Senate  
*Illinois State University*

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ACADEMIC SENATE MINUTES

February 14, 1990

Volume XXI, No 11

Call to Order

Seating of New Senator

Roll Call

Approval of Minutes of January 31, 1990

Chairperson's Remarks

Vice Chairperson's Remarks

Student Body President's Remarks

Administrators' Remarks

- ACTION ITEMS:**
1. Rules Committee Recommendations for Faculty Appointments to External Committees
  2. Election of Eric Raucci to a student seat on the Executive Committee
  3. Academic Affairs Committee Proposal for Speech Pathology-Audiology Curriculum Proposal

**INFORMATION ITEMS:** Rules Committee Proposal for Change in Athletic Council Bylaws (Endorsed by Student Affairs Committee)

**CONSTITUTIONAL AMENDMENT:** Amendment to ISU Constitution Proposed by Dan Schramm and Scott Rendleman

Communications

Committee Reports

Adjournment

Meetings of the Academic Senate are open to members of the University community. Persons attending the meetings may participate in discussions 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)

February 14, 1990

Volume XXI, No. 11

### CALL TO ORDER

Chairperson Len Schmaltz called the meeting of the Academic Senate to order at 7:10 p.m.

### SEATING OF NEW SENATOR

Chairperson Schmaltz introduced a new graduate student senator, Charles Hall, who is working on a graduate degree in Biological Science.

### ROLL CALL

Secretary John Freed called the roll and declared a quorum present.

### APPROVAL OF MINUTES OF DECEMBER 5, 1989

Senator Kagle: On page 10, the middle of the page: "there are other kinds of things here such as talk about building a new theater unit."

Page 11, "it is too general."

Senator Tuttle: Page 9, third paragraph, "But, it is not going to be specifically passed?" I think the word I used was "presented."

Page 9, seventh paragraph: "Why is the President not here?" I believe I said, "Why is the proposal not going to be presented here?"

Senator Newby: Page 3, sixth paragraph: "I believe that the Annual Student Art Exhibit is that same week...." It should read: "I believe that Exceptional Children's Week is that same week....."

Senator Goldstein: Page 13, second paragraph, half way down: "What is your next step?" should have a question mark at the end.

XXI-69

Senator Rendleman moved approval of the January 31, 1990 Academic Senate Minutes as corrected (Second, Newby). Motion carried on a voice vote.

### **Chairperson's Remarks**

Chairperson Schmaltz: I would like to thank senators for being present this evening, despite the inclement weather. It was a tough decision as to whether the Senate would meet. However, I noticed that the lobby was crowded with people pouring in for the event in the auditorium. If you charge people \$20 for an event, they will get here. I hope you all arrive home safely without accidents.

Chairperson Schmaltz: Senators have at their places this evening a letter from Tim Moore, Co-Chair of the Earth Day Committee for 1990, regarding clarification of questions asked at the January 31st Academic Senate meeting.

I would also like to read a letter from Jude Boyer of the Student Affairs Office regarding Earth Day 1990: "It is our understanding that there was some discussion of proposed Earth Week activities at the January 31st Academic Senate meeting and that clarification regarding the Earth Week Committee may be helpful."

"The Student Affairs Office has recommended that the Earth Week Committee seek status as a registered student organization and that their request for facilities and specific activities be processed by the Student Life Office in the same manner as would occur with other registered student organization activities. Student Life staff will work with Committee members to ensure that all activities occur within the policies of the University and that they not interfere with other previously scheduled activities such as the Very Special Arts Festival. Although some members of the Earth Week Committee are affiliated with Campus Recreation Services, that department is not sponsoring the Committee's activities. All sponsorship will be by the Committee. It is likely that some events will have multiple sponsorship as the Committee is seeking involvement on the part of a number of University groups."

"If I can be of further assistance, please let me know."

### **Vice Chairperson's Remarks**

Vice Chairperson Scott Rendleman had no remarks.

### **Student Body President's Remarks**

Student Body President Dan Schramm: I have distributed four new petitions for constitutional amendments. I urge senators to read these. They will be brought up later.

Chairperson Schmaltz: Does Senator Schramm view these as new constitutional amendments.

Senator Schramm: I view them as a separation of the previous amendment submitted. However, there are some changes in wording.

#### **Administrators' Remarks**

President Wallace had no remarks.

Senator Tuttle: I wrote to President Wallace on January 29th, and received a reply on February 6th regarding the questions I asked. However, one of the questions was not answered. I would ask that my letter and his reply be attached to the Senate minutes, and that my question that was not answered be addressed at this time. It calls for specific information. Question No. 3: For the record, what is the total dollars spent and/or planned for the following consultants: Athletic program consultant; new vice president's position consultant; Science building consultant; Strategic Planning Process consultant; Physical Plant Maintenance and repair consultant (Service-master); and others not as yet announced?

President Wallace: In response to your questions, when we approve a budget, we allocate dollars to specific units. These budget units would assign money for use to hire consultants. They are allowed to do that within the budget provisions of the University. I don't feel that a public session is the place to dissect the budget as to what has been spent or what will be spent in the future. We have a Budget Committee and if there is interest about how we budget for consultants or how we spend money for consultants, it can be addressed by the Budget Committee.

Senator Tuttle: I take it you are not going to give me specific figures.

President Wallace: Not in a public session. No. Some of these are personnel matters. I think the Budget Committee could meet to address these issues. I don't think we can address all future consultant needs. When we have a budget unit director who has a request from the appropriate person in a specific department who says that they would like to take some of their budget money and use it on a consultant, that is their prerogative. I don't think it is within the scope of the Senate to question this.

Senator Tuttle: I don't think the amount of money that was spent on the Athletic program consultant is confidential information. If I wanted to be an investigative reporter, there are a lot of ways that I could find that out.



President Wallace: You could just pick up the phone and call the Athletic Council Chair. I am sure he would tell you. I think we should use our committees such as the Athletic Council and the Budget Committee to investigate this type of request. If the outcome is just to publicize such matters to the press, that is one thing. But, if the outcome is to have the Senate reviewing where the money in the University is going, that is another thing. We need to understand the magnitude of this.

Senator Ritt: If you don't understand our objectives in asking the questions, then you don't plan to answer them.

President Wallace: My comment was that I did correspond with Dr. Tuttle. These kinds of questions should be directed to the Budget Committee. To sit here and go through the University budget and talk about how much money a chair or dean or vice president spends on a given item, is not appropriate. I would like to suggest that questions on what was spent on the athletic consultant be directed to the Athletic Council. If it is something about the budget, it should be sent to the Budget Committee. I don't think public forums should dissect peoples' budgets within the university.

Senator Tuttle: Weren't we supposed to receive a copy of the athletic council budget?

President Wallace: When the Athletic Strategic Planning Committee was finished, they sent a report that had all that financial information to the Executive Committee, the Budget Committee, the Athletic Council, and a variety of people on the Senate with information about the finances.

Senator Tuttle: Why was this not sent to every member of the Senate? Did every member of those committees receive this? I am on the Budget Committee, and I have never seen this report.

President Wallace: There is a letter that went out that included these groups.

Senator Ritt: I agree that there is no need for the Senate to dissect budgets after the action has taken place. I don't think that these actions should be dissected in public. However, I think that the purposes of the University would be very well served if these proposed expenditures were reviewed by the appropriate Senate committees before they take place because whether it is accepted or not, there is sometimes a certain amount of wisdom that comes from the experience and the intellectual capabilities of people on the Budget Committee and other appropriate University committees which at some times can save the University from a large amount of future

embarrassment about large expenditures which they make that somehow or other do become public. In the history of this University, budgetary decisions of the administration have sometimes been modified as a result of previous consultation in Senate committees to the advantage of the University. This is just a constructive suggestion to the administration that a certain type of expense which might be subject to criticism is about to be made and that perhaps there is a certain amount of temperance which could be obtained.

President Wallace: I certainly agree with part of what you said and that is how we use the Budget Committee. Today we met with the Budget Committee for a couple of hours. We discussed today the role of the Budget Committee as it interacts with other committees. I think, however, that it will be very difficult to involve the committee in every decision that is made on expenditures by category. What we are trying to do is to begin a process where we begin talking about budget priorities. Today we went through data for FY 89, FY 90, and FY 91.

Vice President for Business and Finance James Alexander had no remarks.

Provost Strand: I received a letter from Senator Kagle that he would be asking a question of the President about University Studies that would be referred to me. I don't know what the question or the nature of it is. I will respond as well as I can.

Chairperson Schmaltz: Traditionally, questions of administrators are submitted in writing 24 hours in advance. Since this is not the case, and neither the President nor the Provost received your question in writing 24 hours in advance, they may choose to answer it at the next Senate meeting.

Senator Kagle: I understand Senate procedures. The question basically addresses the new committee being set up to investigate university studies. Why isn't this committee set up so that it will report to the Council on University Studies which is the Senate committee entrusted with these particular matters. I did not see that in any of the information on that particular committee. Secondly, why since this university has such a long history of willing service on the part of faculty on administrative committees, was it decided that this committee was to be paid, plus given additional released time which also involves the expenditure of university funds? Was it that service on this committee is more involved, and you could not get the appropriate people without the inducement of added support?

Provost Strand: With regard to your first question as to the reporting relationship. The report will come to the Provost and assuming the report seems to be worth forwarding, the sending forward will involve referring that report to the Council on University Studies and will come through the traditional chain of command for approval. That committee is not being bypassed in any way. As the initial step, the report will come to me for my analysis and then go through the regular process. Regarding your second point, the possibility of released time or payment for this committee. It is anticipated that this will be a very time-consuming and arduous task. In visiting with colleagues on other campuses, both Dr. Austensen and I were advised that the way to do this job correctly, was to give people some relief from their regular duties so they can devote time to this assignment. There are precedents for this because the Academic Planning Committee and the Educational Leadership Initiative Task Force had payment for time and services. It can be argued whether or not this is substantial enough assignment to warrant that. That is a judgment call. It is a call that I have made based on what I have witnessed and heard at other campuses.

Senator Kagle: On the first matter, I am glad this is a matter of record. I was concerned because in the case of the vision statement committee, it was not clear and a pre-announced explanation how this committee would be affected by the outcome of the report. On the other judgment call, it is in the tradition of this University to provide that kind of service on a volunteer basis. I was certainly hoping that this would be carried over. This is an area where we need to tread carefully because there are so many committees where faculty members serve free.

#### **ACTION ITEMS**

##### **1. Rules Committee Recommendations for Faculty Appointments to External Committees**

XXI-70

Motion by Newby (Second, Tuttle) to appoint three faculty members for replacements on external committees carried on a voice vote.

###### **UNIVERSITY CURRICULUM COMMITTEE**

Eric Behr, Mathematics (1990 term)

###### **SCERB HEARING PANEL**

Carol Benson, Mathematics (1991 term)

Dwaine Goodwin, HPERD (1991 term)

##### **2. Election of Student Senator, Eric Raucci, to Executive Committee**



XXI-71 Motion by Rendleman (Second, Taylor) to elect Eric Raucci to the Executive Committee carried on a voice vote.

Eric will replace Shawn Steubinger.

3. Academic Affairs Committee Proposal for Speech Pathology and Audiology Curriculum Proposal

XXI-72 Motion by Carroll Taylor (Second, Goldstein) to approve the Academic Affairs Committee Proposal for Speech Pathology and Audiology Curriculum Proposal carried on a voice vote. Dr. Young from the Department was unable to attend because of the weather.

**INFORMATION ITEMS**

1. Rules Committee Proposal for Change in Athletic Council Bylaws (Endorsed by Student Affairs Committee)

Senator Newby, Chair of the Rules Committee, introduced the change in the Athletic Council Bylaws which was drafted by the Rules Committee at the request of the Executive Committee. The change would occur on the first page of the Athletic Council Bylaws, page one, Article I, Membership, B. Faculty: (Old Wording: "The faculty shall be nominated and elected by the Senate to staggered 3-year terms each spring. The term of service shall begin July 1 following the elections. A minimum of three faculty members must be women, and a minimum of three faculty members must be men. No more than two faculty members may be from the same department.")

Proposed New Wording:

I. Membership

B. Faculty

A slate of candidates shall be presented to the Senate as an information item, at which time nominations from the floor may be added. All nominees must be approved by the President of the University and the Chairperson of the Academic Senate as well as a majority of the Executive Committee before the slate is forwarded to the Senate for election. (The) Faculty shall be nominated and elected by the Senate to staggered 3-year terms each spring. The term of service shall begin July 1 following the elections. A minimum of three faculty members must be women, and a minimum of three faculty members must be men. No more than one faculty member may be from the same department."

Senator Zeidenstein: I have three questions and an observation. The first question, Is a slate still defined elsewhere as at least two candidates for each position? The last thing the Senate passed by majority vote had a definition of slate as two or more candidates for each position. Is that still there in a different paragraph.

Senator Newby: It is not defined here. I am not familiar with the passage of the Bylaws that defines a slate.

Senator Zeidenstein: It is in a Blue Book Description.

Chairperson Schmaltz: You are thinking of the Presidential Search Committee where we defined "slate" for the constitutional amendment. You are correct to point out that "slate" is not defined here.

Senator Zeidenstein: I would recommend that the same kind of wording used in the Presidential Search Committee definition of "slate" might be added to this proposal in an appropriate place.

Senator Newby: This went through two committees, Rules and Student Affairs, and it was not written that way.

Senator Zeidenstein: Then you are saying that a slate of candidates was not designed to have more candidates than there are positions available.

Senator Newby: It is not specified.

Senator Zeidenstein: It might well be considered to add that.

Chairperson Schmaltz: As I read that, a slate could consist of one candidate per position. You don't think that is appropriate, and you are suggesting to the committee that they might want to define "slate" in such a manner that that could not occur.

Senator Zeidenstein: If they agreed with the policy, they could pick up the same wording that occurs in the Presidential Search Committee.

Senator Newby: During the last election, we had five vacancies and five nominations for election. It might not be a 2/1 ratio.

Senator Zeidenstein: I have made my suggestion and will stop at that point. Second question. It says a slate of candidates will be presented. Who nominates the slate? I understand that nominees at the information stage may be made from the floor of the

Senate. Am I correct in assuming that this is passive voice, a slate of candidates shall be presented to the Senate? Who makes the original nomination of that slate, the Executive Committee?

Senator Newby: The Rules Committee presents these nominations to the Executive Committee who brings them forth to the Senate.

Chairperson Schmaltz: Perhaps that should be made clear it is a slate prepared by the Rules Committee.

Senator Zeidenstein: For the record, the effect of this as proposed is basically that two individuals, the President of the University and the Chairperson of the Senate, would have vetoes over any nominee from any source and a majority of the Executive Committee could veto any nominee from any source. Is that correct?

After the underlined material, the recommendation to remove (The) from in front of Faculty. The way it is now written and proposed, it would strike me that the word nominated should be stricken. So it should read: Faculty shall be elected by the Senate to staggered 3-year terms each spring. I say that because with the exception of nominees from the floor of the Senate at information stage, strictly speaking the faculty are not nominated by the Senate. They are elected by the Senate, but strictly speaking are not nominated by the Senate. That was old language when that was indeed the case. But, the new language changes this. I would suggest that the sentence read: Faculty shall be elected by the Senate. Strike "nominated and."

Senator Goldstein: Isn't the Executive Committee a body of the Senate?

Chairperson Schmaltz: It is a committee of the Senate.

Senator Arnold: The Rules Committee is made up of senators.

Senator Newby: This would be a clarification that the nominations did not come from outside the Senate, but are nominated by the Rules Committee and approved by the Executive Committee.

Senator Zeidenstein: I have a big problem with that.

Senator Kagle: The honored tradition of scholarly debate on academic as well as administrative matters usually holds that we are willing to defend our decisions in open debate. I was wondering if the committee had considered any language in the procedure which would allow an individual responsible for making

or vetoing nominations to defend, and/or explain the reasons for making their individual choices or selections. If someone is removed from consideration, is there a procedure that is possible to question why that action was taken?

Senator Newby: The Executive Committee minutes would be a rather detailed account of the action that takes place in regard to any nomination. There should be a record of why a name might not be forwarded, whether it failed to gain a 2/3 vote of the Executive Committee and was defeated. These minutes are available to all senators.

Senator Nelsen: Is there a certain place or procedure where the Rules Committee obtains nominations? Are there procedures written down somewhere?

Senator Newby: Yes. The procedures are rather specific. We send out invitations each year, in which all faculty are invited to fill out a Committee Preference Form indicating which committees they wish to serve on. When there are vacancies with some specific need, such as college representation, that needs to be taken into consideration. One college just lost a member on a committee because of sabbatical leave, so we are asking the college council to suggest a replacement.

Senator Nelsen: If a name came through with a desire to serve on that committee, or a name was suggested to serve on that committee, would that place that person into nomination?

Senator Newby: We would place that name into nomination with the others. There are guidelines concerning male and female representation on the committee. We usually have many more people willing to serve on the Athletic Council than there are vacancies.

#### CONSTITUTIONAL AMENDMENT

#### ISU CONSTITUTIONAL AMENDMENTS PROPOSED BY DAN SCHRAMM AND SCOTT RENDLEMAN

#### PETITION

We the undersigned students of Illinois State University petition the Academic Senate, as our duly elected representatives and governing body, to support the following amendments to the Constitution of Illinois State University:

#### ARTICLE V.

#### Academic Governance

#### Section 1. Academic Senate



## Membership

DELETE: The membership of the Academic Senate shall consist of 27 elected faculty members, 17 elected student members, the President of the University, the Vice President and Provost, the Vice President and Dean of Student Affairs, the Vice President for Business and Finance, the President of the Student Body, and the Student Regent.

ADD: The membership of the Academic Senate shall consist of 27 elected faculty members, 25 elected student members, the President of the Student Body, and the Student Regent. The President of the University, the President and Provost, the Vice President and Dean of Student Affairs, and the Vice President for Business and Finance shall serve as ex-officio non-voting members.

### B. Elections

DELETE: 3. Undergraduate student representatives shall be elected by undergraduate students from units defined in the election rules.

ADD: 3. Undergraduate student representatives shall be elected by undergraduate students from candidates nominated in proportion to the number of students enrolled in each College of the University. Each College shall have at least one representative on the Academic Senate. The Election Committee shall annually apportion seats among the Colleges.

### C. Officers

DELETE: 1. ....The Chairperson and Secretary of the Senate shall be faculty representatives.

ADD: 1. ....The Chairperson and Secretary of the Senate shall be faculty representatives while the Vice Chairperson shall be a student representative.

## Section 2. Executive Committee

### A. Membership

DELETE: , and four students. The faculty....., and six members elected annually by and from the Academic Senate.

ADD: , and six students. The faculty....., and eight members elected annually by and from the Academic Senate.  
Chairperson Schmaltz: I am going to rule that this is not an information item, as incorrectly placed by the Executive Committee. It is in fact a constitutional amendment. It was



presented as such at the last Senate meeting.

Parliamentarian Cohen: The Constitution, Article 6, Section 1, is legislation and bylaws, and Section 2 is Amendments to the Constitution. There is a clear distinction between amendments to the constitution and the regular legislative process. The second sentence of section 2 states that: "Amendments to the Constitution of Illinois State University may be initiated by a petition signed by two per cent of the students currently enrolled in the University or ten per cent of the faculty of the University or by a petition signed by five members of the Academic Senate. Proposed amendments shall be submitted at a regular meeting of the Academic Senate, be distributed in the Senate Minutes, and be voted upon at a regular Senate meeting following distribution of the minutes." In other words, the placing of a Constitutional Amendment is an inexorable process, once it starts, it has to come to an end following this framework in Section 2, Article 6 of the Constitution.

Chairperson Schmaltz: This is inappropriate as an Information Item, but it is appropriate as a Constitutional Amendment.

Parliamentarian Cohen: (Asked to reread constitution)  
"Proposed amendments shall be submitted at a regular meeting of the Academic Senate, (it was) be distributed in the Senate Minutes, (it was) and be voted upon at a regular Senate meeting following distribution of the minutes."

Senator Rendleman: How does the Parliamentarian interpret following -- immediately following?

Parliamentarian Cohen: Any meeting following the distribution.

Chairperson Schmaltz: Given the unclear nature of the Constitution, the Chair will rule that this does not necessarily have to be voted on at this meeting. However, it would have to be voted on shortly.

Senator Rendleman: I would like to call an Executive Committee meeting for about five minutes to discuss this. What we have before us may not be what we want to present any longer.

Senator Schramm: Can we take this off the table and propose the separated amendments.

Parliamentarian Cohen: No, it is an inexorable process. If you look at it, it is not legislation, it is a different section of the Constitution. Once the process starts, it must go forth to its end. You cannot divide the motion, amend it, or withdraw it; unless it is an amendment for grammar.

Senator Schramm: Then, if it is voted down tonight, that will be the end of it.

Parliamentarian Cohen: Yes.

Senator Rendleman: Can we ask the Chair for a suspension of the Rules.

Senator Kagle: If it is voted down now, that would not preclude bringing up the divided motion as separate constitutional amendments later.

Senator Rendleman: We understand that, but why debate something that.....

Senator Kagle: We don't have to debate it, but from what I understand about the Constitution, we have to vote this thing either up or down at some time or another. If the intention of the presenters is to withdraw this, then let's bring it quickly to a vote with the idea of voting it down so that you can go ahead with your substitute amendments.

Chairperson Schmaltz: The Chair is not going to allow you to present those four constitutional amendments to be voted on. They can be presented as communications; but will have to be voted on at a different meeting.

Senator Schramm: I agree.

Senator Freed: I might point out to you that there are only 33 senators present; and a constitutional amendment would need 34 votes to pass. It would not be in your interest to bring it up to vote, as it would automatically fail.

Senator Rendleman: Since this has to complete a process, then let's let it fail.

Chairperson Schmaltz: Then I will call upon Senator Schramm during communications to present his four constitutional amendments signed by five members of the Academic Senate. The ISU Constitutional amendment as presented by Senators Schramm and Rendlemen is up for vote.

Senator Mohr: Shouldn't this be moved and seconded by someone.

Chairperson Schmaltz: It has been moved and seconded.

Senator Kagle: I would like to debate the amendment. I would hope that before the particular divided amendments are presented, that they be taken back for some minor re-wording. There is no

process as I understand to amend this on the floor.

Senator Zeidenstein: He is talking about four other amendments that have not even been offered yet. There will be ample time to offer advice on the next phase after we get rid of the first phase. This debate is not germane to the first phase.

President Wallace: Point of order. I do not believe we have a quorum in terms of voting on a constitutional amendment. It takes 34 members to pass a constitutional amendment.

Parliamentarian Cohen: It cannot possibly pass. Therefore, it would be defeated. The President has a valid point. The Parliamentarian would say that if you wish to go ahead and vote, a majority can vote or a majority can postpone consideration. To postpone consideration requires a simple majority.

XXI-75 Senator Walker: I move the question. (Second, Rendleman).  
Motion carried on a voice vote.

(XXI-74) Roll Call Vote on Schramm/Rendleman Constitutional Amendment: 26  
no; 2 yes; 5 abstentions.

#### COMMUNICATIONS

Senator Schramm presented four Constitutional Amendments by  
Petitions signed by five members of the Academic Senate:

#### PETITION #1

We the undersigned students of Illinois State University petition  
the Academic Senate, as our duly elected representatives and  
governing body, to support the following amendment to the  
Constitution of Illinois State University:

ARTICLE V.  
Academic Governance  
Section 1.- Academic Senate  
A. Membership

DELETE: The membership of the Academic Senate shall consist of  
27 elected faculty members, 17 elected student members, the.....

ADD: The membership of the Academic Senate shall consist of 27  
elected faculty members, 21 elected student members, the.....

Senator Schramm: As you can see, there are some slight changes  
in this. Petition number one would increase the student member-  
ship from 17 to 21. The reason for increasing the number to 21

would be to allow students at Illinois State University to become more involved in setting the policies of the University. With the current number of student senators, none of them would have to show up at a Senate meeting, and there would still be a quorum in regard to voting capacity (half + one). Twenty-one student members plus the Student Body President plus the Student Regent would give us a total of 23 students. Half of 54 total members is 27 plus 1; equals 28. You would need at least one student to have a quorum in that case. This would still keep the voting power in the faculty hands by virtue of numbers. It would show some mutual respect to the students who serve on the Senate. There is no doubt about what Senator Belville said a couple of meetings ago, in that, he has the feeling that what he says is not being listened to. I don't think we need to fear another student walkout or anything like that. That happened on a whim because some of the faculty members didn't show up that night. Had all the faculty members shown up that night, students could have walked out and it wouldn't have mattered. This amendment is a way of showing that the student membership representation on this body is to be respected.

Senator Zeidenstein: What is the total number of students? I see 21 underlined here, then I count elsewhere the Student Body President, the Student Regent. Are those two in addition to the 21 elected students?

Senator Schramm: Yes. The only change is in the number listed. The elected senators would go from 17 to 21, plus the Student Body President, plus the Student Regent, making a total of 23 students.

Senator Zeidenstein: And 23 is one more than a quorum. We have 50 members on the Senate, or will that change?

Senator Schramm: If this amendment were to pass, our total would be 54 -- 54 divided by two is 27 plus one is 28. A quorum would be 28. That means there would have to be at least one student.

Chairperson Schmaltz: If only the 27 faculty members showed up, they could not meet, because they would not have a quorum. You would need 28.

Senator Zeidenstein: With the additional four people -- we have 50 members now, including everyone, students, faculty and administration -- but where does the extra four members come from.

Chairperson Schmaltz: The number of elected student senators would increase from 17 to 21.



Senator Ritt: If these are separate amendments, the "s" should be omitted. The wording should be grammatically correct.

Parliamentarian Cohen: That would be insubstantial or editorial.

Senator Nelsen: Are these amendments going to be presented in the same order at the next meeting?

Senator Schramm: Yes.

## PETITION #2

### ARTICLE V.

#### Academic Governance

#### Section 1. Academic Senate

##### A. Membership

DELETE: . . . . ., the President of the University, the Vice President and Provost, the Vice President and Dean of Student Affairs, the Vice President for Business and Finance, the President of the Student Body, and the Student Regent.

ADD: . . . . ., the President of the Student Body, the Student Regent, the Vice President and Provost, the Vice President and Dean of Student Affairs, and the Vice President for Business and Finance. The President of the University shall serve as an ex officio, non-voting member.

Senator Schramm: Basically, what this amendment does is say that the President of the University shall serve as an ex officio, non-voting member. The Senate is advisory to the President. In the Illinois State University Constitution, ARTICLE V, Section 1, E. Functions, "Within the limits established by legislative statute and the authority delegated thereby to the Board of Higher Education and the Board of Regents, the Academic Senate shall be the primary body to determine educational policy of the University and to advise the President on its implementation." My view towards this is that the Senate is advisory to the President. Decisions come to him eventually for his implementation. He can decide at that time. Can I ask President Wallace how he feels about being ex officio with non-voting status?

Chairperson Schmaltz: I don't think that would be appropriate. Let's make sure about this. Things would stay the same with the administrators, with the exception of, the President who would no longer have a vote.



Senator Kagle: Am I not correct that there are some actions on the Senate which are not advisory to the President, such as election of committee members or certain things involving Senate business. If we deprive the President of a vote on the grounds that his votes are advisory, we would also be depriving him of a vote in the areas where his vote is not simply advisory. At present he is certainly free to abstain as he has done. In making this change, are we not also changing the nature of the Senate?

Senator Schramm: On the committees of the Senate, all of the administrators have ex officio status. Dr. Gamsky on the Student Affairs Committee has ex officio status.

Chairperson Schmaltz: I think the question Senator Kagle was asking was: For example, when the Senate elects a member to the Executive Committee, does or does not the President have the right to vote in that circumstance? According to your proposal, I think the correct answer would be that the President would not have the right to vote in that particular circumstance.

President Wallace: I would like to respond to Senator Schramm's question. The Bylaws of the Academic Senate, Article II, General Provisions for Committees of the Academic Senate, Section 2.22: "Policy Approval by the President. Before any policy or any modification of existing policy may become effective, it must be approved in writing by the President. Such policies shall be consistent with the policies of the Board of Regents, the Illinois State University Constitution, and the decisions of the Academic Senate." This would agree with Senator Schramm's analysis.

Senator Arnold: I have a minor technical question. Changing the voting status of the President would make the Senate have 53 voting members. Wouldn't that change the quorum to 26-1/2 which would be rounded to 27.

Senator Schramm: If the first amendment were adopted, that would make the membership 54. If this amendment were adopted, it would put the membership back to 53. Half of 53 is 26-1/2, which would be rounded to 27 plus one.

Parliamentarian Cohen: No -- 27 would be a quorum of 53 voting members.

Senator Ritt: What is the committee's understanding of ex officio?

Senator Rendleman: Ex officio in my interpretation would mean that the person sits on the committee and takes part in discussion because of their position.

Senator Ritt: Then that is not really a change. All of these people are presently ex officio members of the Senate.

Senator Rendleman: We are changing the wording.

Senator Ritt: I would suggest that the word ex officio be left out. The President is not distinguished from these other administrators by being ex officio. He is distinguished by being a non-voting member.

Senator Schramm: I would accept the omission of ex officio.

Senator Ritt: Do the other signers of the petition accept this?

Senator Schramm: Some of the signers are not here.

Senator Tuttle: Do you need the approval of the other two signers of the petition?

Parliamentarian Cohen: I think Mr. Ritt's comments do not change anything substantive. They do not change anything other than a wording.

Chairperson Schmaltz: Strike an ex officio and change the wording to "The President of the University shall serve as a non-voting member."

### PETITION #3

#### ARTICLE V

#### Academic Governance

#### Section 1. Academic Senate

#### B. Elections

DELETE: 3. Undergraduate student representatives shall be elected by undergraduate students from units defined in the election rules.

ADD: 3. Undergraduate student representatives shall be elected by undergraduate students from candidates nominated in proportion to the number of students enrolled in each College of the University. Each College shall have at least one representative on the Academic Senate. The Election Committee shall annually apportion seats among the Colleges.

Senator Schramm: The purpose for doing this is a variety of reasons. One is that not all colleges have been represented on the Academic Senate in the past. Recently, we have had no

representative from the College of Fine Arts. I realize that due to the variety of students in the College of Fine Arts, that their schedules may pose some problems. However, there are students in the College of Fine Arts that could run for the Senate. It would be valuable on the Senate to have insight into all students in all different colleges. By subjecting ourselves only to other colleges, we tend to not know how the students in the College of Fine Arts feel about certain matters, or how certain policies will affect them. Basically, another major reason for this is to bring the students closer together. As a student in the College of Business, I may have a different interpretation than a student in the College of Arts and Sciences, or the College of Applied Science and Technology, or the College of Education. One thing that we can do is foster a relationship of faculty in the student's area and allow more people to vote on this.

Senator Nelsen: Is there anything in the current election codes that would preclude that establishment of quotas for students by college? Secondly, as this is read this is replacing "from units defined in the election rules." Do you intend, then, to dismiss the election rules as they currently exist because they are no longer referenced.

Senator Schramm: My answer to the first question would be no. As it is currently written, 15 Political Science majors could be elected and serve on the Senate at one time. My other answer is that if the first amendment were to pass, then the election rules would have to be changed at a later time. Changes in the Academic Senate Blue Book would need to take place.

Senator Williams: The way the Student Election Code reads is that each of the bodies, such as the SBBB and the Academic Senate, their constitutions constitute how the students will be elected to those bodies. If it was amended to our Constitution for the University, then that would go into effect in the Student Election Code. Essentially, that change is provided for there. Each organization that has students elected to it sets rules for how those students are elected. The Student Elections Code just carries this out.

Senator Nelsen: Would the appropriate place for this be the constituency which elects those students. For example, the students at large are elected from the student body electorate. Would that be appropriate to generate the changes in the student election code, rather than have the faculty dictating to students how they will be elected?

Senator Rendleman: If this is passed, it is by the Academic Senate, which is composed of both students and faculty. It is a Constitutional Amendment -- we are changing the Constitution.

Senator Schramm: All students would be able to run for a position. Say they are a College of Business student and that 20 business majors run for seats on the senate. They would be slotted and the election board would determine that through the percentage of students allotted to the College of Business, this year it gets eight senators out of the twenty that are running in the election; the College of Arts and Sciences get ten out of fifteen that are running, etc.

Senator Zeidenstein: How and who defines the number of students? There are part-time students, full-time students, etc.

Senator Rendleman: In proportion, it would be in proportion to the total number of students enrolled in that college. It is just like the faculty are elected -- by proportion.

Senator Zeidenstein: Two half time faculty members equal a full time equivalent member.

Senator Rendleman: Part-time students cannot run for Senate anyway.

Senator Zeidenstein: Running is one thing. Determining the size of the constituency is another. How and who determines the size of the constituency which determines the number of the student senators.

Senator Rendleman: I do not know if your specific point is in the Student Election Code, but I would say it is a good suggestion.

Senator Schramm: Full and part-time students enrolled in a college, even a part-time student with three hours, is considered as a member of that college.

Senator Zeidenstein: Even though this interpretation is not here, your interpretation is that any warm body who takes at least three hours or maybe one hour is counted as a student and any other student who is taking an 18-hour overload is counted as one student.

Senator Schramm: A student with three hours can vote in elections at this University. If a student can vote in the elections, he can be counted as a member of his college.  
Senator Zeidenstein: My question was how do you count the students.



Senator Walker: Was that question ever answered? (Yes)

Senator Zeidenstein: How or where does one count unclassified students who have no major? General students?

Senator Schramm: How to assign general students classification could be determined by the Student Elections Code Board. Students who go through this University and declare general studies majors graduate in the College of Arts and Sciences ceremony.

Senator Zeidenstein: What is the name of the body that would determine this -- the Student Elections Committee?

Senator Schramm: The Student Elections Code Board would determine how many student senators would be apportioned to each college, and where the general students would fit in.

Senator Zeidenstein: Since this is a constitutional document which does not mention that body by name and does not even say that they would make that determination -- someone it seems to me should be charged with making a decision on general students.

Senator Liedtke: Why is this only referring to undergraduate students? One of the colleges on this campus is the graduate school. We have graduate students that serve on the Senate. You are excluding graduate students by the way this is worded. Therefore, I would like to see that you consider the graduate school as one of the colleges, and strike the word undergraduate from the wording.

Senator Schramm: The graduate students are currently proportioned by the number on the Senate. If the number of student representatives went up to 21 elected student members, I am sure that the graduate students would get another seat.

Senator Liedtke: If the graduate students are proportional, and you are going to make sure that the graduate students are proportional, how are you going to make sure that the graduate students are truly proportional to the number of students in that college? How will you be assuring us that you are not going to raise the number of undergraduates only?

Senator Schramm: I would definitely accept that into the wording and use just students.

Senator Liedtke: I would like to know how undeclared majors and general students are considered to be a part of the College of Arts and Sciences. Just because they show up at



that particular graduation ceremony?

Parliamentarian Cohen: They don't.

Chairperson Schmaltz: Evidently students who get a degree in General Studies show up at the College of Arts and Sciences Graduate, but not general students.

Senator Liedtke: How will they be represented in this apportionment?

Senator Schramm: That will be decided by the body that decides the proportions of students for Colleges. They can decide about students with undeclared majors.

Senator Liedtke: I am concerned about that particular body as well as the students who have one or two or three hours being counted. I would request that you be prepared at the next meeting to describe how declared majors or some formal category be proportioned. For example, the College of Business has people who show up each semester and take only three hours. It is continuing their education. For that matter, how will continuing education people be counted? To really help us, this needs to be further defined.

Senator Rendleman: I would suggest that if you have questions about these matters, like continuing education, that you submit them in writing to Dan or myself.

Chairperson Schmaltz: I would point out that you have chosen to go the Constitutional Amendment Route, and not go through a Senate committee. Some of us warned you about this.

Senator Kagle: This will go into the Senate Minutes, but no matter what she says, nothing can be done about it. The wording will remain the same.

Senator Liedtke: This amendment has a good direction to it, if we clean up the language.

Chairperson Schmaltz: This is out of order.

Senator Walker: One of the answers indicated that the Student Election Code Board decides how students will be elected. How does the Parliamentarian view the change in how student senators are elected by a body other than the Senate?

Parliamentarian Cohen: Students elect students. We have always allowed the Student Elections Committee to run elections. We tell them how to do this. The last time this came up was about

eleven years ago, when I was Chair of the Senate, and the issue was debated hotly, with the students opposing. There was a raging battle. It came through as an amendment to the Student Election Code, not to the Constitution.

Senator Walker: My question is: what they are proposing to change in this particular amendment does not need a constitutional amendment to do it, it could be done through the committees of the Senate?

Parliamentarian Cohen: No. It could be done through the committee structure as it currently exists.

Senator Kagle: First of all, am I correct in that in establishing the numbers of students in each college, this does not preclude all the students from one college being elected from majors in one department? It seems to me to be a greater concentration problem than some colleges being under-represented. There is no provision here for that. For faculty members there is a provision that a department can have no more than two senators. This proposal here does not provide for that. It says all the students from the College of Arts and Sciences could all be elected from the Department of Geography.

Senator Schramm: Under the current rules, there is a possibility that what you are saying could happen now. Fifteen student senators could now be elected from the Department of Geography. There is that possibility. The petition, if adopted, would prevent that.

Senator Kagle: Am I correct that it is specified and agreed upon in this motion that each college includes the graduate college as one of these colleges and are proportioned.

Senator Schramm: Yes, that is correct.

Senator Kagle: Am I correct that there is no provision in here that says anything in here about the nomination process?

Senator Schramm: Currently, any student in any department or major can go and pick up petitions to run for the Senate. We would like to see that kept, so that as many students who want may run for Senate elections. I understand that faculty have a nomination process, students do not. As long as a student takes out a petition and gets 25 signatures, his name will be placed on the ballot.

Senator Kagle: This only limits the number of seats available in each college category?

Senator Rendleman: Exactly.

Senator Kagle: Were you aware that because the College of Arts and Sciences is so large that the faculty election process divides it into natural sciences, hard sciences, social sciences, humanities, etc.?

Senator Schramm: Those questions could be dealt with by the Student Elections Code Board.

Senator Kagle: Have you considered that a clear statement of the Elections Board would clarify positions like this.

Senator Schramm: This is the way it is in our current constitution. I have no objection to sending these changes to the Student Elections Code Board.

Senator Kagle: We might need to see how they would revise their procedures.

Senator Arnold: The intent of this amendment is to be applauded. We are arguing about semantics and freshman grammar.

Chairperson Schmaltz: Given the procedure, once it is published in the Minutes, it cannot be changed. It is a constitutional amendment. Call it semantics, or whatever you wish, it cannot be changed.

Senator Mohr: I would like to point out one thing, as this amendment reads now, if I were a student in anthropology and I got 25 signatures, I could go to the College of Business and say I'm going to represent you. Since a representative is only defined as a student. When I was on the Rules Committee, we tried to change the procedures and we asked that the student have a declared major in the College for which he was elected or represented. Then we ran into a problem of how did you determine the student's major.

Senator Rendleman: I am sure Admissions and Records has some record of what the student's major is.

Senator Mohr: You can change your major by walking over and saying: "I now want to major in the College of Business."

Senator Schramm: On the petition that is used currently, you have to put your major down.

Senator Schmaltz: I think I am going to have to rule this out of order as debate.

Senator Mohr: I am not debating. The way it reads now, any student can represent the College of Business.

Senator Schramm: Yes.

Senator Mohr: How do you get equal representation in colleges?

Senator Rendleman: I don't think there will be a great number of students who change their majors just to become a member of the Academic Senate.

Senator Alexander: I am concerned that if students are trying to gain a wider representation, I don't know why we are concerned about what all these procedural items are. It seems to me that they are trying to set up a process for wider representation from different colleges for people who are interested in being on the Senate. If they vote and are elected to the Senate that should be fine -- it is healthy for the institution. I don't understand why we are nit-picking about the students trying to gain wider representation.

Senator Zeidenstein: Did you know that under Article V, Section B, Elections, in the Constitution, the first paragraph says: "The Academic Senate shall have an Election Committee. The Senate shall approve rules for the conduct of elections.....?" And, did you know that when it talks about electing faculty representatives, it says: "The Election Committee shall reapportion seats at least every two years by College?" Did you know that when I read your phrase, "The Election Committee shall annually apportion seats among the Colleges." I thought you meant the same Elections Committee referred to a couple of paragraphs higher in the Constitution? And the same Elections Committee would apportion students. Did you know that I was surprised that this was not the case? When I asked my earlier question, you said it would be the Student Elections Code Board.

Senator Schramm: I am sorry, the Student Elections Committee.

Senator Zeidenstein: Did you know that the Student Elections Committee is not the same as the Faculty Election Committee? Using the phrase Senate Elections Committee would clearly refer to the right committee.

Senator Schramm: I would assume the Student Elections Committee as you read it there.

Senator Zeidenstein: I don't read it in the constitution. You told me that is what you meant.



Senator Schramm: My answer is that the Board that would assign proportions, and general students, etc. would be decided by the people currently in charge of student elections as stated in the Constitution.

Senator Zeidenstein: As stated in the constitution, it is the Senate Elections Committee. Later on when it talks about faculty, it says Elections Committee. In your proposal, when it talks about students, it says Elections Committee. Is it a reasonable inference that someone would think that all three references to the Election Committee refer to the same committee, not to a different committee?

Senator Schramm: I would want to keep that referring to the same committee in the Constitution.

Senator Zeidenstein: In that case it would not be the Student Election Code Board because that is a different committee.

Senator Goldstein: When is this written in stone? Can he withdraw this amendment now if he wishes and send it through?

Parliamentarian Cohen: The process begins when it is published. If he were to withdraw this now, then it is withdrawn.

Senator Goldstein: So that is next week. Senator Schramm, didn't I hear you say that you are willing to send this through the Student Election Committee?

Senator Schramm: I stated that these changes could be incorporated into the Student Election Code.

Senator Rendleman: I don't see any reason why it should be the Student Election Code that decides this, I think this belongs in the ISU Constitution about how you are going to elect your student senators.

Senator Schramm: A student who wants to run for senate has to get a petition signed by 25 people. What the amendment would do is provide for four additional student senators. The Senate committees now have their configurations all planned out. When this comes to the senate, if it is passed, the senate committees will have to be revamped.

Chairperson Schmaltz: This is debate. I have half the Senate wanting to move this on, while the other half wants to debate this issue. This is a question and answer session.

Senator Goldstein: It was a response.



#### Petition #4

DELETE: 1. ....The Chairperson and Secretary of the Senate shall be faculty representatives.

ADD: 1. ....The Chairperson and Secretary of the Senate shall be faculty representatives while the Vice Chairperson shall be a student representative.

Senator Schramm: In the past the student has been the Vice Chairperson. Instead of this being a token position, it would be better to have it spelled out in the Constitution.

No questions on this amendment.

#### ADDITIONAL COMMUNICATIONS

Senator Strickland: Professor Brosnahan has requested that I ask the Senate if he can speak.

Chairperson Schmaltz: Bylaws, Article II, 2.23 Open Meetings, states: "Members of the University Community may attend all meetings of committees and boards, except executive sessions, but may participate in the discussion only with the consent of the committee. (I will interpret this to mean the Academic Senate) Persons desiring information or advice regarding particular problems within the jurisdiction of a committee may request, through the committee chairperson, permission to discuss the matter with the committee. (That has not occurred, other than right before the meeting.) In such cases the person shall present a written statement of the problem to the chairperson." (I received a carbon copy of a letter from Professor Brosnahan in which he asked his two senators from English for permission to speak.) I wish to consult with the Parliamentarian on this matter.

After consultation with the Parliamentarian, the Chair rules that Professor Brosnahan can not address the Senate at this time. If you wish to challenge the chair on this, it will take a simple majority to overrule this.

Senator Ritt: I would like to ask a question about enrollment management. Will we be receiving a report from the Enrollment Management Committee?

Senator Goldstein: As a member of that committee, I have requested that the chair of that committee send reports to the Executive Committee of the Senate as they are completed.

I suppose they will do that as a matter of courtesy.

Senator Ritt: I am curious as to whether there will be some change in the admission standards for next year.

Senator Goldstein: There have been no changes yet. We are working on suggestions for change.

Provost Strand: There has been no change in admission standards beyond those which have been approved by the Academic Senate. As a result of the Governor's amendatory veto of the 1993 course specific admission requirements all public universities in Illinois are reviewing the impact of that amendatory veto and when there is something to report, it will be reported. If there are changes, they will come through the appropriate processes for approval of admissions standards of the University.

Senator Walker: Since the Governor vetoed that, some universities are not having problems with enrollment. Would it be wiser to ignore those standards? Would that have an effect on new students?

Provost Strand: The Governor did not actually veto the bill, he used his amendatory veto which added some flexibility to the manner in which the 1993 course specific admission requirements are interpreted. That is what universities are attempting to incorporate into the policy they will be implementing in the Fall of 1993. An interpretative memorandum from the Board of Higher Education did not come out until January of this year, so it is really too early to assess the impact of the amendatory veto.

Senator Kagle: This year we had an unexpected increase in enrollment because of an unanticipated retention. Has action been taken to correct that to see that it does not happen again? Will this be adjusted so that enrollment will be back in line with the target?

Provost Strand: Yes.

Chairperson Schmaltz: There were several questions about the Athletic Strategic Plan and whether it was going to be presented to the Senate. On March 7, 1990, the members of the Athletic Strategic Planning Committee will be here, and members of the Athletic Council will be here to discuss that.

Senator Walker: Will everyone be getting a copy of that report?

Chairperson Schmaltz: That will be discussed with the Executive

Committee. It involves quite a lot of paper. There is a copy available in the Senate Office. Some members of the Senate already have copies.

President Wallace: In response to questions asked last week as well as this evening, regarding the distribution of the Athletic Strategic Plan, on November 17th a draft of the Athletic Strategic Plan went to the Chair of the Academic Senate, the Academic Senate Executive Committee, and the Academic Senate Budget and Student Affairs Committees. The question was asked, were we going to bring it back to the Senate. I would also like to point out that the Athletic Council received a copy of that report.

#### **COMMITTEE REPORTS**

**ACADEMIC AFFAIRS COMMITTEE** - Senator Tuttle, for Chairperson Carroll Taylor who had to leave, stated that the Academic Affairs Committee addressed a letter from Senator Goldstein regarding Syllabi. After discussing the proposal, the committee unanimously agreed that the faculty have responsibility to provide students with course information. Students talked about having a detailed syllabus at the beginning of the semester. However, the committee declined to ask for a sense of the senate resolution. They declined to make a motion on the subject. The Academic Affairs Committee believes that department chairs, the DFSC's, and CFSC's already have authority to enforce a reasonable course syllabus requirement. We also believe that current documentation on the subject is adequate, including the faculty handbook which has a section addressing that. The Academic Affairs Committee has not been supplied with any evidence that there is a measurable problem or the size of the problem which exists.

**ADMINISTRATIVE AFFAIRS COMMITTEE** - No report.

**BUDGET COMMITTEE** - Chairperson Walker reported that his committee had met this afternoon with the President and Vice President Alexander and they discussed several budgetary outlines for the University. The Committee will try to have a written report for you at the next meeting.

**FACULTY AFFAIRS COMMITTEE** - Chairperson Ritt had no report.

**RULES COMMITTEE** - Chairperson Marilyn Newby cancelled a meeting of the Rules Committee for this evening. The next regular meeting of the committee will be Tuesday, February 20, at 10:00 a.m.

**STUDENT AFFAIRS COMMITTEE** - Chairperson Schramm had no report.

**MOTION TO ADJOURN**

XXI-76 Senator Vancil moved to adjourn (Second, Strickland). Motion carried on a voice vote. Meeting of the Academic Senate adjourned at 9:16 p.m.

**FOR THE ACADEMIC SENATE**

**JOHN B. FREED, SECRETARY**



NAME	ATTEN- DANCE	VOTE						VOICE VOTE	
		MOTION # XXI-74	MOTION #	MOTION #	MOTION #	MOTION #	MOTION #	MOTION #	Y/N
ALEXANDER	P	ABSTAIN						XXI-69	X
ALSTRUM	EXCUSED	--						XXI-70	X
ANDREW	P	NO						XXI-71	X
ARNOLD	P	NO						XXI-72	X
BELVILLE	P	NO						XXI-73	X
EDWARDS	P	NO						XXI-74	X
FISHER	ABSENT	--						XXI-75	X
FREED	P	NO						XXI-76	X
GABER	ABSENT	--							
GAMSKY	EXCUSED	--							
GIOVANI	ABSENT	--							
GOLDSTEIN	P	NO							
GOULD	P	NO							
GRITZMACHER	EXC.	--							
HALL	P	NO							
HOFFER	ABSENT	--							
JOB	ABSENT	--							
JOHNSON	EXCUSED	--							
JURGEL	P	NO							
KAGLE	P	NO							
LIEDTKE	P	NO							
MOHR	P	ABSTAIN							
MOWLES	P	NO							
NELSEN	P	NO							
NEWBY	P	NO							
NICHOLAS	EXCUSED	--							
RAUCCI	P	ABSTAIN							
RENDLEMAN	P	YES							
RITCH	P	NO							
SCHMALTZ	P	NO							
SCHRAMM	P	YES							
STEARNS	EXCUSED	--							
STEBINGER	ABSENT	--							
STRAND	P	NO							
STRICKLAND	P	NO							
SVOBODA	ABSENT	--							
TAYLOR	P	NO							
TUTTLE	P	NO							
VANCIL	P	NO							
VANDEN EYNDEN	P	NO							
WALKER	P	NO							
WALLACE	P	ABSTAIN							
WHITACRE	EXCUSED	--							
WILLIAMS	P	ABSTAIN							
ZEIDENSTEIN	P	NO							
		26 NO							
		2 YES							
		5 ABSTAIN							

# Illinois State University

Student Body Board of Directors

#1

## PETITION

We the undersigned students of Illinois State University petition the Academic Senate, as our duly elected representatives and governing body, to support the following amendment to the Constitution of Illinois State University:

### ARTICLE V.

#### Academic Governance

#### Section 1. Academic Senate

#### A. Membership

**DELETE:** The membership of the Academic Senate shall consist of 27 elected faculty members, 17 elected student members, the.....

**ADD:** The membership of the Academic Senate shall consist of 27 elected faculty members, 21 elected student members, the .....

1. Dan M Schramm
2. DS Scott Rendleman
3. Adam P Gaber
4. Mike Giovanni
5. Elaine J Gould

# Illinois State University

Student Body Board of Directors

#2

## PETITION

We the undersigned students of Illinois State University petition the Academic Senate, as our duly elected representatives and governing body, to support the following amendment to the Constitution of Illinois State University:

### ARTICLE V.

#### Academic Governance

#### Section 1. Academic Senate

#### A. Membership

DELETE: ....., the President of the University, the Vice President and Provost, the Vice President and Dean of Student Affairs, the Vice President for Business and Finance, the President of the Student Body, and the Student Regent.

ADD: ....., the President of the Student Body, the Student Regent, the Vice President and Provost, the Vice President and Dean of Student Affairs, and the Vice President for Business and Finance. The President of the University shall serve as a non-voting member.

- 1 Dan M Schramm
- 2 DScott Rendleman
- 3 Adam F Gabe
- 4 Mike Giovanni
- 5 Elaine J. Gould

# Illinois State University

Student Body Board of Directors

#3

## PETITION

We the undersigned students of Illinois State University petition the Academic Senate, as our duly elected representatives and governing body, to support the following amendment to the Constitution of Illinois State University:

### ARTICLE V.

#### Academic Governance

#### Section 1. Academic Senate

#### B. Elections

**DELETE:** 3. Undergraduate student representatives shall be elected by undergraduate students from units defined in the election rules.

**ADD:** 3. Undergraduate student representatives shall be elected by undergraduate students from candidates nominated in proportion to the number of students enrolled in each College of the University. Each College shall have at least one representative on the Academic Senate. The Election Committee shall annually apportion seats among the Colleges.

1. Dan M Schramm
2. DS Scott Rendleman
3. Adam F. Caber
4. Mike Giovanni
5. Elaine J. Gould



# Illinois State University

Student Body Board of Directors

#4

## PETITION

We the undersigned students of Illinois State University petition the Academic Senate, as our duly elected representatives and governing body, to support the following amendment to the Constitution of Illinois State University:

### ARTICLE V.

Academic Governance

Section 1. Academic Senate

C. Officers

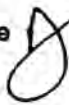
DELETE: 1. .... The Chairperson and Secretary of the Senate shall be faculty representatives.

ADD: 1. .... The Chairperson and Secretary of the Senate shall be faculty representatives while the Vice Chairperson shall be a student representative.

1. Dan M Schumm
2. DScott Rendleman
3. Adam F Gaber
4. Mike Trovati
5. Elaine J Gould

# Illinois State University

Office of the President

TO: George Tuttle  
FROM: Thomas P. Wallace   
DATE: February 6, 1990  
RE: University Expenditures

I am responding to your letter of January 29 relative to the ServiceMaster contract. Last spring ISU allocated over \$700,000 from unspent end-of-year accumulated funds for such academic facilities as classroom renovation projects, lab equipment installation, microcomputer classroom improvements and a significant effort at remodeling Schroeder Hall. The allocation for the FY90 budget contained an 84% increase in repairs and capital improvements. The FY89 end-of-year funding and the FY90 budget allocation were intended to make a significant improvement in the quality of academic space which had undergone neglect for many years. Thus, the ServiceMaster contract will not deter from the program to improve the quality of academic space. I also understand that the budget for the Physical Plant is at a \$15 million level, and they are trying to keep in repair and perform appropriate preventive maintenance on a \$300 million plant.

After careful evaluation of our options on improving the efficiency and modernization of the Physical Plant, it was decided that the contract with ServiceMaster was cheaper and more effective than hiring appropriately trained individuals as permanent employees to do this job. In addition, it was determined that ISU did not possess the people qualified to do the jobs in question. The contract provides for training of supervisors, providing computer software for such things as processing work orders and managing parts inventories, which we do not have in place, and documentation for the personnel in the Physical Plant regarding the jobs they are to perform.

With regard to your question concerning consultants, budget units were able to hire consultants from their approved budgets with certain reviews by the administration and/or the Board of Regents. In some cases personnel hirings are delayed and those funds used to pay consultants; and in other cases, construction projects and consultants' fees are part of building costs. Budget unit directors must provide the funds for consultants from their approved budgets.

You may wish to refer this question for further study to the Senate Budget Committee.

TPW/fw

JAN 31 1990

# Illinois State University

Student Body Board of Directors

To: Dr. Leonard Schmaltz, Academic Senate Chairperson  
From: Dan Schramm, SBBB President DS  
Scott Rendleman, Academic Senate Vice Chairperson DSR  
Re: Illinois State University Constitutional Amendments  
Date: January 31, 1990

Enclosed you will find a petition depicting proposed amendments to the Illinois State University Constitution. As currently stated in the Constitution:

Section 2. Amendments to the Constitution

Amendments to the Constitution of Illinois State University may be initiated by a petition signed by two per cent of the students currently enrolled in the University or ten per cent of the faculty of the University or by a petition signed by five members of the Academic Senate. Proposed amendments shall be submitted at a regular meeting of the Academic Senate, be distributed in the Senate minutes, and be voted upon at a regular Senate meeting following distribution of the minutes. If.....  
..... this Constitution.

The petition has been signed by the required five Academic Senators and will be distributed at the regular meeting of the Academic Senate on January 31, 1990, 7:00 p.m.

As both Academic Senators and students we feel that the adoption of these proposed amendments will serve to strengthen the overall effectiveness of the Academic Senate. These proposed amendments allow equal voice and vote among the faculty and student constituencies and it is felt that, if adopted, they will bring closer together the faculty and students of Illinois State University. Shared governance is essential to the future growth of the University, the future exchange of ideas and opinions of University constituencies, and future effective legislation to come forth from the Academic Senate. We see these changes as progressive, not restrictive, in the pursuit of shared governance.

PETITION

We the undersigned students of Illinois State University petition the Academic Senate, as our duly elected representatives and governing body, to support the following amendments to the Constitution of Illinois State University:

ARTICLE V.  
Academic Governance  
Section 1. Academic Senate  
A. Membership

DELETE: The membership of the Academic Senate shall consist of 27 elected faculty members, 17 elected student members, the President of the University, the Vice President and Provost, the Vice President and Dean of Student Affairs, the Vice President for Business and Finance, the President of the Student Body, and the Student Regent.

ADD: The membership of the Academic Senate shall consist of 27 elected faculty members, 25 elected student members, the President of the Student Body, and the Student Regent. The President of the University, the Vice President and Provost, the Vice President and Dean of Student Affairs, and the Vice President for Business and Finance shall serve as ex-officio members.

*↑ now voting*

B. Elections

DELETE: 3. Undergraduate student representatives shall be elected by undergraduate students from units defined in the election rules.

ADD: 3. Undergraduate student representatives shall be elected by undergraduate students from candidates nominated in proportion to the number of students enrolled in each College of the University. Each College shall have at least one representative on the Academic Senate. The Election Committee shall annually apportion seats among the Colleges.

C. Officers

DELETE: 1. .... The Chairperson and Secretary of the Senate shall be faculty representatives.

ADD: 1. .... The Chairperson and Secretary of the Senate shall be faculty representatives while the Vice Chairperson shall be a student representative.

Section 2. Executive Committee

A. Membership

DELETE: , and four students. The faculty....., and six members elected annually by and from the Academic Senate.



ADD: , and six students. The faculty ....., and eight members elected annually by and from the Academic Senate.

D Scott Rendleman

Eri Fouci

Robert C. Jols

Chris Haffner

Shaun Steubinger

Ed Swaboda

Julie Fisher

David Lee Jamel

Mike Drovani

Sallye Maurer

Lynn Gurgel

William Harper

Adam P. Gaber

Elaine J. Bonds

Patrick Belvick

Dan M. Schiama SBBB PRESIDENT

# Illinois State University

Office of Student Affairs

DATE: February 14, 1990

TO: Len Schmalz

FROM: Jude Boyer for  
Neal Gansky

RE: Earth Week

It is our understanding that there was some discussion of proposed Earth Week activities at the January 31 Academic Senate meeting and that clarification regarding the Earth Week Committee may be helpful.

The Student Affairs Office has recommended that the Earth Week Committee seek status as a registered student organization and that their request for facilities and specific activities be processed by the Student Life Office in the same manner as would occur with other registered student organization activities. Student Life staff will work with Committee members to ensure that all activities occur within the policies of the University and that they not interfere with other previously scheduled activities such as the Very Special Arts Festival.

Although some members of the Earth Week Committee are affiliated with Campus Recreation Services, that department is not sponsoring the Committee's activities. All sponsorship will be by the Committee. It is likely that some events will have multiple sponsorship as the Committee is seeking involvement on the part of a number of University groups.

If I can be of further assistance, please let me know.

JB:dkl

TO: President Wallace  
FROM: George Tuttle  
RE: Academic Senate  
DATE: January 29, 1990

In order to be consistent with the recent senate practice of providing the University President an advance copy of questions to be raised during administrator remarks on the agenda, I am asking that you respond to the following questions:

1. It appears that the university will spend \$300,000.00 per year for two years for a private contractor to provide a service the company has not provided before. According to media reports, Service master will provide analysis, training, and direction to help preserve the \$600,000.00 physical facilities at Illinois State University. Given that the budget is always a fixed total amount, I would like to know, and for the record to show, what services, repairs, and maintenance WILL NOT be completed as a result of allocating \$300,000. per year to the outside consultant. Specifically, how much painting will not be done which would otherwise be done if the outside consultant contract was not awarded? How much plumbing repair, floor polishing, grounds up keep, electrical repair will not be completed as a result of awarding the \$300,000.00 consultant contract?

2. What is the rational and justification for spending precious new state tax dollars and/or tuition dollars for outside consultants when there is every reason to believe most if not all of the work could have been done by on campus persons? What is the case to be made in response to the public concern that ISU is, in this case, mismanaging public resources?

3. For the record, what is the total dollars spent and/or planned for the following consultants:

- Athletic program consultant
- New vice president's position consultant
- Science building consultant
- Strategic Planning Process consultant
- Physical plant maintenance and repair consultant (Servicemaster)
- Others not as yet announced

# Illinois State University

Student Body Board of Directors

FEB 5 - 1990

TO: Dr. Len Schmaltz, Academic Senate Chairperson  
FROM: Dan Schramm, Student Affairs Committee Chairperson *DS*  
RE: Athletic Council Bylaws  
DATE: January 31, 1990

The Student Affairs Committee of the Academic Senate met on January 31, 1990, to discuss the proposed wording for the Athletic Council Bylaws. After reviewing the proposed changes put forth by the Rules Committee, the Student Affairs Committee has decided to endorse these proposed changes. Thus, we would like to see these included on the agenda of the next Academic Senate meeting.

*2.5.90.4*



DEC 5 - 1989

Illinois State University  
Academic Senate

December 1, 1989

MEMO TO: Dan Schramm, Chairperson and  
Student Affairs Committee of the Senate

FROM: Marilyn Newby, Chairperson and  
Rules Committee of the Senate

In order to implement changes agreed upon by the Executive Committee and the Rules Committee in a joint meeting of November 13, 1989, the following wording for ATHLETIC COUNCIL BYLAWS is proposed by the Rules Committee: (Additions to present wording are underlined and deleted words are in parentheses.)

I. MEMBERSHIP

B. FACULTY

A slate of candidates shall be presented to the Senate as an information item, at which time nominations from the floor may be added. All nominees must be approved by the President of the University and the Chairperson of the Academic Senate as well as a majority of the Executive Committee before the slate is forwarded to the Senate for election. (The) Faculty shall be nominated and elected by the Senate to staggered 3-year terms each spring. The term of service shall begin July 1 following the elections. A minimum of three faculty members must be women, and a minimum of three faculty members must be men. No more than one faculty member may be from the same department.

Please respond to this proposal before January 31, 1990 so that we may request the Executive Committee's approval of it as an information item for February and as an action item before the end of the current Senate term.

cc: Professor Leonard Schmaltz ✓  
Chairperson, Executive Committee

Members of Rules Committee

Normal-Bloomington, Illinois  
Phone: (309) 438-8627

301 Hovey  
Normal, Illinois 61761-6901

*Equal Opportunity/Affirmative Action University*

12.5.89.4

JAN 31 1990

# Illinois State University

Student Body Board of Directors

To: Dr. Leonard Schmaltz, Academic Senate Chairperson  
From: Dan Schramm, SBBD President DS  
Scott Rendleman, Academic Senate Vice Chairperson DSR  
Re: Illinois State University Constitutional Amendments  
Date: January 31, 1990

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Section 2. Amendments to the Constitution

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..... this Constitution.

The petition has been signed by the required five Academic Senators and will be distributed at the regular meeting of the Academic Senate on January 31, 1990, 7:00 p.m.

As both Academic Senators and students we feel that the adoption of these proposed amendments will serve to strengthen the overall effectiveness of the Academic Senate. These proposed amendments allow equal voice and vote among the faculty and student constituencies and it is felt that, if adopted, they will bring closer together the faculty and students of Illinois State University. Shared governance is essential to the future growth of the University, the future exchange of ideas and opinions of University constituencies, and future effective legislation to come forth from the Academic Senate. We see these changes as progressive, not restrictive, in the pursuit of shared governance.

Normal-Bloomington, Illinois  
Phone: 309/438-8761

225 N. University Room 101  
Normal, Illinois 61761-6901

Equal Opportunity/Affirmative Action University

1.31.90.1

# Illinois State University

Student Body Board of Directors

JAN 31 1990

## PETITION

We the undersigned students of Illinois State University petition the Academic Senate, as our duly elected representatives and governing body, to support the following amendments to the Constitution of Illinois State University:

### ARTICLE V.

#### Academic Governance

#### Section 1. Academic Senate

##### A. Membership

**DELETE:** The membership of the Academic Senate shall consist of 27 elected faculty members, 17 elected student members, the President of the University, the Vice President and Provost, the Vice President and Dean of Student Affairs, the Vice President for Business and Finance, the President of the Student Body, and the Student Regent.

**ADD:** The membership of the Academic Senate shall consist of 27 elected faculty members, 25 elected student members, the President of the Student Body, and the Student Regent. The President of the University, the Vice President and Provost, the Vice President and Dean of Student Affairs, and the Vice President for Business and Finance shall serve as ex-officio members.

##### B. Elections

**DELETE:** 3. Undergraduate student representatives shall be elected by undergraduate students from units defined in the election rules.

**ADD:** 3. Undergraduate student representatives shall be elected by undergraduate students from candidates nominated in proportion to the number of students enrolled in each College of the University. Each College shall have at least one representative on the Academic Senate. The Election Committee shall annually apportion seats among the Colleges.

##### C. Officers

**DELETE:** 1. .... The Chairperson and Secretary of the Senate shall be faculty representatives.

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#### Section 2. Executive Committee

##### A. Membership

**DELETE:** , and four students. The faculty....., and six members elected annually by and from the Academic Senate.

ADD: , and six students. The faculty ....., and eight members elected annually by and from the Academic Senate.

D Scott Kandelman

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Sallye Maurer

Lynn Gurgel

William Harper

Adam P. Sabers

Elaine J. Hord

Patricia Belvick

Dan M Schiama SBBQ PRESIDENT

Department of  
Speech Pathology and Audiology  
Fairchild Hall 204 438-8643

*approved*  
*8/2/89* NOV 15 1989

**RECEIVED**

SEP 25 1989

**UNDERGRADUATE INDUCTION**

TO: College Curriculum Committee  
University Curriculum Committee  
Graduate Curriculum Committee

FROM: Martin Young, Chairperson

RE: Background Materials for Speech Pathology -  
Audiology Curriculum Proposals - PHASE II

DATE: August 1, 1989

**SIGNATURE COPY**

PROPOSALS

The Department of Speech Pathology and Audiology currently offers a Bachelor's degree, with sequences in Speech Pathology (a teacher education program) and in Audiology, and a Master's degree in Speech Pathology and Audiology with various options. The graduate-level Speech Pathology options are also teacher education programs. Because of greatly increased employment opportunities for speech-language pathologists in other than educational settings, the Department is proposing the creation of a new undergraduate sequence in Speech Pathology (non teacher education) and a modification in practicum opportunities in the current graduate-level options in Speech Pathology.

The curriculum for the major is a tightly integrated, six-year progression of courses and practicums that leads to the Master's degree, and any change in requirements influences the entire sequence. We have, therefore, requested curriculum changes in the existing undergraduate sequences that make them compatible and consistent with the proposed undergraduate sequence and graduate options. These changes, identified as Phase I proposals, included adding one new 300-level course, changing the level of one 400-level course, and deleting practicums (including Student Teaching) as undergraduate requirements. Phase I proposals have been reviewed and approved by the College of Arts and Sciences Curriculum Committee and the Council on Teacher Education. To assist reviewers of the Phase II proposals to appreciate the larger pattern, the following introductory material, which accompanied the Phase I proposals, is repeated, and should be of value especially to the new members of the various curriculum committees who did not examine the earlier proposals.

SPEECH PATHOLOGY AND AUDIOLOGY: ACADEMIC DISCIPLINE AND PROFESSION

The scientific study of speech, language, and hearing processes in children and adults broadly describes the academic discipline of Speech Pathology and Audiology, also called Communication Sciences and Disorders in some universities. Most students in this field intend to become speech-language pathologists or audiologists who will provide clinical services to communicatively impaired persons. The typical program of studies, therefore, includes a professional or applied component that deals with disorders of speech, language, and hearing, with the handicapping consequences of these disorders, and with principles of rehabilitation.

*11.15.89.2*



Professional employment as a speech-language pathologist or audiologist requires some type of certification, such as the Illinois Certificate of Speech and Language Impaired, or the Certification of Clinical Competence, awarded by the American Speech-Language-Hearing Association. State licensure exists in most states, including Illinois. The minimal level of academic preparation for these certificates includes a Master's degree in speech pathology or audiology and at least 300 hours of closely supervised clinical experiences in laboratory settings (practicums) with communicatively impaired children and adults.

### EDUCATIONAL PROGRAMS

Most educational programs in speech pathology and audiology include similar components, even the same course titles, the unavoidable and regrettable standardization of curricula resulting from fixed certification/licensure requirements for students and national accreditation standards for academic programs. Students are not likely to enroll in an unaccredited program that does not provide the educational and practicum experiences that lead to certification and professional employment.

The key elements of a program of studies, including both undergraduate and graduate work, would most likely be represented by the following areas:

(1) Science courses that focus on the physiological, acoustical, perceptual, and developmental aspects of speech, language and hearing, such as anatomy and physiology of the vocal mechanism and the ear, physics of speech production and transmission, speech reception and perception, auditory processing, phonetics, hearing measurement, speech and language development in non-impaired children, and applicable methods of research.

(2) Introductory, undergraduate-level, preprofessional courses that focus on the (a) knowledge and conceptual foundations derived from research that concern a variety of common communication disorders - these would include courses on phonological disorders, stuttering, language pathology, hearing impairments, and some speech-language disorders with an organic etiology, and on (b) an introductory review of the clinical approaches that have been developed to treat communication impairments and their handicapping consequences.

(3) Courses that focus on clinical or professional issues, such as general diagnostic and clinical methods, organization and administration of programs, relevant federal and state legislation, and professional history and ethics.

(4) Advanced graduate-level courses that provide information and concepts concerning recent research findings and clinical methods and that focus on the more infrequent, complicated, and difficult-to-treat communication impairments: typical courses include material on articulation, voice, rhythm, and language pathology, neuropathologies of speech, aphasia, hearing disorders in children, auditory functions and disorders, amplification for the hearing impaired, and orofacial anomalies and associated speech disorders.

(5) Clinical experiences, or practicums, in which students provide clinical services to children and adults with a broad range of communication disorders under the close supervision of certified faculty, located in a variety of on- and off-campus educational, rehabilitation, and health related settings.

All accredited programs will have at least these five components, essentially in the sequence listed above. What variation there is among programs will derive primarily from the nature of and the placement in the Bachelors-Masters sequence of the clinical practicum experience, the settings in which the practicums are located, and the quality and quantity of clinical supervision provided by the faculty.

#### OUTLINE OF CURRENT AND PROPOSED SEQUENCES/OPTIONS

-Two sequences are currently available for undergraduate majors:

Speech Pathology (Teacher Education)  
Audiology.

-A third undergraduate sequence is proposed:

Speech Pathology

-At the graduate level, majors currently select one of six options:

32-Hours plus Comprehensives (Speech Pathology/Teacher Education)  
32-Hours plus Comprehensives (Audiology)  
32-Hours plus Thesis (Speech Pathology/Teacher Education)  
32-Hours plus Thesis (Audiology)  
39-Hours plus Culminating Experience (Speech Pathology/Teacher Education)  
39-Hours plus Culminating Experience (Audiology)

-Seven graduate options are proposed:

32-Hours plus Comprehensives (Speech Pathology)  
32-Hours plus Comprehensives (Audiology)  
32-Hours plus Thesis (Speech Pathology)  
32-Hours plus Thesis (Audiology)  
39-Hours plus Culminating Experience (Speech Pathology)  
39-Hours plus Culminating Experience (Speech Pathology/Teacher Education)  
39-Hours plus Culminating Experience (Audiology)

The proposals essentially add a non-teacher education sequence and option in speech pathology at the undergraduate and graduate levels, respectively, and recommend modifications in existing sequences and options related to the proposal that practicums, including student teaching, be offered only at the graduate level.

SPECIFIC CURRICULUM PROPOSALS

The department had been advised that an appropriate strategy for seeking Board of Regents's approval for a new undergraduate sequence would be to first obtain campus approval for any new courses and other program changes. A minor change in the availability of student teaching for graduate students will create the desired non-teacher-education options, and does not require Board of Regents approval, but is appropriately considered at the same time the new undergraduate sequence is being evaluated. Accordingly, the proposals were divided into two phases according to the timing of their submission.

PHASE I

- 1. One new undergraduate course, PAS 322 - Introduction to Organic Disorders of Speech II, representing a second semester of PAS 316, Introduction to Organic Disorders of Speech I. (College Curriculum Committee, Teacher Education Council, University Curriculum Committee, Graduate Curriculum Committee)
- 2. Change in course level of PAS 446, Diagnostic Methods, to PAS 331, Diagnostic Methods. (College Curriculum Committee, University Curriculum Committee, Graduate Curriculum Committee)
- 3. Change in requirements for existing undergraduate sequence in Speech Pathology (Teacher Education). (College Curriculum Committee, Teacher Education Council, University Curriculum Committee)
- 4. Change in requirements for existing undergraduate sequence in Audiology. (College Curriculum Committee, University Curriculum Committee)

PHASE II

- 5. New undergraduate non-teacher education sequence in speech pathology. (College Curriculum Committee, University Curriculum Committee)
- 6. Clarification of the availability of student teaching in the current 32- and 39-hour graduate options in speech pathology, in effect creating non-teacher education speech pathology options. (College Curriculum Committee, Graduate Curriculum Committee)

RATIONALE FOR THE PROPOSALS

Changing employment opportunities for speech-language pathologists provide the key reason for the development of educational options for students who do not intend to work in school settings. Recent data from a survey of the 55,000 members of the American Speech-Language-Hearing Association show that approximately 40% of professionals are now employed in hospitals and other health-related facilities, as compared to 50% of professionals who work in educational settings (preschool, primary, and secondary schools). In addition, more than 25% of professionals in this field are self-employed or are employees of private for-profit companies. The broadening of health insurance coverage to include the treatment of communication impairments will most likely also increase the need for professionals in hospital and health-care settings. The current undergraduate teacher education sequence in speech



pathology includes 21 semester hours of professional education requirements and eight semester hours of student teaching. For those students who wish to be employed in other than educational settings, these semester hours can be more appropriately available for other required courses and electives that meet individual career goals.

The department's faculty have carefully addressed the issue of the appropriate location of practicum and student teaching in the undergraduate and graduate sequence of courses. We are now persuaded that undergraduate coursework is not sufficient preparation for most practicum experience, and in particular with respect to student teaching, undergraduate students will not have had the coursework and practicums that provide the knowledge and skills needed to manage the type of clients making up the school population and that are likely to be part of a student teacher's caseload. For these reasons, we are proposing that undergraduate practicum experience, including student teaching, be deleted as a requirement for the Bachelor's degree. The department's graduate practicums in speech pathology and audiology will be able to provide the laboratory experiences that are required for Illinois and national certification. We note, in addition, that majors at the University of Illinois and Northern Illinois University do most of their practicum work at the graduate level, including student teaching, and it is our belief that typical undergraduate students, however well prepared, cannot reasonably be expected to compare favorably with students who have already completed most of their graduate work. Finally, the requirements for national clinical certification of students and for accreditation of graduate programs will change in the early 1990's. For students, there will be the expectation of more practicum hours being required at the graduate level. For graduate programs, there will be the expectation that practicum experiences will be obtained after relevant coursework. Both of these anticipated national developments are in accord with the department's proposal to move all practicum experiences to the graduate level.

The rationale for all of the specific curriculum proposals flows directly from the department's two key objectives: Move all practicum activities to the graduate level, and provide a sequence of required and elective courses that prepares students for employment in other than educational settings.

#### PHASE I

Proposal 1 requested the addition of a new course, PAS 322 (Introduction to Organic Disorders of Speech II), whose content, described in the proposal, represents a continuation of the material presented in PAS 316 (Introduction to Organic Disorders of Speech I). None of the content of this new course appears in any other department course, and the content generally reflects advances in knowledge that are appropriately included in the curriculum for all undergraduate majors in speech pathology. The course content is particularly relevant for speech-language pathologists who intend to work in health-related settings, and consonant with the department's position, the material in the course should be mastered prior to practicums in which students will likely be assigned clients with communication disorders that are covered in the class. The changing nature of the caseload in schools makes this course appropriate for the speech pathology (teacher education) sequence as well.

Proposal 2 requested that PAS 446 (Diagnostic Methods) become PAS 331 (Diagnostic Methods) with essentially the same contents modified for upper-

level undergraduates. The placement of this course in the undergraduate curriculum follows the general rationale of providing the relevant coursework prior to the practicum experience, and moreover, the faculty believes that mastery of the course content will be enhanced if it is contiguous to PAS 330 (Introduction to Clinical Methods) in the sequence of courses.

Proposal 3 requested changes in the requirements for the existing undergraduate teacher education sequence in speech pathology. The requested program changes for this sequence are: (a) delete PAS 337 - Practicum in Speech Pathology, (b) delete PAS 399 - Student Teaching in Speech Pathology, (c) add PAS 322 - Introduction to Organic Disorders of Speech II, and (d) add PAS 331 - Diagnostic Methods. The rationale for these changes derives from the already stated position that practicum activity is more suitable at the graduate level, and that the content of PAS 322 and PAS 331 should be mastered at the undergraduate level. In addition, these proposed changes will make the two undergraduate speech pathology sequences (the existing teaching education sequence and the proposed non-teacher-education sequence) identical in requirements except for the professional educational requirements of the teacher education sequence.

Proposal 4 requested changes in the existing undergraduate sequence in audiology, which is not a teacher education program. Specifically, the changes requested are (a) add PAS 318 - Organization of Speech, Hearing, and Language Programs, (b) delete undergraduate audiology and speech pathology practicums PAS 337, 358 and 359, and (d) delete 18 hours of required courses in Specialized Educational Development and in Psychology. The contents of PAS 318 (program development, professional ethics, federal and state legislation) have always been concordant with the educational needs of students in the audiology sequence, and should be included as part of the core curriculum of all undergraduate majors in Speech Pathology and Audiology. The proposal to delete undergraduate practicum activity in audiology and speech pathology and move it to the graduate level has been already covered. For the deleted 18 hours of current requirements in Specialized Educational Development and Psychology, students will substitute those electives that lead to national certification in audiology, to the Illinois Hearing Aid Dispenser License, and to the new Illinois License in Audiology. In all likelihood most of the same courses will still be taken, but identifying them as electives creates more flexibility for audiology majors to plan a curriculum that meets individual career goals.

## PHASE II

Proposal 5 requests the development of a speech pathology sequence (non teacher education) in the Speech Pathology and Audiology major. As the New and Expanded Program Request (NEPR) describes in detail, the department wishes to provide an educational opportunity for students who do not wish to be employed in educational settings. Accordingly, the required courses in this sequence do not include the 21 semester hours of professional education courses required by the teacher education sequence. In other respects, the teacher education and the non teacher education sequences would be identical. The rationale for the difference between the two undergraduate speech pathology sequences is that a wide variety of alternate university courses are available that would be more appropriate for careers in health, private practice, and other non-educational settings. In addition to a broad range of courses in psychology and education, courses could be selected from Foreign Languages, Business Administration, Marketing, Computer Sciences, and Health



Sciences, among others. Academic advisement would provide students with guidance so that the electives taken under this sequence would also meet the requirements of the Illinois License and the Certificate of Clinical Competence of the American Speech-Language-Hearing Association.

Proposal 6 limits the availability of student teaching in speech pathology to graduate students selecting the 39-hour option in speech pathology. This proposal is partially related to the requirements for national certification, which permit a maximum of six semester hours of practicum, including student teaching, to satisfy the minimum number of semester hours of professional coursework. Because the department, following national standards, similarly intends to retain its policy of allowing no more than six semester hours of practicum to count towards the Master's degree, students could present a minimum of 26 semester hours of coursework to meet the requirements of the current 32-hour Comprehensive and Thesis options. Effective 1/1/93, the new standards for the national Certificate of Clinical Competence will require a minimum of 30 semester hours of graduate-level coursework. In addition to the ineluctable external requirements for certification, and more importantly, the faculty believe that 26 hours of graduate-level coursework is not sufficient academic preparation for the practice of speech pathology and audiology.

MAY:kh

REQUEST FOR APPROVAL OF A SPEECH PATHOLOGY SEQUENCE  
(NON TEACHER EDUCATION) IN THE SPEECH PATHOLOGY AND  
AUDIOLOGY MAJOR

1. Institution: Illinois State University
2. Responsible College: College of Arts and Sciences
3. Proposed Sequence Title: Speech Pathology
4. Previous Sequence Title: NA
5. Date of Implementation: Fall, 1990
6. Description of Proposed Sequence:

The Department of Speech Pathology and Audiology currently offers a Bachelor's degree, with sequences in Speech Pathology (Teacher Education) and in Audiology. The Speech Pathology sequence being proposed would not be a teacher education program but would require the same courses in the major as the existing Speech Pathology (Teacher Education) sequence. The difference in the two sequences would be that the proposed sequence would substitute appropriate electives for the 21 semester hours of professional education courses in psychology and education that are required for the teacher education sequence.

7. Rationale for Proposal:

Changing employment opportunities for speech-language pathologists provide the key reason for the development of educational options for students who do not intend to work in school settings. Recent data from a survey of the 55,000 members of the American Speech-Language-Hearing Association show that approximately 40% of professionals are now employed in hospitals and other health-related facilities, as compared to 50% of professionals who work in educational settings (preschool, primary, and secondary schools). In addition, more than 25% of professionals in this field are self-employed or are employees of private for-profit companies. The broadening of health insurance coverage to include the treatment of communication impairments will most likely also increase the need for professionals in hospital and health-care settings. The current undergraduate teacher education sequence in speech pathology includes 21 semester hours of professional education requirements and eight semester hours of student teaching. For those students who wish to be employed in other than educational settings, these semester hours can be more appropriately available for electives that meet individual career goals.

Manpower needs in this field have been described in the U.S. Department of Labor, 1988-1989 Edition, Occupational Outlook Handbook: "Demand for speech - language pathologists and audiologists is also expected to rise in nursing homes and home health agencies, although it appears that most of these jobs will be filled by private practitioners employed on a contract basis. The number of speech-language pathologists and audiologists in private practice -- though small -- is likely to rise sharply by the year 2000." "Job prospects in speech - language pathology and audiology should be very good through the year 2000, since supply is expected to fall short of demand."

8. Expected Impact of Proposal on Existing Campus Programs and Administrative Support Services:

It is anticipated that only a few undergraduate speech pathology majors will initially select the proposed non-teacher-education option. Long-term projections of enrollment in this sequence are difficult to make because a variety of unknown societal factors impinge on career choices. The enrollment impact on the Departments of Psychology, Specialized Educational Development, and Educational Administration and Foundations, therefore, is expected to be minimal. Unless an undergraduate speech pathology major is clearly committed to a career in other than an educational setting, academic advisement procedures will encourage the student to remain in the teacher education option. It is likely that many of the required professional education courses will be selected in the proposed sequence. Other electives will probably focus in such areas as Foreign Languages, Business Administration, Marketing, Computer Sciences, and Health Sciences.

9. Expected Curricular Changes and Impact of Proposed Curricular Changes:

Minor changes, including one new course, have already been approved for the existing Speech Pathology (Teacher Education) sequence, and these will be incorporated into the proposed sequence. The major impact of the proposed sequence will be at the graduate level. Students in this field must obtain a Master's degree and sufficient practicum experiences to secure an Illinois license and qualify for national clinical certification. Part of the practicum requirements for licensure and national certification were previously fulfilled through student teaching in speech pathology. In the non-teacher-education sequence being proposed, the Department will have to provide additional practicum activities at the graduate level to substitute for the clinical experiences obtained in student teaching.

The Speech Pathology (Teacher Education) sequence, including recent minor modifications, and the proposed sequence will require the same courses:

PAS 112 Survey of Speech and Hearing Disorders  
 PAS 211 Phonetics  
 PAS 272 Anatomy and Physiology of the Speech and Hearing Mechanism  
 PAS 301 Speech Science  
 PAS 315 Introduction to Phonological Disorders  
 PAS 316 Introduction to Organic Disorders of Speech  
 PAS 318 Organization of Speech, Hearing and Language Programs  
 PAS 319 Stuttering I  
 PAS 320 Speech and Language Development  
 PAS 321 Language Pathology  
 PAS 322 Introduction to Organic Disorders of Speech II  
 PAS 330 Introduction to Clinical Methods  
 PAS 331 Diagnostic Procedures in Speech Pathology  
 PAS 349 Hearing Science  
 PAS 350 Audiology I  
 PAS 351 Speech Reading and Auditory Training

The Professional Education component of the teacher education sequence requires the following 21 semester hours of courses:

SED 145 Introduction to Special Education  
 SED 220 Reading Methods  
 or  
 SED 362 Basic Skills in Counselor Education  
 or  
 SED 370 Instructional Programming for the Handicapped  
 or  
 SED 372 Educational Diagnosis of Severely and Profoundly Handicapped  
 Individuals  
 C&I 210 Child Growth and Development  
 EAF 228 Social Foundations  
 or  
 EAF 231 Introduction to Philosophy of Education  
 or  
 EAF 235 Historical Foundations  
 PSY 111 General Psychology  
 PSY 334 Psychological Measurement  
 PSY 346 Psychology of Exceptional Children  
 PAS 399 Student Teaching in Speech Pathology

The proposed Speech Pathology sequence would eliminate these 21 semester hours of required psychology and education courses and allow students to substitute appropriate electives corresponding to anticipated career goals.

CATALOG COPY:

Speech Pathology Sequence

--49 hours in Speech Pathology--Audiology required.

--Required courses: PAS 112, 211, 272, 301, 315,  
316, 318, 319, 320, 321, 322, 330, 331, 349, 350, 351.

--Consult department advisor and Department Advisement Manual for selection of appropriate electives that meet the Illinois license and national certification requirements.

This is a non-teaching, preprofessional program designed to prepare students for graduate work in speech-language pathology. This sequence does not qualify students for a teaching certificate.

10. Anticipate Staffing Arrangements:

No staffing changes are anticipated. All the courses in both speech pathology sequences are already approved, and sufficient faculty are available.

11. Anticipated Funding Needs and Source of Funds:

No special funding needs are associated with the proposed sequence.

12. Anticipated Space Needs and Plans to House New Sequence:

No special space needs are associated with the proposed sequence.

13. Budget Tables from RAMP Manual:



Board of Regents Chancellor's Office

TABLE 2

Format to be used when adding subdivisions to a major in which there are pre-existing subdivisions

EXISTING SUBDIVISIONS		NEW SUBDIVISIONS
Speech Pathology - Teacher Education	Audiology	Speech Pathology
<u>CORE COURSES</u> (Required of all program majors)	<u>CORE COURSES</u> (Required of all program majors)	<u>CORE COURSES</u> (Required of all program majors)
PAS 211 Phonetics (3 s.h.) PAS 272 Anatomy (4 s.h.) PAS 301 Speech Science (3 s.h.) PAS 315 Intro Phono. Disor. (3 s.h.) PAS 318 Sp.,Hearing,Lang.Prog.(3 s.h.) PAS 320 Sp., Lang. Dev.(3 s.h.) PAS 321 Lang. Path. (3 s.h.) PAS 330 Intro. Clin. Meth.(3 s.h.) PAS 349 Hearing Sci.(3 s.h.) PAS 350 Audiology I (3 s.h.) PAS 351 Sp. Reading, Aud. Tr.(3 s.h.)	PAS 211 Phonetics (3 s.h.) PAS 272 Anatomy (4 s.h.) PAS 301 Speech Science (3 s.h.) PAS 315 Intro. Phono. Disor. (3 s.h.) PAS 318 Sp.,Hearing,Lang.Prog.(3 s.h.) PAS 320 Sp., Lang. (3 s.h.) Dev. (3 s.h.) PAS 321 Lang. Path (3 s.h.) PAS 330 Intro. Clin. Meth.(3 s.h.) PAS 349 Hearing Sci.(3 s.h.) PAS 350 Audiology I (3 s.h.) PAS 351 Sp. Reading, Aud. Tr. (3 s.h.)	PAS 211 Phonetics (3 s.h.) PAS 272 Anatomy (4 s.h.) PAS 301 Speech Science (3 s.h.) PAS 315 Intro. Phono. Disor. (3 s.h.) PAS 318 Sp.,Hearing,Lang.Prog. (3 s.h.) PAS 320 Sp., Lang. Dev. (3 s.h.) PAS 321 Lang. Path. (3 s.h.) PAS 330 Intro. Clin. Meth.(3 s.h.) PAS 349 Hearing Sci. (3 s.h.) PAS 350 Audiology I (3 s.h.) PAS 351 Sp. Reading, Aud. Tr. (3 s.h.)
Core Hrs. <u>34</u>	Core Hrs. <u>34</u>	Core Hrs. <u>34</u>
<u>REQUIRED SPECIALIZED COURSES</u>	<u>REQUIRED SPECIALIZED COURSES</u>	<u>REQUIRED SPECIALIZED COURSES</u>
PAS 112 Sp. & Hearing Disor.(3 s.h.) PAS 316 Intro Org. Disor. Sp. (3 s.h.) PAS 319 Stuttering I (3 s.h.) PAS 322 org. Disor.Sp. II (3 s.h.) PAS 331 Diag. Proc. Sp. Path (3 s.h.) Professional Ed. Req. (21 s.h.)		PAS 112 Sp. & Hearing Disor.(3 s.h.) PAS 316 Intro. Org. Disor. Sp.(3 s.h.) PAS 319 Stuttering I (3 s.h.) PAS 322 Org. Disor. Sp. II (3 s.h.) PAS 331 Diag. Proc. Sp. Path (3 s.h.)
Special Hrs. <u>36</u>	Special Hrs. <u>0</u>	Special Hrs. <u>15</u>
<u>ELECTIVES</u>	<u>ELECTIVES</u>	<u>ELECTIVES</u>
	Appropriate electives to meet Illinois Licensure & national certification requirements	Appropriate electives to meet Illinois Licensure & National certification requirements
Total Program Hours <u>70</u>	Total Program Hours <u>34</u>	Total Program Hours <u>49</u>



