

1994

1993-1994 Annual Report of the Board of the Trustees of Southern Illinois University

Southern Illinois University Board of Trustees

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ANNUAL REPORT

of the Board of Trustees
Southern Illinois University

1993-94



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Southern Illinois University

1993-94

Southern Illinois University - Board of Trustees

CARBONDALE, ILLINOIS 62901-6801



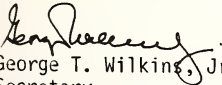
June 30, 1994

The Honorable Jim Edgar
Governor of the State of Illinois
Springfield, Illinois 62706

Dear Governor Edgar:

We have the honor to submit to you herewith, in compliance with the law, the forty-third annual report of the Board of Trustees of Southern Illinois University for fiscal year July 1, 1993 to June 30, 1994.

Respectfully yours,


George T. Wilkins, Jr.
Secretary
Board of Trustees

GTW:sh

BOARD OF TRUSTEES
(as of June 30, 1994)

Nick Adams
John Brewster
Molly D'Esposito
Mark Kochan
William R. Norwood
Harris Rowe
Celeste M. Stiehl
A. D. VanMeter, Jr.
George T. Wilkins, Jr.

Edwardsville
Marion
Winnetka
Carbondale
Rolling Meadows
Jacksonville
Belleville
Springfield
Edwardsville

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Molly D'Esposito, Vice-Chair
George T. Wilkins, Jr., Secretary
Sharon Holmes, Executive Secretary
C. Richard Gruny, Board Legal Counsel
Donald W. Wilson, Board Treasurer and
Vice-Chancellor for Financial Affairs

COMMITTEES

ACADEMIC MATTERS COMMITTEE

William R. Norwood, Chair
Mark Kochan
A. D. VanMeter, Jr.

ARCHITECTURE AND DESIGN COMMITTEE

George T. Wilkins, Jr., Chair
Nick Adams
Harris Rowe

EXECUTIVE COMMITTEE

A. D. VanMeter, Jr., Chair
Harris Rowe
George T. Wilkins, Jr.

FINANCE COMMITTEE

Molly D'Esposito, Chair
John Brewster
Celeste M. Stiehl

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NOTE: Copies of all matters furnished to the Board in connection with personnel transactions appear in the monthly minutes as approved by the Board of Trustees and are on file in the Office of the Board of Trustees.

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MINUTES OF THE SPECIAL MEETING OF THE BOARD OF TRUSTEES
SOUTHERN ILLINOIS UNIVERSITY
JULY 7, 1993

A special meeting of the Board of Trustees of Southern Illinois University convened at 3:53 p.m., in the Board Room of Magna Group, Inc., Highway 40 and Brentwood Boulevard, St. Louis, Missouri. In the absence of the regular Secretary, the Chair appointed Harris Rowe to serve as Secretary pro tem. The following members of the Board were present:

Molly D'Esposito, Vice-Chair
Mark A. Kochan
William R. Norwood
Harris Rowe
A. D. VanMeter, Jr., Chair

The following members were absent:

B. Barnard Birger
John Brewster
George T. Wilkins, Jr., Secretary

Also present were Dr. James M. Brown, Chancellor of Southern Illinois University, Dr. John C. Guyon, President, SIUC, and Mr. C. Richard Gruny, Board Legal Counsel.

A quorum was present.

Mr. Norwood moved that the Board go into closed session to consider information regarding the appointment, employment or dismissal of employees or officers, and adjourn directly from the closed session with no action having been taken. The motion was duly seconded. The motion carried by the following recorded vote: Aye, Molly D'Esposito, Mark A. Kochan, William R. Norwood, Harris Rowe, A. D. VanMeter, Jr.; nay, none.

The meeting adjourned at 5:38 p.m.



Harris Rowe, Secretary pro tem

July 8, 1993

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MINUTES OF THE MEETING OF THE BOARD OF TRUSTEES
SOUTHERN ILLINOIS UNIVERSITY
JULY 8, 1993

The regular monthly meeting of the Board of Trustees of Southern Illinois University convened on Thursday, July 8, 1993, at 10:30 a.m. in the Ballroom of the University Center, Southern Illinois University at Edwardsville, Edwardsville, Illinois. The regular Chairman and Secretary being present, the meeting was called to order. The following members of the Board were present:

B. Barnard Birger
Molly D'Esposito, Vice-Chair
Mark A. Kochan
William R. Norwood
Harris Rowe
A. D. VanMeter, Jr., Chairman
George T. Wilkins, Jr., Secretary

The following member was absent:

John Brewster

Executive Officers present were:

James M. Brown, Chancellor of Southern Illinois University
John C. Guyon, President, SIUC
David Werner, Vice-President and Provost, SIUE

Also present were Sharon Holmes, Executive Secretary of the Board; C. Richard Gruny, Board Legal Counsel; and Donald W. Wilson, Board Treasurer.

The Secretary reported a quorum present.

NOTE: Copies of all background documents furnished to the Board in connection with the following matters have been placed on file in the Office of the Board of Trustees.

The Chairman introduced Roger Hines, representing the SIUC Civil Service Employees Council; Mike Spiwak, President of the SIUC Undergraduate Student Government; and Marybelle Keim, representing the SIUC Graduate Council.

The Chairman reported that Mr. Norwood is one of eight persons to be inducted into the SIU Intercollegiate Athletic Hall of Fame during ceremonies on September 10 and 11. He continued that Mr. Norwood had guided the Saluki football team to back-to-back winning seasons in 1957 and 1958, the first time that had been done in 26 years.

The Chairman announced that pursuant to notice the Board of Trustees had held a special meeting at approximately 3:30 p.m. in the Board Room of Magna Group, Inc., St. Louis, Missouri, on Wednesday, July 7, 1993. He continued that the only public portion of the meeting consisted of a motion to close the meeting to the public for the purpose of considering information regarding the appointment, employment or dismissal of employees or officers. He stated that the occasion was the annual evaluation of President John Guyon, pursuant to the Statutes of the Board. He stated that the session was very positive and an excellent review, but that they hadn't finished. He stated that the Board had asked that Dr. Guyon's review be continued at the September meeting, with the Chancellor's final review coming in October. He said there would be appropriate notices given of these meetings.

The Chairman stated that pursuant to notice members of the Board of Trustees had had breakfast with Dr. John Meisel from SIUE. He continued that Dr. Meisel is the Chairperson of the search committee for the President of SIUE.

The Chairman recognized Dr. David Werner, Vice-President and Provost, SIUE, in President Lazerson's absence.

The Chairman read the following letter from Corey Bradford, SIUE Student Trustee:

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"Please accept this letter as my official resignation from the Board of Trustees of Southern Illinois University. I wish to take this opportunity to thank you and the other members of the Board for your leadership and encouragement. This experience has provided me with the opportunity to represent my fellow students and to gain insight as to how our institutions can run efficiently and effectively. On June 16, I accepted a position in my field of study, mathematics. I chose to take this opportunity to further my growth and development. I have already discussed the matter with the student body president. Therefore, this notice will serve as my official resignation. Again, I wish to thank you and the other members of the SIU Board of Trustees for the opportunity that was granted to me."

Mr. VanMeter stated that the Board reluctantly accepts this resignation. He asked the Executive Secretary to have an appropriate resolution prepared for presentation to Mr. Bradford.

The Chairman introduced Mark A. Kochan, the newly-elected Student Trustee from SIUC.

The Chairman explained that Mr. Brewster's son was ill and in the hospital. He stated that they hoped he would recover very, very soon and wished him the very best.

Under Committee Reports, Dr. Wilkins submitted the following Executive Committee Report:

EXECUTIVE COMMITTEE REPORT

By action at the May 13, 1993, meeting of the Board of Trustees, the Board authorized the members of the Executive Committee of the Board to award a contract for the capital project, Vadalabene Center Roof Replacement, SIUE. The following matter was so approved and is reported to the Board at this time pursuant to III Bylaws 1:

AWARD OF CONTRACT: VADALABENE CENTER ROOF REPLACEMENT, SIUE

Summary

This matter approves the award of contract in connection with the capital project, Vadalabene Center Roof Replacement, SIUE. The project will replace a portion of the roof on the Vadalabene Center for Health, Recreation, and Physical Education. Funding for the project, in the amount of \$156,000, will be from state appropriations to the University.

A summary of bids received is attached for information.

Rationale for Adoption

At its May 13, 1993 meeting, the Board approved the project, the project budget, and the plans and specifications for the project. SIUE's Plant Operations prepared the cost estimates and plans and specifications for the project. Because of the nature of the project, an outside architectural and engineering firm was not required.

The bids received are within budget and award of the contract is now timely.

Considerations Against Adoption

University officers are aware of none.

Constituency Involvement

Not pertinent to this matter.

Resolution

BE IT RESOLVED, By the members of the Executive Committee of the Board of Trustees of Southern Illinois University, That:

- (1) A contract in the amount of \$143,420 be and is approved for award to Bade Roofing and Sheet Metal, St. Louis, Missouri, for all work in connection with the project.
- (2) The Chancellor of Southern Illinois University be and is hereby authorized to take whatever action may be required in the execution of this resolution in accordance with established policies and procedures.

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BIDDING SUMMARY SHEET
ROOF REPLACEMENT
VADALABENE CENTER
ON THE
SOUTHERN ILLINOIS UNIVERSITY
AT EDWARDSVILLE CAMPUS

Bids taken at 2:30 p.m., June 15, 1993

PROPOSED AWARDEE

BASE BID

Bade Roofing & Sheet Metal
2806 Lemay Ferry Road
St. Louis, MO 63125

Total Bid.\$143,420.00
Plus Contingency	<u>11,500.00</u>
TOTAL COST OF WORK\$154,920.00

Time to complete: 90 days

ROOF REPLACEMENT
 VADALABENE CENTER
 ON THE
 SOUTHERN ILLINOIS UNIVERSITY
 AT EDWARDSVILLE CAMPUS



ROOF WORK
 BASE BID

Bade Roofing & Sheet Metal 2806 Lemay Ferry Road St. Louis, MO 63125		\$143,420.00		
AAA Insulation & Roofing 612 S. Third Street Belleville, IL 62220		\$150,060.00		
Werner Brothers, Inc. P.O. Box 457 Herculaneum, MO 63048		\$156,841.00		
American Construction & Energy P.O. Box 426 Belleville, IL 62222		\$160,867.00		
Kehrer Bros. Roofing P.O. Box 157 New Memphis, IL 62266		\$162,155.00		
Osborne Roofing Co. 1000 Watson Road, Ste 115 St. Louis, MO 63126		\$164,608.00		
C. Martin Roofing Co., Inc. P.O. Box 710 Fenton, MO 63026		\$170,462.00		
Bi-State Roof Systems Inc. 600 Glover Valley Park, MO 63080		\$176,720.00		
Lakeside Roofing Company 3649 Highway 162 Granite City, IL 62040		\$189,520.00		

Mrs. D'Esposito, Chair of the Finance Committee, stated that the Committee had met this morning in the Mississippi-Illinois Room of the University Center. She gave the following report:

We discussed the status report of the 1994 budget which we learned has not yet been decided upon. We're still waiting for more information on that. I hope that by September we will have something more concrete to discuss. We would like to recommend that Board agenda item GG, Operating RAMP Guidelines for Fiscal Year 1995, be approved and placed on the omnibus motion. Our final discussion involved the completion of the bond sale and its very successful marketing at a low interest rate.

Dr. Wilkins, Chair of the Architecture and Design Committee, stated that the Committee had met following the Finance Committee meeting. He gave the following report:

We considered one item, Board agenda item II, Approval of Plans and Specifications and Award of Contract: Exterior Painting, Student Recreation Center, Phase I, SIUC. We'd like for that to be placed on the omnibus motion.

Mr. Norwood, Chair of the Academic Matters Committee, stated that the Committee had met following the Architecture and Design Committee meeting. He gave the following report:

We had three notice items which will come back to us in September. One was on Arts and Sciences, one was a Master of Science Degree Program in Computing and Information Systems, and the third was a Specialist Degree, Major in Psychology. We had some discussion on the Arts and Sciences proposal. We appreciate the input that Dr. Spurgeon gave us, from the Faculty Senate's point of view. We had recommendations for approval of new program requests: J, Master of Science in Accountancy Degree Program, School of Business, SIUE; and K, Modification of the Major in General Science and Mathematics to General Science Education, Bachelor of Science Degree Program, Schools of Education and Sciences, SIUE. We recommend those items for the omnibus motion. There was one new program request at SIUC, Item L, Establishment of New Educational Unit: Department of Neurology, School of Medicine. The following terminations were approved and we ask that they be placed on the omnibus motion: M, Termination of the Certificate Programs in Pedodontics, Periodontology, and Prosthodontics, School of Dental Medicine, SIUE; N, Termination of the Master of Arts/Master of Science Degree Program, Major in Political Science, School of Social Sciences, SIUE; O, Termination of the Bachelor of Science Degree Program, Major in Recreation, School of Education, SIUE; P, Termination of the Master of Arts Degree Program, Major in Philosophy and the Specialization in Women's Studies, School of Humanities, SIUE; Q, Termination of the Bachelor of Science Degree Program, Major in Physical Science Education, Schools of Education and Sciences, SIUE; R, Termination of the Doctor of Education Degree Program, Major in Instructional Process, School of Education, SIUE; S, Abolition of the Master

of Science Degree in Statistics, Department of Mathematics, College of Science, SIUC; T, Abolition of the Master of Arts Degree in Zoology, Department of Zoology, College of Science, SIUC; U, Abolition of the Master of Arts Degree in Plant Biology, Department of Plant Biology, College of Science, SIUC; V, Abolition of the Renewal Institute for Practicing Educators, College of Education, SIUC; W, Abolition of the Ph.D. Degree in Higher Education, College of Education, SIUC; X, Abolition of the M.S. Degree in Community Development, College of Liberal Arts, SIUC; Y, Abolition of the Ph.D. Degree in Communication Disorders and Sciences, College of Communications and Fine Arts, SIUC; Z, Abolition of the Ph.D. Degree in Molecular Science, Graduate School, SIUC; AA, Abolition of the Law Enforcement Associate in Applied Science Degree, College of Technical Careers, SIUC; BB, Abolition of the Avionics Technology Associate in Applied Science Degree, College of Technical Careers, SIUC; CC, Abolition of the Computer Information Processing Associate in Applied Science Degree, College of Technical Careers, SIUC; DD, Abolition of the College of Communications and Fine Arts; the Creation of a College of Mass Communication and Media Arts; and the Reallocation of Units to the College of Liberal Arts and the College of Education, SIUC; EE, Reorganization of Public Service Units, SIUC; and HH, Resource Allocation and Management Program (RAMP) Planning Documents, Fiscal Year 1995: Executive Summary; Planning Statements, Program Reviews, Review of Undergraduate Education, New Program Request, Program and Institutional Budget Requests, SIUC; Planning Statements, Program Reviews, Institutional Support Budget Requests, SIUC, including the School of Medicine. We had a discussion of the Abolition of the Ph.D. Degree in Higher Education, College of Education, SIUC. We appreciate the input from Dr. Keim, Dr. Yopp, Vice-President Shepherd, and Dean Beggs. An information report was provided for Approval of New Programs, Reasonable and Moderate Extensions, Requests for Off-Campus Program Locations, and Academic Program Suspensions. We had a PQP update, draft productivity reports, which will be coming back to us in September.

Under Executive Officer Reports, President Guyon acknowledged the campus activity during the course of the past year regarding the lengthy agenda before the Academic Matters Committee. He stated that the PQP response represents an unbelievable effort on the part of the SIU Carbondale faculty and staff. He continued that it was important to recognize that publicly and to say thank you. He explained that the constituency heads had functioned beautifully and the University had responded. He continued that they had moved from anger through denial to acceptance in a relatively short period of time and got the job done. He said that he thought the reports were satisfactory in meeting the needs of the PQP response. He explained that if the creation of a College of Mass Communication and Media Arts is approved he wanted the Board to

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know that the faculty and staff of that unit had already received a major grant from the Corporation for Public Broadcasting to enhance the broadcasting and production facilities in the Radio-Television area. He said they should be congratulated for that.

Dr. Werner noted that the next time the Board meets at SIUE it will be operating on semesters. He wished to thank the faculty and staff of the University and particularly Professor Denny who had guided the process for the last several years to make it a smooth one. He noted the retirement this month of John Reiner. He explained that Mr. Reiner had served the University for over 25 years and was instrumental in the preparation of many of the budgetary and applicable planning matters brought before the Board.

Chancellor Brown gave a brief summary of the Fiscal Year 1994 budget situation. He stated he wished he knew more about the budget situation. He continued that if the appropriation bill is not agreed upon and authorized by payroll time, July 16, SIU has taken steps to investigate with banks and financial institutions ways to handle any problems our employees might run into on this. He explained that no agreements had been made, but he wanted to reassure people that they would not be caught strapped because of some inaction on the budget matter. He stated that the SIUE Presidential Search schedule looks like a realistic but ambitious program. He stated the committee was very energetic and effective.

The Chair explained the procedure for the Board's omnibus motion and he proposed that, after discussion, there would be taken up the following matters:

REPORTS OF PURCHASE ORDERS AND CONTRACTS,
MAY, 1993, SIUC AND SIUE

In accordance with III Bylaws 1 and 5 Policies of the Board C, summary reports of purchase orders and contracts awarded during the month of May, 1993, were mailed to the members of the Board in advance of this meeting, copies were placed on file in the Office of the Board of Trustees, and these reports are hereby submitted for information and entry upon the minutes of the Board with respect to the actions of the Executive Committee.

INFORMATION REPORT: APPROVAL OF NEW PROGRAMS, REASONABLE
AND MODERATE EXTENSIONS, REQUESTS FOR OFF-CAMPUS PROGRAM
LOCATIONS, AND ACADEMIC PROGRAM SUSPENSIONS
July 1, 1992 through June 30, 1993

Program Expansions:

SIUC

Addition of a Computer Engineering Specialization in the Bachelor of Science in Electrical Engineering Degree Program, College of Engineering (approved by Board of Trustees 5/93; sent to IBHE)

SIUE

Addition of the Actuarial Science Specialization and the Applied Mathematics Specialization, Bachelor of Arts/Bachelor of Science Degree Program, Major in Mathematical Studies, School of Sciences (approved by the Chancellor 4/28/93; sent to IBHE)

Off-Campus Program Location Approvals

SIUE

Bachelor of Science in Nursing in the Shawnee Community College District 531. (Approved by IBHE 1/5/93)

Program Abolitions

SIUC

Abolition of the Learning Resources Tenure Unit Within Library Affairs (approved by Board of Trustees 11/92; sent to IBHE)

Abolition of the Conservation Archaeology Concentration, Master of Arts in Anthropology, College of Liberal Arts (approved by Board of Trustees 7/92)

Abolition of the Civil Engineering Technology Specialization in the Engineering Technology major (approved by Chancellor 10/92; approved by IBHE 10/27/92)

Abolition of the Academic Administration and Fiscal Affairs Administration Concentrations in Higher Education, College of Education (approved by Board of Trustees 12/92; sent to IBHE)

Abolition of the Kindergarten through Grade 3 Specialization in the Early Childhood major, College of Education (approved by Board of Trustees 12/92; sent to IBHE)

Program Abolitions, SIUC (cont'd.)

Elimination of Concentrations in the M.A. in Applied Linguistics and Changing the M.A. in English as a Foreign Language Degree Title to the M.A. in Teaching English to Speakers of Other Languages, College of Liberal Arts (approved by Board of Trustees 2/93; sent to IBHE)

Abolition of the Adult Education Concentration in the M.S. in Education Degree Program, College of Education (approved by Board of Trustees 3/93; approved by IBHE 4/93)

Abolition of the Educational Administration and Instructional Supervision Concentrations in the Master's Degree in Educational Administration, College of Education (approved by Board of Trustees 5/93; sent to IBHE)

Abolition of the Applied Physical Education, Experimental Physical Education, and Professional Education Concentrations in the M.S. in Education, Physical Education Major, College of Education (approved by Board of Trustees 5/93; sent to IBHE)

Abolition of the Forest Science Specialization, Bachelor of Science in Forestry, College of Agriculture (approved by Board of Trustees 6/93; sent to IBHE)

Abolition of Degree Program and Department: Bachelor of Arts, Major in Religious Studies, Department of Religious Studies, College of Liberal Arts (approved by Board of Trustees 11/92; sent to IBHE)

Abolition of the Bachelor of Science in Physics in the College of Education (approved by Board of Trustees 12/92; sent to IBHE)

Abolition of the Bachelor of Science in Language Arts (English and Reading), College of Education (approved by Board of Trustees 12/92; sent to IBHE)

Abolition of the Specialist Degree, Major in Curriculum and Instruction, Department of Curriculum and Instruction, College of Education (approved by Board of Trustees 3/93; approved by IBHE 4/93)

Abolition of the Bachelor of Arts in Computer Science, College of Science (approved by Board of Trustees 3/93; approved by IBHE 4/93)

Abolition of the B.A. and B.S. Degree Programs in the Special Major, College of Liberal Arts (approved by Board of Trustees 6/93; sent to IBHE)

Abolition of the Bachelor of Science in Classics in the College of Education (approved by Board of Trustees 6/93; sent to IBHE)

Program Abolitions

SIUE

Termination of the Specialization in Health Care Management in the Master of Business Administration Degree Program, major in Business Administration (acknowledged by IBHE 7/28/92)

Termination of the Specialization in Office Information Systems in the Bachelor of Science Degree Program, major in Business Administration (acknowledged by IBHE 7/28/92)

Abolition of the Specialization in Musical Theater in the Bachelor of Arts/Bachelor of Science Degree Program, School of Fine Arts and Communications (approved by Board of Trustees 5/93; sent to IBHE)

Abolition of the Minor in American Studies, School of Humanities (approved by Chancellor 11/92; sent to IBHE)

Abolitions of Centers and Institutes

Abolition of the Technology Commercialization Center in the Graduate School, SIUC (approved by Board of Trustees 11/92)

Abolition of the College of Engineering and Technology Applied Research Center in the College of Engineering, SIUC (approved by Board of Trustees 12/92)

Structural Reorganizations

SIUC

Change in name of the College of Engineering and Technology to the College of Engineering (IBHE approved 7/29/92)

Reorganization of the College of Technical Careers (approved by Board of Trustees 10/92; sent to IBHE)

Merger of Master of Science Degree Program and Undergraduate Minor in Community Development and the Department of Geography, College of Liberal Arts (approved by Board of Trustees 11/92; sent to IBHE)

Conversion of M.S. and B.S. Degrees in Administration of Justice to M.A. and B.A. Degrees, College of Liberal Arts (approved by Board of Trustees 3/93; approved by IBHE 4/93)

Merger of the Department of Educational Psychology and the Department of Special Education into One Academic Department of Educational Psychology and Special Education; Abolition of the Departments of Educational Psychology and Special Education; and the Elimination of the Specialist in Educational Psychology, College of Education (approved by Board of Trustees 3/93; approved by IBHE 4/93)

Structural Reorganizations, SIUC (cont'd.)

Merger of the Department of Health Education and the Department of Recreation into One Department; Elimination of Concentrations at the Master's Degree level; and Elimination of the Minor in Recreation, College of Education (approved by Board of Trustees 4/93; sent to IBHE)

Change in Department and Program Titles and Restructuring of Curricula, Department of Vocational Education Studies, College of Education (approved by Board of Trustees 5/93; sent to IBHE)

Relocation of the Civil Engineering Technology Faculty from the Department of Technology to the Department of Civil Engineering and Mechanics, College of Engineering (approved by Board of Trustees 6/93; sent to IBHE)

SIUE

Change in Title of the Specialization in Mathematical Science to Mathematical Studies in the Bachelor of Arts/Bachelor of Science Degree Program, Major in Mathematical Studies, School of Sciences (approved by the Chancellor and sent to IBHE 4/93)

Modification of the Family Practice Residency Certificate Program to the Advanced Education in General Dentistry Certificate Program, School of Dental Medicine (approved by the Board of Trustees 6/93; sent to IBHE)

Modification of the Bachelor of Science Degree Program, Major in Business Administration, School of Business (approved by Board of Trustees 6/93; sent to IBHE)

Reorganization of the School of Dental Medicine (approved by Board of Trustees 6/93; sent to IBHE)

New Program Requests

Master of Social Work, SIUE. Requested of IBHE in FY 1994 RAMP; repeat request in FY 1995 RAMP.

Master of Science in Accountancy, SIUE. Noticed to the Board of Trustees in June 1993; to be acted upon by the Board on July 8, 1993.

Establishment of a New Educational Unit, Department of Neurology, School of Medicine, SIUC. Noticed to the Board of Trustees in June 1993; to be acted upon by the Board on July 8, 1993.

CHANGES IN FACULTY-ADMINISTRATIVE PAYROLL - SIUC

I. The following changes in faculty-administrative payroll are submitted to the Board of Trustees for ratification in accordance with the Board Policy on Personnel Approval (2 Policies of the Board B). Additional detailed information is on file in the Office of the President. Where appropriate, salary is reported on a monthly basis and on either an academic year (AY) or fiscal year (FY) basis.

A. Continuing Appointments

<u>Name</u>	<u>Title</u>	<u>Department</u>	<u>Effective Date</u>	<u>Salary</u>
1. Fanning, Charles F.	Professor	English	08/16/93	\$6,000.00/mo \$54,000.00/AY
2. Jones, John	Coach	Intercollegiate Athletics	07/01/93	\$2,021.54/mo \$22,236.94/FY*
3. McGuire, James M.	Dean (100%) Professor (0%) Researcher III	Col of Agriculture Plant & Soil Science Eval/Asst Prgms	07/01/93	\$7,500.00/mo \$90,000.00/FY
4. Shinn, David D.			07/01/93	\$2,507.00/mo \$30,084.00/FY

B. Award of Tenure

<u>Name</u>	<u>Title on Effective Date of Tenure</u>	<u>Department</u>	<u>Effective Date</u>
McGuire, James M.	Professor	Plant & Soil Sci	07/01/93

C. Leave of Absence With Pay

<u>Name</u>	<u>Type of Leave</u>	<u>Department</u>	<u>Purpose</u>	<u>Date and % of Leave</u>
1. Hammond, Charles	Sabbatical	Foreign Lang & Lit	Research	08/16/93 - 12/31/93 (Supersedes leave approved previously for 08/16/93 - 08/15/94 at 50%)
2. Hill, Jonathan	Sabbatical	Anthropology	Research	08/16/93 - 12/31/93 (Supersedes leave approved previously for 01/01/93 - 05/15/93 at 100%)
3. Cook, Echo E.	Sabbatical	Col of Engineering	Research & Writing	09/20/93 - 03/20/94 (Supersedes leave approved previously for 07/01/93 - 12/31/93 at 50%)

*Eleven month fiscal appointment

ii. The following changes in faculty-administrative payroll at the School of Medicine/Springfield campus are submitted to the Board of Trustees for ratification in accordance with the Board Policy on Personnel Approval (2 Policies of the Board, B). Additional detailed information is on file in the Office of the Dean and Provost. Where appropriate, salary is reported on a monthly basis and on either an academic year (AY) or fiscal year (FY) basis.

A. Continuing Appointments

<u>Name</u>	<u>Title</u>	<u>Department</u>	<u>Effective Date</u>	<u>Salary</u>
1. Bozdech, John*	Clin Assoc	Fam Practice	06/01/93	-----
2. Buzzell, Robert	Asst Prof	Int Medicine	07/01/93	4666.67/mo \$56,000.04/FY-70% (\$6666.67/mo \$80,000.04-100%) Additional compensation may be derived through the Medical Service and Research Plan
3. Potter, Vernon D.*	Clin Asst Prof	Fam Practice	06/01/93	-----
4. Runge, Paul*	Clin Asst Prof	Fam Practice	07/01/93	-----

*This appointment carries faculty privileges except that time in this appointment does not count toward tenure.

MASTER OF SCIENCE IN ACCOUNTANCY DEGREE PROGRAM,
SCHOOL OF BUSINESS, SIUE

Summary

This matter proposes a new program, the Master of Science in Accountancy degree program, School of Business, SIUE.

Rationale for Adoption

The objectives of the Master of Science in Accountancy degree program are to provide individuals with the university credit and technical training they need to qualify for the Uniform Certified Public Accountant Examination, and to provide the additional skills and knowledge needed to advance to the upper levels of the accounting profession.

Over the years, the amounts and types of knowledge and skills needed by accountants have changed, with much more emphasis on communication, analytical, and behavioral skills, as well as on understanding the global environment. In recognition of the increasing demands from employers, accountancy programs must expand to accommodate the increased technical knowledge and the broad range of other knowledge and skills that are prerequisites to success in the profession. In addition, all states, including Illinois, are adopting licensing rules that require applicants for the CPA Examination to have completed 150 hours of college credits. Because Southern Illinois University at Edwardsville has the only accredited accounting program in the St. Louis metropolitan region, a master's program in accountancy is imperative so that SIUE graduates will qualify for licensure in Illinois and other states.

There is strong evidence that the demand for accountants will remain high into the foreseeable future and that the demand for graduate accounting programs will increase significantly as the 150-hour requirement is implemented nationwide. Further, the increasing knowledge needed for advancement in accounting virtually assures demand for broad-based graduate study in accounting even without the 150-hour requirement. A survey of current SIUE accounting students, SIUE accounting alumni, and area employers indicates a high demand for a master's degree in accounting at SIUE.

The proposed MSA program requires candidates to have completed a number of accounting courses as a prerequisite to admission to the program. A foundation of business courses will be required prior to enrolling in the core and elective courses. Students having previously studied business may have all or some of the foundation courses waived. The core of the program consists of 3 courses, one dealing with the environment of accounting, a second dealing with accounting research and issue resolution, and a third focusing on a particular area of specialization. The remainder of the program consists of electives in accounting and in other related fields. The program of study will be structured with the flexibility to be adapted to the background and needs of the individual. The MSA program is flexible to permit specialization while also requiring breadth.

This proposal does not require new state resources. Most of the incremental resources required for the MSA program are for one additional instructor. All resources for the MSA program will be reallocated from within the School of Business, primarily through a reduction in School of Business courses required for the undergraduate accounting program because of increased general education requirements and the conversion to a semester calendar.

Considerations Against Adoption

University officers are aware of none.

Constituency Involvement

The proposal was initiated by the Department of Accounting chairperson. The proposal has been reviewed and approved by the Curriculum Committee of the School of Business and by the Dean of that school. The proposal has the recommendation of the Graduate Council and the University Planning and Budget Council. The proposal is recommended for approval by the Provost and Vice-President for Academic Affairs and by the President, SIUE.

Resolution

BE IT RESOLVED, By the Board of Trustees of Southern Illinois University in regular meeting assembled, That the Master of Science in Accountancy degree program, School of Business, SIUE, be and is hereby established effective August 15, 1994;

BE IT RESOLVED, That this action be reported to the staff of the Illinois Board of Higher Education; and

BE IT FURTHER RESOLVED, That the Chancellor of Southern Illinois University is authorized to take the necessary actions to implement this resolution without further action by this Board.

MODIFICATION OF THE MAJOR IN GENERAL SCIENCE AND MATHEMATICS
TO GENERAL SCIENCE EDUCATION, BACHELOR OF SCIENCE DEGREE
PROGRAM, SCHOOLS OF EDUCATION AND SCIENCES, SIUE

Summary

This matter proposes a reasonable and moderate extension modifying the major in General Science and Mathematics, Bachelor of Science Degree Program, Schools of Education and Sciences, SIUE. The major will be retitled General Science Education.

Rationale for Adoption

The Illinois Board of Higher Education recommended that the General Science and Mathematics major be abolished as a Priorities, Quality, and Productivity measure. The School of Sciences faculty in collaboration with the School of Education faculty recommended that the General Science portion of the major be retained. The Provost and Vice-President for Academic Affairs concurs

with this recommendation. The General Science Education major will meet new Illinois State Board of Education certification requirements for middle school science teachers and will meet a demand for science teachers. Mathematics is necessary because this part of the major does not meet Illinois State Board of Education certification requirements. Students interested in mathematics education can meet certification requirements through the mathematics education minor offered through the Department of Mathematics and Statistics.

Considerations Against Adoption

University officers are aware of none.

Constituency Involvement

This proposal was initiated by the Director of the Office of Science and Mathematics Education. The proposal was reviewed and approved by the Curriculum Committees of the Schools of Education and Sciences and by the Deans of those schools. It has the recommendation of the Curriculum Council of the Faculty Senate and of the Faculty Senate. The proposal is recommended for approval by the Provost and Vice-President for Academic Affairs and by the President, SIUE.

Resolution

BE IT RESOLVED, By the Board of Trustees of Southern Illinois University in regular meeting assembled, That the major in General Science and Mathematics, Schools of Education and Sciences, SIUE, be and is hereby modified to General Science Education effective Fall Semester 1993; and

BE IT FURTHER RESOLVED, That this action be reported to the staff of the Illinois Board of Higher Education.

MODIFICATION OF THE MAJOR IN GENERAL SCIENCE AND MATHEMATICS
TO GENERAL SCIENCE EDUCATION IN THE BACHELOR OF SCIENCE DEGREE
PROGRAM, SCHOOLS OF EDUCATION AND SCIENCES, SIUE

I. Program Inventory Data:

A. Current:

<u>CIPS CODE</u>	<u>MAJOR</u>	<u>DEGREE</u>	<u>SCHOOL/ DEPARTMENT</u>
30.0101	General Science and Mathematics	B.S.	Schools of Education and Sciences

B. Proposed:

<u>CIPS</u> <u>CODE</u>	<u>MAJOR</u>	<u>DEGRE</u>	<u>SCHOOL/</u> <u>DEPARTMENT</u>
30.0101	General Science Education	B.S.	Schools of Education and Sciences

II. Reasons for Proposed Action:

The Illinois Board of Higher Education recommended that the General Science and Mathematics major be abolished. The School of Sciences faculty in collaboration with the School of Education faculty recommended that the General Science portion of the major be retained. The Provost and Vice-President for Academic Affairs concurs with this recommendation. The General Science Education major will meet new Illinois State Board of Education certification requirements for middle school science teachers and will meet a demand for science teachers. The termination of the mathematics portion of the major in General Science and Mathematics is necessary because this part of the major does not meet Illinois State Board of Education certification requirements. Students interested in mathematics education can meet certification requirements through the mathematics education minor offered through the Department of Mathematics and Statistics.

III. Anticipated Budgetary Effects:

There are no budgetary effects resulting from this change. Courses offered for the mathematics portion of this major will continue to be offered through the Department of Mathematics and Statistics for Mathematical Studies majors and for students requiring mathematics courses for majors in other schools.

IV. Arrangements to be made for affected faculty, staff, students, equipment, and physical facilities:

The same faculty and staff members, and the same equipment and facilities, are required as before. Students will be notified of the change through regular advisement and University publications.

V. Other educational units, curricula, or degrees affected by the action:

This change has been collated with the School of Education.

VI. Changes in catalog copy:

See attached catalog copy.

VII. Requested effective date:

Fall Semester, 1993.

Electives ¹ and/or Minor.....	54
Minimum Required	192

¹For the Applied Physics Emphasis, the electives should include the following courses which constitute an approved minor in Electrical Engineering: EE 210, 301a, b, c, 310, 326, 327, 351, 352 and 382 (total 29 hours).

Degree Requirements

**Bachelor of Science Degree,
Physics, School of Education**

Prospective teachers can meet certification requirements for teaching physics in Illinois high schools by completing the program described below. This program is a joint endeavor between the Department of Physics and the School of Education with Physics as a primary teaching field. For more details, consult the Department of Secondary Education.

General Education Requirements

The General Education Curriculum requires 72 or 76 hours of General Education credit. The supporting mathematics and science courses required for this major satisfy 16 hours of the GE Area Natural Science and Mathematics requirements.

Physics Requirements.....	48
Phys 211a,b,c, 212a,b, 302a,b, 308a,b, 312a,b, 405a,b, 415a, 418, plus 2 hours of electives above	302
Chemistry Requirements.....	10
Chem 125a*,b* 126a,b	
*(Satisfies 4 hours introductory and 4 hours advanced General Education requirements.)	
Mathematics Requirements.....	24
Math 150a*, b*, 260a, b, c, 305	
*(Satisfies 4 hours introductory and 4 hours advanced General Education requirements.)	
Professional Education Requirements.....	41
Ed.S 215, 401a,b,c, Sp.Ed. 400 (An alternative program includes C. Ed. 305, Ed.S. 315, 352, Ed. Fd. 355 plus 4 hours to total 41 hours.)	
Electives.....	13
Minimum Required	192

**Bachelor of Science Degree,
Physical Science, School of Education**

The Department of Physics, in cooperation with the Department of Secondary Education, has developed a broad teaching field program in Physical Science. Through this program, prospective teachers can meet certification requirements to teach Physical Science in Illinois junior and senior high schools.

General Education Requirements

The General Education Curriculum requires 72 or 76 hours of General Education credit. The supporting mathematics and science courses re-

quired for this major satisfy 16 hours of the GE Area Natural Science and Mathematics requirements.

Physics Requirements.....	31
Phys 111, 206a,b,c, 356 plus 8 hours from the following: 350, 351, 352, 355	
Chemistry Requirements.....	15
Chem 125a*,b*,c 126a,b,c	
*(Satisfies 4 hours introductory and 4 hours advanced General Education requirements.)	
Mathematics Requirements.....	8
Math 150a*, b*	
*(Satisfies 4 hours introductory and 4 hours advanced General Education requirements.)	
Physical Science Requirements.....	21
ESCI 111, 200	
SCI 401, 403, 416	
Professional Education Requirements.....	41
Ed.S 215, 401a,b,c, Sp.Ed. 400 (An alternative program includes C. Ed. 305, Ed.S. 315, 352, Ed. Fd. 355 plus 4 hours to total 41 hours.)	
Electives.....	20
Minimum Required	192

Minor Requirements

The minor program in Physics consists of 27 hours, which include 211, 212, and 302. The remaining 5 hours of elective courses are physics courses above 302 subject to approval by the Physics Department Chairperson. Courses 350-359 do not count toward minor requirements for those students majoring in School of Sciences and School of Engineering. Students pursuing the minor are encouraged to seek this approval as early as possible. The residency and grade point average requirements of the School of Sciences must be met.

Science — *General Science Education*

Associated Faculty:

- Bryan, V.R. (Chemistry); Hasty, M.L. (Mathematics); Smith, F.M. (Biological Sciences); White, J.E. (Chemistry) (Coordinator of Science Education); Zurhede, F.W. (Physics)

General Science Education
Under the category "Science" are collected courses and programs of the School of Sciences that are cross-disciplinary in nature and those that are largely for students in Education. Two programs prepare students to receive Illinois teaching certificates in the broad teaching areas of General Science and Physical Science. Several courses intended primarily for the continuing education of teachers are designated Science (SCI).

Students interested in science and/or mathematics education should seek the advice of one of the faculty members listed above.

ESTABLISHMENT OF NEW EDUCATIONAL UNIT: DEPARTMENT OF
NEUROLOGY, SCHOOL OF MEDICINE, SIUC

Summary

This matter proposes the establishment of the Department of Neurology at Southern Illinois University School of Medicine as a separate clinical department and tenure unit. A new program request is appended to this matter. The Division of Neurology was established in 1973 within the Department of Internal Medicine. Since that time, the Division has grown from one full-time faculty member to eight and has full-time cross-appointed faculty in the Departments of Pediatrics, Psychiatry, and Medical Education. Six additional clinical volunteer faculty participate in the educational programs for students, residents, and practicing physicians. No new state resources are needed to implement this program request.

Rationale for Adoption

Departmental status has always been a goal of the Division of Neurology. Neurology has evolved into a separate, albeit related, discipline with an increasing number of its own subspecialties. Neurology has equally important ties with psychiatry, neurosurgery, rehabilitation, and the basic neurosciences. The national norm for medical schools in the United States is to have separate departments of neurology/neuroscience. The burgeoning expansion of neuroscience necessitates a successful Department of Neurology at Southern Illinois University School of Medicine.

The Division of Neurology has an outstanding record of research, teaching, and service. It has its own residency program and is active in outreach programs throughout central and southern Illinois. Neurology has all the necessary components to form an excellent academic department.

The following specific aims of the Department of Neurology are in keeping with the School of Medicine's mission to meet the health care needs of central and southern Illinois through teaching, research, and service.

- (1) To develop undergraduate and graduate teaching programs that will produce health care professionals who are trained to handle common neurological illnesses;
- (2) To continue the development of clinical and basic research programs in stroke, epilepsy, neurological rehabilitation, dementia, aging, neuromuscular disease and disturbed motor control. These programs, in conjunction with tertiary care clinics, will provide citizens of central and southern Illinois with advanced neurological care;
- (3) To provide state-of-the-art clinical general neurological care to the residents of central and southern Illinois who might otherwise find such care inaccessible or unaffordable;

- (4) To enhance the collegiality between the School of Medicine and practicing rural health care professionals through a comprehensive program of continuing education, thereby enhancing the standard of care throughout rural Illinois.

The Neurology Program at Southern Illinois University School of Medicine has outgrown its present administrative structure and requests departmental status. The growth of Neurology is evidenced by its successful programs in research, service, and training, which are known internationally. Neurology has contributed to the overall mission of the School of Medicine by networking with communities throughout Illinois to implement neurological centers for the continuing education of professional health care workers, thereby enhancing the quality of care for residents of central and southern Illinois.

Considerations Against Adoption

University officers are aware of none.

Constituency Involvement

The proposed Department of Neurology has been approved by the Clinical Chairmen's Committee and by the Executive Committee of the School of Medicine. The proposal has also been included in the FY-95 RAMP Planning Documents of the Southern Illinois University School of Medicine. This proposal has the support of the Dean and Provost and the President of Southern Illinois University at Carbondale.

Resolution

BE IT RESOLVED, By the Board of Trustees of Southern Illinois University in regular meeting assembled, That establishment of a Department of Neurology as a separate clinical department and tenure granting unit within the School of Medicine, SIUC, be and is hereby approved as presented to the Board this date, to be effective July 1, 1994, or as soon thereafter as is possible; and

BE IT FURTHER RESOLVED, That this action be reported to the Illinois Board of Higher Education for its consideration.

Institution:

**SOUTHERN ILLINOIS UNIVERSITY
School of Medicine**

Title of Proposed Program:

DEPARTMENT OF NEUROLOGY

Proposed Date for Initiation of Program:

July 1, 1994

Site:

**SIU School of Medicine
Springfield, Illinois**

CIPS Number:

Date of Submission: July 1993

PROPOSAL
for the
DEPARTMENT OF NEUROLOGY
Southern Illinois University School of Medicine

BACKGROUND

The Division of Neurology was established in 1973, within the Department of Internal Medicine. Dr. Donald Easton was the first Division Chief. Since that time, the Division has grown from one full-time faculty member to eight and has full-time cross-appointed faculty in the Departments of Pediatrics, Psychiatry, and Medical Education. Six additional clinical (volunteer) faculty participate in educational programs for students, residents and practicing physicians.

Departmental status has always been a goal of the Division of Neurology. Its placement in the Department of Medicine was logical when the Division and Department were small. However, neurology has evolved into a separate, albeit related, discipline with an increasing number of its own subspecialties. Furthermore, neurology has equally important ties with psychiatry, neurosurgery, rehabilitation and the basic neurosciences. The national norm for medical schools in the United States has been to create departments of neurology/neuroscience (see Attachment A). The burgeoning expansion of neuroscience necessitates a successful department of neurology at SIU.

The Division of Neurology has an outstanding record of research, teaching and service. It has its own residency program and is very active in outreach programs throughout central and southern Illinois. The Division has all the necessary components to form an excellent academic department. Neurology must continue to grow at a pace commensurate with the growth of clinical and basic neuroscience. Such growth requires a separate administrative structure and departmental status.

ILLINOIS NEEDS ASSESSMENT

The annual incidence of disease and injury to the nervous system is 2.5% (J. F. Kurtzke, *Annals of Neurology*, 1984;16:265-277). By conservative estimates, one person in every 100 people will have a new neurological disorder each year that requires the attention of a physician competent in clinical neurology (J. F. Kurtzke, *Neurology* 1982;32:1207-1214).

Neurological illnesses are not rare, and they are becoming increasingly prevalent as our population ages. Rural Illinois contains a large, elderly population that is at high risk for a variety of neuropsychiatric conditions including depression, stroke, Alzheimer disease, Parkinson disease, and other disorders which impair the nervous system and skeletal muscles. Neurological illnesses rob people of their ability to function independently and are the principal reason for placement in costly extended care facilities. A comprehensive program of research, education

and clinical care, aimed at the multifaceted medical and social problems of neurologically disabled people, is necessary to maximize each patient's quality of life at the least possible cost.

Most rural areas have insufficient resources to attract specialists in neurology. The Division of Neurology at SIU, in collaboration with the Center for Alzheimer Disease and Related Disorders, has established many educational and clinical partnerships with rural health care professionals, aimed at facilitating the delivery of neurological care to people throughout Illinois. Considerable work still needs to be done. Educational and clinical partnerships provide a conduit for the free flow of information between the academic programs at SIU and the health care services of rural Illinois. The Division of Neurology has enhanced neurological care throughout central and southern Illinois by providing general neurological care, by developing outstanding tertiary care programs and by expanding the working knowledge and clinical skills of other practicing physicians. Additional tertiary care programs and broader educational programs are major goals of the department.

The attraction of health care professionals to rural areas is a continuing concern of legislators and professional training programs. Students of all health care disciplines are overwhelmed by the complexity and inherent chronicity of many neurological diseases. Rural areas typically lack the resources that students are exposed to during their training, making the care of neurological patients in rural communities particularly onerous. We believe that an expanded educational presence of Neurology in rural communities will enhance the exposure of students and residents to the needs of rural communities while allaying fears of professional isolation.

The Division of Neurology cannot and should not staff clinical facilities throughout Illinois. However, Neurology, as a department, can develop the resources to establish a greater educational presence throughout central and southern Illinois. Through education, the Division of Neurology has developed a collegial, productive and unintrusive presence in rural communities. In keeping with the School's mission, the Department of Neurology will develop a network of educational collaboration with underserved areas of Illinois that is conducive to the recruitment and retention of health care professionals who are skilled in neurological disorders. (A more detailed description of this plan is included in the "Continuing Education and Outreach" section of this document.)

SPECIFIC AIMS

The following specific aims of the Department of Neurology are in keeping with the School of Medicine's mission to meet the health care needs of central and southern Illinois through teaching, research and service.

1. To develop undergraduate and graduate teaching programs that will produce health care professionals who are trained to handle common neurological illnesses;

2. to continue the development of clinical and basic research programs in stroke, epilepsy, neurological rehabilitation, dementia, aging, neuromuscular disease and disturbed motor control. These programs, in conjunction with tertiary care clinics, will provide citizens of central and southern Illinois with advanced neurological care.
3. to provide state-of-the-art clinical general neurological care to the residents of central and southern Illinois who might otherwise find such care inaccessible or unaffordable.
4. to enhance the collegiality between the School of Medicine and practicing rural health care professionals through a comprehensive program of continuing education, thereby enhancing the standard of care throughout rural Illinois.

TEACHING

The SIU Neurology Program provides excellent learning experiences for medical students and residents. The nervous system is the most complex system of the human body and is arguably the most important. Neurology is the specialty of medicine that deals with all medical illnesses of the nervous system. An expanded undergraduate curriculum in neurology is sorely needed in the School of Medicine. Less than two weeks of neurological training are currently required at the SIU undergraduate curriculum. This exposure to neurology is woefully inadequate despite the high marks received from medical students. The Neurology Program has corrected this situation by presenting a plan for a required two-week clerkship to the Clerkship & Electives Committee (see Attachment B). This plan was overwhelmingly approved and will be implemented in FY94.

The neurology residency program has a well-designed educational curriculum in basic and clinical neurosciences. The program provides a balanced patient population and diverse inpatient and outpatient experiences. The diversity of subspecialties, in addition to general neurology, includes programs in Alzheimer disease, epilepsy, movement disorders, neuromuscular disease and neurorehabilitation. Additional time is spent in neuroradiology, neuropathology and clinical neurophysiology to assure adequate training in these areas. Residents are encouraged to use their elective time to design and conduct clinical or basic research projects. This environment provides residents and students with cutting edge information.

The Division of Neurology has a long history of quality educational programs for residents and practicing physicians. Weekly grand rounds are devoted to topics of clinical care, research and clinical-pathological correlation. Neuroradiology conferences are held twice each month. Weekly basic science lectures for students and residents are delivered throughout the year, and weekly conferences covering the care of neurological emergencies take place in July and August of each year.

RESEARCH AND ACADEMIC ACHIEVEMENTS

Neurology faculty have been very active in several national academic organizations: the American Academy of Neurology, the Society for Neuroscience, the American Neurological Association, the Epilepsy Foundation of America, the International Parkinson Disease Symposium, the International Movement Disorders Congress, the World Neurology Congress and others. Neurology faculty serve on the executive boards of the American Academy of Neurology, the American Association for the Study of Headache, the National Ataxia Foundation, the American Society of Neurorehabilitation and have been on editorial boards of Headache, The International Journal of Neuroepidemiology, The Journal of the National Stroke Association and Movement Disorders. Neurology faculty have served as ad hoc reviewers for most of the major neurological journals, Science, Journal of Neurotransmission, Behavioral and Brain Sciences, and the Journal of Neurophysiology, and they have served as study section members for the National Institute on Aging and the National Institute of Neurological Diseases and Stroke.

The United States Congress has designated the 1990's as the Decade of the Brain. The pool of available research dollars for neurological studies, though still very competitive, has increased. Neurology faculty have established active research programs in Alzheimer disease, Parkinson disease, essential tremor, epilepsy, headache, muscular dystrophy, neurorehabilitation, stroke, and clinical neurophysiology. Neurology has produced 127 research papers, 41 book chapters, 27 review articles, 159 abstracts, and co-authored a book (see Attachment C). Its faculty has generated over \$4,000,000 in research grants since its inception (see Attachment D).

CLINICAL SERVICE

The clinical services of the Neurology Program have developed far beyond the original plan envisioned in 1979. This success, in part, can be attributed to the excellent rapport and close relationship Neurology has had with primary care physicians. Neurology faculty work closely with primary care physicians in the diagnosis, treatment and management of persons suffering from neurological diseases. In addition to a general neurology clinic, a list and brief description of subspecialty clinics are as follows:

1. **Parkinson Disease and Movement Disorders:** Parkinson disease is a slowly progressive disorder associated with tremor, muscular rigidity, and slow movement. It is a growing national concern, as it occurs in about one percent of individuals over the age of 60. Like many other neurodegenerative diseases, the incidence of Parkinson disease increases exponentially with age but occasionally occurs in young adults. A chemical deficiency of dopamine in the brain leads to the signs and symptoms of Parkinson disease. Its cause is unknown, but environmental toxins, possibly more prevalent in rural environments, are believed to be etiologic factors. The Parkinson Clinic strives to provide comprehensive medical, physical and emotional support for

patients and their families. The clinic includes educational programs for patients, the public, and health care professionals throughout Illinois and the Midwest.

2. **The Epilepsy Program:** The Epilepsy Program was developed in conjunction with the Lincoln Land Epilepsy Association. Epilepsy is a common problem and affects about one person in every one hundred. Despite this high prevalence, there is very little public awareness or knowledge of epilepsy. Instead, there are severe misconceptions about this affliction, which result in inadequate care, loss of independence and social rejection. The Epilepsy Program at SIU is designed to help fulfill the needs of persons with epilepsy and their families by providing information, medical evaluations, treatment and diagnostic services. In addition, the program provides other resources including medical research and educational programs designed to keep primary care physicians, neurologists and other health care professionals abreast of recent developments in epilepsy.
3. **Neurorehabilitation Program:** The SIU Neurology Program, in conjunction with Memorial Medical Center, staffs a fully-accredited, 32-bed inpatient rehabilitation unit, a Special Care Unit for high-risk patients and a broad range of outpatient clinics and programs. Services are provided by a multidisciplinary team, specializing in comprehensive care for stroke, spinal cord and head-trauma patients. In addition to direct patient care, staff members from the Neurorehab Unit offer professional education services and conduct community outreach programs.
4. **Memory and Aging Clinic:** The Center for Alzheimer Disease and Related Disorders at SIU works in collaboration with Neurology faculty to offer services for patients with Alzheimer disease and other forms of dementia. Alzheimer disease is the fourth highest cause of death among the elderly. It is estimated that in Illinois alone, over 200,000 persons are suffering from some form of dementia. The Memory and Aging Clinic is a comprehensive clinical program that utilizes a multidisciplinary team of experienced neurologists, psychiatrists, neuropsychologists, social workers and nurses to deliver care to patients and their families.

To support the development of programs in rural areas, a network of local provider sites has been developed. Liaisons exist with 17 agencies throughout northern, central and southern Illinois for consultation and referral through this network of primary providers: Hospitals and clinics throughout the state that have agreed to cooperate with the Center in standardized diagnosis, treatment and data collection for Alzheimer disease and related disorders. Training, consultation, and continuing education for caregivers, family members, and health care professionals are provided at these sites.

5. **Muscular Dystrophy Clinic:** This clinic was developed in conjunction with the Muscular Dystrophy Association. It is staffed by an experienced team of neurologists, orthopedists, physical therapists

and social workers. Patients with all hereditary and acquired diseases of the muscles and peripheral nerves are seen in this clinic. Many of these diseases are relatively rare, but, collectively, these diseases are an important cause of chronic disability and death.

6. **Headache Clinic:** Each year 45 million Americans, or 1 in 5, suffer from severe, recurring headaches. Headaches occur more often than the common cold, and they are one of the most frequent causes of absenteeism from work. The Headache Clinic at SIU is designed to help those who suffer from headaches by providing information, medical evaluations, treatment and diagnostic services. Neurology faculty provide a thorough assessment of each patient's condition and recommend a treatment plan.
7. **Clinical Neurophysiology Laboratory:** The Division of Neurology provides a full spectrum of electrodiagnostic procedures, including electromyography, electroencephalography (EEG) and evoked response studies. The Division holds the directorship of the EEG laboratory at Memorial Medical Center in Springfield. This laboratory includes facilities for inpatient and outpatient 24-hour neurointensive monitoring of patients with refractory epilepsy.
8. **Gait Laboratory:** SIU's Motion Analysis Laboratory is a clinical and research laboratory established specifically for the purpose of evaluating patients with neurological and orthopedic disturbances of locomotion. This laboratory was established by the Department of Surgery, Division of Orthopedics, for the evaluation of children with cerebral palsy and other birth defects. Through grants from the Whitaker Foundation and the National Institute on Aging, the Division of Neurology has upgraded and expanded the lab for the evaluation of all neurological disturbances of gait, including multi-infarct dementia, Parkinson disease, Alzheimer disease and other disorders of aging.

OUTREACH AND CONTINUING EDUCATION

Neurology has a successful outreach clinic at St. Vincent's Hospital in Taylorville, Illinois. Neurology faculty also travel to the Lincoln Developmental Center in Lincoln, Illinois to provide neurological services to the residents at that facility. However, the principal focus of Neurology's outreach program has been and will continue to be education.

In conjunction with the Center for Alzheimer Disease and Related Disorders, Neurology is implementing a program that will enhance the level of neurogeriatric care in rural communities of southern Illinois. This goal will be accomplished by establishing a working, educational exchange between SIU and rural health care communities. The diagnosis and treatment of neuropsychiatric diseases in older people will be broadly addressed through a graduated program of continuing medical education and will include traditional didactic conferences and problem-based learning workshops. The appended map (Attachment E) illustrates the service area in the state and those communities selected for the initial implementation

of the program.

Neurology is a leader in continuing medical education at SIU. For ten years, Neurology has sponsored a highly successful annual symposium held in Springfield. The symposium is dedicated to general topics of Neurology and targeted mainly for primary care physicians. The symposium has been so successful that it often exceeds capacity. While the target audience is usually primary care physicians, many presentations are aimed at patients, family members and allied health care professionals, such as nurses, social workers and nursing home staff. A list of CME activities sponsored by the Neurology Division and a list of those programs sponsored by the Alzheimer Center with participation by Neurology faculty is attached (see Attachment F).

ORGANIZATION AND ADMINISTRATION

The Department of Neurology will be a tenure granting unit within the School of Medicine, whose Chairman will report to the Dean and Provost of the School of Medicine. Rodger J. Elble, MD, PhD, will be appointed Interim Chairman of the Department until a search for a new chair is completed (see curriculum vitae, Attachment G). The Chairman will represent the department on School of Medicine committees such as the Executive Committee and the Clinical Chairmen's Committee. The organizational chart for the department is appended as Attachment H. A comprehensive list of all faculty and staff participating or collaborating with Neurology in teaching, research or service efforts is also attached (Attachment I).

STAFFING

The composition of personnel in the Department of Neurology is summarized below. It is divided by faculty, research support, clinical support and administration.

<u>Position</u>	<u>Number</u>
FULL-TIME FACULTY	(8)
Neurologists	8
COLLABORATING FACULTY	(20)
Pediatric Neurologists	1
Neuropathologists	1
Neuropsychologists	1
Experimental Psychologists	2
Neuroradiologists	2
Radiologists	2
Neurohistologists	1
Neurologist (Medical Educator)	1
Surgeons	3
Neuropharmacologists	2

Kinesiologists	1
Social Workers	2
Physical Therapist	1
Education Specialists	1
RESEARCH SUPPORT	(11)
Researchers	8
Research Associates/Fellows	2
Secretary	1
CLINIC SUPPORT	(6)
Nursing Staff	2
EMG Technician	1
Reception	2
Supervisor	1
TEACHING SUPPORT	(2)
Residency Program Coordinator	1
Clerkship Secretary	1
ADMINISTRATIVE SUPPORT	(2)
Assistant to the Chairman	1
Administrative Secretary	1

Projections for staff requirements in future years are displayed in Table IV-4. New faculty positions and support staff are added in future budget years.

CURRENT FACILITIES

- A. **Clinical Facilities:** The Neurology Clinic will occupy space on the bridge level of the new SIU Clinics building, scheduled for completion in the Spring of 1993. This facility will provide Neurology with eight exam rooms, two special procedure rooms, and space for clinical research. This space will accommodate the clinical needs of the department for the foreseeable future.
- B. **Research Facilities:** Programs and facilities for research are located in the Medical School building at 801 N. Rutledge and in the lower level of Memorial Medical Center. Current facilities include laboratories conducting research in the following: essential tremor, epilepsy, Parkinson disease, Alzheimer disease, stroke and rehabilitation. Access to SIU's brain bank facility is available for clinical-pathological studies of neurological diseases. Researchers receive complete support for projects requiring diagnostic neuropathology and human tissue. However, research space is

insufficient for current faculty needs, and a request to the Associate Dean for Research has been made for additional laboratory space in the 911 N. Rutledge facility, which is being remodeled.

- C. **Administrative Offices:** The administrative offices of the Department of Neurology will be located on C4 of the Memorial Medical Center facility. The Department has requested administrative space for faculty offices, a resident workroom, and offices for administrative staff and secretaries.

FINANCING

The Department of Neurology's educational programs are supported by state funds appropriated through Southern Illinois University School of Medicine. Its clinical programs are supported through hospital contracts and funds generated from the practice. Research is supported through federal and private research grants awarded to individual investigators and through private contributions. The current \$2.1 million annual budget of the department is outlined in Table IV-5. These funds will be transferred out of the Department of Internal Medicine and placed under the auspices of the Chairman of Neurology. No new funds are requested from the state legislature at this time. Additional funding to support new faculty positions will be sought through other sources of funding such as hospital contracts, clinical income and research grants. State dollars provide the core needed to operate the department but comprise less than 20% of the total budget, a five to one return on state dollars invested in Neurology.

SUMMARY

The Neurology Program at SIU School of Medicine has outgrown its present administrative structure and requests departmental status. The growth of Neurology is evidenced by its successful programs in research, service and training, which are known internationally. Neurology's programs now include over 25 faculty members from several different departments. Neurology faculty have successfully competed for federal and private research grants totaling more than \$4,000,000. Neurology has established or collaborated with other departments and centers in eight subspecialty clinics. It has contributed to the overall mission of the School by networking with communities throughout Illinois to implement neurological centers for the continuing education of professional health care workers, thereby enhancing the quality of care for residents of central and southern Illinois. The future viability of the Department of Neurology is assured by the critical role it plays in the delivery of neurological care and education within the School of Medicine and throughout downstate Illinois. In addition, the establishment of a department will allow Neurology at SIU to be competitive on a national level due to the increased emphasis placed on the "decade of the brain" by the National Institutes of Health.

TABLE IV - 4

SOUTHERN ILLINOIS UNIVERSITY SCHOOL OF MEDICINE
 PROPOSAL FOR A DEPARTMENT OF NEUROLOGY
 Staff Requirements for New Academic Program Request

Line Code	Staff Requirements	FY94 Current Year	FY95 Budget Year	FY96 3rd Year	FY97 4th Year	FY98 5th Year
1	Faculty/Admin - TOTAL (02 - 04)	23	27	29	31	31
2	Administrative Professional/Other	10	11	12	13	13
	Faculty	7	8	9	10	10
	Graduate Assistants	0	0	0	0	0
	Civil Service Staff & Student Employees	9	9	9	10	10
	TOTAL STAFF (01 + 05)	32	36	38	41	41

TABLE IV - 5

SOUTHERN ILLINOIS UNVIERSITY SCHOOL OF MEDICINE
 PROPOSAL FOR A DEPARTMENT OF NEUROLOGY
 Total Resource Requirements for New Academic Program Request

Line Code		FY94 Current Year	FY95 Budget Year	FY96 3rd Year	FY97 4th Year	FY98 5th Year
01	TOTAL RESOURCE REQUIREMENTS	\$2,134,300	\$2,392,991	\$2,489,124	\$2,738,990	\$2,818,000
02	Total Resources Available from Federal Sources	\$ 381,612	\$ 391,774	\$ 402,547	\$ 398,777	\$ 396,000
03	Total Resources Available from Other Non-State Sources	\$1,443,029	\$1,691,558	\$1,776,918	\$2,030,554	\$2,112,000
04	Existing State Resources	\$ 309,659	\$ 309,659	\$ 309,659	\$ 309,659	\$ 309,659
05	State Resources Through Internal Allocation	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
06	New State Resources Required	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0

BREAKDOWN OF THE FIGURE SHOWN ON 06 OF THE BUDGET YEAR

07	Staff	\$0
08	Equipment/Instructional materials	\$0
09	Library	\$0
10	Contractual Services	\$0
11	Other Support Services	\$0

SIU DEPARTMENT OF NEUROLOGY
Attachments to New Academic Program Request

<u>Attachment</u>	<u>Title</u>
A	List of Departments of Neurology in U. S. Medical Schools
B	Two-Week Required Neurology Clerkship Curriculum
C	Neurology Faculty Research Publications by FY85 - FY93
D	Research Grants Awarded to Neurology FY88 - FY93
E	Map of Targeted Neurogeriatric Sites for Collaborative Outreach Program with the Center for Alzheimer Disease & Related Disorders
F	List of Continuing Medical Education Presentations
G	Curriculum Vitae - Rodger J. Elble, MD, PhD
H	Organizational Chart for Department of Neurology
I	List of Full-time and Collaborating Faculty & Staff

**LIST OF U.S. MEDICAL SCHOOLS
with
DEPARTMENTS OF NEUROLOGY/NEUROSCIENCE
by State**

- Alabama**
University of Alabama School of Medicine
University of Southern Alabama College of Medicine
- Arizona**
University of Arizona College of Medicine
- Arkansas**
University of Arkansas College of Medicine
- California**
University of California, Davis, School of Medicine
University of California, Irvine, College of Medicine
University of California, Los Angeles, UCLA School of Medicine
University of California, San Diego, School of Medicine
University of California, San Francisco, School of Medicine
Charles R. Drew University of Medicine and Science
Loma Linda University of School of Medicine
University of Southern California School of Medicine
Stanford University School of Medicine
- Colorado**
University of Colorado School of Medicine
- Connecticut**
University of Connecticut School of Medicine
Yale University School of Medicine
- District of Columbia**
George Washington University School of Medicine & Health Sciences
Georgetown University School of Medicine
Howard University College of Medicine
- Florida**
University of Florida College of Medicine
University of Miami School of Medicine
University of Southern Florida College of Medicine
- Georgia**
Emory University School of Medicine
Medical College of Georgia School of Medicine
- Illinois**
University of Chicago Pritzker School of Medicine
University of Health Sciences, Chicago Medical School
University of Illinois College of Medicine
Loyola University of Chicago Stritch School of Medicine

Northwestern University Medical School
Rush Medical College of Rush University

Indiana

Indiana University School of Medicine

Iowa

University of Iowa College of Medicine

Kansas

University of Kansas Medical Center School of Medicine

Kentucky

University of Kentucky College of Medicine
University of Louisville School of Medicine

Louisiana

Louisiana State University School of Medicine in New Orleans
Tulane University School of Medicine

Maryland

Johns Hopkins University School of Medicine
University of Maryland School of Medicine
Uniformed Services University of the Health Sciences,
F. Edward Hebert, School of Medicine

Massachusetts

Boston University School of Medicine
Harvard Medical School
University of Massachusetts Medical School
Tufts University School of Medicine

Michigan

University of Michigan Medical School
Wayne State University School of Medicine

Minnesota

Mayo Medical School - Duluth School of Medicine
University of Minnesota Medical - Minneapolis

Mississippi

University of Mississippi School of Medicine

Missouri

University of Missouri-Columbia School of Medicine
St. Louis University School of Medicine
Washington University School of Medicine

Nebraska

Creighton University School of Medicine

New Jersey

University of Medicine and Dentistry of New Jersey/New Jersey
 Medical School
 University of Medicine and Dentistry of New Jersey/Robert Wood
 Johnson Medical School

New Mexico

University of New Mexico School of Medicine

New York

Albany Medical College
 Albert Einstein College of Medicine of Yeshiva University
 Columbia University College of Physicians & Surgeons
 Cornell University Medical College
 Mount Sinai School of Medicine of the City University of New York
 New York Medical College
 University of Rochester School of Medicine and Dentistry
 State University of New York Health Science Center at Brooklyn
 College of Medicine
 State University of New York at Buffalo School of Medicine and
 Biomedical Sciences
 State University of New York at Stony Brook Health Sciences
 Center School of Medicine
 State University of New York Health Science Center at Syracuse
 College of Medicine

North Carolina

University of North Carolina at Chapel Hill School of Medicine

North Dakota

University of North Dakota School of Medicine

Ohio

Case Western Reserve University School of Medicine
 University of Cincinnati College of Medicine
 Medical College of Ohio
 Ohio State University College of Medicine
 Wright State University School of Medicine

Oklahoma

University of Oklahoma College of Medicine

Oregon

Oregon Health Sciences University School of Medicine

Pennsylvania

Hahnemann University School of Medicine
 Jefferson Medical College of Thomas Jefferson University
 Medical College of Pennsylvania
 University of Pennsylvania School of Medicine
 University of Pittsburgh School of Medicine
 Temple University School of Medicine

South Carolina

Medical University of South Carolina College of Medicine

South Dakota

University of South Dakota School of Medicine

Tennessee

University of Tennessee, Memphis, College of Medicine
Vanderbilt University School of Medicine

Texas

Baylor College of Medicine
Texas A & M University Health Science Center College of Medicine
Texas Tech University Health Sciences Center School of Medicine
University of Texas Southwestern Medical Center at Dallas
Southwestern Medical School
University of Texas Medical School at Galveston
University of Texas Medical School at Houston

Utah

University of Utah School of Medicine

Vermont

University of Vermont College of Medicine

Virginia

Eastern Virginia Medical School of the Medical College of
Hampton Roads
Virginia Commonwealth University Medical College of Virginia
School of Medicine
University of Virginia School of Medicine

Washington

University of Washington School of Medicine

West Virginia

West Virginia University School of Medicine

Wisconsin

Medical College of Wisconsin
University of Wisconsin Medical School

Neurology Clerkship

The neurology clerkship will consist of one week of outpatient neurology and one week of inpatient neurology, including neurorehabilitation. The goals of the clerkship are

1. to familiarize students with the common and many uncommon neurological disorders, while emphasizing those aspects of diagnosis and management that are relatively unique to neurology.
2. to acquaint the students with frequently used neurological procedures and laboratory tests
3. to ensure that students can perform an effective neurological examination, which leads to the localization and identification of the underlying disease process.

First (Second) Week: outpatient rotation

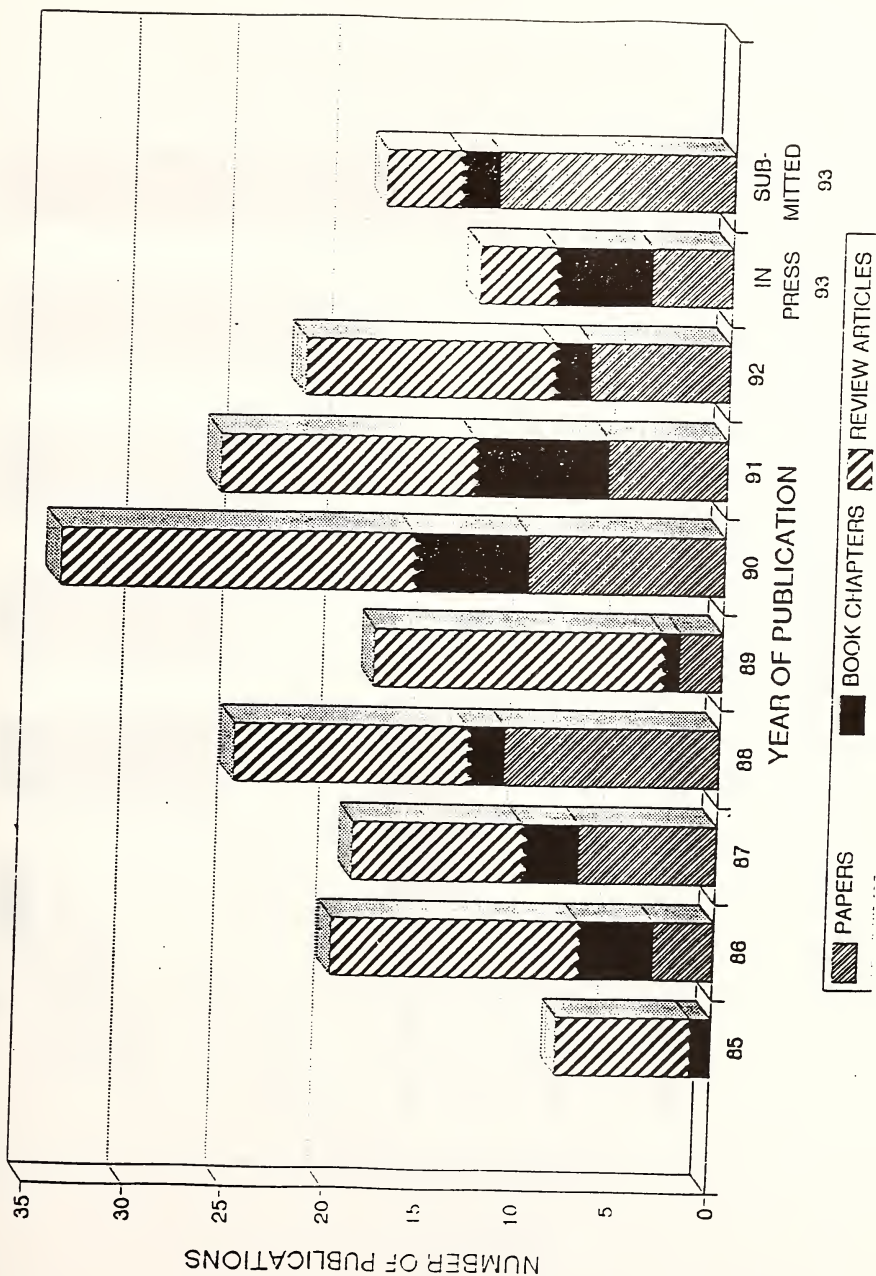
AM	Monday General neurology (2)	Tuesday Dementia Movement disorders	Wednesday General neurology (resident's clinic)	Thursday Epilepsy Movement disorders	Friday General neurology (resident's clinic)	Saturday Inpatient rounds (first week only)
PM	Dementia General Neurology	Lecture 1 ¹ Lecture 2 Grand Rounds Neuroradiology	General neurology Dementia	General neurology Epilepsy	Movement disorders Neuromuscular disease General neurology	

Second (First) Week: Inpatient rotation

AM	Monday Inpatient rounds	Tuesday Inpatient rounds	Wednesday Inpatient rounds	Thursday Inpatient rounds	Friday Inpatient rounds	Saturday Inpatient rounds (first week only)
PM	Neurorehabilitation	Lecture 3 Lecture 4 Grand Rounds Lecture 5	Neurorehabilitation	Neurorehabilitation	Final examination 2	

¹ Lectures 1 through 5 will cover dementia and higher cortical function, epilepsy, movement disorders, stroke and headache, and neurological emergencies.

PUBLICATIONS BY CALENDAR YEAR



IN PRESS 93

SUBMITTED 93

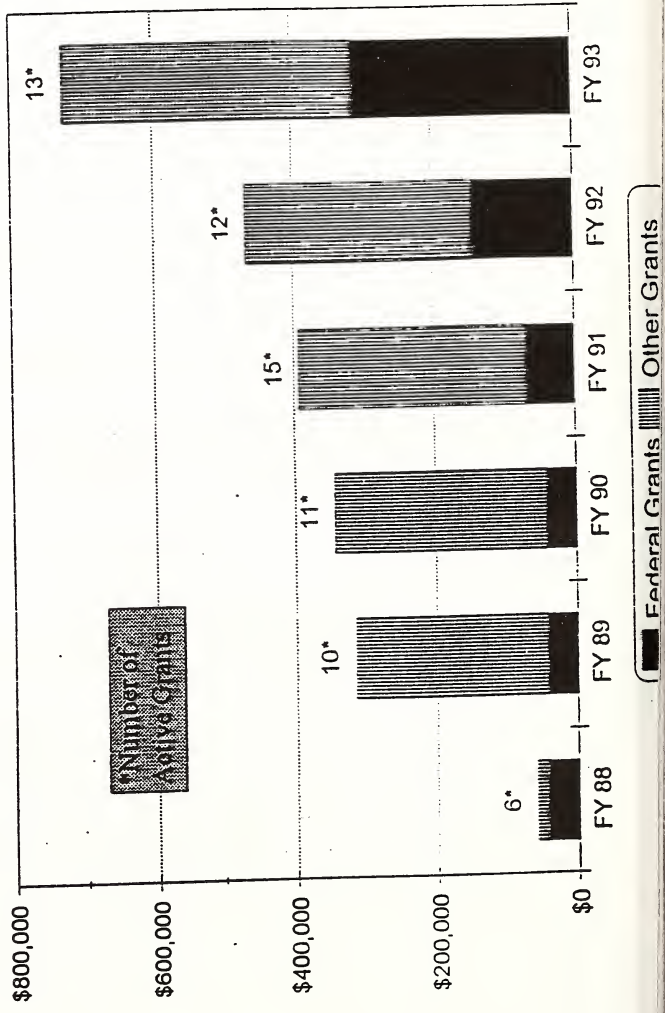
PAPERS

BOOK CHAPTERS

REVIEW ARTICLES

NEUROLOGY RESEARCH GRANTS FY 88-FY 93

(Reflects Individual Awards Only)

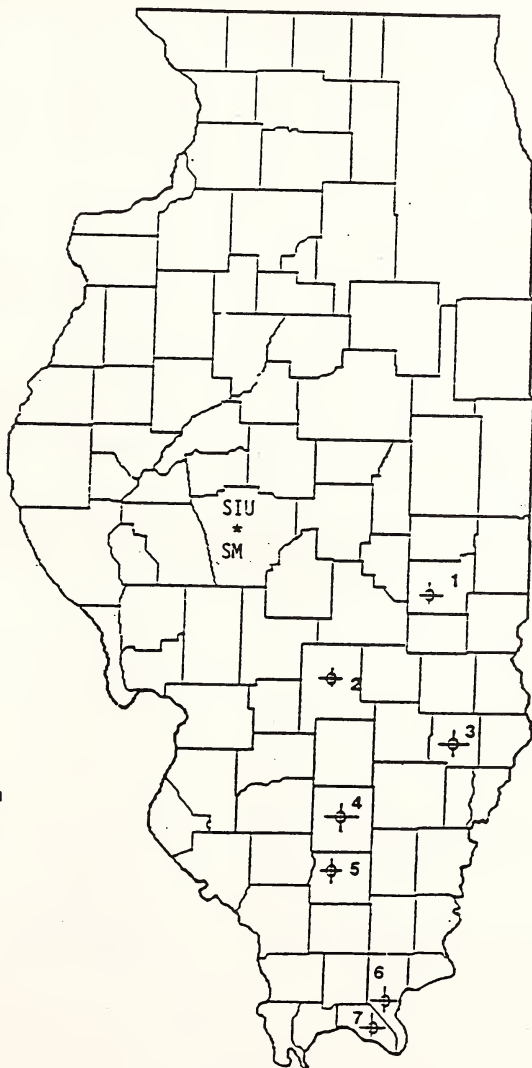


ATTACHMENT E

Southern Illinois University School of Medicine

Center for Alzheimer Disease & Related Disorders and the Department of Neurology

Targeted Neuro-Geriatric Sites



- 1 Mattoon
- 2 Vandalia
- 3 Olney
- 4 Sesser
- 5 Mt. Vernon
- 6 Golconda
- 7 Metropolis

SIU NEUROLOGY PROGRAM
Annual Neurology Symposiums

TITLE	
April 9, 1983	I: Common Medical Problems in Correctional Institutions: Review and Current Concepts
March 16 1984	II: Seizures
March 22, 1985	III: Update in Neurology
March 21, 1986	IV: Neurology Update 1986
March 20, 1987	V: Neurology Update 1987
March 18, 1988	VI: New Insights on Epilepsy
March 17, 1989	VII: Pediatric and Adult Neurology Update
March 16, 1990	VIII: Update 1990: Stroke, Epilepsy, Dementia and Movement Disorders
March 15, 1991	IX: Neuroimmunology Neurorehabilitation
March 13, 1992	X: Decade of the Brain, A Decade of Progress and Promise
March 18, 1993	XI: Headache, Pain, Neuromuscular Diseases, Epilepsy and Dementia: Evaluation and Management Updates

July 8, 1993

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SIU NEUROLOGY PROGRAM
Continuing Medical Education Presentations

ATTACHMENT F

<u>DATE</u>	<u>LOCATION</u>	<u>TOPIC</u>
September, 1979	Springfield	The Dizzy Patient
May, 1980	Taylorville	Headache
September, 1980	Quincy	Neuropathy
September, 1980	Quincy	Myopathies
September, 1980	Quincy	Seizures
September, 1980	Quincy	Meningitis & Encephalitis
February, 1981	Springfield	Seizures
February, 1981	Springfield	Myasthenia Gravis
March, 1981	Pittsfield	Headache
March, 1981	Pittsfield	Stroke
March, 1981	Pittsfield	Seizures
March, 1981	Pittsfield	Hysterical Neurologic Findings
May, 1981	Springfield	Multiple Sclerosis
June, 1981	Beardstown	Multiple Sclerosis
September, 1981	Nashville	Classification of Stroke
September, 1981	Nashville	Management of Stroke
September, 1981	Nashville	Etiology of Stroke
October, 1981	Springfield	CVA and Seizures
December, 1981	Robinson	Seizures
December, 1981	Robinson	Headache
December, 1981	Robinson	Neurological Examination
March, 1982	Pickneyville	Headache
April, 1982	Beardstown	Seizures
May, 1982	DuQuoin	Meningitis and Encephalitis
July, 1982	Pana	Multiple Sclerosis
September, 1982	Carlinville	Stroke
October, 1982	Springfield	Dizziness
March, 1983	Springfield	Stroke
April, 1983	Springfield	Seizure Disorders
June, 1983	Springfield	Angiography
October, 1983	Springfield	Stroke
March, 1984	Springfield	Epilepsy
March, 1984	Springfield	Coma
March, 1984	Springfield	Multiple Sclerosis
March, 1984	Springfield	Seizures
September, 1984	Springfield	Sleep Disorders
November, 1984	Springfield	Movement Disorders
November, 1984	Decatur	Epilepsy
November, 1984	Springfield	Neuropathy
January, 1985	Springfield	Stroke Management
February, 1985	Springfield	Cerebrovascular Accidents
March, 1985	Jacksonville	Parkinson Disease
March, 1985	Springfield	Stroke
March, 1985	Springfield	Huntington's
March, 1985	Springfield	Headache
March, 1985	Springfield	Tremor & Movement Disorders

<u>DATE</u>	<u>LOCATION</u>	<u>TOPIC</u>
May, 1985	Springfield	Stroke/Migraine
January, 1986	Springfield	Seizures
February, 1986	Jacksonville	Parkinson Disease
March, 1986	Springfield	Laboratory Diagnosis of Dementia
March, 1986	Springfield	Dementia
March, 1986	Springfield	Future Prospects of Dementia
March, 1986	Springfield	Parkinson Disease
March, 1986	Springfield	Neurology in the ER
March, 1986	Springfield	Parkinson Disease
April, 1986	Lincoln	Stroke/Migraine
May, 1986	Lincoln	Stroke
May, 1986	Springfield	Neurologic Disease
July, 1986	Springfield	CT and MRI Scans
January, 1987	Springfield	Neurologic Testing
March, 1987	Springfield	Neurology and Cancer
March, 1987	Springfield	Epilepsy
March, 1987	Springfield	Rehabilitation of Stroke
March, 1987	Springfield	Multiple Sclerosis
April, 1987	Springfield	Carotid Bruits
May, 1987	Springfield	Dizziness and Vertigo
May, 1987	Danville	Parkinson Disease
October, 1987	Springfield	Stroke
October, 1987	Springfield	Epilepsy
November, 1987	Mattoon	Epilepsy
November, 1987	Lincoln	Dizziness and Vertigo
November, 1987	Mt. Vernon	Epilepsy
December, 1987	Litchfield	Confusion in the Elderly
December, 1987	Alton	Seizures
August, 1987	Springfield	Antiepileptic Drug Therapy
March, 1988	Springfield	Status Epilepticus
March, 1988	Springfield	Refractory Epilepsy
March, 1988	Springfield	Stroke Rehabilitation
April, 1988	Springfield	Strokes and Heart Disease
April, 1988	Springfield	Seizures
May, 1988	Quincy	Headache
February, 1989	Springfield	Parkinson Disease
February, 1989	Springfield	Headache
March, 1989	Springfield	Spasticity
March, 1989	Springfield	Parkinson Disease
March, 1989	Springfield	Gait Disorders
March, 1989	Springfield	Seizures
March, 1989	Springfield	Epilepsy
April, 1989	Springfield	Multiple Sclerosis
May, 1989	Springfield	Limb-Girdle Dystrophy
August, 1989	Springfield	Epilepsy
August, 1989	Decatur	Epilepsy
September, 1989	Champaign	Polyneuropathy
October, 1989	Springfield	Traumatic Brain Injury
October, 1989	Springfield	Unsteadiness, Dizziness & Falls
October, 1989	Mt. Vernon	Post Stroke Management
October, 1989	Mt. Vernon	

<u>DATE</u>	<u>LOCATION</u>	<u>TOPIC</u>
October, 1989	Springfield	Electrodiagnostics
December, 1989	Springfield	Spasticity
December, 1989	Springfield	Guillain Barre Syndrome
March, 1990	Springfield	Update on Stroke
March, 1990	Litchfield	Post Stroke Management
March, 1990	Litchfield	Unsteadiness, Dizziness & Falls
March, 1990	Springfield	Parkinson Disease
March, 1990	Springfield	Heterotopic Ossification
March, 1990	Springfield	Seizures in Adults
March, 1990	Springfield	Alzheimer Disease
March, 1990	Springfield	Carotid Endarterectomy
March, 1990	Springfield	Epilepsy
April, 1990	Springfield	Epilepsy Drug Therapy
April, 1990	Springfield	Seizure/Epilepsy Classification
May, 1990	Taylorville	Epilepsy Diagnosis & Treatment
May, 1990	Taylorville	Epilepsy
May, 1990	Bloomington	Epilepsy Diagnosis & Treatment
May, 1990	Bloomington	Antiepileptic Drug Therapy
May, 1990	Springfield	Epilepsy
May, 1990	Quincy	Unsteadiness, Dizziness & Falls
May, 1990	Quincy	Post Stroke Management
June, 1990	Springfield	Electrodiagnostics
July, 1990	Marion	Unsteadiness, Dizziness & Falls
July, 1990	Marion	Post Stroke Management
August, 1990	Peoria	Migraine
August, 1990	Springfield	Bladder Function
August, 1990	Springfield	Polymyositis
August, 1990	Springfield	Seizures
September, 1990	Springfield	Bladder Function
September, 1990	Chicago	Epilepsy
September, 1990	Springfield	EEG
October, 1990	Springfield	Parkinson Disease
December, 1990	Springfield	Bladder Function
February, 1991	Springfield	Myositis
February, 1991	Kankakee	Seizures
March, 1991	Springfield	Lambert-Eaton Syndrome
March, 1991	Springfield	Botulinum Toxin
March, 1991	Springfield	Headache
March, 1991	Springfield	Multiple Sclerosis
March, 1991	Springfield	Myasthenia Gravis
March, 1991	Springfield	Stroke
May, 1991	Springfield	Dystonia
May, 1991	Quincy	Parkinson Disease
May, 1991	Peoria	Epilepsy
June, 1991	Danville	Parkinson Disease
July, 1991	Springfield	Brainstem Syndromes
October, 1991	Springfield	Stroke
December, 1991	Danville	Parkinson Disease
February, 1992	Springfield	Evoked Potentials
March, 1992	Rockford	Parkinson Disease

<u>DATE</u>	<u>LOCATION</u>	<u>TOPIC</u>
March, 1992	Springfield	Bladder Dysfunction
March, 1992	Springfield	Parkinson Disease
March, 1992	Springfield	Dementia and Parkinson Disease
March, 1992	Springfield	Facial and Scalp Pain
April, 1992	Springfield	Facial Paralysis
April, 1992	Urbana	Tremor
May, 1992	Springfield	Muscle Biopsy
August, 1992	Chicago	Alzheimer Disease
November, 1992	Pontiac	Epilepsy

SIU CENTER FOR ALZHEIMER DISEASE & RELATED DISORDERS

Continuing Medical Education Programs
With Participation by Neurology Faculty

<u>DATE</u>	<u>LOCATION</u>	<u>NUMBER ATTENDING</u>
September 22, 1988	Belleville	89
September 29, 1988	Decatur	63
September 30, 1988	Galesburg	98
October 11, 1988	Carbondale	87
October 12, 1988	Effingham	63
November 11, 1988	Bloomington	64
November 15, 1988	Springfield	121
March 15-16, 1989	Mt. Vernon	119
April 6, 1989	Macomb	58
April 13-14, 1989	Rockford	86
May 4-5, 1989	Peoria	138
July 26, 1989	Anna	41
October 10, 1989	Rock Island	17
October 26, 1989	Danville	143
November 7, 1989	Galesburg	65
November 30, 1989	Quincy	53
December 6, 1989	Greenville	27
April 10-11, 1990	Mt. Morris	105
May 10-11, 1990	Oak Brook	325
May 17-18, 1990	Springfield	225
September 19, 1990	Marion, Indiana	120
October 31, 1990	Macomb	65
November 8, 1990	Olney	250
March 8, 1991	Springfield	30
April 11, 1991	Galesburg	55
April 25-26, 1991	Springfield	25
May 2, 1991	Bloomington	70
September 12, 1991	Mt. Vernon	165
October 3, 1991	Belleville	150
October 17, 1991	LaSalle/Peru	165
March 24-25, 1992	Decatur	275
April 23-24, 1992	Springfield	22
May 13-14, 1992	Mt. Vernon	208
September 24, 1992	Greenville	148
October 9, 1992	Springfield	90
TOTAL PARTICIPANTS		=====
		3825

CURRICULUM VITAE

RODGER JACOB ELBLE, MD, PhD

March 22, 1993

PERSONAL DATA:

Office Address: Alzheimer Center
 Southern Illinois University School of Medicine
 P.O. Box 19230
 Springfield, IL 62794-9230

Office Telephone: (217) 524-7879

Fax: (217) 524-1903

Home Address: 1911 Bates Springfield, IL 62704

Home Telephone: (217) 546-6578

Date of Birth: August 10, 1948

Wife: Suzanne Louise Elble

Children: Rodger Jacob III (born January 7, 1978)
 Joseph Marshall (born March 8, 1980)
 Ann Elizabeth (born January 25, 1984)

EDUCATION:

1966	East-Alton-Wood River Community High School Wood River, Illinois	
1971	Purdue University W. Lafayette, Indiana B.S. Aeronautical Engineering	B.S.
1975	Indiana University Bloomington, Indiana Ph.D. Physiology (minor in biochemistry) Thesis: Contribution of Motor Unit Statistics to Physiological Tremor Major Professor: James E. Randall, Ph.D.	Ph.D.
1977	Indiana University School of Medicine Indianapolis, Indiana	M.D.

POSTGRADUATE EDUCATION:

July 1977 -June 1978

Indiana University School of Medicine
Indianapolis, IN
Internship, Internal Medicine

July 1978 -June 1981

Washington University School of Medicine,
Barnes Hospital Complex, St. Louis, MO. Residency,
Neurology, and Postdoctoral neuroscience training
with W. T. Thach, M.D., Topic: Role of cerebellum
and stretch' reflex in action tremor

June 1987

Biomechanics of Human Movement.
Special summer course at Massachusetts Institute
of Technology, Laboratory of Prof. Robert W. Mann.

LICENSE:

Illinois State Board of Medical Examiners
July, 1981

BOARD CERTIFIED:

American Board of Psychiatry and Neurology
November 1982

HONORS AND AWARDS:

Phi Eta Sigma
Sigma Gamma Tau
Tau Beta Pi
Phi Kappa Phi
Alpha Omega Alpha
Who's Who Among Students in American Colleges and
Universities (1977)
Who's Who in Frontiers of Science and
Technology (1985)
Who's Who in the Midwest (1988)
Best Full-Time Faculty Teacher of the Year Award,
Department of Medicine, 1985-1986 Sigma XI
Who's Who of Emerging Leaders in America (1990)
Fellow, American Academy of Neurology (1990)
Associate, Behavioral and Brain Sciences (1991)

ORGANIZATIONS:

The American Physiological Society
Federation of American Societies for
American Academy of Neurology
American Medical Association
Society for Neuroscience
New York Academy of Science
American Association for the Advancement

of Science
 World Federation of Neurology Research
 Group on Dementia
 Society for Mathematical Biology
 Central Society for Neurological Research
 Tremor Investigational Group (TRIG)

POSITIONS HELD:

- June 1966 to June 1971
 Student, Cooperative Engineering
 Program, McDonnell-Douglas Corp. and Purdue
 University
- Aug. 1971 to Aug. 1974
 National Institutes of Health
 Physiology Training Grant
 Indiana University, Bloomington, IN
- Aug. 1973 to June 1975
 Teaching Assistant, Department of
 Anatomy and Physiology, Indiana University,
 Bloomington, IN
- July 1977 to July 1978
 Intern, Department of Internal
 Medicine, School of Medicine, Indiana
 University, Indianapolis, IN
- July 1978 to July 1981
 Resident, Department of Neurology
 Washington University School of Medicine,
 Barnes Hospital, St. Louis, MO
- July 1981 to July 1987
 Assistant Professor of Neurology
 Southern Illinois University School of Medicine,
 Springfield, IL
- July 1987 to Present
 Associate Professor of Neurology
 Southern Illinois University School of Medicine,
 Springfield, IL
- Nov. 1988 to Present
 Associate Professor of Psychiatry
 Southern Illinois University School
 of Medicine, Springfield, IL

Nov. 1988 to Present

Director
Center for Alzheimer Disease and Related
Disorders, Southern Illinois University
School of Medicine, Springfield, IL

Sept. 1992 to Feb 1, 1993

Acting Chief
Division of Neurology, Department of
Medicine Southern Illinois University School of
Medicine, Springfield, IL

Feb. 1993 to present

Acting Chairman
Department of Neurology
Southern Illinois University School of
Medicine, Springfield, IL

UNIVERSITY COMMITTEES AND SPECIAL ASSIGNMENTS:

Chairman	Laboratory Animal Care Committee July 1985 - June 1988
Chairman	Central Research Committee July 1985 - September 1989
Member	Springfield Committee for Research Involving Human Subjects July 1988 - November 1992
Member	Ad hoc committee for utilization of laboratory space - 1989
Member	Ad hoc committee for review of the Department of Family Practice - 1991
Member	Computing Advisory Committee - 1990
Chairman	Springfield Committee for Research Involving Human Subjects - September 1989 - November 1992
Member	University Patents and Copyrights Committee July 1985 - present
Member	Misconduct in Science Committee July 1990 - present
Member	Research Policy Advisory Committee July 1985 - present
Member	Utilization Review for Memorial Medical Center 1986 - present
Member	LCME Subcommittee for institutional research - 1992
Member	Clinical Chairmen's Committee Feb. 1993 - present

PROFESSIONAL ADVISORY BOARDS

International Tremor Foundation, Chicago, Illinois	Member, Medical Advisory Board
Alzheimer's Disease and Related	Member, Medical Advisory Board

Disorders Association,
Springfield Chapter

GRANT REVIEW COMMITTEES

National Science Foundation

Ad hoc grant reviewer

Veterans Administration

Ad hoc grant reviewer

National Institute on Aging

Special study section member
(Locomotor Impairment and Falls
in the Elderly) - March 1986.

National Institute of
Neurological Diseases
and Stroke

Member, Neurology Study Diseases
Section A - October 1992
present.

EDITORIAL BOARDS OF PROFESSIONAL JOURNALS

Movement Disorders November 1992 - present

REFeree SERVICE FOR PROFESSIONAL JOURNALS

Behavioral and Brain Sciences
Journal of Neurology
Journal of Neurophysiology
Journal of Neural Transmission
Movement Disorders
Neurology
Science
Teaching and Learning in Medicine: An International Journal

PUBLICATIONS:

Papers:

1. Elble R. J., Randall J.E., 1976. Motor unit activity responsible for the 8-to-12-Hz component of human physiological finger tremor. J Neurophysiol 39:370-383.
2. Elble R. J., Randall J.E., 1978. Mechanistic components of normal hand tremor. Electroenceph Clin Neurophysiol 44:72-82.
3. Elble R. J., Schieber M.H., Thach W.T., 1984. Activity of muscle spindles, motor cortex and cerebellar nuclei during action tremor. Brain Res 323:330-334.
4. Elble R. J., 1986. Physiologic and essential tremor. Neurology 36:225-231.
5. Elble R. J., Higgins C., Moody C., 1987. Stretch reflex oscillations and essential tremor. J Neurol Neurosurg Psychiat 50:691-698.
6. Elble R. J., Giacobini E., Scarsella G.F., 1987. Cholinesterases in cerebrospinal fluid: a longitudinal study in Alzheimer disease. Arch Neurol 44:403-407.
7. Norfray J.F., Couch J.R., Elble R.J., Good D.C., Manyam B.V., Partick J.L., 1987. Visualization of brain iron by mid-field MR. Am J Neuroradiol 1988;9:77-82.
8. Becker R., Giacobini E., Elble R., McIlhany M., Sherman K., 1988. Potential pharmacotherapy of Alzheimer disease: a comparison of various forms of physostigmine administration. Acta Neurol Scandinav 77(suppl 116):19-29.

9. Smith R.C., Kumar V., Khera G., Elble R., Giacobini E., Colliver J., 1988. Brain morphological measures and CSF acetylcholine in Alzheimer dementia. J Psychiat Res 23:111-114.
10. Elble R. J., Giacobini E., Higgins C., 1989. Choline levels are increased in cerebral spinal fluid of Alzheimer patients. Neurobiol of Aging 10:45-50.
11. Elble R. J., Moody C., Higgins C., 1990. Primary writing tremor: a form of focal dystonia? Movement Disorders 5:11 8-1 26.
12. Becker R.E., Colliver J., Elble R. J., et al. 1990. Effects of metrifonate, a long-acting cholinesterase inhibitor, in Alzheimer disease: a report of an open trial. Drug Development Res 19:425-434.
13. Elble R. J., Sinha R., Higgins C., 1990. Quantification of tremor with a digitizing tablet. J Neurosci Methods 32:193-198.
14. Elble R. J., Thomas S.S., Higgins C., Colliver J., 1991. Stride-dependent changes in gait of older people. J Neurol 238:1-5.
15. Elble R. J., Hughes L., Higgins C., 1991. The syndrome of senile gait. J Neurol 239:71 - 75.
16. Elble R. J., 1991. Inhibition of forearm EMG by palatal myoclonus. Movement Disorders 6:324-329.
17. Elble R. J., Higgins C., Hughes L., 1992. Longitudinal study of essential tremor. Neurology M 42:441-443.
18. Elble R. J., Higgins C., Hughes L., 1992. Phase resetting and frequency entrainment of essential tremor. Exp Neurol 116:355-361.
19. Brilliant M., Elble R. J., Ghobrial M., Struble R.G., 1992. Distribution of amyloid in the brainstems of patients with Alzheimer disease. Neurosci Lett 1 48:23-26.
20. Brilliant M., Hughes L., Anderson D., Ghobrial M., Elble R., 1993. Leukoaraiosis in patients with Alzheimer disease. Alzheimer Disease Related Disorders. Accepted pending revision.

Papers Submitted:

1. Elble R. J., Moody C., Leffler K., Sinha R., 1993. The initiation of normal walking. Movement Disorders.

Books:

1. Elble R.J., Koller W.C., 1990. Tremor. Baltimore: Johns Hopkins University Press.

Review Articles:

1. Elble R. J., Essential tremor. 1986. Federazione Medica 39:665-668.
2. Elble R. J., 1992. Tremor. Neuroscience Year: Supplement 3 to the Encyclopedia of Neuroscience (in press).
3. Elble R. J., Caiyun Q. The early diagnosis and pathophysiology of Alzheimer disease. ChineseJ Nervous Mental Diseases (in press).

Book Chapters:

1. Thach W.T., Schieber M.H., Elble R.J., 1984. Motor programs: trajectory versus stability. In: Bloedel JR, Dichgans J, Precht W (eds), Cerebellar Functions. Berlin: Springer Verlag, pp 36-51.
2. Giacobini E., Becker R., Elble R., Mattio T., McIlhany M., 1986. Acetylcholine metabolism in brain: is it reflected by CSF changes? In: Fisher A., Hanin I, Lachman C (eds), Alzheimer's and Parkinson's Diseases, Plenum Press, pp 309-316.
3. Giacobini E., Becker R., Elble R., Mattio T., McIlhany M., 1986. Brain acetylcholine-a view from the cerebrospinal fluid, In: Dun N (ed) Neurobiol of Acetylcholine, Plenum Press.
4. Elble R. J., 1987. Physiologic and pathologic tremors: a holistic view. Encyclopedia Medica Italiana.
5. Sherman K.A., Kumar V., Ashford J. W., Murphy J. W., Elble R. J., Giacobini E. 1987. Effect of oral physostigmine in senile dementia patients: utility of blood cholinesterase inhibition and neuroendocrine responses to define pharmacokinetics and pharmacodynamics, In: Strong R, Wood WG, Burke J., (eds), Central Nervous System Disorders of Aging: Clinical Intervention and Research. New York: Raven Press.
6. Elble R.J., Giacobini E., Becker R., Zec R., Vicari S., Womack C., Williams E., Higgins C., 1988. Treatment of Alzheimer dementia with steady-state infusion of physostigmine. In: Becker E, Giacobini E (eds), Current Research in Alzheimer Therapy New York: Taylor & Francis, Inc., pp 123-139.

7. Giacobini E., Elble R.J., 1990. Markers of cholinergic dysfunction in Alzheimer disease. In: Fowler C.J., Carlson LA, Gottfries C-G, Winblad B (eds). Biological Markers in Dementia of Alzheimer Type. Nishimura: Smith-Gordon, pp 107-120.
8. Elble R.J., 1990. Early diagnosis of Alzheimer disease. In: Becker E., Giacobini E. (eds). Current Research in Alzheimer Therapy II: Early Diagnosis. New York: Taylor and Francis (in press).
9. Giacobini E., Sugaya K., Elble R.J., 1990. Markers of cholinergic dysfunction in Alzheimer disease. In: Becker E., Giacobini E. (eds). Current Research in Alzheimer Therapy II: Early Diagnosis. New York: Taylor and Francis, 99 137-1556.
10. Elble R.J., 1991. Mechanisms of physiologic tremor and relationship to essential tremor. In: Findley L.J., Koller W.C. (eds), Handbook of Tremor Disorders. New York: Marcel Dekker (in press).
11. Elble R.J., 1992. Gait disturbances and analysis. In: Good D.C., Couch J.R. (eds). Handbook of Neurorehabilitation. New York: Marcel Dekker (in press).

Clinical Notes:

1. Elble R.J., 1983. Intracerebral hemorrhage with herpes zoster ophthalmicus. Ann Neurol 14:591-592.
2. Elble R.J., 1983. Post-traumatic headaches? Clini-Pearls 6:3-4.
3. Elble R.J., 1992. Stride-dependent changes in gait of older people. Sports Medicine Digest 1 992; 1:7-8.

Letters:

1. Elble R.J., 1982. Physiologic hand tremor. Arch Neurol 39:737-738.
2. Elble R.J., 1983. Peripheral neuropathies and tremor. Neurology 33:1389.

Miscellaneous Papers:

1. Elble R.J., Essential tremor: a position paper submitted upon request to the National Institute on Aging, April 1990.
2. Findley L.J., Koller W.J., De Witt P., Elble R., Jankovic J., Lang A., Rajput A. 1992. Classification and definition of essential tremor. World Neurology: in press.

Research presentations at regional, national and international meetings:

1. Elble R.J., Randall J.E., 1974. Motor unit activity responsible for the 8-12 Hz component of human physiologic tremor. Physiologist 17:21 6 (American Physiological Society 1974 Fall Meeting).
2. Elble R.J., Schieber M.H., Thach W.T., 1981. Involvement of nucleus interpositus in action tremor. Society for Neuroscience Fall Meeting, Abstract #223.17.
3. Elble R.J., 1982. Agonist and antagonist muscle interaction in the 8-12 Hz component of physiologic tremor. Society for Neuroscience Fall Meeting, Abstract #212.4.
4. Elble R.J., 1984. Relationships between physiologic and essential tremors. American Academy of Neurology Annual Meeting.
5. Giacobini E., Becker R., Elble R., Mattio T., McIlhany M., 1985. Acetylcholine metabolism in brain: is it reflected by CSF changes? OHOLO Biological Conference, Eilat, Israel, March 1985.
6. Elble R. J., 1985. Relationships between high-and low-frequency familial tremors. American Academy of Neurology Annual Meeting.
7. Elble R. J., Adelman J, Higgins C., 1985. Interaction between stretch-reflex and 8-12 Hz component of physiologic tremor. 15th Annual Meeting Society for Neuroscience, Dallas, Texas.
8. Giacobini E., Becker R., Elble R., Mattio T., McIlhany M., 1985. Acetylcholine metabolism in brain: is it reflected by CSF changes? 8th Midwest Neurobiology Meeting, Iowa City, Iowa.
9. Giacobini E., Becker R., Elble R., Mattio T., McIlhany M., 1985. Brain acetylcholine: a view from the cerebrospinal fluid. Neurobiology of Acetylcholine Symposium, Maywood, Illinois.
10. Giacobini E., Becker R., Elble R., Mattio T., McIlhany M., 1985. Brain Acetylcholine: a view from the cerebrospinal fluid. 15th Annual Meeting Society for Neuroscience, Dallas, Texas.
11. Giacobini E., Elble R., Hess J., and Becker R., 1986. Cholinergic markers in human cerebrospinal fluid. Amer. Soc. Neurochem., Montreal, Canada 1986.

12. Ashford J.W., Sherman K.A., Elble R.J., Hess J., Larson L.S., Rey P. Higgins C., Best S., Woodruff E.M., McIlhany M., 1986. Physostigmine effect on human memory and plasma cholinesterase. Ninth Annual Midwest Neurobiology Meeting, Springfield, Illinois.
13. Elble R.J., 1986. Relationship between mechanically-induced stretch reflex oscillations and essential tremor. 38th Annual Meeting of American Academy of Neurology, New Orleans.
14. Elble R.J., Giacobini E., Higgins C., Brown M., 1986. Reproducibility of CSF protein and acetylcholinesterase measurements in Alzheimer patients. 38th Annual Meeting of American Academy of Neurology, New Orleans.
15. Moody C., Elble R.J., Higgins C., 1986. Voluntary ballistic movements are time-locked to essential tremor. Ninth Annual Midwest Neurobiology Meeting, Springfield, Illinois.
16. Sherman K.A., Ashford J.W., Elble R.J., Hess J., McIlhany M., Kumar V., Becker R.E., Giacobini E., 1986. Inhibition of blood cholinesterase after oral physostigmine in Alzheimer patients. Society for Neuroscience Annual Meeting.
17. Sherman K.A., Elble R.J., Ashford J.W., Hess J., 1986. Predicting response to physostigmine in senile dementia patients: inhibition of plasma or red blood cell cholinesterase. American Geriatrics Society Annual Meeting.
18. Elble R.J., Moody C., Higgins C., 1986. Interaction between essential tremor and voluntary movements. Society for Neuroscience Annual Meeting, New Orleans.
19. Elble R.J., Moody C., Higgins C., 1987. Primary writing tremor. 39th Annual Meeting of American Academy of Neurology, New York.
20. Elble R.J., 1987. Caveats of tremor research: a computer model. Society for Neuroscience Annual Meeting, New Orleans.
21. Elble R.J., Giacobini E., Becker R., Zec R., Vicari S., Womack C., Williams E., Higgins C., 1988. Treatment of Alzheimer dementia with steady-state infusion of physostigmine. Advances in Alzheimer Therapy: Cholinesterase Inhibitor, an International Symposium sponsored by The World Federation of Neurology Research, Group on Dementias and the Institute of Developmental Neuroscience and Aging. SIU School of Medicine, Springfield, Illinois.
22. Ashford W., Kumar V., Sherman K., Elble R., Giacobini E., Becker R., 1988. Physostigmine treatment of Alzheimer patients: Memory vs. plasma cholinesterase. The Third Congress

of the International Psychogeriatric Association.

23. Elble R.J., Thomas S.S., Moody C., 1988. Kinematic gait analysis in the quantification and elucidation of geriatric gait disturbances. Society for Neuroscience Annual Meeting, Toronto.
24. Elble R.J., Higgins C., 1989. Measuring tremor that is induced by writing and drawing. Annual Meeting of the American Academy of Neurology, Chicago.
25. Elble R.J., Thomas S.S., Moody C.J.-1989. Characteristics of gait in healthy old people. Annual Meeting of the American Academy of Neurology, Chicago.
26. Elble R.J. 1989. Analysis of tremor with methods of nonlinear dynamics: attractor dimensions. 1989 Annual Meeting of the Society for Neuroscience, Phoenix, AZ. Neuroscience Abstr 15:604.
27. Elble R.J., 1990. The response of essential tremor to pulsatile and sinusoidal forcings. *Movement Disorders* 5 (suppl 1):46. Presented at the First International Congress of Movement Disorders, Washington, DC, April 26, 1990.
28. Elble R.J., 1990. Symmetrical gait disturbances in the elderly: senile gait. Central Society for Neurological Research, Two Harbors, MN, Sept. 14-16, 1990.
29. Elble R.J., Moody C., Higgins C., 1990. The physiology of gait initiation. Society for Neuroscience, Nov. 1990, St. Louis, MO.
30. Elble R.J., 1991. Periodic inhibition of forearm EMG by palatal myoclonus. *Am Acad Neurology*, Apr. 1991, Boston, MA. *Neurology* 41 (suppl 1):327.
31. Barnes W.A., Seizj, Kiel D, Elble R.J., Manyam B.V., 1991. Outpatient Parkinson disease rehabilitation program. *Arch Phys Med Rehab*.
32. Harris R.B., Hughes L.F., Elble P.J., Manyam B.V., 1991. Parkinson disease: factors of importance in rehabilitation. 10th International Symposium on Parkinson's Disease, Tokyo, Japan.
33. Elble R.J., Higgins, CA. 1991. Response of essential wrist tremor to sinusoidal somatosensory feedback. Society for Neuroscience, Nov. 1991, New Orleans.
34. Elble R.J., 1992. The physiology of gait initiation: insight into the mechanisms of start hesitation. Central Society for Neurological Research, Oct. 3, Red Wing, Minnesota.

35. Elble R.J., Moody C. 1992. Characteristics of gait initiation in normal and abnormal older people. Abstr #18.5, Society for Neuroscience, Oct. 26, Anaheim, CA.
36. Zec R.F., McCool M., Grames E., Landreth E., Hasara A., Fraizer W., Fritz, Wairman S., Belman J., Harris R., O'Connell C., Robbs R., Manyam B., Elble R. Problem-solving ability in Parkinson disease. Abstr #395.10, Society for Neuroscience, Oct. 28, Anaheim, CA.

INVITED REGIONAL, NATIONAL AND INTERNATIONAL LECTURES AND WORKSHOPS

1. Elble R.J., 1988. Tremor. University of Minnesota, Minneapolis, October 1988.
2. Elble R.J., 1990. Relationship between essential and physiological tremor. Presented at the Symposium on Essential Tremor, International Tremor Foundation, Bethesda, MD, April 28, 1990.
3. Elble R.J., 1990. Neurophysiological methods of classifying essential tremor. National Institute on Aging workshop on Essential Tremor in the Aging Nervous System, Bethesda, MD, April 24, 1990.
4. Elble R.J., 1991. Characteristics of gait in neurologically normal and abnormal elderly people. Presented at the 1991 annual meeting of the American Academy of Neurology, as a part of a course entitled Neurologic Rehabilitation, April 26, Boston, MA.
5. Elble R.J., 1991. Characteristics of gait in healthy old people. Presented at the 1991 annual meeting of the American Academy of Neurology, as a part of a course entitled Gait Disturbances in the Elderly, April 27, Boston, MA.
6. Elble R.J., 1991. Characteristics of gait in neurologically normal and abnormal elderly people. Presented at the 1991 annual meeting of the American Academy of Neurology, as a part of a one-week workshop entitled Neurologic Rehabilitation of Stroke Patients, October 17, Springfield, IL.
7. Elble R.J., 1992. A mechanistic view of normal and abnormal tremors. Dept. of Kinesiology, University of Illinois, Urbana (April 17).
8. Elble R.J., 1992. The pathophysiology of tremor. Presented at the 1992 annual meeting of the American Academy of Neurology as a part of a course entitled Motor Control, May 1992, San Diego, CA.
9. Elble R.J., 1992. What causes essential tremor. Visiting lecture at Albert-Ludwigs University, Freiburg, Germany (June 17).

10. Elble R.J., 1992. Relationship of essential and physiologic tremor. Second International Congress of Movement Disorders, Munich, Germany (June 27).
11. Elble R.J., 1992. Differential diagnosis: medical and cognitive markers in Alzheimer disease and related disorders. Am Society on Aging, Chicago, IL (August 4, 1992).
12. Elble R.J., 1992. Sensorimotor Integration and Disintegration. Workshop sponsored by the National Institute on Aging and the Life Sciences Division of NASA, Bethesda, MD (August 19-21).
13. Elble R.J., 1992. The mystery of essential tremor. International Tremor Foundation Symposium for the establishment of a support group in Kansas City, U. of Kansas Medical Center, Kansas City, Kansas (August 29, 1992).
14. Elble R.J., 1992. Current therapy for tremor. The University of Medicine and Dentistry of New Jersey, Newark, September 23.
15. Elble R.J., 1993. Characteristics of gait in healthy old people. Presented at the 1993 annual meeting of the American Academy of Neurology, as a part of a course entitled Gait Disturbances in the Elderly, April 26, New York.

CURRENT RESEARCH PROJECTS AND FUNDING

1. Neuromuscular Control in Action Tremor (Principal Investigator)

Funding:

- | | |
|--------------|--|
| 7/83-6/84: | CRC Grant, Southern Illinois U. Sch. Med.
2,500 |
| 7/84-6/85: | Am Parkinson Disease Association Grant \$11,867 |
| 7/84-6/87: | NINDS Grant 1-ROI NS20973,
\$93,948 |
| 7/88-6/92: | NINDS Grant 2-ROI NS20973
\$164,347 |
| 12/92-11/97: | NINDS Grant 2-ROI NS20973
\$432,783 |

2. Aging of the Brain and Dementia: Early Detection (Co-investigator)

Principal Investigator: Ezio Giacobini, M.D., Ph.D.
 Collaborators: Robert Becker, M.D.

Funding:

1983: SIU School of Medicine program project,
 \$16,295
 12/85-12/88: NIA Grant 1-R01-AG05416,
 \$251,387

3. Regional Alzheimer Disease Assistance Center Grant (Director)

Collaborators: R. Becker, M.D., E. Giacobini, M.D., Ph.D., et al.

Funding:

7/88-6/89: Illinois Department of Public Health
 \$600,000
 7/89-6/90: \$930,000
 7/90-6/91: \$930,000

4. Gait Disturbances in the Elderly: Senile Gait (Principal Investigator)

Funding:

7/86-6/87: CRC Southern Illinois U. Sch. Med.
 \$4,134
 7/87-6/90: Whitaker Foundation
 \$126,461
 7/90-6/91: CRC Southern Illinois U. Sch. Med.
 \$2,625
 7/90-6/92: National Inst. Aging (P30 AG08014)
 \$40,000
 7/92-6/97: National Inst. Aging (R01 AG10837)
 \$478,841

5. A long-term tolerance and safety study of HP 029
 (1,2,3,4-tetrahydro-9- aminoacridin-1-OL maleate) in patients with
 Alzheimer's disease (Hoechst-Roussel Pharmaceuticals, Inc).

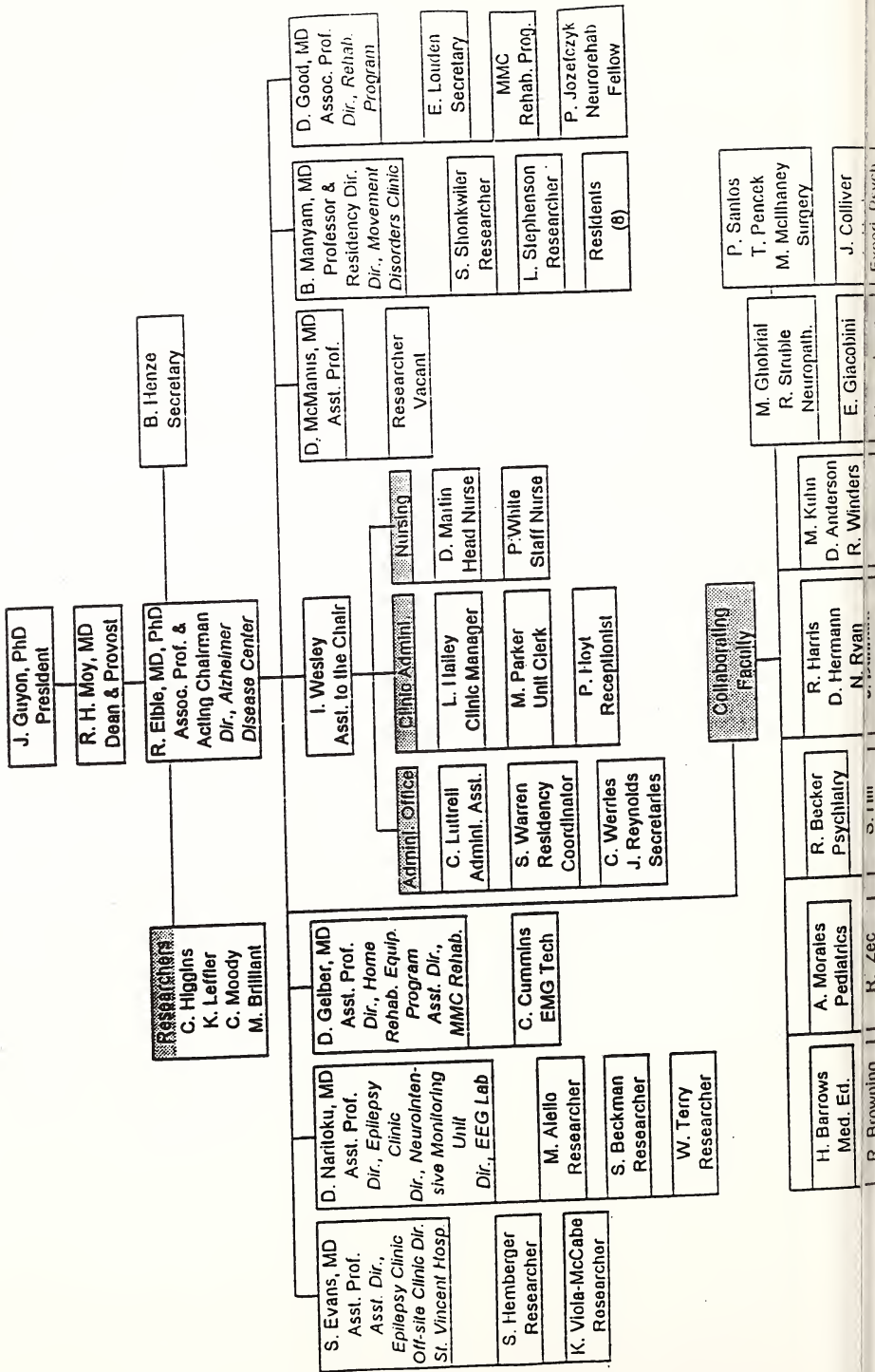
Funding:

1/91-12/91: \$36,030

OTHER ACADEMIC ACTIVITIES:

1. Ph.D. Advisory Committee, Steven Kane, Washington U., St. Louis, May 1985 to May 1989.
2. Examiner, American Board of Psychiatry and Neurology.
3. Chairman of scientific platform sessions: American Academy of Neurology 1992).

SIU School of Medicine
Proposed Department of Neurology
ORGANIZATIONAL CHART



July 8, 1993

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ATTACHMENT I

SIU SCHOOL OF MEDICINE
DEPARTMENT OF NEUROLOGY
ROSTER OF FULL-TIME & PARTICIPATING FACULTY & STAFF

	<u>TITLE</u>	<u>DEPARTMENT(S)</u>
erson, Darrel M.D.	Clinical Professor & Asst Chair	Radiology
llo, Mary	Researcher	Neurology
rows, Howard M.D.	Associate Dean Chairman Professor	Educational Affairs Medical Education Neurology
ker, Robert M.D.	Professor Research Director	Psychiatry Alzheimer Center
oman, Shari	Researcher	Neurology
hill, Wesley, Jr. M.D.	Clinical Associate Professor	Neurology
lliant, Mikhail M.D.	Researcher	Alzheimer Center
oving, Ronald Ph.D.	Professor	Physiology
liver, Jerry Ph.D.	Professor	Statistics & Research Consulting
ains, Carol	EMG Technician	Neurology
iesc Howard, en M.D.	Clinical Associate Professor	
iam, Jan M.A.	Instructor	Alzheimer Center
e, Rodger M.D., Ph.D.	Associate Professor Medical Director Alzheimer Center	Neurology
is, M. Steven M.D.	Assistant Professor	Neurology
gold, Carl Ph.D.	Professor	Pharmacology
in, Claude M.D.	Clinical Associate	Neurology
er, David M.D.	Assistant Professor	Neurology

<u>NAME</u>	<u>TITLE</u>	<u>DEPARTMENT(S)</u>
Ghobrial, Mona Ph.D.	Professor	Pathology
Giacobini, Ezio MD, PhD	Professor & Chair	Pharmacology
Good, David MD	Associate Professor	Neurology
Hailey, Lynne	Clinic Manager Alzheimer Center	Neurology
Harris, Rosemary LCSW	Assistant Professor	Alzheimer Center
Hemberger, Sheila	Researcher	Neurology
Henze, Brenda	Secretary	Alzheimer Center
Herrmann, Denyse MHS	Instructor	Alzheimer Center
Higgins, Constance MA	Researcher	Neurology
Hill, Stephen BS	Instructor	Surgery
Hoyt, Paula	Receptionist	Neurology
Hughes, Larry Ph.D.	Research Professor	Surgery Alzheimer Center
Jozefczyk, Patricia M.D.	Research Fellow	Neurology
Kuhn, Matthew M.D.	Clinical Associate Professor	Radiology
Leffier, Keith	Researcher	Neurology
Louden, Eden	Secretary	Neurology
Luttrel, Candyce	Administrative Assistant	Alzheimer Center Neurology
Manyam, Bala M.D.	Professor	Neurology
Martin, Dianna RN	Administrative Nurse	Neurology Alzheimer Center
McLihaney, Michael M.D.	Assistant Professor	Surgery
McManus, Dennis, M.D.	Assistant Professor	Neurology Alzheimer Center
Mehra, Muktesh	Clinical Assistant Professor	Neurology

July 8, 1993

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	<u>TITLE</u>	<u>DEPARTMENT(S)</u>
ly, Charles Ph.D.	Research Associate	Neurology
e, William M.D.	Clinical Assistant Professor	Radiology
les, Augusto M.D.	Assistant Professor	Pediatrics
sdorf, Assa M.D.	Clinical Professor	Neurology
toku, Dean M.D.	Assistant Professor	Neurology
er, Margaret	Unit Clerk	Neurology
ek, Terrence M.D., Ph.D.	Associate Professor&Chair Surgery	Neurosurgery
olds, Janet	Secretary	Neurology
, Nelly LCSW	Assistant Professor	Family Practice Alzheimer Center
os, Perry M.D.	Assistant Professor	Surgery
kwiler, Sid	Researcher	Neurology
enenson, Linda	Researcher	Neurology
le, Robert Ph.D.	Associate Professor	Pathology/Psychiatry Alzheimer Center
, Wendy	Researcher	Neurology
-McCabe, Kimberly	Researcher	Neurology
h, Joshua M.D.	Clinical Instructor	Neurology
n, Stacey	Administrative Aide	Neurology
as, Charlotte	Secretary	Neurology
y, Iris	Assistant to the Chair Executive Director	Neurology Alzheimer Center
M. Patricia RN	Staff Nurse	Neurology
s, Robert	Clinical Professor	Radiology
onald Ph.D.	Assistant Professor	Psychiatry Alzheimer Center

TERMINATION OF THE CERTIFICATE PROGRAMS IN PEDODONTICS,
PERIODONTOLOGY, AND PROSTHODONTICS, SCHOOL OF DENTAL
MEDICINE, SIUE

Summary

This matter proposes a reasonable and moderate extension to terminate the Certificate programs in Pedodontics, Periodontology, and Prosthodontics, School of Dental Medicine, SIUE.

Rationale for Adoption

The Illinois Board of Higher Education has recommended termination of the Certificate programs. Although approved as part of SIUE's program inventory, the programs have never been offered because they have never been funded by the State of Illinois, despite funding being recommended by IBHE. The School of Dental Medicine and the Provost and Vice-President for Academic Affairs concur with the recommendation to terminate the programs.

Considerations Against Adoption

University officers are aware of none.

Constituency Involvement

This proposal was initiated, reviewed, and approved by the faculty of the School of Dental Medicine and by the Dean of that school. It has the recommendation of the Curriculum Council of the Faculty Senate and the Faculty Senate. The proposal is recommended for approval by the Provost and Vice-President for Academic Affairs and by the President, SIUE.

Resolution

BE IT RESOLVED, By the Board of Trustees of Southern Illinois University in regular meeting assembled, That, effective Fall Semester, 1993 the Certificate programs in Pedodontics, Periodontology, and Prosthodontics School of Dental Medicine, SIUE, be and are hereby terminated;

BE IT RESOLVED, That this action be reported to the staff of the Illinois Board of Higher Education; and

BE IT FURTHER RESOLVED, That the Chancellor of Southern Illinois University is authorized to take the necessary actions to implement this resolution without further action by this Board.

TERMINATION OF THE CERTIFICATE PROGRAMS IN PEDODONTICS,
PERIODONTOLOGY, AND PROSTHODONTICS, SCHOOL OF DENTAL
MEDICINE, SIUE

I. Program Inventory Data:

A. Current:

<u>CIPS CODE</u>	<u>MAJOR</u>	<u>SPECIALIZATIONS/ CONCENTRATION</u>	<u>DEGREE</u>	<u>SCHOOL/ DEPARTMENT</u>
51.0401	Dentistry		D.M.D.	Dental Medicine
51.0501	Pedodontics		Certificate	Dental Medicine
51.0501A	Periodontology		Certificate	Dental Medicine
51.0501B	Prosthodontics		Certificate	Dental Medicine
51.2899	Advanced Education in General Dentistry			

B. Proposed:

<u>CIPS CODE</u>	<u>MAJOR</u>	<u>SPECIALIZATIONS/ CONCENTRATION</u>	<u>DEGREE</u>	<u>SCHOOL/ DEPARTMENT</u>
51.0401	Dentistry		D.M.D.	Dental Medicine
51.2899	Advanced Education in General Dentistry		Certificate	Dental Medicine

II. Reasons for Proposed Action:

The Illinois Board of Higher Education has recommended termination of the Certificate programs. Although approved as part of SIUE's program inventory, the programs have never been offered because they have never been funded by the State of Illinois, despite funding being recommended by the IBHE. The School of Dental Medicine and the Provost and Vice-President for Academic Affairs concur with the recommendation to terminate the programs.

III. Anticipated Budgetary Effects:

None.

IV. Arrangements to be made for Affected Faculty, Staff, Students, Equipment, and Physical Facilities:

None.

V. Other Educational Units, Curricula, or Degrees Affected by the Action:

None.

VI. Changes in Catalog Copy:

None.

VII. Requested Effective Date:

Fall Semester, 1993.

TERMINATION OF THE MASTER OF ARTS/MASTER OF SCIENCE DEGREE
PROGRAM, MAJOR IN POLITICAL SCIENCE, SCHOOL OF SOCIAL
SCIENCES, SIUE

Summary

This matter proposes a reasonable and moderate extension to terminate the Master of Arts/Master of Science degree program, major in Political Science.

Rationale for Adoption

The termination of the M.A./M.S. degree program, major in Political Science was recommended by the Illinois Board of Higher Education because of the low number of graduates and problems identified in earlier program reviews. The program graduates 3-4 students per year. Last year there was only one graduate.

Considerations Against Adoption

The Department of Political Science has requested that the recommendation to terminate be given further consideration in light of University-wide review of master's programs.

Constituency Involvement

This proposal was initiated by the Provost and Vice-President for Academic Affairs based upon the IBHE recommendation. It has been reviewed by the Department of Political Science, which recommends that the program be retained. The Graduate Council supports the recommendation to terminate the program. The proposal is recommended for approval by the Provost and Vice-President for Academic Affairs and by the President, SIUE.

Resolution

BE IT RESOLVED, By the Board of Trustees of Southern Illinois University in regular meeting assembled, That the Master of Arts/Master of Science degree program, major in Political Science, School of Social Sciences, SIUE, be and is hereby abolished effective at the end of Fall Semester, 1993.

BE IT RESOLVED, That this action be reported to the staff of the Illinois Board of Higher Education; and

BE IT FURTHER RESOLVED, That the Chancellor of Southern Illinois University is authorized to take the necessary actions to implement this resolution without further action by this Board.

TERMINATION OF THE MASTER OF ARTS/MASTER OF SCIENCE DEGREE PROGRAM,
MAJOR IN POLITICAL SCIENCE, SCHOOL OF SOCIAL SCIENCES SIUE

I. Program Inventory Data:

A. Current:

<u>CIPS CODE</u>	<u>MAJOR</u>	<u>DEGREE</u>	<u>SCHOOL/ DEPARTMENT</u>
45.1001	Political Science	B.A.	Political Science
45.1001	Political Science	B.S.	Curriculum & Instruction/ Political Science
45.1001	Political Science	M.A./M.S.	Political Science

B. Proposed:

<u>CIPS CODE</u>	<u>MAJOR</u>	<u>DEGREE</u>	<u>SCHOOL/ DEPARTMENT</u>
45.1001	Political Science	B.A.	Political Science
45.1001	Political Science	B.S.	Curriculum & Instruction/ Political Science

II. Reasons for Proposed Action:

The termination of the M.A./M.S. degree program, major in Political Science was recommended by the Illinois Board of Higher Education because of the low number of graduates and problems identified in earlier program reviews. The program is not a high priority relative to the University's mission. The program graduates 3-4 students per year. Last year there was only one graduate.

III. Anticipated Budgetary Effects:

The fiscal impact of the termination of the graduate program will be to reallocate approximately \$10,000 per annum from graduate to undergraduate instruction. Moreover, the current year's graduate assistantship budget for the department is \$19,900 and this will be reallocated to the School's budget.

IV. Arrangements to be made for Affected Faculty, Staff, Students, Equipment, and Physical Facilities:

Faculty teaching graduate courses will be reassigned to undergraduate courses. No staff, equipment, or physical facilities are affected by the proposal. Students presently enrolled in the major will be given an appropriate time period to complete degree requirements.

V. Other Educational Units, Curricula, or Degrees Affected by the Action:

None.

VI. Changes in Catalog Copy:

See attached catalog copy. Changes in the course inventory will be recommended by the department at a later date.

VII. Requested Effective Date:

End of the Fall Semester, 1995.

STORY

The Department of Historical Studies offers programs of leading to the Master of Arts (M.A.) degree in history and a teaching field in history for the Master of Science in Education (M.S. in Ed.) degree, major in secondary education. This latter degree is offered in cooperation with the Department of Curriculum and Instruction in the School of Education.

MASTER OF ARTS

DEGREE REQUIREMENTS

Candidates for the Master of Arts degree in history may choose one of two plans of study.

Thesis Option. Students complete 48 hours of graduate credit, 8 of which represent a well-conceived thesis on a topic chosen in consultation with an advisor. Upon completion of the thesis, the student is examined orally on the thesis and related material.

Non-thesis Option. This plan emphasizes breadth of historical understanding rather than research techniques. Students concentrating in one specific area (generally American or European history) shall complete 48 hours of graduate credit and pass a comprehensive examination in the field selected.

PROGRAM OF STUDY

Students in both the thesis and non-thesis options must complete at least half of the 48 hours at the 500 level. In both options, students may, with the approval of the graduate adviser, apply up to 16 quarter hours from other disciplines toward satisfying their credit hour requirements. Students may also apply to participate in an internship program that allows them to obtain practical experience in non-teaching career fields related to history. Applicants must demonstrate a reading knowledge of a foreign language (modern or classical) either by special examination or by completion of five quarters (four of college-level study in a single language with a minimum grade of C (A=5.0) or better. All requirements for the degree must be completed within six consecutive years.

MASTER OF SCIENCE IN EDUCATION - SECONDARY EDUCATION/HISTORY

The Department of Historical Studies, in cooperation with the Department of Curriculum and Instruction, offers a history teaching field as part of the Master of Science in Education (M.S. in Ed.) degree, major in secondary education. A jointly advised program of 16 to 32 hours in history will be designed, taking into account each student's background and interests. A student must achieve a 4.0 grade-point average in the history course work, as well as an overall average of 4.0 (A=5.0). For further information, see "Secondary Education."

POLITICAL SCIENCE

DEGREE REQUIREMENTS

The Department of Political Science offers two graduate degrees, a Master of Arts (M.A.) and a Master of Science (M.S.) in political science. A minimum of 48 quarter hours of credit is required for either the M.A. or M.S. degree. The Master of Arts degree program of study is primarily intended to prepare students for careers in academic or political science. The Master of Science is a professionally-oriented degree of special interest to those persons pursuing a career in public service or in other public and voluntary organizations or to those persons in the private sector who expect to work closely with public agencies or programs. A policy of flexible scheduling, including the use of weekend classes, makes these programs uniquely accessible to individuals holding full-time positions. Students may also take courses in the Department of Political Science to satisfy the teaching field requirements of the Master of Science in Education (M.S. in Ed.) degree, major in secondary education.

ADMISSION

Requirements for admission to either degree program are the same as those established for the Graduate School. Promising applicants who do not meet those standards will be considered for conditional admission. Applicants ordinarily should have preparation in the discipline equivalent to at least an undergraduate minor; however,

otherwise qualified applicants may be permitted to eliminate deficiencies concurrently with their graduate work. Applications for admission are sent to the Graduate School, but inquiries about the programs and about specific departmental requirements are welcomed by the department's chairperson or graduate adviser.

Graduate students in the department are eligible to apply for Competitive Graduate Awards made by the Graduate School. Information on these awards is found in Chapter 1 of this catalog. The department also awards several graduate assistantships which carry stipends and remission of tuition. Inquiries about these assistantships should be directed to the chairperson of the department.

ADVISORY COMMITTEE

The development of the student's study program is done in consultation with the student's major adviser, who will also chair the student's advisory committee. In addition, the student must consult the adviser prior to each quarter's registration. The selection of the major adviser and advisory committee members from among the graduate faculty should be made as early as possible after the student is admitted to the program. Prior to this selection, and in general matters such as admission or initial orientation, the student should consult the department's graduate adviser.

PROGRAM OF STUDY

For either the M.A. or M.S. degree, students must:

1. Take a minimum of 24 credit hours at the 500 level.
2. Select one major area of emphasis and one minor area in consultation with the academic adviser. The student must complete at least 16 hours of work, in addition to credit earned for the thesis or research paper, in the major area, and at least 12 hours in the minor area. The department currently offers courses in the following areas:

American Government and Politics	International Relations
Comparative Politics	Political Theory
	Public Administration
	Public Law

With approval, students may elect to substitute a minor area of concentration in a related discipline (e.g., economics, sociology) for the minor area in political science. In such cases, no more than 16 hours earned in the related discipline will count toward the M.S. or M.S. degree in political science.

3. Include 500a (Scope and Concepts of Political Science) as part of this program.

4. Maintain an overall 4.0 grade-point average (A=5.0).

No more than 8 hours of work with a grade of C counted toward either degree.

5. Show proficiency in a modern language, in statistics, or in the methodology of political science. Language proficiency is demonstrated by successful completion of an examination which is designed to measure reading ability equal to that expected of students who have completed two years of college-level training in the language. The examination is administered by the Department of Foreign Languages and Literatures. Proficiency in a foreign language must be certified by the Department of Foreign Languages and Literatures. Proficiency in statistics may be demonstrated by successful completion of at least 8 hours of course work at the 400 or 500 level (e.g., 410 and 411) with a grade of B or higher. Proficiency in the methodology of political science is demonstrated by the successful completion of 500 with a grade of B or higher.

MASTER OF ARTS - THESIS

A thesis of the usual form and scope, for which credit may be earned through Political Science 599, is required for the Master of Arts degree. Additional courses may not be accepted in lieu of a thesis. The final oral examination is administered by at least three members of the faculty, covers the thesis and the major area in which the thesis was written. It also tests the candidate's competence in the minor area.

MASTER OF SCIENCE - RESEARCH PAPER

All students seeking the Master of Science degree must complete a research paper. Such papers are somewhat more narrowly focused than a thesis, but they must give clear evidence of the student's ability to conduct research and present its results effectively. No more than 16 hours of credit in Political Science 595 (Independent Research) may be earned for the writing of the research paper. The final examination, which is administered by at least three members of the graduate faculty, is written and covers both the major and minor areas of concentration.

MASTER OF SCIENCE IN EDUCATION - SECONDARY EDUCATION/POLITICAL SCIENCE

The Department of Political Science, in cooperation with the Department of Curriculum and Instruction, offers a master's degree in the political science teaching field as part of the

ence in Education (M.S. in Ed.) degree, major in secondary education. A jointly advised program of 16 to 18 hours in political science is designed, taking into account each student's background and interests. A student must achieve a 4.0 grade-point average in the political science course work, as well as an overall average of 4.0 (A=5.0). For further information, see "Secondary Education."

PUBLIC ADMINISTRATION

The Department of Public Administration and Policy Analysis offers a program leading to the Master of Public Administration (M.P.A.), a professional degree designed to prepare persons for management careers in the public sector. It is intended to serve two categories of students: persons who wish to prepare for such a career, and experienced public administrators who wish to sharpen their skills or expand their knowledge.

The program is organized around three major components. The first is a series of seven core courses, the objective of which is to provide the fundamental knowledge and skills essential for all managers. The second component is a seven-course area of emphasis tailored to the special interests and particular career objectives of the student. Courses in this component will generally be drawn from the rich and varied resources of the programs in the University. The third component is the internship. Students who have not had significant management experience are also given the opportunity to demonstrate their capacity to perform as public managers and to apply their formal course work in a practical setting through an internship.

MISSION

A person seeking admission to the Master of Public Administration program must meet the following requirements: (1) a bachelor's degree from an accredited college or university (undergraduate course work in the social sciences or in business administration is useful as a background for the M.P.A. student, but no specific courses are required), and (2) an overall undergraduate grade-point average of at least 3.7 (A=5.0). Applicants not meeting the minimum grade-point requirement will be considered for admission if evidence of likely academic success, such as professional experience or scores on standardized tests, is presented to the admissions committee. Application forms

may be obtained from the Graduate School and should be returned there. Inquiries about the program are welcomed by the department's chairperson or graduate adviser.

Graduate students are eligible to compete for Competitive Graduate Awards made directly by the Graduate School. They also may be eligible for certain programs administered by the Office of Student Work and Financial Assistance. In addition, the department each year awards several graduate assistantships which carry stipends and remission of tuition. Inquiries about these assistantships should be directed to the chairperson of the department.

ADVISEMENT

As early as possible after admission into the program, the student should select a member of the graduate program faculty to serve as the student's adviser. This adviser will assist the student in meeting general University and program requirements and in developing the areas of emphasis. The student must consult the adviser prior to each quarter's registration. Prior to the selection of the adviser and in such general matters as admission and initial orientation, the student may consult the department's graduate adviser or the chairperson.

PROGRAM OF STUDY

The Master of Public Administration degree requires a minimum of 56 hours of course work, which shall include core courses and an area of emphasis.

Core Courses. These seven courses (28 hours) are designed to introduce all students to the knowledge and skills required of all public managers. They are Public Administration and Policy Analysis 500, 501, 503, 515, 516, 524, and 525. A core course may be waived if the candidate has previously completed an equivalent course with a grade of B or better (A=5.0) or if competence in the subject matter of the core course is successfully demonstrated.

Area of Emphasis. An area of emphasis, tailored to the interests of the individual student and consisting of not fewer than 28 hours, will be developed by each student with the guidance and approval of the student's adviser. These courses may be drawn from courses offered by the department or from the offerings of other programs in the University.

INTERNSHIP

In addition to the 56 hours of course work, students who have no significant management experience will be

matrix mechanics; transformation theory; angular momentum; perturbation theory; other selected topics. Prerequisites: (a) 415a; (b) 531a.

575—1 COLLOQUIUM. Participation in departmental colloquia; student presentation on topic of current interest. May be repeated to a maximum of 4 hours provided no topic is repeated. Prerequisite: consent of instructor.

580—2 to 4 SELECTED TOPICS IN PHYSICS. Classroom instruction in a topic of special interest not covered in other graduate courses. May be repeated to a maximum of 8 hours provided that no topic is repeated. Prerequisite: consent of instructor.

599—1 to 9 RESEARCH OR ADVANCED PROJECT IN PHYSICS. Thesis research in physics or advanced project in physics. May be repeated to a maximum of 9 hours. Prerequisite: consent of faculty.

Political Science

410—4 INTERMEDIATE SOCIAL STATISTICS. Descriptive and inferential statistical techniques with computer applications. Graphic presentation; central tendency and dispersion; association. Prerequisite: consent of instructor.

411—4 ADVANCED SOCIAL STATISTICS. Multivariate techniques; factor analysis, analysis of covariance, multiple regression, path analysis, and models. Prerequisite: 410 or consent of instructor.

422—4 PUBLIC FINANCIAL ADMINISTRATION. Budgeting as statement of national priorities; political, organizational, and personal influences; agency, executive, and legislative roles; sources of budget growth; attempts at reform and control. Prerequisite: 320 or consent of instructor.

424—4 ADMINISTRATIVE LAW. Principles of administrative law in United States; extent of, and limitations on, powers of government regulatory agencies.

426—4 PUBLIC ADMINISTRATION AND PUBLIC POLICY FORMATION. Role of administrative agencies in formulation, implementation of public policies; impact of organization; sources, effects of bureaucratic power; exercise, control of bureaucratic discretion. Prerequisite: 320 or consent of instructor.

429—2 to 4 TOPICS IN PUBLIC ADMINISTRATION. Selected administrative problem or process; content may vary from quarter to quarter. Primarily for advanced

undergraduates and graduates; may be repeated. Prerequisite: 320 or consent of instructor.

445—8 (4,4) AMERICAN POLITICAL BEHAVIOR. (a) Voting behavior: political-legal, sociological, psychological bases; theories of electoral outcomes and consequences. (c) Public opinion: formation, transmission, maintenance of political attitudes and opinions; role of political elites and mass media; implications and consequences for American political system. Each course may be taken separately. Prerequisite: 112 or consent of instructor.

446—4 PUBLIC POLICY ANALYSIS. Concepts and methods for analyzing public policies; intensive application to specific public policy area such as environment, education, or welfare; content varies. May be repeated for total of 8 hours. Prerequisite: 112 or consent of instructor.

448—4 INTERGOVERNMENTAL RELATIONS IN THE UNITED STATES. Political, legal, fiscal and administrative relationships among national, state and local governments; impact of relationships upon formulation and implementation of public policies. Prerequisite: 112 or consent of instructor.

449—2 to 4 TOPICS IN AMERICAN POLITICS Selected topic in American politics; content may vary from quarter to quarter. Primarily for advanced undergraduate and graduate students; may be repeated for total of 8 hours. Prerequisite: 112 or consent of instructor.

459—2 to 4 TOPICS IN COMPARATIVE POLITICS Selected topic in comparative politics; content may vary from quarter to quarter. Primarily for advanced undergraduate and graduate students; may be repeated. Prerequisite: 111 or consent of instructor.

472—4 INTERNATIONAL ORGANIZATIONS. Past and present international organizations; origins, structure decision-making processes, functioning of United Nations and its specialized agencies; problems and prospects. Prerequisite: 111 or consent of instructor.

473—12 (4,4,4) FOREIGN POLICY OF MAJOR POWERS. (a) United States: formulation, implementation content; general policy patterns; international, domestic sources; policy instruments; regional dimensions and implications. (b) Soviet Union: formulation, implementation, content; general policy pattern international, domestic sources; policy instrument regional dimensions and implications. (c) Western European States: foreign policies of major state

formulation, implementation and content; domestic and international sources; political instruments; regional dimensions and implications. Each course may be taken separately. Prerequisite: 370 or consent of instructor.

474—8 (4,4) PUBLIC INTERNATIONAL LAW. (a) Introduction and basic concepts: nature, background, source and development of international law; importance in international political order. (b) Jurisdiction, boundaries and war; legal aspects of interstate behavior, settlement of disputes, and use of force. Prospects for further development. Prerequisite: (a) 370 or consent of instructor; (b) 474a or consent of instructor.

479—2 to 4 TOPICS IN INTERNATIONAL RELATIONS. Selected topics in international relations; content may vary from quarter to quarter. Primarily for advanced undergraduate or graduate students; may be repeated. Prerequisite: 370 or consent of instructor.

484—12 (4,4,4) HISTORY OF WESTERN POLITICAL THEORY. (Same as Philosophy 484.) (a) Ancient and Medieval: works of great political thinkers, including Plato, Aristotle, Stoics, St. Augustine, and St. Thomas. (b) Renaissance and Early Modern: works of great political thinkers, including Machiavelli, Hobbes, Locke, Montesquieu and Rousseau. (c) Recent: political theories and ideologies of 19th and 20th centuries including liberalism, socialism, communism, conservatism and fascism. Each course may be taken separately. Prerequisite: junior standing or higher.

489—4 TOPICS IN POLITICAL THEORY. Major issues in political theory or works of one major political thinker. Prerequisite: 385 or consent of instructor.

495—12 (4,4,4) CONSTITUTIONAL LAW. (a) Analysis of cases dealing with powers of each branch of national government: powers to tax, spend, regulate interstate commerce. Relationships between national and state governments. (b) Analysis of cases dealing with interpretation of constitutional rights of free speech, press, free exercise of religion, and of rights of persons accused of crimes. (c) Analysis of cases dealing with Fourteenth Amendment's equal protection clause and rights of individuals to be free from discrimination, particularly race and sex discrimination. Each course may be taken separately. Prerequisite: 340c or consent of instructor.

498—2 to 8 LEGAL AID INTERNSHIP. Assignment as para-legal assistant to legal aid attorneys, public defenders, prosecuting officers under supervision of professional legal officers. Ten hours per week for 4 credit hours. NOT FOR

GRADUATE CREDIT. Prerequisite: 340c or consent of instructor.

499—4 to 8 INTERNSHIP IN GOVERNMENT. Assignment as paraprofessional in legislative or administrative offices assisting, and under supervision of, regular professional employees. Ten hours per week for 4 credit hours. NOT FOR GRADUATE CREDIT. Prerequisites: senior standing, political science major.

500a—4 SCOPE AND CONCEPTS OF POLITICAL SCIENCE. Survey of discipline; basic conceptual orientations; relationship to other disciplines. Prerequisite: graduate standing.

500b—4 QUANTITATIVE TECHNIQUES OF POLITICAL SCIENCE. Research methodology and statistics; research design, data analysis, computer applications. Prerequisite: graduate standing.

514—4 STUDIES IN ASIAN HISTORY AND POLITICS. (Same as History 514.) Selected topics. May focus on single nation-state or problem. May be repeated once. Prerequisite: consent of instructor.

521—1 to 12 READINGS IN GOVERNMENT. Individualized instruction through specialized reading program designed jointly by instructor and student. Normal assignment: 1000 pages per credit hour; specific requirements determined prior to registration. Not more than 6 hours may apply to master's degree. Prerequisite: consent of instructor.

525—4 THE POLICY PROCESS. Agenda-setting, formulation, adoption, implementation, and evaluation of public policies; concepts and techniques for policy analysis and evaluation. Prerequisite: consent of instructor.

529—4 SEMINAR IN PUBLIC ADMINISTRATION. Selected topic on processes and problems; subject may vary from quarter to quarter. May be repeated to maximum of 8 hours. Prerequisite: consent of instructor.

545—4 SEMINAR IN AMERICAN POLITICS. Selected topic on processes and problems; subject may vary from quarter to quarter. May be repeated to a maximum of 8 hours. Prerequisite: consent of instructor.

555—4 SEMINAR IN COMPARATIVE POLITICS. Selected topic on processes and problems; subject may vary from quarter to quarter. May be repeated to a maximum of 8 hours. Prerequisite: consent of instructor.

575—4 SEMINAR IN INTERNATIONAL RELATIONS. Selected topic on processes and problems; subject may vary from quarter to quarter. May be repeated to a maximum of 8 hours. Prerequisite: consent of instructor.

590—4 SEMINAR IN AMERICAN PUBLIC LAW. Selected topic on processes and problems; subject may vary from quarter to quarter. May be repeated to a maximum of 8 hours. Prerequisite: consent of instructor.

595—2 to 6 INDIVIDUAL RESEARCH. Supervised research and writings in selected subjects. Prerequisite: consent of instructor.

599—2 to 9 THESIS. Supervised individual research on selected and approved topic. Prerequisite: consent of instructor.

Production

410—4 QUALITY CONTROL SYSTEMS. Quality management policies, strategies, culture and systems; statistical process control; control charts and acceptance sampling; preventing defects; zero defects and total quality control. Prerequisite: MS 251.

461—4 PRODUCTION PLANNING AND CONTROL. Long range and aggregate planning; master scheduling; rough cut capacity planning; MRP; CRP; lead time management; production activity control, sequencing, and line balancing. Prerequisites: 315, MS 251.

462—4 INVENTORY MANAGEMENT. Aggregate inventory management, joint replenishment, discrete lot sizes; inventory constraints; distribution; DRP; push and pull systems; projecting inventory investment; purchasing; just-in-time approach. Prerequisites: 315, MS 251.

463—4 AUTOMATION AND CAM SYSTEMS. Process flows transfer lines, process efficiency measures, group technology, manufacturing systems, computerized machining, CIM, scheduling MC's and FMS's and line balancing. Prerequisites: 315, MS 251.

468—4 POM POLICY/STRATEGY. Operations strategy and corporate objectives; major operations management strategic decisions; operations/manufacturing structure; focused factory, strategy/technology interface, multinational environment. Prerequisites: 315, MS 251.

490—1 to 8 INDEPENDENT STUDY IN PRODUCTION AND OPERATIONS MANAGEMENT.

Topical areas in greater depth than regularly titled courses permit. Individual or small group readings of projects. Repeated to 8 hours by permission. Prerequisite: consent of instructor and department chairperson.

522—4 OPERATIONS MANAGEMENT. Service and manufacturing environments, strategic and long range planning, product-process strategies, aggregate planning, master scheduling, MRP, scheduling, inventory management, distribution, world class operations activity control, manufacturing. Prerequisites: MS 500, MS 502.

568—4 OPERATIONS MANAGEMENT POLICY AND STRATEGY. Studies operations management policies and strategies, their development, implementation integration, and relationship to organization policies and strategies. Uses the case study method. Prerequisite: 522.

Psychology

404—4 CONTEMPORARY THEORIES OF LEARNING, PERCEPTION AND MOTIVATION Theories and relevant research findings. Prerequisite: one of 311, 312, 313 or consent of instructor.

405—4 PSYCHOLOGY OF WOMEN. (Same as Women's Studies 405.) Psychological and cultural history, sexuality, theories of socialization, psychopathology and related issues. Lecture and laboratory. Prerequisite: 111.

409—4 HISTORY AND SYSTEMS. Important antecedents of contemporary scientific psychology; issue conceptual development, major schools and systems. Prerequisites: junior or senior standing; 111, 211, and 212 or consent of instructor.

414—4 ALTERED STATES OF CONSCIOUSNESS Principles of sensation, perception, and neuropsychology applied to phenomena of normal and altered states of consciousness. Prerequisite: 111.

415—4 ENVIRONMENTAL PSYCHOLOGY. (Same Environmental Studies 415.) Environmental issues examined as problems of perception, learning, or attitude development; crowding, noise, and other stress factors. Prerequisite: 111 or consent of instructor.

420—4 BEHAVIOR MODIFICATION. Learning principles, evaluation methods and techniques of managing and modifying human behavior, based upon operant and respondent conditioning. Prerequisite: 111.

TERMINATION OF THE BACHELOR OF SCIENCE DEGREE PROGRAM,
MAJOR IN RECREATION, SCHOOL OF EDUCATION, SIUE

Summary

This matter proposes a reasonable and moderate extension to terminate the Bachelor of Science degree program, major in Recreation.

Rationale for Adoption

The termination of the B.S. degree program, major in Recreation was recommended by the Illinois Board of Higher Education because of low enrollment and low numbers of graduates. The program has graduated 3-8 students per year. The Department of Health, Recreation, and Physical Education and the Provost and Vice-President for Academic Affairs concur with the IBHE recommendation.

Considerations Against Adoption

University officers are aware of none.

Constituency Involvement

This proposal was initiated by the Department Chairperson. It has been reviewed and approved by the Curriculum Committee of the School of Education and by the Dean of that school. It has the recommendation of the Curriculum Council of the Faculty Senate and the Faculty Senate. The proposal is recommended for approval by the Provost and Vice-President for Academic Affairs and by the President, SIUE.

Resolution

BE IT RESOLVED, By the Board of Trustees of Southern Illinois University in regular meeting assembled, That the Bachelor of Science degree program, major in Recreation, School of Education, SIUE, be and is hereby abolished effective Fall Semester. 1993;

BE IT RESOLVED, That this action be reported to the staff of the Illinois Board of Higher Education; and

BE IT FURTHER RESOLVED, That the Chancellor of Southern Illinois University is authorized to take the necessary actions to implement this resolution without further action by this Board.

TERMINATION OF THE BACHELOR OF SCIENCE DEGREE PROGRAM,
MAJOR IN RECREATION, SCHOOL OF EDUCATION, SIUE

I. Program Inventory Data:

A. Current:

<u>CIPS CODE</u>	<u>MAJOR</u>	<u>DEGREE</u>	<u>SCHOOL/ DEPARTMENT</u>
13.1307	Health Education	B.S.	Health, Recreation & Physical Ed.
13.1314	Physical Education	B.S.	Health, Recreation & Physical Ed.
13.1314	Physical Education	M.S.	Health, Recreation & Physical Ed.
31.0101	Recreation	B.S.	Health, Recreation & Physical Ed.

B. Proposed:

<u>CIPS CODE</u>	<u>MAJOR</u>	<u>DEGREE</u>	<u>SCHOOL/ DEPARTMENT</u>
13.1307	Health Education	B.S.	Health, Recreation & Physical Ed.
13.1314	Physical Education	B.S.	Health, Recreation & Physical Ed.
13.1314	Physical Education	M.S.	Health, Recreation & Physical Ed.

II. Reasons for Proposed Action:

The termination of the B.S. degree program, major in Recreation, was recommended by the Illinois Board of Higher Education because of low enrollment and low numbers of graduates. Enrollment in recent years has ranged from 10 to 18 majors. The program has graduated 3 to 8 students per year. The Department of Health, Recreation, and Physical Education and the Provost and Vice-President for Academic Affairs concur with the IBHE recommendation.

III. Anticipated Budgetary Effects:

The program has one faculty member who is assigned full-time to the program and another who is assigned half-time. The full-time person retiring and the resources associated with that position (\$30,807) will be reassigned to higher priorities in the School of Education. The position of the second faculty member will be reassigned to other programs in the department.

IV. Arrangements to be made for Affected Faculty, Staff, Students, Equipment, and Physical Facilities:

The full-time faculty is retiring. The half-time faculty will be reassigned to higher priorities in the School of Education. No staff, equipment, or physical facilities are affected by the proposal. Students presently enrolled in the major will be given an appropriate time period to complete degree requirements.

V. Other Educational Units, Curricula, or Degrees Affected by the Action:

None.

VI. Changes in Catalog Copy:

See attached catalog copy.

VII. Requested Effective Date:

Fall Semester, 1993.

Prerequisites to the Major 6
 (including Health Education 201, 3 hours of Physical Education activities)

Health Education Major Concentration 45
 (including Health Education 205, 250, 300, 334s, 355, 360, 470, 471, Nursing 170, Biology 240a, Special Education 400)

Electives
 (Substitutes allowed with adviser's consent)..... 8
 2 or more courses selected from the following:
 Health Education 313s, 350, 410, 462, 463, 464, 465

Professional Education 32
 (including Health Education 460, Secondary Education 200, 352, 440, Education 305, and Foundations of Education 380)

Second Teaching Field.....29
 192

**Health Education
 Minor Requirements**

In addition to its degree program, the Department of Health, Recreation and Physical Education offers a minor in Health Education. This minor is available to majors in any field and is not restricted to those in Physical Education or Recreation.

A minor in Health Education may assist those who wish to receive teacher certification in Health, but it is necessary to complete a major in an approved certification program.

The minor consists of 31 quarter hours. Students are required to take HED 201, 205, and 355. The remaining 20 quarter hours are chosen from other health-education courses with the consent of an adviser. Students desiring the teacher certification described above must take HED 460 and HED 471 in addition to the required courses listed above.

Driver Education Certification

Students may seek certification in Driver Education through transcript evaluation by the Illinois Office of Education. Courses offered by the Department towards this certification are: Health Education 302s, 313s, 443s and 445s.

In addition, 12 quarter hours must be taken from among the following areas: Advanced Psychology and Sociology, Health Education, and Instructional Technology. These courses must be approved by the University Driver Education Coordinator. For further information contact the Department of Health, Recreation, and Physical Education.

Recreation

The program in recreation consists of 47 hours in the recreation major, plus 44-45 hours of supporting work in related fields such as health education and physical education. In addition, students complete 72 hours in general education and 28-29 hours of electives. The program leads to the Bachelor of Science in Recreation.

Career Opportunities

A candidate for the Bachelor of Science degree in Recreation is expected to follow a program of study which provides a broad, rich background in recreational skills, activities, and knowledge. Program experiences and courses are in the professional core with appropriate interdisciplinary requirements. All students must work closely with the recreation faculty adviser in selecting and scheduling courses for study.

Graduates are able to qualify for employment in community, military, institutional, industrial, agency, private, governmental, or commercial recreation fields.

Interested students should contact a recreation adviser in the Department of Health, Recreation and Physical Education located in the Sam M. Vadalabene Center for Health, Recreation and Physical Education.

Admission to Recreation

After admission to the University, students may apply for admission to the Recreation Program. Conditional approval of students into the Recreation Program requires a cumulative grade point average of 3.0. Retention in the program requires completion of 70 quarter hours, including REC 150 and REC 200 courses, with a GPA of 3.25. This minimum GPA must be maintained prior to approval for affiliation and internship experiences.

Degree Requirements

**Bachelor of Science Degree
 Recreation**

General Education Requirements..... 72 or 76
 Recommended: Option A with computer programming

Professional Courses.....27
 Recreation 150, 200, 348, 349, 365..... 16
 Recreation 390, 410, 420..... 11

Professional Experiences.....20
 Recreation 389
 (must be taken after sophomore year).....4
 Recreation 400..... 16

66 School of Education

Interdisciplinary Requirements.....	44-45
Accounting 201.....	4
Health Education 201, 334s.....	7
Nursing 170.....	4
Physical Education 417a,b, or 302a, 117c, 118z, 305, 350 or 383, 384, 402, 427.....	21-22
Psychology 203 or 204, 206.....	8
Electives.....	28-29
	<hr/> 192

Physical Education

The major in physical education requires a minimum of 48 hours, including 26 hours in the theory core, 16 hours in skill techniques, and 6 hours of electives. However, students who plan to obtain a teaching certificate must complete additional courses, the number varying according to whether they are interested in the secondary (6-12) or special (K-12) certificate.

Entrance Requirements

To be admitted, students not seeking teacher certification must present a grade point average of at least 3.0. Students seeking teacher certification must present a grade point average of 3.50, must receive a grade of C or better in both English 101 and 102, and must pass the designated basic skills test.

Retention Requirements

1. No grade below C in Skill Technique courses
2. GPA of 3.5 in major courses upon completion of 30 quarter hours in physical education.
3. Minimum grade of B in PE 350 and PE 382

Minors

Two minors are also available, one for the general student who wishes to study physical education as a matter of personal interest, the other for any student who plans to coach in either a school or non-school setting.

Non-Majors

In addition to the major and minors, the Department of Health, Recreation and Physical Education offers a variety of physical activity courses to general students. These courses, numbered PE 112 through 240, are open to men and women and may be taken on a Pass/No Credit basis.

Degree Requirements

Physical Education Major: 48 Hours

General Education Requirements 72 or 76
(including Biol 111, Chem 120a, IS 324, Pyc 111, Pols 112, Hist 200, 201 or 202, Soc 111)

Written Expression:	
Both are required.....	8
English 101 - English Composition I	
English 102 - English Composition II	
and	
Option A - Skills.....	12
Spc 103 or 105, CS 108, Math 106 or Phil 106	
or	
Option B - Foreign Language.....	12
Critical Thinking or Statistics	
or Computer Programming.....	4
Physical Education Theory Core.....	26
Health Education 334s.....	4
Physical Education 303a, 303b, 304a, 304b, 410, 420.....	22
Skill Techniques.....	16
Select eight of the following (2 q.h. each)	
PE 300a, 300b, 300c, 300h, 300i, 301b, 301c, 302a, 302c, 302e, 302f	
Electives.....	6
Select from 300/400-level Physical Education courses	
Second Major or Electives.....	68-72
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Secondary (6-12) Certification: 105 Hours

General Education Requirements.....	72
Written Expression:	
Both are required.....	8
English 101	
English 102	
Option A - Skills.....	12
Spc 103 or 105	
Math106	
CS 108	
Additional General Education.....	52
(including Biol 111, Chem 120a, IS 324, Pyc 111, Pols 112, Hist 200, 201 or 202, Soc 111)	
Physical Education Theory Core.....	26
Health Education 334s.....	4
Physical Education 303a, 303b, 304a, 304b, 410, 420.....	22
Skill Techniques (2 q.h. each).....	22
PE 300a, 300b, 300c, 300h, 300i, PE 301b, 301c, PE 302a, 302b, 302c and 302e or 302f	
Physical Education.....	22
Physical Education 305, 350, 382, 470.....	16
Physical Education 389.....	6

TERMINATION OF THE MASTER OF ARTS DEGREE PROGRAM, MAJOR
IN PHILOSOPHY AND THE SPECIALIZATION IN WOMEN'S STUDIES,
SCHOOL OF HUMANITIES, SIUE

Summary

This matter proposes a reasonable and moderate extension to terminate the existing Master of Arts degree program, major in Philosophy and the specialization in Women's Studies, School of Humanities.

Rationale for Adoption

The Illinois Board of Higher Education recommended the termination of the Master of Arts degree program, major in Philosophy and the specialization in Women's Studies as part of the Priorities, Quality, and Productivity process. Specifically, the recommendation was based upon low enrollment in the program and relatively high normative costs. The Department of Philosophy and the Provost and Vice-President for Academic Affairs concur with this recommendation.

Considerations Against Adoption

University officers are aware of none.

Constituency Involvement

This proposal was initiated by the Department Chairperson. It has been reviewed and approved by the Curriculum Committee of the School of Humanities and by the Dean of that school. It has the recommendation of the Graduate Council. The proposal is recommended for approval by the Provost and Vice-President for Academic Affairs and by the President, SIUE.

Resolution

BE IT RESOLVED, By the Board of Trustees of Southern Illinois University in regular meeting assembled, That the Master of Arts degree program, major in Philosophy and the specialization in Women's Studies, School of Humanities, SIUE, be and are hereby abolished effective the end of Fall Semester 1995;

BE IT RESOLVED, That this action be reported to the staff of the Illinois Board of Higher Education; and

BE IT FURTHER RESOLVED, That the Chancellor of Southern Illinois University is authorized to take the necessary actions to implement this resolution without further action by this Board.

TERMINATION OF THE MASTER OF ARTS DEGREE PROGRAM, MAJOR IN
PHILOSOPHY AND THE SPECIALIZATION IN WOMEN'S STUDIES IN THE
MASTER OF ARTS DEGREE PROGRAM, MAJOR IN PHILOSOPHY,
SCHOOL OF HUMANITIES, SIUE

I. Program Inventory Data:

A. Current:

<u>CIPS CODE</u>	<u>MAJOR</u>	<u>SPECIALIZATIONS/ CONCENTRATION</u>	<u>DEGREE</u>	<u>SCHOOL/ DEPARTMENT</u>
38.0101	Philosophy		B.A.	Philosophical Studies
38.0101	Philosophy		M.A.	Philosophical Studies
38.0101	Philosophy	Women's Studies	M.A.	Philosophical Studies

B. Proposed:

<u>CIPS CODE</u>	<u>MAJOR</u>	<u>SPECIALIZATIONS/ CONCENTRATION</u>	<u>DEGREE</u>	<u>SCHOOL/ DEPARTMENT</u>
38.0101	Philosophy		B.A.	Philosophical Studies

II. Reasons for Proposed Action:

The reasons for terminating the M.A. in Philosophy and the specialization in Women's Studies include low enrollment in the program and the specialization, relatively high normative costs, and concern about the capacity to sustain seminars in accord with program requirements. It is the Department's considered judgment that, given these factors, the resources allocated to graduate education could better be utilized by reallocating them to the Department's longstanding primary commitment, namely, undergraduate education.

III. Anticipated Budgetary Effects:

The termination of the M.A. in Philosophy has the potential to seriously affect the Department's offering of sufficient sections of PHIL 106, Critical Thinking, since the Department's graduate assistantships have permitted the offering of three mass sections of this course per term. Such sections accommodate 175-180 students each as opposed to the 40 students per regular section. Reductions in PHIL 106 offerings can be averted by the Department's retaining the \$34,000 now allocated to graduate assistantships. These monies can be utilized to employ part-time faculty as well as to provide the base for a new full-time position. Recognizing the seriousness of this matter, the Provost has recommended that the Department of Philosophical Studies retain the monies currently allocated for graduate assistantships and be rewarded for its commitment to general education.

IV. Arrangements to be made for Affected Faculty, Staff, Students, Equipment, and Physical Facilities:

In phasing out the M.A. in Philosophy and the Specialization in Women's Studies, the Department of Philosophical Studies has initiated a moratorium on admissions. No student will be admitted to the program after Fall 1993. Students seeking information about the program are being notified by the Dean of the Graduate School that applications for admission to this program for Spring 1993, Summer 1993, and Fall 1993 will be accepted until June 16, 1993. Hence, effective June 16, 1993, no applications for admission to the graduate program in philosophy will be accepted. The Dean of the Graduate School has also notified graduate students presently enrolled in the program that all requirements for the M.A. in Philosophy and the Specialization in Women's Studies must be completed by the end of Fall 1995. Students enrolled in the graduate program at some time between the Fall of 1985 and the present who have not yet graduated are also being notified of the program's termination, effective the end of the Fall 1995. The Graduate Advisor in Philosophy, together with the Advisor of the Women's Studies Specialization where appropriate, are also writing these graduate students as a follow-up to the letters sent by the Dean of the Graduate School. The Department of Philosophical Studies has guaranteed that sufficient seminars will be offered to provide all students with the opportunity to complete course requirements by the end of the Fall Semester 1995. Opportunities to complete other requirements (for example, oral presentations and/or a thesis), too, are guaranteed to that date. Faculty teaching terminated graduate courses will be reassigned to undergraduate courses beginning Fall Semester 1995. Equipment and physical facilities will not be affected by this action.

V. Other Educational Units, Curricula, or Degrees Affected by the Action:

The termination of the M.A. in Philosophy and the specialization in Women's Studies will have some effect upon other programs in this institution. First, departments offering Women's Studies courses at the 4xx- or 5xx-level bearing graduate credit will be required to find some other program in which such courses will be accepted for graduate credit if these courses are to be sustained as graduate courses. Secondly, enrollment in POLS 484 (crosslisted with PHIL 440) and POLS 485 (crosslisted with PHIL 441) will be reduced. All affected programs are being notified by the Chair of the Department of Philosophical Studies of the Department's recommendation to terminate its M.A. program.

As part of the termination of its M.A. program, the Department of Philosophical Studies is recommending termination as well of the Philosophy for Children series it has offered at the 5xx-level. This series was initiated to provide an additional doctoral option for students enrolled in the Ph.D. program in philosophy at Southern Illinois University at Carbondale. Since the inception of this series in the mid-80s, only one student from SIUC has chosen this option. The Department of Philosophy at SIUC is being notified of the termination of the SIUC M.A. program in Philosophy. The approvals of both the SIUC Department and the SIUC Graduate Council are being sought to nullify the present agreement.

Lastly, as explained above, the termination of the M.A. in Philosophy will have potential effect upon the SIUE general education program, given the Department's use of graduate assistants in PHIL 106.

V. Changes in Catalog Copy:

See attached catalog copy.

VII. Requested Effective Date:

End of Fall Semester, 1995.

completing this specialization will be able to teach English as a second or foreign language, to develop curricula and teaching materials for second language learners, to evaluate the English language capabilities of such learners, and to participate in the advising of students for whom English is not a first language.

PROGRAM OF STUDY

To complete this specialization, students may elect to follow the thesis option or the examination option, each of which requires 30 hours to fulfill the requirements of this specialization. The examination option is recommended for students with no previous or current TESL experience.

Required courses (24 hours): ENG 400, 408, 409, 468, 503, 563, 565, 567. Electives (3 hours) selected from: ENG 402, 403, 406, 418, 504, 593. (For the examination option only.)

Final Course or Thesis: ENG 595 or ENG 599-6.

FINAL EXAMINATION

The thesis option requires the submission of a thesis and its successful defense. For the examination option, the student will take a written examination on a selected reading list published by the Director of Graduate Studies.

Master of Science in Education Secondary Education/English

The Department of English Language and Literature, in cooperation with the Department of Curriculum and Instruction, offers an English teaching field as part of the Master of Science in Education (M.S. in Ed.) degree in secondary education. A jointly advised program ordinarily including 15 hours in English will be designed, taking into account each prospective student's background and interests. Throughout the program, the student must consult with the program advisor in the Department of English Language and Literature before registering for any English courses. Upon completion of the program, students must have accumulated at least 42 semester hours in English (graduate and undergraduate work combined). Thus, students admitted to the program with less than 27 hours of acceptable undergraduate work will be required to complete more than 15 graduate hours in English in order to satisfy degree requirements. Students must achieve a 3.0 (A-4.0) grade-point average in course work in the English teaching field, as well as an overall average of 3.0. For further information, see "Secondary Education" in another section of this chapter.

Master of Science in Education Secondary Education/Foreign Languages

The Department of Foreign Languages and Literature, in cooperation with the Department of Curriculum and Instruction, offers foreign language teaching fields in French, German, and Spanish. The program is designed to include the general requirements for admission to the graduate school, including the general

School of Education for admission for study in this program, applicants who wish to pursue a foreign language teaching field within the graduate program in secondary education must receive the approval of the Department of Foreign Languages and Literature.

A jointly advised program ordinarily including 15 hours in French, German, or Spanish will be designed, taking into account each prospective student's background and interests. Throughout the program, it is important to consult with the program advisor in the Department of Foreign Languages and Literature before enrolling in any foreign language courses. Upon completion of the program, students must have accumulated at least 42 semester hours in either French, German, or Spanish (graduate and undergraduate course work combined). Thus, students admitted to the program with less than 27 hours of acceptable undergraduate work will be required to complete more than 15 graduate hours in the selected foreign language in order to satisfy degree requirements. Students must achieve a 3.0 (A-4.0) grade-point average in course work in the selected foreign language, as well as an overall average of 3.0. For further information, see "Secondary Education" in another section of this chapter.

Philosophy

The Department of Philosophical Studies offers graduate work leading to the Master of Arts degree in philosophy. The program prepares individuals for community college teaching, for taking additional work leading to the Ph.D. degree, or as a basis for supporting professional training in such fields as law and theology.

The department also offers a graduate specialization in women's studies within the Master of Arts degree in philosophy. As an affiliate of the Institute of the Advancement of Philosophy for Children, the Department of Philosophical Studies offers courses for individuals who are interested in teaching philosophy in the elementary and secondary grades.

ADMISSION

In addition to the general requirements of the Graduate School, the graduate faculty in philosophy expects an applicant for admission to the graduate program in philosophy to have had at least 12 undergraduate semester hours in philosophy with a grade of C or above, including at least one course in ethics, one course in logic, and a year in history of Western philosophy. The department may waive a portion of this credit requirement in favor of quality and breadth of academic experience. The applicant/s required to make up background deficiencies by taking appropriate undergraduate philosophy courses without credit toward the graduate degree. Applicants are encouraged to satisfy any admission deficiency requirements before beginning the program. Applicants must have three letters of recommendation sent in their behalf to the Department Chairperson in philosophy from teachers who are familiar with their academic record. Applicants are also asked to submit a statement of about 200 words indicating their

Upon admission to the graduate school, students must also submit a statement of about 200 words indicating their

PROGRAM OF STUDY

Of the 30 semester hours required for the master's degree, at least 18 hours result from taking six 500-level seminars in philosophy. The graduate student's program of study must be approved by the graduate advisor.

Each student is required to write a master's thesis or to give two oral presentations based on research done during the candidate's graduate career. The thesis is prepared under the direction of an advisory committee of three or more graduate faculty members. The aim of the oral presentations is the demonstration of breadth of knowledge, clarity of exposition, and ability to field questions following requirements must be met: No grade below a C may be counted toward the degree. The student must demonstrate a reading knowledge of one foreign language (any language in which significant philosophical literature has been written) by special examination, by completion of two years of undergraduate foreign language study in a single language with a grade of B or above in the last course of the two-year sequence, or by completing any equivalent courses recommended by the Department of Foreign Languages and Literature.

FINAL EXAMINATION

Students selecting the thesis option must pass an oral examination as part of the approval of the thesis. The examination, administered by the thesis committee, covers the thesis and related philosophical material with which the student should be familiar.

Students selecting the oral presentation option must pass a comprehensive examination which they have a choice of taking in written or oral form. The examination is on the student's general understanding of philosophical problems and knowledge of the efforts of major philosophers to resolve these problems. For both the thesis and comprehensive examinations, a majority vote of the faculty examining committee will be required for passing. The department requires that the student furnish, at the department's expense, an acceptable unbound copy of the approved thesis.

Women's Studies Specialization

The women's studies specialization, available to students in the master's degree program in philosophy, provides opportunities for graduate work in the interdisciplinary field of women's studies. In addition to WMST 500 (Theories and Methods of Women's Studies), offered by the Department of Philosophical Studies, women's studies provide opportunities for independent research and practice, as well as graduate courses in the Departments of Art and Design, Biological Sciences, Educational Leadership, English Language and Literature, Historical Studies, Philosophical Studies, and Psychology.

The specialization requires that nine hours be taken in graduate courses designated Women's Studies (WMST): three hours of which must be WMST 500. In addition, one of the six required Philosophy 500-level seminars must include women's studies content as approved by the Graduate Women's Studies

relevant to women's studies. The student must demonstrate a reading knowledge of one foreign language (any language in which significant philosophical literature has been written) by special examination, by completion of two years of undergraduate foreign language study in a single language with a grade of B or better in the last course of a two-year sequence, or by completing any equivalent courses recommended by the Department of Foreign Languages and Literature.

The final examination, administered by the thesis committee, is an oral defense of the thesis, and it also covers related philosophical material with which the student should be familiar. The thesis committee consists of three or more members of the graduate faculty, at least one of whom must be regularly involved in teaching women's studies courses or engaged in women's studies research. A majority vote of this committee is required for passing. The department requires that the student furnish, at the department's expense, an acceptable unbound copy of the approved thesis.

in facility designs; elementary decision theory, Markov processes and decision-making. Prerequisite: STAT 380 or STAT 480a.

412-3 SIMULATION. (Same as IE 468) Design of simulation models using a high-level simulation programming language. Applications in production; inventory; queuing; other models. Prerequisites: 441, FORTRAN programming skills.

495-3 INDEPENDENT STUDY. Research in subjects such as mathematical programming, dynamic programming; simulation; queuing; Markov processes and production topics. May be repeated to a maximum of 9 hours. Prerequisites: written consent of advisor and instructor.

585-3 SIMULATION THEORY. Theory and techniques of simulation: generation of random variables; selection of distributions; output analysis; variance reduction. Prerequisites: 441, STAT 480b, knowledge of FORTRAN.

586-3 SIMULATION MODELING AND LANGUAGES. FORTRAN and GPSS simulations: clock mechanisms; data structures; output analysis; sample applications in queuing and production. Prerequisites: 585, STAT 480b, knowledge of FORTRAN.

587a,b-3 MATHEMATICAL PROGRAMMING. (a) Theory, methods, and applications of linear and network programming. (b) Theory, methods, and applications of integer, dynamic and nonlinear programming. Prerequisites: (a) 440, MATH 321, knowledge of FORTRAN. (b) 587a.

590-1 to 3 SEMINAR. Intensive study of selected topics: mathematical programming; dynamic programming; simulation; queuing; stochastic processes; Markov processes; production. May be repeated to a maximum of 18 hours provided no topic is repeated. Prerequisites: written consent of advisor and instructor.

595-1 to 3 SPECIAL PROJECT. Independent study in mathematical programming, simulation, queuing Markov processes, or production. May be used to satisfy research paper requirement for M.S. degree in mathematics. May be repeated to a maximum of 7 hours. Prerequisite: consent of research advisor.

599-1 to 6 THESIS. Directed research to satisfy thesis requirement. May be repeated for total of 6 hours. Prerequisite: written consent of thesis advisor.

PHILOSOPHY (PHIL)

411-3 SYMBOLIC LOGIC. Symbols as tools for analysis and deduction; truth tables, Boolean expansions, propositional calculus and quantifiers, logic of relations, logistic systems.

421-3 CONTEMPORARY ISSUES IN BIOETHICS. (Same as BIOL 412) Moral issues in life sciences including recombinant DNA research; genetic

440-3 CLASSICAL POLITICAL THEORY. (Same as POLS 484) Works of major political thinkers from ancient times to the Renaissance, including Plato, Aristotle, St. Augustine, St. Thomas, and Machiavelli. Prerequisite: junior standing or higher.

441-3 MODERN POLITICAL THEORY. (Same as POLS 485) Works of major political thinkers from the Renaissance to the present, including Hobbes, Locke, Rousseau, Hegel, Marx, Mill, and Nietzsche. Prerequisite: junior standing or higher.

490-3 SPECIAL PROBLEMS. Seminar for qualified seniors and graduate students to pursue specific topics in depth. Varied content. May be repeated to a maximum of 12 hours so long as no topic is repeated. Prerequisite: consent of instructor.

495-1 to 3 INDEPENDENT READINGS. Independent study on tutorial basis. Undergraduate students normally limited to 3 hours; graduate students normally limited to 9 hours. Prerequisites: consent of instructor and department chairperson.

502a-1 or 2 METHODS OF TEACHING PHILOSOPHY. Supervised experience in philosophy course involving consideration of aims, content; instructional techniques; textbooks; teaching aids; participation in construction of exams. May not be taken in conjunction with assigned duties of teaching assistant. Prerequisite: consent of instructor.

502b-1 or 2 METHODS OF TEACHING PHILOSOPHY. Same as 502a, with additional responsibilities of some supervised teaching in the classroom and assisting in grading. Must involve a course other than that associated with 502a. Prerequisite: consent of instructor.

516-3 PHILOSOPHY FOR CHILDREN: THE PRIMARY GRADES. Methods and materials for helping children in grades 2-4 develop reasoning skills through wonder about nature and through language acquisition and comprehension. Prerequisites: grade of B or above in introductory logic course or its equivalent and EDUC 515 or its equivalent (may be taken concurrently), or consent of instructor.

517-3 PHILOSOPHY FOR CHILDREN: THE INTERMEDIATE ELEMENTARY SCHOOL GRADES. Methods and materials for helping children in grades 5-6 to develop basic critical thinking skills and awareness of some main problems of philosophy. Prerequisites: grade of B or above in introductory logic course or its equivalent and EDUC 515 or its equivalent (may be taken concurrently), or consent of instructor.

518-3 PHILOSOPHY FOR YOUNG ADULTS: THE SECONDARY SCHOOLS. Methods and materials for helping young adults to apply basic critical thinking skills to natural science, social studies, mathematics; language arts. Prerequisites: grade of B or above in introductory logic course or its equivalent and EDUC 515 or its equivalent (may be taken concurrently), or consent of instructor.

RETAIN FOR GRAD CREDIT

RETAIN FOR GRAD CREDIT

~~AND SECONDARY SCHOOLS. Practical experience in teaching philosophy in elementary and secondary schools with local teachers and staff of Mark Twain Project for Philosophy for Children. Prerequisite: 516 or 517 for 518, depending on which is appropriate for grade level at which practicum takes place.~~

~~520-3 PRACTICUM IN TEACHING PHILOSOPHY IN THE COMMUNITY COLLEGE. Practical experience in teaching philosophy course in community college; student attends classes, teaches some classes, assists in grading, and discusses various teaching methods on site. Supervision by one or more community college philosophy faculty. Prerequisite: 502a or b or consent of graduate advisor.~~

~~521-3 SEMINAR IN THE HISTORY OF ANCIENT PHILOSOPHY. Detailed examination of major figure or movement in philosophic thought from PreSocratics through Plotinus. May be repeated to a maximum of 12 hours so long as no topic is repeated.~~

~~522-3 SEMINAR IN THE HISTORY OF MEDIEVAL PHILOSOPHY. Detailed examination of major figure or movement in philosophic thought during the medieval period. May be repeated to a maximum of 12 hours so long as no topic is repeated.~~

~~523-3 SEMINAR IN THE HISTORY OF MODERN PHILOSOPHY. Detailed examination of major figure or movement in philosophic thought from the beginning of the Renaissance through the 18th century. May be repeated to a maximum of 12 hours so long as no topic is repeated.~~

~~524-3 SEMINAR IN THE HISTORY OF RECENT AND/OR CONTEMPORARY PHILOSOPHY. Detailed examination of major figure or movement in philosophic thought during the 19th or 20th century. May be repeated to a maximum of 12 hours so long as no topic is repeated.~~

~~551-3 SEMINAR IN METAPHYSICS. Advanced study of selected topic, e.g., substance, being, universals, time, identity, philosophy of mind, freedom and determinism, existence of God. May be repeated to a maximum of 12 hours so long as no topic is repeated.~~

~~552-3 SEMINAR IN EPISTEMOLOGY. Advanced study of selected topic concerning the nature of knowledge, e.g., truth and certainty, subjectivity and objectivity, goodness; justification of epistemic claims. May be repeated to a maximum of 12 hours so long as no topic is repeated.~~

~~553-3 SEMINAR IN VALUE THEORY. Advanced study of selected topic, e.g., objectivity of values or issues regarding aesthetic, moral, religious, social, political, or legal value. May be repeated to a maximum of 12 hours so long as no topic is repeated.~~

~~554-3 SEMINAR IN LOGIC AND/OR PHILOSOPHY OF SCIENCE. Advanced study of selected topic in the philosophy of logic, natural or social~~

~~science, or in logic, e.g., causality, explanation, deduction, induction, modal logic. May be repeated to a maximum of 12 hours so long as no topic is repeated.~~

~~555-3 SEMINAR IN FEMINIST PHILOSOPHY. (Same as WNST 555) Advanced study of major figures, selected topics, or movement in feminist philosophy, e.g., Beauvoir, Daly, feminist ethics, feminism and post-modernism. May be repeated to a maximum of 12 hours so long as no topic is repeated.~~

~~595-1 to 3 INDEPENDENT READINGS. Independent study on tutorial basis. May be repeated to a maximum of 6 hours. Prerequisites: consent of instructor and chairperson, completion of 15 graduate hours.~~

~~599-3 to 6. THESIS. Independent research on specialized topic in philosophy; completion of thesis. May be repeated to a maximum of 6 hours. Prerequisite: consent of graduate adviser, completion of 15 graduate hours.~~

PHYSICAL EDUCATION (PE)

420-3 PHYSIOLOGICAL EFFECTS OF MOTOR ACTIVITY. Function and regulation of major human systems and response of these systems to physical activity. Two hour lecture and two hour laboratory per week. Prerequisite: 315.

430-3 MEASUREMENT AND EVALUATION IN PHYSICAL EDUCATION. Design and analysis tests for learning domains; determination of appropriate criteria for student evaluation.

440-2 PSYCHOLOGICAL PERSPECTIVES OF PHYSICAL EDUCATION AND SPORT. Psychological aspects of human behavior with emphasis on impact of motor performance and learning of motor skills. Prerequisite: PSYC 111.

450-2 CULTURAL PERSPECTIVES OF PHYSICAL EDUCATION AND SPORT. Theoretical and applied aspects of social science of physical activity with emphasis on American cultural considerations. Prerequisite: SOC 111.

480-1 to 4 INDEPENDENT STUDY. Individual investigation of topic. May be repeated to a maximum of 4 hours so long as topics vary. Prerequisite: consent of instructor.

490-1 to 4 SELECTED TOPICS IN APPLIED PHYSICAL EDUCATION AND SPORT. Theory and practice in topical areas such as exercise physiology, biomechanics, skill teaching, fitness assessment. May be repeated to maximum of 6 hours if topics vary.

499-1 to 4 INDIVIDUAL RESEARCH. Selection, investigation, and writing of research paper under supervision of instructor. May be repeated to a maximum of 4 hours. Prerequisite: consent of instructor.

500-3 PSYCHOLOGICAL ELEMENTS IN PHYSICAL PERFORMANCE. Psychological principles and concepts as applied to human behavior in physical education and sport. Analysis of related research. Prerequisite: 440.

505-3 ADVANCED PHYSIOLOGY OF MOTOR ACTIVITY. Metabolic changes that occur during physical exercise. Prerequisite: 420 or consent of instructor.

REMAIN FOR
CREDIT

590-3 THEORIES AND METHODS OF WOMEN'S STUDIES. History and development, nature, and scope of women's studies; character, trends, and major methodological issues in feminist research.

555-3 SEMINAR IN FEMINIST PHILOSOPHY. (Same as PHIL 555) Advanced study of major figure, selected topics, or movement in feminist philosophy. ~~L. B. Beauvoir, Day, feminist ethics, feminism and post-modernism.~~ May be repeated to a maximum of 12 hours so long as no topic is repeated.

578-3 WOMEN AND LANGUAGE. (Same as ENG 578) Study of recent research into ways gender affects language: speaking, reading, and writing.

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485-1 to 3 SPECIAL PROJECTS IN COMPUTERS. Individual or small group project work in computers as related to performing arts. Computer graphics; computer animation; video enhancing; multi-image slide productions. May be repeated to a maximum of 9 hours. Prerequisites: advanced undergraduate or graduate standing and consent of instructor.

WOMEN'S STUDIES (WMST)

- 405-3 PSYCHOLOGY OF WOMEN. (Same as PSYC 405) Psychological and cultural history of gender, changing sex roles, socialization, sexuality; issues related to mental health, stereotyping, and cognition. Prerequisite: PSYC 111.
- 440-3 WOMEN IN AMERICAN SOCIAL HISTORY. (Same as HIST 440) Women from various social classes, ethnic and racial groups, and geographic regions. Social institutions such as family, church, schools, etc. Colonial era to present.
- 450-3 SCIENCE, GENDER, AND RACE. (Same as BIOL 450) Current social issues and historical perspectives of science, especially biology, and its medical and technical applications as these relate to gender and race. Prerequisite: junior standing.
- 451-3 GENDER AND EDUCATION. (Same as EDFD 451) Policies and practices related to sex-role stereotyping; teacher expectations and gender; curricular bias; discrimination; personnel policies; strategies for change.
- 456-3 SEMINAR ON WOMEN WRITERS. (Same as FR 456) Fiction, non-fiction, drama and poetry. Taught in English. For credit in FL, term paper written in French.
- 473a,b-3 WOMEN IN ART. (Same as ART 473) (a) The history of women artists from the Middle Ages to World War II; (b) The history of women artists from World War II to the present.
- 478-3 STUDIES IN WOMEN, LANGUAGE, AND LITERATURE. (Same as ENG 478) Relationships among society, gender, language, and literature: ways women are affected by and depicted in language and literature; literature written by women; feminist criticism. Prerequisite: junior standing or consent of instructor.
- 490-3 SPECIAL PROBLEMS. Varying topics. In depth study of gender and women's experiences. May be repeated once for a maximum of 6 hours provided no topic is repeated.
- 495-1 to 3 INDEPENDENT STUDY. Individual research in women's experience or feminist theory. Content and format to be arranged with instructor. May be repeated to a maximum of 3 hours. Prerequisite: consent of Women's Studies director.

490-3 to 3 PRACTICUM IN WOMEN'S STUDIES. Practical learning readings or paper for each credit hour. Prerequisite: consent of Women's Studies

July 8, 1993

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TERMINATION OF THE BACHELOR OF SCIENCE DEGREE PROGRAM,
MAJOR IN PHYSICAL SCIENCE EDUCATION, SCHOOLS OF
EDUCATION AND SCIENCES, SIUE

Summary

This matter proposes the termination of the Bachelor of Science degree program, major in Physical Science Education.

Rationale for Adoption

The termination of the B.S. degree program, major in Physical Science Education, was recommended by the Illinois Board of Higher Education because of low enrollment and low numbers of graduates. There have been only one or two majors per year in the history of the program. The number of graduates has never been greater than one per year and has been zero in many years. The Schools of Education and Sciences predict that the demand for the program is likely to remain low.

Considerations Against Adoption

University officers are aware of none.

Constituency Involvement

This proposal has been reviewed and approved by the Curriculum Committee of the School of Sciences and by the Deans of the Schools of Education and Sciences. It has the recommendation of the Curriculum Council of the Faculty Senate and the Faculty Senate. The proposal is recommended for approval by the Provost and Vice-President for Academic Affairs and by the President, SIUE.

Resolution

BE IT RESOLVED, By the Board of Trustees of Southern Illinois University in regular meeting assembled, That the Bachelor of Science degree program, major in Physical Science Education, Schools of Education and Sciences, SIUE, be and is hereby abolished effective Fall Semester, 1993;

BE IT RESOLVED, That this action be reported to the staff of the Illinois Board of Higher Education; and

BE IT FURTHER RESOLVED, That the Chancellor of Southern Illinois University is authorized to take the necessary actions to implement this resolution without further action by this Board.

TERMINATION OF THE BACHELOR OF SCIENCE DEGREE PROGRAM,
MAJOR IN PHYSICAL SCIENCE EDUCATION, SCHOOLS OF
EDUCATION AND SCIENCES, SIUE

I. Program Inventory Data:

A. Current:

<u>CIPS CODE</u>	<u>MAJOR</u>	<u>SPECIALIZATIONS/ CONCENTRATION</u>	<u>DEGREE</u>	<u>SCHOOL/ DEPARTMENT</u>
13.1314	Physical Science Education		B.S.	Schools of Edu- cation & Sciences
30.0101	General Science and Mathematics		B.S.	Schools of Edu- cation & Sciences

B. Proposed:

<u>CIPS CODE</u>	<u>MAJOR</u>	<u>SPECIALIZATIONS/ CONCENTRATION</u>	<u>DEGREE</u>	<u>SCHOOL/ DEPARTMENT</u>
30.0101	General Science Education*		B.S.	Schools of Edu- cation & Sciences

*This modification is proposed in a separate RME.

II. Reasons for Proposed Action:

The termination of the B.S. degree program, major in Physical Science Education was recommended by the Illinois Board of Higher Education because of the low numbers of majors and graduates. There have been only one or two majors per year in the history of the program. The number of graduates has never been greater than one per year and has been zero in many years.

III. Anticipated Budgetary Effects:

Termination of this program will have no fiscal effect. Courses for this program will continue to be offered for majors in other programs.

IV. Arrangements to be made for Affected Faculty, Staff, Students, Equipment, and Physical Facilities:

No faculty, staff, equipment, or physical facilities are affected by the proposal. The few remaining students will have no difficulty in completing requirements since the program has no courses unique to it.

V. Other Educational Units, Curricula, or Degrees Affected by the Action:

None.

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VI. Changes in Catalog Copy:

See attached catalog copy. This action will have no effect on the course inventory.

VII. Requested Effective Date:

Fall Semester, 1993.

Electives¹ and/or Minor.....54
 Minimum Required 192

¹For the Applied Physics Emphasis, the electives should include the following courses which constitute an approved minor in Electrical Engineering: EE 210, 301a, b,c, 310, 326, 327, 351, 352 and 382 (total 29 hours).

Degree Requirements

Bachelor of Science Degree, Physics, School of Education

Prospective teachers can meet certification requirements for teaching physics in Illinois high schools by completing the program described below. This program is a joint endeavor between the Department of Physics and the School of Education with Physics as a primary teaching field. For more details, consult the Department of Secondary Education.

General Education Requirements
 The General Education Curriculum requires 72 or 76 hours of General Education credit. The supporting mathematics and science courses required for this major satisfy 16 hours of the GE Area Natural Science and Mathematics requirements.

Physics Requirements.....48
 Phys 211a,b,c, 212a,b, 302a,b, 308a,b, 312a,b, 405a,b, 415a, 418, plus 2 hours of electives above 302

Chemistry Requirements.....10
 Chem 125a*,b* 126a,b
 *(Satisfies 4 hours introductory and 4 hours advanced General Education requirements.)

Mathematics Requirements.....24
 Math 150a*, b*, 260a, b, c, 305
 *(Satisfies 4 hours introductory and 4 hours advanced General Education requirements.)

Professional Education Requirements.....41
 Ed.S 215, 401a,b,c, Sp.Ed. 400 (An alternative program includes C. Ed. 305, Ed.S. 315, 352, Ed. Fd. 355 plus 4 hours to total 41 hours.)

Electives.....13
 Minimum Required 192

Bachelor of Science Degree, Physical Science, School of Education

The Department of Physics, in cooperation with the Department of Secondary Education, has developed a broad teaching field program in Physical Science. Through this program, prospective teachers can meet certification requirements to teach Physical Science in Illinois junior and senior high schools.

General Education Requirements
 The General Education Curriculum requires 72 or 76 hours of General Education credit. The supporting mathematics and science courses re-

quired for this major satisfy 16 hours of the GE Area Natural Science and Mathematics requirements.

Physics Requirements.....31
 Phys 111, 206a,b,c, 356 plus 8 hours from the following: 350, 351, 352, 355

Chemistry Requirements.....15
 Chem 125a*,b*,c 126a,b,c
 *(Satisfies 4 hours introductory and 4 hours advanced General Education requirements.)

Mathematics Requirements.....8
 Math 150a*, b*
 *(Satisfies 4 hours introductory and 4 hours advanced General Education requirements.)

Physical Science Requirements.....21
 ESCI 111, 200
 SCI 401, 403, 416

Professional Education Requirements.....41
 Ed.S 215, 401a,b,c, Sp.Ed. 400 (An alternative program includes C. Ed. 305, Ed.S. 315, 352, Ed. Fd. 355 plus 4 hours to total 41 hours.)

Electives.....20
 Minimum Required 192

Minor Requirements

The minor program in Physics consists of 27 hours, which include 211, 212, and 302. The remaining 5 hours of elective courses are physics courses above 302 subject to approval by the Physics Department Chairperson. Courses 350-359 do not count toward minor requirements for those students majoring in School of Sciences and School of Engineering. Students pursuing the minor are encouraged to seek this approval as early as possible. The residency and grade point average requirements of the School of Sciences must be met.

Science

Associated Faculty:
 Bryan, V.R. (Chemistry); Hasty, M.L. (Mathematics); Smith, F.M. (Biological Sciences); White, J.E. (Chemistry) (Coordinator of Science Education); Zurhede, F.W. (Physics)

Under the category "Science" are collected courses and programs of the School of Sciences that are cross-disciplinary in nature and those that are largely for students in Education. Two programs prepare students to receive Illinois teaching certificates in the broad teaching areas of General Science and Physical Science. Several courses intended primarily for the continuing education of teachers are designated Science (SCI).

Students interested in science and/or mathematics education should seek the advice of one of the faculty members listed above.

TERMINATION OF THE DOCTOR OF EDUCATION DEGREE PROGRAM,
MAJOR IN INSTRUCTIONAL PROCESS, SCHOOL OF EDUCATION, SIUE

Summary

This matter proposes termination of the Doctor of Education degree program, major in Instructional Process.

Rationale for Adoption

The Illinois Board of Higher Education, as part of its Priorities, Quality, and Productivity initiative, recommended elimination of the Ed.D degree program, major in Instructional Process. It noted that low retention rates and graduation rates, as well as lack of curricular focus, had been identified by previous program reviews. Moreover, the IBHE noted that the original program objective was to "enable educational personnel to prepare themselves as scholar-practitioners" in schools and that in the most recent catalog, the purpose of the program was identified as the preparation of educators to lead in the improvement of instruction. Yet, in a survey conducted by the School of Education, all but two students identified their occupational objectives as management, leadership or college teaching. In addition, the majority of graduates are employed in higher education. Thus, there appears to be a mismatch between student occupational objectives and program objectives. The Provost believes that maintaining the program at a level of quality appropriate for the single doctoral program of an institution would require significant additional resources. At the same time, the School of Education has significant resource needs in its undergraduate and other graduate programs. Those programs should be the university's first priority. Hence, the decision to eliminate the program is based on a consideration of priorities in a time of constrained resources.

Considerations Against Adoption

The most recent Graduate Program Review, conducted in 1991, found the program to contain faculty who received strong support from students interviewed. There was very positive feedback in responses to questionnaires returned from both active doctoral students and alumni/ae. Demand for the program has been consistently high and the program has been of significant benefit to its graduates. The Dean of the School of Education has received a large number of letters from alumni/ae and citizens in support of this program. Few faculty are pursuing scholarly research and there has been a significant increase in the number of publications. The number of students accepted into the program was deliberately decreased in response to reduced resources, and the quality of the students admitted has improved.

Constituency Involvement

This proposal was initiated by the Provost and Vice-President for Academic Affairs based upon the IBHE recommendation. It has been reviewed by the Curriculum Committee of the School of Education, the Dean of that school, and the Graduate Council. All three have recommended that the program be retained. The proposal is recommended for approval by the Provost and Vice-president for Academic Affairs and by the President, SIUE.

Resolution

BE IT RESOLVED, By the Board of Trustees of Southern Illinois University in regular meeting assembled, That the Doctor of Education degree program, major in Instructional Process, School of Education, SIUE, be and is hereby abolished effective Fall Semester, 1993;

BE IT FURTHER RESOLVED, That students admitted to the program prior to Fall, 1993, will be permitted to complete the degree consistent with SIUE Graduate School policies; and

BE IT FURTHER RESOLVED, That this action be reported to the staff of the Illinois Board of Higher Education.

TERMINATION OF THE DOCTOR OF EDUCATION DEGREE PROGRAM, MAJOR IN
INSTRUCTIONAL PROCESS, SCHOOL OF EDUCATION, SIUE

I. Program Inventory Data:

A. Current:

<u>CIPS CODE</u>	<u>MAJOR</u>	<u>DEGREE</u>	<u>SCHOOL/ DEPARTMENT</u>
13.0301	Instructional Process	Ed.D.	School of Education
13.0501	Educational Administration & Supervision	M.S. in Ed./S.D.	Educational Leadership
13.1001	Special Education	B.S./M.S. in Ed.	Special Education
13.1202	Elementary Education	B.S./M.S. in Ed.	Curriculum & Instruction
13.1204	Early Childhood Education	B.S.	Curriculum & Instruction
13.1205	Secondary Education	M.S. in Ed.	Curriculum & Instruction
13.1307	Health Education	B.S.	Health, Recreation, & Physical Ed.
13.1314	Physical Education	B.S./M.S. in Ed.	Health, Recreation, & Physical Ed.
13.1316	Physical Science Education*	B.S.	Schools of Education & Sciences
30.0101	General Science and Mathematics	B.S.	Schools of Education & Sciences

31.0101 Recreation* B.S. Health, Recreation, & Physical Ed.

*These eliminations or modifications are proposed in separate RMEs.

A. Proposed

<u>CIPS CODE</u>	<u>MAJOR</u>	<u>DEGREE</u>	<u>SCHOOL/ DEPARTMENT</u>
13.0401	Educational Administration & Supervision	M.S. in Ed./ S.D.	Educational Leadership
13.0501	Instructional Technology	M.S. in Ed.	Educational Leadership
13.1001	Special Education	B.S./M.S. in Ed.	Special Education
13.1202	Elementary Education	B.S./M.S. in Ed.	Curriculum & Instruction
13.1204	Early Childhood Education	B.S.	Curriculum & Instruction
13.1205	Secondary Education	M.S. in Ed.	Curriculum & Instruction
13.1307	Health Education	B.S.	Health, Recreation, & Physical Ed.
13.1314	Physical Education	B.S./M.S. in Ed.	Health, Recreation, & Physical Ed.
30.0101	General Science Education*	B.S.	Schools of Education & Sciences

*These eliminations or modifications are proposed in separate RMEs.

involve human subjects, animals, biohazards, or recombinant DNA must be cleared by the appropriate University committee and approved by the Graduate Dean before data collection is started. Information and guidelines are available in the Office of Research and Projects in the Graduate School.

A "Registration of Thesis Title" form may be picked up in the Graduate Records and Admissions Office. *Guidelines for the Preparation of Theses*, published by the Graduate School, is also available upon request. The style of a thesis must conform either to a journal of the discipline associated with a student's major or to a style manual approved by a student's advisory committee. The guidelines stipulate items such as preferred weight of paper, size of type, quality of print if word processing equipment is used, size of margins, and acceptable kinds of copies. These guidelines also contain a brief guide for the preparation of an outline for a research study.

Acceptance of the thesis by the student's advisory committee is expressed on a thesis approval page which is to be included with the thesis when it is submitted to the Graduate School. The original and an acceptable copy of the approved thesis must be presented to the Graduate Records Office no later than the Friday before final examination week of the quarter in which the student intends to complete requirements.

Non-Thesis Programs

Students in graduate programs that do not require a thesis are governed by specific requirements of the appropriate programs, and their work is directed by an advisory committee of at least three graduate faculty members. Research papers or other projects required in lieu of a thesis are not filed with the Graduate School.

Compliance with federal regulations on research involving human subjects, animals, biohazards, and recombinant DNA is required. Complete information is available in the Office of Research and Projects in the Graduate School.

Final Examination

Each candidate for a master's degree is required to pass a final examination, conducted by an advisory committee composed of at least three members of the graduate faculty. Report of this examination is filed with the Graduate Records Office on a form entitled "Summary of Completion of Requirements for Graduate Degrees."

Foreign Language Requirement

Some graduate degree programs stipulate a foreign language requirement. In these cases, students will make arrangements to satisfy the requirement through means stipulated by the graduate faculty of the program.

SPECIALIST'S DEGREE

The specialist's degree program is for qualified persons with master's degrees who wish to pursue a planned program leading to a degree in educational administration and supervision. Students complete a minimum of 45 quarter hours beyond the master's degree. A minimum cumulative grade-point average of 4.25 (A=5.0) for all work in the program is required for graduation. Students are required to pass a final examination for the degree.

The student's program is to be planned early by the student and an advisory committee of three qualified graduate faculty members. A maximum of 20 quarter hours at the 400 level may be applied toward the degree. Not more than 12 of these 20 hours may be taken in the School of Education.

A maximum of 9 quarter hours of credit for work completed at another university or as an unclassified student at SIUE may be counted toward the degree. All such work must be approved by the student's advisory committee and the Graduate Dean. An evaluation of credit presented for transfer is made in every case and may result in a reduction of the credit approved for transfer. No credit earned through correspondence or used in attaining another degree or certificate may be counted. All credit, regardless of its origin, must have been earned within a seven-year period prior to completion of the program.

Full-time, full-load (at least 8 hours of graduate credit) residency at SIUE of one quarter (or two summer sessions of at least eight weeks each) is required. Students who are employed full time may not carry more than two courses per quarter.

DOCTORAL DEGREE

GENERAL REQUIREMENTS

Initial admission to a doctoral program is provisional, pending fulfillment of tool requirements and passing a preliminary examination, after which a student is eligible to apply for admission to candidacy for the doctoral degree. During the candidacy period, the student must produce an acceptable dissertation, or engage in other creative efforts of a scholarly or artistic nature having measurable

results, and pass a final examination. A minimum grade-point average of 4.25 for all work in the program is required. Additional requirements are set forth in more detail in the ensuing sections of this chapter and in Chapter 2.

TOOL REQUIREMENTS

Tool requirements are set and their fulfillment is determined by the faculty of a doctoral program. All evaluations and determinations as to the fulfillment of these requirements by individual students are the responsibility of the pertinent faculty.

PRELIMINARY EXAMINATION

Successful completion of a preliminary examination is necessary before a student is admitted to candidacy. Determination of eligibility to sit for the examination is made only upon recommendation of the pertinent faculty and approval by the Graduate Dean. The student generally prepares for this examination through independent study and/or course work, as advised and supervised by the pertinent faculty.

Usually the student is permitted to take the preliminary examination after having completed two years of full-time study or the equivalent, beyond the baccalaureate, and after meeting the appropriate tool requirements. The form and content of the examination are determined by the faculty of each of the doctoral programs.

ADMISSION TO CANDIDACY

A student may apply for admission to candidacy only after meeting the tool requirements and passing the preliminary examination. Admission to candidacy must be recommended by the pertinent faculty and approved by the Graduate Dean. Ordinarily, the doctoral degree may be awarded only during the period between three quarters to five years from the date of admission to candidacy. Any exceptions must be approved by the Graduate Dean. If the five-year candidacy period terminates before completion of requirements for the degree and no exception is approved, a student may be readmitted to candidacy after passing another preliminary examination and following the same procedure as for the first such admission.

DISSERTATION OR OTHER CREATIVE EFFORT

After admission to candidacy, a student is required to present evidence of acceptable results from independent

research or other creative effort of an academic, scholarly, or artistic nature. Dissertation work, or such other creative effort, is supervised by a committee of graduate faculty, approved by the Graduate Dean. This committee consists of at least three members, one of whom is designated chairperson. A dissertation proposal, and the subject matter and nature of other creative effort, must be approved by the committee. After committee approval, the title of the dissertation or other creative effort is filed with the Graduate Dean. A form for this purpose, entitled "Registration of Thesis or Dissertation Title," is available in the Graduate Records and Admissions Office. All research involving human subjects, animals, biohazards, or recombinant DNA requires clearance by the appropriate University committee and approval by the Graduate Dean before data collection begins. Information and guidelines are available in the Office of Research and Projects in the Graduate School.

The student should refer to the *Guidelines for the Preparation of Dissertations*, available in the Graduate Records and Admissions Office, for information on style, form, paper weight and size, and specifications for typing and printing.

While working on a dissertation or other creative effort, a student must register for a course numbered 699, specifically designated for this purpose. Ordinarily, a student may register for no more than 12 hours in one academic term. After a student has completed the maximum number of dissertation credit hours specified by the doctoral program, the student must continue to enroll for each term of each academic year, whether or not the student is in residence, until completion of all requirements for the degree. If the student has completed all other requirements for which enrollment for credit is necessary, this requirement is met through the use of the "Dissertation in Progress Enrollment Form" and payment of a \$25 fee each quarter. The form is available in the Graduate Records and Admissions Office. Only the Graduate Dean may waive this rule.

A draft copy of the dissertation is to accompany the "Registration for Final Examination" form when it is submitted to the Graduate School. The copy should reach the Graduate Records Office in time for the external examiner to become familiar with the content of the paper. See the section on the "Final Examination" in this chapter. Students should defer final reproduction of the dissertation until after the examination has taken place.

After passing the final examination, as set forth in the next paragraph, a student must submit to the Graduate Records Office the original and two acceptable copies of the dissertation, or in the case of a creative effort, a written report, together with any other permanent record that is an integral part of that effort. All materials submitted must be acceptable in form and content to the Graduate School. In

the case of a dissertation, an abstract of no more than 350 words is also required. In addition to the abstract submitted with the original dissertation and a copy of the abstract included as a part of each copy of the dissertation, a student must supply to the Graduate Records Office one additional copy of the abstract. The abstract is published and the dissertation is microfilmed, usually through an arrangement with University Microfilms, Ann Arbor, Michigan. Copyright may be secured if requested by the student. All fees relating to abstract publication, microfilming, and copyright are borne by the student, and the full defrayal of these costs constitutes a requirement for the degree. For more information about preparing, writing, and submitting the dissertation, consult *Guidelines for the Preparation of Dissertations*, available from the Graduate Records and Admissions Office.

FINAL EXAMINATION

When the student's advisory committee determines that the student is ready to sit for the final examination for the doctoral degree, the chairperson of the committee notifies the Graduate Records Office. This notification takes place at least two weeks before the scheduled examination date. The Graduate Records Office returns a form entitled "Summary of Completion of Requirements for Graduate Degree," together with an evaluated transcript showing any unfulfilled Graduate School requirements.

The final examination, conducted by the student's doctoral committee, which is ordinarily augmented by an external examiner appointed by the Graduate Dean, covers the subject of the dissertation or other creative effort. A determination as to whether or not the examination has been passed is transmitted to the Graduate Dean from the examining committee. The examining committee reports the results of the final examination on the "Summary of Completion of Requirements for Graduate Degree" form, noting thereon any remaining requirements that must be fulfilled prior to the awarding of the degree.

RESIDENCY

Residency requirements must be met. These ordinarily include full-time academic work on campus for no less than three consecutive quarters. Any exceptions must be requested by the student, recommended by the pertinent faculty, and approved by the Graduate Dean. Plans for completing the residency requirement are submitted in advance, in writing, and must be approved by the Graduate Dean.

TRANSFER CREDIT

Credit for work earned at SIUE or at another university may be transferred and counted toward the degree according to policies described for the individual doctoral program. Requests to transfer credit require the approval of the pertinent faculty and the Graduate Dean.

GRADUATE PROGRAM DIRECTORS

The faculty members listed below have been designated by their academic units as responsible for formally approving admission of graduate students to their degree programs, certifying completion of degree requirements, and serving as liaison with the Graduate School regarding student progress. Because academic units may, from time to time, designate different members of the graduate faculty to serve as graduate program directors, persons are urged to contact the academic unit for current information.

Art—Don Davis
 Biological Sciences—Dennis Kitz
 Business Administration—Robert Carver
 Chemistry—Emil Jason
 Civil Engineering—Mark Rossow
 Economics—Stanford Levin
 Educational Administration and Supervision—
 Orville Joyner
 Electrical Engineering—Arjun Godhwani
 Elementary Education—Barbara Divins
 English—Roberta Bosse
 Environmental Studies—Frank Kulfinski
 Geographical Studies—Robert Koepke
 History—Samuel Grant
 Instructional Process—William Ahlbrand
 Instructional Technology—Charles Nelson
 Management Information Systems—Douglas Bock
 Marketing Research—Madhav Segal
 Mass Communications—John Regnell
 Mathematics—Chung-wu Ho
 Music—Kent Perry
 Nursing—Nancy Creason
 Philosophy—Carol Keene
 Physical Education—Barbara DeLong
 Physics—Padmanabha N. Swamy
 Political Science—Arthur Stahnke
 Psychology—Kenneth Kleinman
 Public Administration—Richard Bush
 Secondary Education—William Gallagher
 Sociology—Robert Blain
 Special Education—Thomas Shea
 Speech Communication—Sonia Zamanou
 Speech Pathology—Joyce Taylor

C. *Electives* (16 hours), only 8 of which may be in 100-level courses, approved by the advisory committee or program director. At least 8 hours must be in marketing courses. Electives may be selected from the following: MKTG 475, MKTG 476, MKTG 478, MKTG 542, MKTG 43, MKTG 597, STAT 483, MIS 544, MIS 570, ECON 15, ECON 417, ECON 515, PSYC 521, and PSYC 522.

D. *Marketing research project*, MKTG 589 (4 to 8 hours), must be completed satisfactorily by all students.

MARKETING RESEARCH PROJECT

All students working toward the M.M.R. degree must complete MKTG 589 satisfactorily for a minimum of 4 hours and a maximum of 8 hours of credit. The student must design, complete, report in writing, and orally defend marketing research project. This project is an integrating experience and will ordinarily be the last course taken. The search proposal must be approved by the student's advisory committee and be undertaken in cooperation with business firm or other organization.

EXAMINATION

Upon completion of the marketing research project, the student report must be in a form for presentation to the management of the participating organization and must be defended orally before the student's advisory committee.

School of Education

Dean: Gary L. Hull
Associate Dean: William P. Ahlbrand
Associate Dean for Development: Donald J. Baden

The School of Education offers programs of study leading to graduate degrees in education and in psychology, as follows: Master of Science in Education in educational administration and supervision, elementary education, instructional technology, physical education, secondary education, special education; Master of Arts in psychology (general-academic, industrial-organizational); Master of Science in psychology (community-school); Specialist Degree in educational administration and supervision; and Doctor of Education in instructional process.

The graduate programs offered by the School of Education leading to certification (administration, instructional technology, and school psychology) have been

approved by the Illinois State Board of Education and are accredited by the National Council for the Accreditation of Teacher Education.

ADMISSION

1. Persons seeking admission to a graduate program in education must complete two separate applications, as follows:

- (a) to the Graduate School, as a classified student seeking a degree in a specific program in education; and
- (b) to the specific program in education.

Applicants may obtain the Graduate School application either from the Graduate School or from the School of Education. Both specific program application forms and Graduate School application forms are available in the Office of the Associate Dean in the School of Education.

2. After a faculty admissions committee in the specific program acts upon the application, the applicant is notified of the result. Official notification of admission comes from the Graduate School. Ordinarily, the procedure requires less than one academic term to complete.

Because requirements vary among programs, applicants should examine carefully the information that accompanies each program application. Persons seeking additional information about a particular program should contact the department offering the program. The location of each department may be obtained from the Office of the Dean of the School of Education, Building 3, Room 1125.

ADVISEMENT

Once admitted for study in a graduate program, students are assigned an adviser or advisory committee, depending upon the program. It is imperative that all students contact their advisers or the chairpersons of their committees immediately to plan their programs of study. When a program of study has been agreed upon, the adviser or committee chairperson formally endorses it and files it with the Associate Dean in the School of Education. Thereafter, students should consult regularly with their advisers about their academic progress, program changes, scheduling of final examinations, and other matters pertinent to their graduate programs and career plans.

ACCREDITATION

All master's and specialist's degree programs in education, and the Doctor of Education degree program, are fully accredited by the North Central Association of Colleges and Schools and the National Council for the

Accreditation of Teacher Education. The Illinois State Board of Education has approved the following programs leading to state certification: general supervisory, general administrative, superintendent (December, 1968); school business official (September, 1976); and special certificate in instructional media with optional supervisory endorsement.

RESEARCH AND INSTRUCTIONAL FACILITIES

The School of Education maintains a number of special research and instructional resources that support graduate study in education.

Practicum and laboratory facilities make possible realistic training experiences for teachers, clinical specialists, and administrators. Video equipment provides immediate playback for evaluation purposes, and one-way viewing rooms make it possible to monitor the performance of students and faculty as they practice or demonstrate techniques appropriate to specific professional roles. Special facilities are available that are appropriate for working with individual clients as well as with small and large groups. These resources are specially designed for particular research and instructional functions. The Reading Center, for example, is equipped with diagnostic and instructional materials for use in correcting reading disabilities. The physical facilities of each department include accommodations appropriate to the specialized needs of students in that department's programs. Computers and related equipment serve the needs of students and faculty interested in experimentation and statistical analysis.

STUDENT SUPPORT

A limited number of graduate assistantships and special awards are available to students. Applications may be obtained from the School of Education.

MASTER OF SCIENCE IN EDUCATION

The Master of Science in Education degree provides opportunity to study the educational process both as a general complex of phenomena and from the perspective of several specialized professional roles. Programs are offered which extend the knowledge and skills base of

elementary, secondary, physical education, and special education teachers. Other programs provide preparation in administration and supervision.

DEGREE REQUIREMENTS

A minimum program of 48 quarter hours of graduate credit is required of students who elect to write a thesis or research paper. Students who elect not to write a thesis or research paper must complete a minimum of 52 hours. In either case, credits to be counted toward the degree must comprise a planned program approved by the student's adviser. Any change in the plan of study must be reported on an amended plan of study form. At least half of the courses must be at the 500 level or above, and at least a 4.0 grade-point average ($A=5.0$) must be maintained for a work.

PROGRAM OF STUDY

The course work comprises the following three components: the general professional core (12 hours); the specialized professional area (16-28 hours); and the cognate area (12-20 hours). These three components are outlined in the following information.

- A. *The general professional core* is required for all students (12 hours)
 - Area I—Research (Education 501)
 - Area II—Developmental Psychology and Learning (Education 515)
 - Area III—Social Foundations (Foundations of Education 509 a or b)
- B. *The specialized professional area* (16-28 hours) This component consists of planned course work in one of the following areas: educational administration and supervision, elementary education, instructional technology, physical education, secondary education, or special education.
- C. *The cognate area* (12-20 hours or, in secondary education, 16-32 hours) In consultation with their advisers, students select course work related to their professional goals. In secondary education the cognate area consists of course work in the student's teaching field.

THESIS

The preparation of a thesis is optional. Students who elect to write a thesis should make the decision as early as possible, preferably at the time of initial program planning. Thesis preparation must follow pertinent Graduate School

policy. Students who elect not to write a thesis must meet the alternative requirements established for their programs. The initial program plan of each student must specify the option selected (thesis or non-thesis).

FINAL EXAMINATION

All candidates for this degree must pass a final examination. Since the form of the examination may vary among programs, students should consult with their advisers regarding the examination well in advance of the time when they expect to sit for the examination.

Specific programs leading to the Master of Science in Education degree are described on the next several pages under the titles of the majors.

SPECIALIST DEGREE AND DOCTOR OF EDUCATION

Requirements for the Specialist Degree and the Doctor of Education degree are described under the major.

GRADUATE SEQUENCES

Graduate sequences are groups of courses sharing a substantive relationship that have been developed especially for graduate students. Students should consult their advisers as to the acceptability of these courses in their programs.

ADULT EDUCATION

A group of adult education courses is offered for students who are interested in teaching in or administering educational programs for adults. Although these courses, listed under the prefix ADED, do not constitute an official specialization, students may accumulate up to 20 hours.

GERONTOLOGY

Gerontology is a field of study and practice which concerns itself with understanding the processes of aging and their consequences. It also encompasses teaching, research, and service which are directed to improving the

quality of life of older adults in our society. Through its gerontology program and All-University Committee on Gerontology, Southern Illinois University at Edwardsville provides interdisciplinary gerontological instruction, research, and service designed to address the service and policy needs of the rapidly expanding older population in the region, state, and nation.

While SIUE does not offer a graduate degree in gerontology, qualified students and community professionals may obtain a Graduate Certificate of Completion in Gerontology by successfully completing the interdisciplinary Graduate Sequence in Gerontology. In addition, there are other graduate level courses offered on aging in various academic units in the University. Students may develop further expertise in gerontology through practicum and internship experiences and thesis and dissertation research that focuses on a gerontological topic.

The gerontology sequence provides students and community professionals from diverse disciplinary backgrounds and professional programs with a working knowledge of the basic processes of aging; the needs, characteristics, and problems of the aging; and a practicum experience utilizing programs, agencies, and institutions serving the aging. Individuals who have completed the Gerontology Interdisciplinary Graduate Sequence are employed by a variety of agencies and organizations serving older persons. These agencies and organizations include area agencies on aging, business and industry, senior citizen centers, long-term care facilities, educational institutions, hospitals, mental health centers, social service organizations, nutrition sites for the elderly, hospice programs, retirement centers, local and state government, recreation programs, and churches and synagogues.

ADMISSION

Graduate students officially admitted and in good standing with the Graduate School may enroll in the courses in the gerontology sequence provided they have the approval of their degree program academic adviser and the gerontology program director. Community professionals with a minimum of a baccalaureate degree who are not planning to work toward a graduate degree may take the interdisciplinary Graduate Sequence in Gerontology upon admission to the Graduate School and with approval of the program director. Unclassified graduate students should seek the advice and approval of the program director prior to registration in any of the gerontology courses. Both certificate-seeking and non-certificate-seeking students should make an advisement appointment with the gerontology program director prior to registration in any of the gerontology courses.

50 Instructional Process

Each program of study has three components:

- A. General professional core (12 hours),
- B. Elementary education core (8 hours),
- C. Area of study and electives (32 hours).

The possession of a valid elementary or early childhood teaching certificate is a prerequisite to graduation.

THESIS

There is no thesis requirement for this degree; however, a student may elect to prepare a thesis. Students who wish to prepare a thesis refer to the "Thesis or Other Creative Effort" in Chapter 1 of this publication.

EXAMINATION

All candidates must pass a final examination which may be in the form of either a seminar in which the student presents and discusses a topic that has been studied on an independent basis or a written examination based on the content of courses taken. The examination is prepared by the student's advisory committee, which also evaluates and reports the results.

INSTRUCTIONAL PROCESS

DOCTOR OF EDUCATION

The School of Education offers a program leading to the degree of Doctor of Education in instructional process. The purpose of the program is to prepare educators to lead in the improvement of instruction. That improvement requires the contributions of individuals in a variety of professional roles: classroom teachers in all school levels and areas and administrators, supervisors, counselors, instructors, and other personnel in community colleges and other higher education institutions. To provide for the varying interests of students, three areas of study are offered within the context of the instructional process.

In addition to the following information, students should become familiar with general Graduate School policies governing doctoral programs. These policies are stated in Chapter 1 of this book under "Doctoral Degree, General Requirements."

AREAS OF STUDY

Curriculum and Instruction. This area provides the study of both subject matter and the process of instruction. It includes inquiry into the development, evaluation of teaching materials and the selection and organization of subject matter. It also includes inquiry into the nature of the teaching process, the strategies and technology of instruction, and relationships between teaching and learning.

Learning and Development. The area of learning and development encompasses studies of phenomena and those in which it can be observed that people learn at different rates, at different levels of complexity, in different modalities, and at different developmental levels. The emphasis is upon cognitive, affective, and psychomotor processes in relation to classroom instruction.

Organization and Leadership. This area includes the conceptual and practical basis of the management of the instructional process. It focuses upon the mobilization and supervision of the human and material resources to the instructional process. The emphasis is upon communication and coordination within the organization as the basis for managerial competence and leadership. Students may qualify for certification as administrators in Illinois and Missouri.

ADMISSION

Prospective students should file applications simultaneously with the Graduate School and the School of Education. Students are admitted to enrollment in the subsequent fall quarter of each year. Interviews for eligible candidates to begin in the fall are held in May. Because a limited number of students are admitted to each class, applicants are encouraged to submit all application materials as early as possible. *Applications must be on file in the Associate Dean's Office no later than April 30 for possible enrollment in the subsequent fall quarter.* At the time of application, applicants should indicate which of the three areas they plan to pursue.

The Ed.D. Admissions Committee takes into consideration the following factors in making admission decisions: the applicant's professional experience in education, previous academic record (grade-point average of at least 4.25 on a 5.0 scale), letters of recommendation, and performance on the verbal and quantitative portions of the general aptitude section of the Graduate Examination (GRE). It is expected that applicants will present a combined GRE score of at least 1,020. In some instances, applicants with lower scores may be considered for admission.

The Admissions Committee seeks evidence that, as a petitioner, each applicant has demonstrated both intellectual promise and commitment to the improvement of instruction. The applicant should have completed at least two years of successful experience in schools or other agencies and should present evidence of accomplishment in the course of that experience. Persons applying for this program should ordinarily hold or be eligible for a teaching license. They should have completed a bachelor's degree or a master's degree in a field generally included in public school curricula.

Prospective students may obtain the necessary application forms by writing or calling the Associate Dean of the School of Education.

ADMISSION

In order to remain in good standing while in the program and to graduate from the program, the student must maintain a cumulative grade-point average of 4.25. Students failing to maintain this average after 16 hours of course work earned after admission to the program will be placed on Scholastic Warning. The programs of study on Scholastic Warning will be reviewed after 32 hours of work taken after admission to the doctoral program. Students failing to maintain a 4.25 average at this time will be dropped from the program.

PROGRAM OF STUDY

The Doctor of Education program requires at least 108 hours of credit, 60 of which are earned in courses, 24 in internship, and 24 in dissertation. Up to 20 quarter hours of approved post-master's degree credit may be applied into the program.

The program provides opportunity to acquire knowledge and skills necessary to effect the improvement of instruction. Depending upon individual professional goals and interests, students may select one of two basic programs of study. The first alternative, Plan A, is offered to students who are interested in a general approach to instructional improvement. Plan A students are often teachers whose professional responsibilities include instructional development across teaching fields at various levels. The second alternative, Plan B, is offered for students who wish to incorporate advanced study in a discipline into their instructional process major.

Plan A and Plan B require a 12-hour core seminar in instructional process, which must be completed before students proceed into other aspects of the program. The seminar addresses three sets of issues that help to define the instructional process: curriculum

and instruction, learning and development, and organization and leadership.

Plan A students complete a 36-hour specialization, consisting of the 12-hour core seminar and 24 additional hours in at least two of the three definitive areas of study which correspond to the three core seminar topics. For example, even though a student may wish to focus on the area of curriculum and instruction, at least one course in either learning and development or in organization and leadership must be included in the student's program of study.

Plan B students complete a 44-hour specialization consisting of the 12-hour core seminar, up to 8 hours in the definitive areas of study, and from 24 to 32 hours in a teaching field.

Students also complete studies in contextual supporting work. Plan A requires 16 hours, 4 of which must be in education. Plan B requires 8 hours, all in the social and cultural context of education. Other program components, described below, are similar for both programs.

Research Methodology. The Ed.D. program requires at least one second-level course in statistics and one second-level course in research. If the student has not completed a first course in each area at the master's level, that work must be completed as a prerequisite.

Preliminary Examination and Candidacy. Students must be admitted to candidacy in order to undertake the internship and the dissertation. To attain candidacy, the student must successfully complete a preliminary examination on the specialization and the requirements in research methodology. When students have completed at least 44 hours of work, including all of the specialization and 8 hours of research methodology, they arrange through their advisory committees to sit for the preliminary examination. The examination, which consists of two parts, written and oral, is scheduled twice each year, winter and summer. Students must complete the required course work and write the preliminary examination within a period not to exceed five years from entry into the program.

Internship. All students complete an internship which requires the equivalent of one academic quarter of full-time work. Internships involve students in a specified educational assignment which is different from their regular duties and which is undertaken in a different educational agency. Varying according to the interests of students, the internships are planned jointly by the student, the student's advisory committee, and the host agency. The purpose is to demonstrate in a practical setting concepts acquired in the doctoral program.

Dissertation. Each student must complete a dissertation which has been approved by the student's dissertation committee, the Dean of the School of Education, and the Dean of the Graduate School. In order to undertake a dissertation, the student must successfully

present a dissertation proposal at a special seminar attended by graduate faculty and doctoral students. The student must defend the dissertation at a final oral examination. The oral examination is open to graduate faculty and doctoral students.

RESIDENCY REQUIREMENT

Students must meet the residency requirement by completing at least three academic quarters of full-time study on campus. The residency is to include completion of a minimum of 8 hours of course work each quarter and participation in educational activities planned by the School of Education, the advisory committee, and the student. Residency plans describing course work and planned activities must be completed and approved by the Dean of the School of Education and by the Graduate Dean prior to the academic terms in which the student registers for residency credit.

INSTRUCTIONAL TECHNOLOGY

The Department of Educational Leadership offers a program leading to the Master of Science in Education with a major in instructional technology. The program in instructional technology prepares individuals for a variety of instructional development and media-related positions in education and in other settings. A broad theoretical basis is integrated with laboratory and practical experiences to provide a well-rounded program for all students. Areas of emphasis within the instructional technology program are (1) library/media management, (2) instructional systems design, and (3) instructional media for classroom application.

The library/media management area of emphasis is specifically designed to enable persons to earn the Media Specialist Certificate (library/media) and/or the Media Supervisory Endorsement for public schools in Illinois. Requirements for Library/Media Certification for the State of Missouri can also be met through the program.

Persons entering instructional development positions outside the public school setting (community colleges, governmental agencies, business and industry) are especially encouraged to pursue studies with emphasis in instructional systems design. Greatly expanded educational functions in all of these settings provide a variety of career opportunities for persons with master's level preparation in instructional technology.

The area of emphasis in instructional media for

classroom application provides teachers an interesting program through which they can examine the potential for improvement of instruction through the development of innovative teaching/learning strategies and the application of instructional media.

ADMISSION

The general requirements for admission are the same as those for admission to the Graduate School. In addition to the general requirements, applicants must submit a minimum score from the Miller Analogies Test of 32 or higher. Applicants may be asked to arrange for a personal interview with the admissions committee.

ADVISORY COMMITTEE

An advisory committee consisting of three graduate faculty members is formulated for each student accepted into the program. The student has the prerogative of selecting the chairperson of this committee.

PROGRAM OF STUDY

All students must complete a minimum 52-quarter-hour program. Courses of study for the three areas of emphasis are as indicated below:

- A. General Professional Core (12 hours).
- B. Area of Emphasis (28 hours) to include:
 1. Library/Media—402, 403, 407, 408, 546, 555, 592.
 2. Instructional Systems Design—546, 555, 557, 557.
 3. Instructional Media for Classroom Application—445, 490, 546, 555.
- C. Electives and Cognate courses (12 hours).

THESIS

There is no thesis requirement for the degree; however, students complete a project to be selected from the alternatives specified by the program faculty.

EXAMINATION

All candidates must pass a final written and oral comprehensive examination. The nature and extent of the examination is determined by the student's area of emphasis and the advisory committee.

1-4 SEMINAR ON SELECTED ECONOMIC TOPICS. Directed study and analysis of theoretical and policy problems current to frontiers of economic analysis. Prerequisite: consent of instructor.

3-1 to 5 ECONOMIC READINGS: DEPENDENT STUDY AND RESEARCH. Economic topics of current interest. Study program planned in consultation with an economics instructor. Prerequisites: 501 and 502 and at least one course in the area of intended dependent study; also consent of instructor and chairperson.

4 THE METHODOLOGY OF ECONOMIC RESEARCH. Formulation and development of research project including hypothesis formulation, model development, hypothesis testing, presenting research results, and evaluating the research of others. Prerequisite: consent of instructor and chairperson.

1 to 9 THESIS. Maximum of 9 hours to be counted toward a master's degree. Prerequisite: consent of department chairperson and student's thesis advisory committee.

Education

(Instructional Process)

4 INTRODUCTION TO MICRO COMPUTERS IN EDUCATION. Hardware, software, and their use in education. Beginning and elementary programming.

4 COMPUTER APPLICATIONS FOR THE CLASSROOM. Introduces and builds skills in planning and implementing an integrated use of computers and educational software in elementary and secondary schools. Prerequisite: 491a or consent of instructor.

8 (4,4) PROGRAMMING MICROCOMPUTERS FOR COMPUTER-ASSISTED INSTRUCTION. Programming, design, development, style, and packaging of computer-assisted instruction programs. (a) Programming (b) Computer-assisted instruction. Prerequisite: for 491a.

(Core)

RESEARCH METHODS IN EDUCATION. Hypothesis formation and testing, measurement, sampling; analysis and critique of descriptive and experimental research. Knowledge of statistics is helpful and required.

515-4 THE LEARNER AND THE LEARNING PROCESS. Human development, principles of learning according to major theoretical perspectives; educational implications arising from relationships between development and learning. Core requirements in learning and development for all M.S. in Education majors. Prerequisite: an undergraduate course in educational psychology or its equivalent.

(Instructional Process)

600-12 (4,4,4) SEMINAR IN THE INSTRUCTIONAL PROCESS. Core seminar required of all Ed.D. students. (a) Learning and development; (b) Curriculum and instruction; (c) Organization and leadership. Must be taken in sequence. Prerequisite: admission to Ed.D. program.

605-4 PERSPECTIVES OF EDUCATIONAL HISTORY IN THE UNITED STATES. Divergent views, including traditional historical narrative, revisionist interpretations, and contra-revisionist criticism. Prerequisites: admission to the Ed.D. program and Foundations of Education 505 or its equivalent.

606-4 CLASSICAL LIBERAL IDEOLOGY—THE DOCTRINE OF EQUALITY OF OPPORTUNITY AND EDUCATIONAL POLICY. Contribution of classical liberal ideology to our current conception of equal opportunity, the examination of that conception and implications for educational and social policy. Prerequisites: admission to the Ed.D. program and Foundations of Education 509 or its equivalent.

611-4 INSTRUCTION AS SOCIAL EXCHANGE. Instruction defined as management and teaching. Centers for major concern are social control, cognitive discourse and teaching functions. Prerequisite: acceptance into doctoral program.

612-4 SEMINAR IN NONVERBAL BEHAVIOR IN THE INSTRUCTIONAL PROCESS. Non-verbal environment, instructor and learner variables and their interactive effects. Theoretical and applied orientations. Prerequisite: acceptance into doctoral program.

619-4 EDUCATIONAL STATISTICS AND EXPERIMENTAL DESIGN. Conceptual and procedural skills for design and statistical analysis of data for educational research and evaluation; statistical concepts relative to realistic problem applications. Prerequisites: course in statistics and/or research design, and admission to doctoral program.

620—4 ADVANCED EDUCATIONAL EVALUATION AND RESEARCH. Comparative analysis of evaluation models, instructional objectives and evaluation, measurement problems in evaluation, evaluation designs, sampling, strategies, analyzing evaluation data, reporting evaluation results. Prerequisites: 619 or equivalent, and admission to doctoral program.

630—4 COGNITIVE SCIENCE AND EDUCATIONAL PRACTICE. Contributions of psychology, linguistics, philosophy, anthropology, neuro-psychology, and artificial intelligence research will be examined. Emphasis will be placed on the implications for education. Prerequisite: admission to the Ed.D. program or consent of instructor

675—1 to 8 INDEPENDENT STUDY. Conducted in accordance with specific agreement with doctoral advisory committee. May be repeated to maximum of 8 hours. Prerequisite: admission to Ed.D. program.

680—1 to 4 ADVANCED SEMINAR. Varied content. Topics pertain to principal areas of study within the instructional process specializations: (a) teaching behaviors, (b) learning and development, (c) curriculum, (d) organization and leadership, (e) announced as needed and scheduled. May be repeated to maximum of 8 hours so long as topic is not repeated. Prerequisite: admission to Ed.D. program.

698—1 to 12 DOCTORAL INTERNSHIP. One quarter, full-time assignment in an educational agency in which student carries out specified responsibilities contributing to the educational functions of the agency. Interns attend a seminar during the internship to facilitate integration of the field experience with the academic component. Credit to be arranged. Prerequisites: admission to candidacy, consent of adviser.

699—0 to 12 DISSERTATION. Ed.D. candidates must complete an approved dissertation. This creative product may take various forms, but in general is not confined to the conventional research paradigms. May be repeated to a maximum of 36 hours. Prerequisites: admission to candidacy, appointment of dissertation director.

Educational Administration and Supervision

405—4 TEACHER'S ROLE IN EDUCATION MANAGEMENT. Concepts and principles which provide background for proactive participation in education management.

505—1 to 4 SELECTED TOPICS IN EDUCATIONAL ADMINISTRATION. Specialized course superintendents, principals, and supervisory personnel service needs are identified and topics having immediate implications for practitioners are analyzed. Majors count no more than 8 hours toward their degree. No may be repeated.

511—4 to 8 INTERNSHIP PRACTICUM. Structural assignment and responsibility in a school system, or related agency, under supervision of faculty adviser and cooperating official. May be repeated for total of 12 hours. Prerequisite: consent of department chairperson and adviser.

516—4 SCHOOL FUND ACCOUNTING. Principles and procedures for collecting, classifying and summarizing financial transactions of school systems.

519—4 LEGAL ENVIRONMENT OF EDUCATION. Sources of school law, laws governing public education, and locating and briefing court cases; emphasis on desegregation, employment, and dismissals. Prerequisite: 530 or concurrent enrollment.

520—4 SCHOOL LAW. State and Federal Constitutional statutes, charters, legal opinions, regulatory rules and decisions of courts of last resort as they apply to education.

524—4 INTRODUCTION TO ADMINISTRATIVE EDUCATION. Overview; concepts and techniques common to all organizations and those unique to education.

525—4 SCHOOL PERSONNEL ADMINISTRATION. Theories and practices as related to employment, orientation, salary programs, assignment, in-service education, welfare programs, tenure, dismissals, and negotiations. Prerequisite: advanced standing.

526—4 PLANNING FOR EDUCATION. Application of major components of educational planning; technology of planning in a "real-world" setting. Prerequisite: 4 or concurrent enrollment.

528—4 PROGRAM DEVELOPMENT. American educational system and relationship to the culture which it serves. Psychological and sociological factors affecting programming decisions. Prerequisite: 526 or concurrent enrollment.

530—4 EVALUATION IN EDUCATION. Major components of educational evaluation; technology of evaluation. Prerequisite: 528 or concurrent enrollment.

July 8, 1993

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ABOLITION OF THE MASTER OF SCIENCE DEGREE IN STATISTICS,
DEPARTMENT OF MATHEMATICS, COLLEGE OF SCIENCE, SIUC

Summary

This matter proposes abolition of the Master of Science degree in Statistics, Department of Mathematics, College of Science, SIUC.

Rationale for Adoption

Student demand for the Master of Science degree in Statistics has never been strong. During the 1988-92 period, no more than six and as few as three students per year majored in statistics at the master's level. There have only been four degrees in this program during the past five years, and this can be more than adequately handled within the present master's program in the Department of Mathematics. The department offers both the Master of Science and Master of Arts degree in Mathematics.

Considerations Against Adoption

None.

Constituency Involvement

This action is supported by the Dean of the College of Science, the Graduate Council, the Vice-President for Academic Affairs and Provost, and the President of SIUC.

Resolution

BE IT RESOLVED, By the Board of Trustees of Southern Illinois University in regular meeting assembled, That the Master of Science degree in Statistics be and is hereby abolished; and

BE IT FURTHER RESOLVED, That the Chancellor of Southern Illinois University is authorized to take those actions necessary to implement the abolition without further action by the Board.

ABOLITION OF THE MASTER OF SCIENCE DEGREE IN STATISTICS,
DEPARTMENT OF MATHEMATICS, COLLEGE OF SCIENCE, SIUC

I. Program Inventory Data

<u>CIPS Code</u>	<u>Major</u>	<u>Degree</u>	<u>Unit</u>
A. Current			
27.0101	Mathematics	M.A., M.S.	College of Science
27.0501	Statistics	M.S.	College of Science
B. Proposed			
27.0101	Mathematics	M.A., M.S.	College of Science

II. Reason for proposed action.

Student demand for the Master of Science degree in Statistics has never been strong. During the 1988-92 period, no more than six and as few as three students per year majored in statistics at the master's level. There have only been four degrees in this program during the past five years, and this can be more than adequately handled within the present master's program in the Department of Mathematics. The department offers both the Master of Science and Master of Arts degrees in Mathematics.

III. Anticipated budgetary effects.

FY-94 and long-term savings are approximately \$4,500.00.

IV. Arrangements to be made for (a) affected faculty, staff, and students and (b) affected equipment and physical facilities.

There will be no difficulties relative to faculty and staff assignments. Those students who have chosen the M.S. in Statistics will be allowed to complete their degree program. Neither equipment nor physical facilities will be affected by the proposed abolition.

V. Will other educational units, curricula, or degrees be affected by this action?

No other educational units, curricula, or degrees will be affected by the abolition of the M.S. in Statistics degree.

VI. Any other relevant information.

None.

July 8, 1993

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VII. Catalog copy to be added or deleted.

See attachment.

VIII. The requested effective date of implementation.

As soon as possible.

Chapter 2

techniques. Students are encouraged to join the Linguistic Society of America or the Phi Kappa Phi Honor Society. Students will be allowed for course work success.

Students with a major in applied linguistics are required for 3 to 6 credit hours in this area. Students with a graduate adviser, shall consist of a chair and 2 other faculty members; the executive committee of the department; the thesis committee. The members of the Department of Linguistics. Members may be from outside the department. Approved by the Graduate School and any report must submit a copy of the thesis to the department.

Students must demonstrate current proficiency in a language or the equivalent of the proficiency of course work. Such proficiency is demonstrated by the appropriate FL 488b test score of 500 on any option of the Graduate School Educational Testing Service.

Manufacturing Systems

The Department of Manufacturing Science and Technology offers a degree in manufacturing engineering and technology. The objective of the program is to prepare graduates who can design and manufacture products and to increase productivity and improve quality. Research areas available in manufacturing include: computer applications, robotics, and manufacturing systems. Students with baccalaureate degrees in engineering or science have continuing education opportunity for a master's degree. Students who wish to expand their education in the

department are accepted by the Graduate School and the Department. Students could possess a bachelor's degree with a GPA of no less than 3.0/4.0. A student may be required to take additional courses as determined by the technology graduate program.

Students must complete a minimum of 30 semester hours of course work, of which 15 hours must be in manufacturing systems.

Students must have 6 semester hours of credit, including a comprehensive examination covering all of the student's coursework.

In addition, students must complete the following requirements:

ness

Academic Programs

MFGS 510-3 Recent Advances in Quality Assurance

MFGS 520-3 Computer-Aided Manufacturing II

MFGS 540-3 Product Reliability Theory

MFGS 560-3 Automated Factory Technology

A program of study including the above required courses (15 semester hours), the master's thesis (6 semester hours), and the remaining 9 semester hours must be selected by the graduate adviser and the student.

If a student prefers the non-thesis option, a minimum of 36 semester hours of acceptable graduate credit including the 15 semester hours of core courses is required. The student is expected to take at least 21 semester hours within the major department including no more than 3 semester hours of MFGS 592 devoted to the preparation of a research paper. In addition, each candidate is required to pass a written comprehensive examination.

Each student will select a minimum of 3 technology graduate faculty members to serve as a graduate committee, subject to approval of the director of the graduate program. The committee will:

1. approve the student's program of study,
2. approve the student's research paper topic,
3. approve the completed research paper, and
4. administer and approve the written comprehensive examination.

Additional Information

Teaching or research assistantships and fellowships are available for qualified applicants. Additional information about programs, courses, assistantships and fellowships may be obtained from the College of Engineering and Technology or from the chair of the department.

Mathematics

Graduate work in mathematics is offered leading to the Master of Science in Mathematics, Master of Arts, and Doctor of Philosophy degrees in mathematics and the Master of Science degree in statistics. Students interested in the teaching of mathematics may select a minor concentration in education within the Master of Science degree in mathematics. Minor work for graduate degrees in other fields, with a low for a minor, is also offered.

Acceptance for graduate study in mathematics and subsequent continuation of the graduate program are at the discretion of the Department of Mathematics provided that the student has been admitted to the Graduate School and meets the retention standards of the Graduate School. In addition to general regulations, and requirements of the Graduate School, the following special requirements pertain to the degrees available in mathematics.

Master of Science Degree in Mathematics

Students will be considered for acceptance into the M.S. degree in mathematics program if they have completed an undergraduate major in mathematics and a strong undergraduate minor in mathematics together with a major in a related discipline.

Once accepted, the requirements are as follows:

1. The candidate must complete a total of at least 30 semester hours of graduate credit approved by the graduate advisor of which 15 hours must be at the 500 level and at least 21 hours must be in courses (exclusive of MFGS 417, 458, 511, 592) offered by the Department of Mathematics. A minor concentration may be taken outside of the department if approved by the graduate adviser during the student's first semester in the master's program.

Graduate Catalog

Chapter 2

A candidate's program must include at least one 400- or 500-level course in each of 4 of the following areas: (1) pure and applied algebra; (2) pure analysis; (3) applied analysis; (4) geometry and topology; (5) probability and statistics. This requirement may be met in whole or in part by means of equivalent courses taken elsewhere prior to acceptance for graduate study in the department.

A candidate must prepare a research paper or thesis (3 hours credit in MATH 595 or 599) under the supervision of a research adviser and two other faculty members from the department. This committee will be appointed by the graduate adviser after consultation with all those involved. A candidate must demonstrate satisfactory performance on a final oral examination covering the graduate course work and the research paper or thesis. This examination will be conducted by the 3 members of the candidate's committee and moderated by the research adviser. The student will take the examination if the research adviser and at least 1 of the other 2 committee members so agree.

Science Degree in Statistics

A candidate will be considered for acceptance into the M.S. degree in statistics if they have completed an undergraduate major in either statistics or physics or a strong undergraduate minor in mathematics together with a closely related discipline.

Once accepted, the requirements are as follows:

A candidate must complete a total of at least 30 semester hours of graduate credit of which at least 15 must be at the 500 level, at least 21 must be courses (exclusive of 400, 417, 458, 511, 592) offered by the Department of Mathematics, and at least 6 in an approved minor area outside the department. This minor concentration must be approved by the graduate adviser during the student's first semester in the master's program. A candidate's program must include:

- mathematics: Any two of 452, 450, 455,
- statistical theory: 480 or 483, and 580.
- statistical methods: 484 and at least 3 hours chosen from 473, 481, 483, or 583. This requirement may be met in whole or in part by means of equivalent courses taken elsewhere prior to acceptance for graduate study in the department.

A candidate must demonstrate proficiency in Fortran or Pascal computer programming. This can be satisfied either by obtaining a letter grade of B or better in an appropriate course or by passing an examination given by the Department of Mathematics.

A candidate must prepare a research paper or thesis (3 hours credit in MATH 595 or 599) under the supervision of a research adviser and two other faculty members from the department. This committee will be appointed by the graduate adviser after consultation with all those involved. A candidate must demonstrate satisfactory performance on a final oral examination covering the graduate course work and the research paper or thesis. This examination will be given by the 3 members of the candidate's committee and chaired by the research adviser.

M.A. Degree in Mathematics

A candidate will be considered for acceptance into the M.A. degree in mathematics if they have completed with distinction the equivalent of a strong undergraduate major in mathematics. Once accepted, the requirements are as follows:

A candidate must complete a total of 30 semester hours of graduate level mathematics courses of which at least 15 must be at the 500 level.

Academic Programs

2. The candidate must complete with distinction the first two semesters of courses MATH 419, 421, 433, 452, 454, 519, 530, 555. This requirement may be met in whole or in part by means of equivalent courses taken elsewhere prior to acceptance for graduate study.
3. The candidate must demonstrate proficiency in French, German, or Russian by passing a grade of B or better the research examination of Foreign Languages and Literatures, or by passing an examination given by the Department of Foreign Languages and Literatures at Princeton, NJ, or by passing a similar examination given by a member from the Department of the thesis adviser.
4. The candidate must prepare a thesis under the supervision of a thesis adviser. This committee will be appointed by the thesis adviser after consultation with all those involved.
5. The candidate must demonstrate satisfactory performance on an examination covering the graduate work and the thesis. This examination will be given by the 3 members of the candidate's committee and chaired by the thesis adviser. The student will take the examination if the thesis adviser and at least 1 of the other 2 committee members so agree.

Doctor of Philosophy Degree

Students will be considered for acceptance into the Ph.D. program if they have completed with distinction a graduate program in mathematics, statistical evidence of outstanding scholarly achievement (e.g., a first-class honors thesis or an advanced section of the Graduate Research Papers of high quality) will lend weight to a candidate's application. A candidate must have completed 419, 421, 433, and 580 in the doctoral program.

Once admitted, the requirements are as follows:

1. The candidate must pass the departmental examination in the first semester of the February following the start of the program. This qualifying examination in Mathematics, February and September, covers 3 courses with a regularly scheduled 500 level examination with the graduate adviser which they are to be examined, with 530, 580 including at least one of the courses chosen from the list of four. The candidate must complete the major area discussed in the examination with a grade of B or better. This requirement may be met in whole or in part by means of equivalent courses taken elsewhere prior to acceptance for graduate study. A candidate must demonstrate satisfactory performance on a final oral examination covering the graduate course work and the research paper or thesis. This examination will be given by the 3 members of the candidate's committee and chaired by the research adviser.
2. The candidate must demonstrate the ability to read mathematics in any language. This may be satisfied by passing a grade of B or better the research examination of Foreign Languages and Literatures, or by passing an examination given by the Department of Foreign Languages and Literatures at Princeton, NJ, or by passing a similar examination given by a member from the Department of the thesis adviser. A proficiency in computer programming is also required.

Chapter 2

clude at least one 400- or 500-level course as: (1) pure and applied algebra; (2) pure geometry and topology; (5) probability and statistics. This requirement may be met in whole or in part by means of a research paper or thesis given prior to acceptance for graduate study

research paper or thesis (3 hours credit in the supervision of a research adviser and two other faculty members of the department. This committee will be appointed after consultation with all those involved. The student must demonstrate satisfactory performance on a final oral examination covering the course work and the research paper or thesis given by the 3 members of the committee chaired by the research adviser. The student will pass the examination if approved by the research adviser and at least 1 of the other 2 committee members so agreed.

Statistics

Acceptance into the M.S. degree in statistics requires a graduate major in either statistics or mathematics and a minor in mathematics together with a grade of B or better in each of the following:

total of at least 30 semester hours of graduate work at the 500 level, at least 21 must be in MATH 458, 511, 592 offered by the Department of Mathematics or in an approved minor area outside the department. The student must be approved by the graduate adviser in the master's program. The student must include:

MATH 452, 450, 455,

MATH 483, and 580.

and at least 3 hours chosen from 473, 481, 482, 483, and 580. This requirement may be met in whole or in part by means of a research paper or thesis given elsewhere prior to acceptance for graduate study.

The student must demonstrate proficiency in Fortran or Pascal computer programming as evidenced either by obtaining a letter grade of B or better in the course or by passing an examination given by the research adviser.

research paper or thesis (3 hours credit in the supervision of a research adviser and two other faculty members of the department. This committee will be appointed after consultation with all those involved. The student must demonstrate satisfactory performance on a final oral examination covering the course work and the research paper or thesis given by the 3 members of the committee chaired by the research adviser. The student will pass the examination if approved by the research adviser and at least 1 of the other 2 committee members so agreed.

Mathematics

Acceptance into the M.A. degree in mathematics requires a distinction on the equivalent of a strong undergraduate grade of B or better. Once accepted, the requirements are as follows:

total of 30 semester hours of graduate level work, at least 15 must be at the 500 level.

Academic Programs

Mathematics

- The candidate must complete with a grade of B or better each of the following courses: MATH 419, 421, 433, 452, and at least 3 of the courses MATH 519, 530, 555. This requirement may be met in whole or in part by means of equivalent courses taken elsewhere.
- The candidate must demonstrate the ability to read mathematical literature in French, German, or Russian. This may be certified by passing with a grade of B or better the research tool course 488 offered by the Department of Foreign Languages and Literatures, by passing with a score of 465 or better an examination given by the Educational Testing Service of Princeton, NJ, or by passing a suitable examination given by a faculty member from the Department of Mathematics who has been appointed by the graduate adviser.
- The candidate must prepare a thesis (3 hours credit in MATH 599) in the supervision of a thesis adviser and 2 other faculty members from the department. This committee will be appointed by the graduate adviser after consultation with all those involved.
- The candidate must demonstrate satisfactory performance on a final oral examination covering the graduate course work and the thesis. This examination will be given by the 3 members of the candidate's committee chaired by the thesis adviser. The student will pass the examination if approved by the thesis adviser and at least 1 of the other 2 committee members so agreed.

Doctor of Philosophy Degree

Students will be considered for acceptance into the doctoral program if they have completed with distinction a graduate program comparable to that required for a master's degree in mathematics, statistics, or computer science at SIUC. Additional evidence of outstanding scholarly ability or achievement (e.g., a high score on the advanced section of the Graduate Record Examination or published research papers of high quality) will lend strength to the application. Students must have completed 419, 421, 433, and 452 or their equivalent before entering the doctoral program.

Once admitted, the requirements are as follows:

- The candidate must pass the departmental qualifying examination at the end of the February following the second fall semester in the doctoral program. This qualifying examination, which is given twice annually in February and September, covers 3 areas each of which is commensurate with a regularly scheduled 500 level graduate course at SIUC. After consultation with the graduate adviser candidates will choose the 3 areas in which they are to be examined, with 2 of 3 chosen from MATH 519, 530, 580 including at least one of 501 and 519. The coursework for the courses chosen from the list of four above will not be counted toward completing the major area discussed in 3. below. The third area normatively corresponds to another regularly scheduled 500 level mathematics course with the approval of the graduate adviser the third area may be chosen from a related field outside the department. A candidate who fails to pass the qualifying examination within the allotted time will be dropped from the doctoral program.
- The candidate must demonstrate competence with two research papers in the ability to read mathematics in any one of the languages French, German, or Russian serves as a tool. This may be certified by passing with a grade of B or better the research tool course 488 offered by the Department of Foreign Languages and Literatures, by passing with a score of 465 or better an examination given by the Educational Testing Service of Princeton, NJ, or by passing a suitable examination given by a faculty member from the Department of Mathematics who has been appointed by the graduate adviser. A proficiency in computer programming will also serve as a research paper.

ABOLITION OF THE MASTER OF ARTS DEGREE IN ZOOLOGY,
DEPARTMENT OF ZOOLOGY, COLLEGE OF SCIENCE, SIUC

Summary

This matter proposes abolition of the Master of Arts degree in Zoology, Department of Zoology, College of Science, SIUC.

Rationale for Adoption

Student demand for the Master of Arts degree in Zoology remains low. Because scientific information has more than doubled in the last few years, the demand on graduate training has been enhanced. The M.S. degree has become the degree of choice allowing easier entrance to a doctoral program or the possibility of employment. It seems reasonable to drop the M.A. degree so that full attention is focused on the M.S. degree.

There is little cost savings associated with this action, since there is no anticipated decline in the total number of master's students and hence no decline in the number of faculty required to maintain the master's program.

Considerations Against Adoption

None.

Constituency Involvement

This action is supported by the Dean of the College of Science, the Graduate Council, the Vice-President for Academic Affairs and Provost, and the President of SIUC.

Resolution

BE IT RESOLVED, By the Board of Trustees of Southern Illinois University in regular meeting assembled, That the Master of Arts degree in Zoology be and is hereby abolished; and

BE IT FURTHER RESOLVED, That the Chancellor of Southern Illinois University is authorized to take those actions necessary to implement the abolition without further action by the Board.

ABOLITION OF THE MASTER OF ARTS DEGREE IN ZOOLOGY,
DEPARTMENT OF ZOOLOGY, COLLEGE OF SCIENCE, SIUC

I. Program Inventory Data

<u>CIPS Code</u>	<u>Major</u>	<u>Degree</u>	<u>Unit</u>
A. Current			
26.0701	Zoology	M.A., M.S.	College of Science
B. Proposed			
26.0701	Zoology	M.S.	College of Science

II. Reason for proposed action.

Student demand for the Master of Arts degree in Zoology remains low. In this era of advanced scientific demand, the M.S. degree is the more popular choice since it enhances the ability of the student to enter a doctoral program. It seems reasonable to drop the M.A. degree so that more attention is focused on the M.S. degree. No tenured faculty member will be affected by this proposed abolition.

III. Anticipated budgetary effects.

Minimal cost savings are foreseen as a result of the projected abolition.

IV. Arrangements to be made for (a) affected faculty, staff, and students and (b) affected equipment and physical facilities.

There will be no difficulties relative to faculty and staff assignments. Those students presently involved in the M.A. degree will be allowed to complete their degree program. Neither equipment nor physical facilities will be affected by the proposed abolition.

V. Will other educational units, curricula, or degrees be affected by the action?

No other educational units, curricula, or degrees will be affected by the abolition of the M.A. degree.

VI. Any other relevant information.

None.

VII. Catalog copy to be added or deleted.

See attachment.

VIII. The requested effective date of implementation.

As soon as possible.

Chapter 2

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Academic Programs

edge, experience, and interests in the fields of: (a) vocational and technical education, (b) career education, (c) employment and training, or related fields. Even though many students who enter the program have a specific service area identity (e.g., agriculture education, business education, health occupations education, home economics education, industrial education), the degree is not awarded in a service area specialty.

Within the vocational education studies concentration a student may select one of three areas of specialization: (a) management, (b) professional development, or (c) research. The specialty area should be chosen based on the student's background, interests, and future career goals.

Persons seeking admission to the program must meet all requirements for admission established by (a) the Graduate School of the University, (b) the College of Education, and (c) the Department of Vocational Education Studies. It is required that applicants possess a background of academic and professional experience which will provide a basis for advanced study and research. More specifically, the program is designed for individuals with a background and experience in teaching, program administration, or training and development. Admission to the concentration is determined by a screening committee composed of a minimum of three members of the graduate faculty of the Department of Vocational Education Studies.

The program of study consists of 64 hours beyond the master's degree and includes an 8-hour professional seminar sequence in the College of Education, a 15-hour departmental core, 17 hours of supportive studies which may include an internship, research tool competence, and 24 hours of dissertation credit.

Zoology

The Department of Zoology's teaching and research programs are supported by appropriate courses, equipment, and facilities in a modern life science building. Available are an electron microscope complex, a centralized animal holding unit, a variety of sophisticated computer facilities, shops for design and construction of research equipment, Morris Library with approximately 1.8 million volumes, specialized research laboratories, and significant research collections. In proximity to the central campus are experimental ponds, wildlife enclosures, and natural laboratories. The Cooperative Fisheries and Wildlife Research laboratories, closely allied with the Department of Zoology, make important contributions to research facilities and research appointments for graduate students. The geographic location, physiographic features, and prevailing land use practices of southern Illinois and adjacent states offer unequalled opportunities for the use of natural and man-made environments in teaching and research. Of special value are the numerous refuges and parks, a national forest, large acreages of surface-mined lands, and a variety of streams and lakes. The Department of Zoology offers the ~~Master of Arts~~, Master of Science, and the Doctor of Philosophy degrees. These degrees are awarded on the basis of demonstrated scholarship and the ability to organize, conduct, and report original research. Opportunities are available for experience in teaching and research.

Admission

Applicants for all graduate degrees must fulfill the requirements of the Graduate School.

Applicants for the master's degree must possess the following academic background: 24 semester hours in courses covering the basic principles of zoology; one year of college chemistry (organic or biochemistry is also desirable); one year of college mathematics including college algebra and trigonometry (calculus and

statistics are desirable). A grade point average of 2.70 (A = 4.0) or above. Applicants with less than 2.70 will be considered on individual merit.

Applicants for the doctoral degree must demonstrate a sound background of academic training in the animal sciences; hold a master's degree or its equivalent and have a grade point average in graduate work of 3.25 or above. Accelerated entry after one semester in a master's degree program is possible for students demonstrating exceptional potential.

Inquiries should be directed to the director of graduate studies in zoology. Separate applications must be made to the Graduate School and to the Department of Zoology. A completed departmental application for admission includes: departmental application form, transcript of all previous college credits, scores from the aptitude test of the Graduate Record Examination, and three letters of evaluation relative to professional and academic competence. All applicants will be notified of the action taken on their application by the director of graduate studies in zoology.

Advisement

Following admission to the department, and prior to registration, a student should consult appropriate faculty (representing student's area of interest) or the director of graduate studies in zoology for assistance in registration. Each student must arrange with a faculty member to serve as an adviser no later than the end of the first semester of registration in the program. A change in the adviser will be coordinated by the director of graduate studies in zoology at the request of the student and with the approval of the current and prospective professors.

Following selection and approval of an adviser, an advisory and research committee is to be recommended to the director of graduate studies in zoology for approval by the graduate dean. For the master's degree, the committee shall consist of a minimum of three members, one of whom may be from outside the department, with the adviser serving as chair.

For the doctoral degree the advisory and research committee shall consist of five faculty members, one of whom must be from outside of the department. The adviser shall serve as chair.

A program of course work and research tools as required must be approved by the advisory and research committee, and made a part of the student's departmental file no later than the first week of the second semester of registration in the program.

A research plan approved by the student's advisory and research committee must be placed in the student's departmental file prior to registration for ZOOL 598, 599, or 600 and no later than the end of the second semester of registration in the program.

While pursuing the completion of degree requirements, continuous registration is expected until such time as the degree has been completed. The number of hours required per session will reflect the extent of the demand for use of time and University and department facilities and academic personnel.

Academic Credit

Audited courses may not be counted toward completion of minimum hour requirements toward the degree. No course with a grade below C will fulfill minimal requirements of the degree. A petition for the use of transfer credits must be approved by the student's advisory and research committee and submitted to the director of graduate studies in zoology for forwarding to the dean of the Graduate School for approval.

Academic Programs

Master of Science Degree

A minimum of 30 hours of graduate credit including at least 18 hours ZOOL 599.

In addition, one of the following: completion of FL 488 with a grade of C or better on a proficiency exam, or two semesters of graduate work in science, mathematics, biochemistry, or statistics.

A thesis embodying results of the research is required.

Master of Arts Degree

A minimum of 38 hours of graduate credit including at least 24 hours ZOOL 598. A research paper must be written, analyzed, and reported. A research problem is acceptable. Research problem is acceptable. Research problem is acceptable. Research problem is acceptable.

Required Level of Performance: A minimum grade point average of at least 3.0 in all graduate level work, and a minimum requirement will result in graduation. A grade of C or better in all graduate level work is required to remove deficiencies.

Final Examination.

1. Each candidate for a master's degree must take the examination two weeks before graduation.
2. The examination consists of:
 - a. Presentation of the thesis.
 - b. A closed session of the committee following the presentation.

Graduation. Candidates for the master's degree must follow Graduate School procedures and regulations for graduation.

The Ph.D. Degree

There is no minimal credit requirement for the Ph.D. degree. The student's adviser prepares a program of study in areas of deficiency, and the student must complete the program when approved by the director of graduate studies in zoology.

Acceptable tools include: statistics, biochemistry, and mathematics, and, however, one tool with exception by the student's committee may qualify in a foreign language or a score of at least 465 on the GRE. A student must have course GUID 506 and 507. In consultation with the following: 129, 215, 222.

70 ($A = 4.0$) or above. Individual merit.

rate a sound background of master's degree or its equivalent of 3.25 or above. Accelerated program is possible for stu-

graduate studies in zoology. Graduate School and to the Department for admission includes: previous college credits, scores on entrance exam, and three letters of recommendation. All applicants will be reviewed by the director of graduate

to registration, a student (student's area of interest) or advisor must be in place at the time of registration. Each student must have an advisor no later than the time of registration. A change in the advisor must be reported to the director of graduate studies in zoology at the time of registration and prospective pro-

an advisory and research committee for graduate studies in zoology. The committee shall be composed of members who may be from outside the

committee shall consist of members from the department. The

required must be approved by the director of the student's department. The committee must be organized by the end of the first semester of registration in

and research committee must be organized by the end of the first semester of registration for ZOOLOGY 598 and the second semester of registration

ents, continuous registration must be completed. The number of students must meet the demand for use of time by the department personnel.

on of minimum hour requirement below C will fulfill minimum hour requirement. Transfer credits must be documented and submitted to the director of graduate studies and to the dean of the Gradu-

Master of Science Degree

A minimum of 30 hours of graduate credit is required beyond the bachelor's degree including at least 18 hours of formal course work in Zoology and 6 hours of ZOOLOGY 599.

In addition, one of the following tools is required: a foreign language either by completion of FL 488 with a grade of A or B or a score of at least 465 on the ETS proficiency exam, or two semesters of one of the following: statistics, computer science, mathematics, biochemistry, or biotechnology.

A thesis embodying results and analysis of original research and a final examination are required.

Master of Arts Degree

A minimum of 38 hours of graduate credit is required beyond the bachelor's degree including at least 24 hours of formal course work in zoology, and 2 hours of ZOOLOGY 598. A research paper demonstrating the ability of the student to collect and analyze data and report results in a scientific manner is required. A library research problem is acceptable but must include an original contribution in the form of correlations and interpretations. A final examination is required.

Required Level of Performance in Master's Degree Program. A cumulative grade point average of at least 3.0 must be attained during the first two semesters in all graduate level work, and must be maintained thereafter. Failure to meet this requirement will result in loss of any financial support provided by the department. A grade of C or better must be earned in all background (undergraduate) courses to remove deficiencies.

Final Examination.

1. Each candidate for a master's degree is required to pass a final examination. The examination will be oral and should be taken no later than four weeks before graduation.
2. The examination consists of two parts:
 - a. Presentation of the results of the research in a seminar.
 - b. A closed session of inquiry by the student's advisory and research committee following the seminar.

Graduation. Candidates for a master's degree must follow and fulfill all Graduate School procedures and requirements for processing one's application for graduation.

The Ph.D. Degree

There is no minimal credit hour requirement beyond the Graduate School's residency and dissertation hour requirements. A student in consultation with an advisor prepares a program of study including courses in the major, in the minor, in areas of deficiency, and to complete the research tool requirement. This program when approved by the student's advisory and research committee is filed with the director of graduate studies in zoology.

Acceptable tools include foreign language, statistics, computer science, mathematics, biochemistry, and biotechnology. Normally two tools are required; however, one tool with exceptional expertise may satisfy the requirement if approved by the student's committee (exception: English as a second language). A student may qualify in a foreign language by completion of FL 488 with a grade of A or B or a score of at least 465 on the ETS proficiency exam. To qualify in statistics, a student must have course work through multiple regression analysis, which is GUID 506 and 507. In computer science a student should take CS 200 and one of the following: 129, 215, 220, and 470. For the tool requirements in mathematics,

ABOLITION OF THE MASTER OF ARTS DEGREE IN PLANT
BIOLOGY, DEPARTMENT OF PLANT BIOLOGY, COLLEGE OF
SCIENCE, SIUC

Summary

This matter proposes abolition of the Master of Arts degree in Plant Biology, Department of Plant Biology, College of Science, SIUC.

Rationale for Adoption

Student demand for the Master of Arts degree in Plant Biology has continually decreased over the last five years. During the 1988-92 period, no more than seven and as few as two students per year enrolled in this program. It seems reasonable to drop the M.A. degree so that all attention is focused on the M.S. degree.

There is little cost savings associated with this action since there is no anticipated decline in the total number of master's degree students and no decline in the number of faculty required to maintain the program.

Considerations Against Adoption

None.

Constituency Involvement

This action is supported by the Dean of the College of Science, the Graduate Council, the Vice-President for Academic Affairs and Provost, and the President of SIUC.

Resolution

BE IT RESOLVED, By the Board of Trustees of Southern Illinois University in regular meeting assembled, That the Master of Arts degree in Plant Biology be and is hereby abolished; and

BE IT FURTHER RESOLVED, That the Chancellor of Southern Illinois University is authorized to take those actions necessary to implement the abolition without further action by the Board.

ABOLITION OF THE MASTER OF ARTS DEGREE IN PLANT BIOLOGY,
DEPARTMENT OF PLANT BIOLOGY, COLLEGE OF SCIENCE, SIUC

I. Program Inventory Data

<u>CIPS Code</u>	<u>Major</u>	<u>Degree</u>	<u>Unit</u>
A. Current			
26.0301	Plant Biology	M.A., M.S.	College of Science
B. Proposed			
26.0301	Plant Biology	M.S.	College of Science

II. Reason for proposed action.

Student demand for the Master of Arts degree in Plant Biology reveals a continuing decrease over the last five years. Enrollment data reveals seven students for 1988, four students for 1989, four students for 1990, two students for 1991, and two students for 1992. It seems reasonable to drop the M.A. degree so that all attention is focused on the M.S. degree.

III. Anticipated budgetary effects.

Minimal savings are anticipated.

IV. Arrangements to be made for (a) affected faculty, staff, and students; and (b) affected equipment and physical facilities.

There will be no difficulty relative to faculty and staff assignments. Students who have selected the M.A. degree will be allowed to complete their degree program. No equipment or physical facilities will be affected by the proposed abolition.

V. Will other educational units, curricula, or degrees be affected by this action?

No other educational units, curricula, or degrees will be affected by the abolition of the M.A. degree.

VI. Any other relevant information.

None.

VII. Catalog copy to be added or deleted.

See attachment.

VIII. The requested effective date of implementation.

As soon as possible.

calculus and physical chemistry. Students with prior training in chemistry, physics, engineering, computer sciences, etc., can usually expect to spend some additional time acquiring the requisite biological sciences background.

For admission to doctoral candidacy, the doctoral student should have completed a reasonably broad spectrum of courses offered by the department, should have acquired a competence in two of the research tools mentioned above, and must have successfully passed a written preliminary examination.

Ordinarily, doctoral students should expect to spend a minimum of three years beyond the bachelor's degree or two years beyond the master's degree, in residence. They will be required to present an acceptable dissertation describing original research performed with minimal supervision and deemed by their graduate committee to be of such quality as to merit publication in the refereed literature of the field. A final oral examination will be held over the field of the dissertation.

Plant Biology

The Department of Plant Biology offers a well-balanced graduate program leading to the degrees of ~~Master of Arts~~, Master of Science, Master of Science in biological sciences, Master of Science in Education in biological sciences, and the Doctor of Philosophy.

The areas of emphasis are those of the broadly diversified faculty which characterizes the department and faculty members of other departments who participate in joint programs. All areas of plant biology are represented. The departmental master's programs and the doctoral program are based on a combination of course work and research. An advisory committee of faculty members from plant biology and other selected departments is responsible for the degree program of the individual student. At some stage in their overall programs, all students granted a degree will have completed training equivalent to one or more courses in each of six areas of plant biology (morphology, anatomy, taxonomy, genetics, plant physiology, and ecology).

The Department of Plant Biology is housed in modern facilities in the Life Science II building. Each faculty member provides laboratory facilities for the students as part of the research program, and the department provides centralized facilities, including a growth chamber suite, herbarium, greenhouse complex, and field stations. Several University-owned field station facilities are located in southern Illinois, and University-affiliated field programs are carried out in the British Virgin Islands. Excellent cooperative research arrangements are available with other departments for such activities as electron microscopy, chemical analyses, and research photography.

A distinguishing feature of the Department of Plant Biology is its congenial atmosphere. Individuals are encouraged to develop their own programs and research activities within the scope of available resources or those which can reasonably be attained. The first master's degree was granted in 1948, and the first Ph.D. degree in 1965. All areas of plant biology have been represented in the course of the department's history, with some shifts in emphasis according to both changing interests within the scientific disciplines and changes in the faculty and student population.

Graduate degrees in plant biology will be awarded to students in recognition of their ability to do independent research as evidenced by the acceptance of a thesis or dissertation and by the demonstration of competent scholastic ability. Teaching experience in undergraduate courses is expected as part of the Ph.D. degree program.

Admission

Students must be admitted to the Graduate School before they can be considered by the department. All applications to the department must include three letters of recommendation, application form, GRE scores including verbal, quantitative, and advanced biological, and may include a financial assistance form. Criteria for admission include grade point average, letters of recommendation, and availability of faculty, space, and facilities.

Applicants must have completed a course (or equivalent) in each of the following areas (these may be completed concurrently with work toward the degree): (a) general botany, (b) plant diversity (survey of the plant kingdom), (c) plant physiology, (d) plant taxonomy, (e) ecology, (f) genetics, (g) additional requirements for the B.A. degree as specified by the College of Science in the current Undergraduate Catalog of SIUC.

A student deficient in three or fewer of these areas (a through g) must be admitted with conditional standing. A student admitted with conditional standing must make up all deficiencies within the first academic year, and until such deficiencies are completed, no more than ten academic units can be accrued toward the degree. Students lacking four or more of these areas must register as unclassified.

All deficiencies must be made up through the taking of pertinent undergraduate courses for credit with a grade of *B* or better in each.

Students desiring financial assistance should note that the deadlines for fellowship and assistantship applications are February 1 and March 1, respectively. Application forms are available from the director of graduate studies in the Department of Plant Biology.

Advisement

Following admission to the department and before registration for course work, the student must consult a staff member representing the field of major interest or, if this is unknown, the director of graduate studies of the department, for assistance in planning first registration. At every registration, deficiencies and specific departmental requirements must be considered first. Any changes in registration must be approved by the student's adviser.

Within the first six months of admission into the departmental program, the student must select a faculty member who is willing to serve as the major adviser. The major adviser in consultation with the student, the director of graduate studies, and the departmental executive officer will then select an advisory committee with the major adviser as chair. For the master's degree program, a minimum of three people shall make up the advisory committee. At least half of the committee must be comprised of members of the plant biology faculty. The advisory committee for the Ph.D. degree program will be composed of at least five people, three of which must be botanists and one which must be from outside the department.

Following establishment of the advisory committee and before advance registration for the third term, the student will meet with the committee to discuss the program of courses for the degree and plans for research. In this regard, the committee is empowered to require work in fields with which the student's interests are allied. The advisory committee will advise the student on the selection of readings on general and historical topics of importance which may not be encountered in formal courses. Copies of the approved program of courses and the plans for research must be placed in the departmental files.

Research and Training Assignments. Research is required of each student in the program. In addition, each term the student must be engaged in a training assignment which supplements formal course work by professional activities such

Academic Programs

as research or teaching. The assignment varies according to the needs, professional goals, and competencies of the student and increases in responsibility as the student progresses. The assignments require from ten to twenty hours of service per week.

Academic Retention

The general regulations of the Graduate School with respect to academic retention shall be followed. In addition, no course in which the grade is below C shall count toward the degree or fulfillment of any requirement, but the grade will be included in the grade point average. No more than five hours of C work in graduate courses will count toward the degree.

All students are subject to regular review by the department's graduate policies committee. Those not attaining the minimum acceptable academic standards or who in any way fail to meet any other scheduled requirements or standards will be dropped as majors.

Course Requirements

All master's degree students must earn a minimum of 2 hours credit in plant biology seminars (PLB 580 or PLB 589), at least one of which must be in general seminar (PLB 580). All Ph.D. students must earn 2 hours credit in plant biology seminar (PLB 580 or PLB 589) every year of residence until admitted to candidacy and at least 1 credit each year must be in general seminar (PLB 580). It is strongly recommended that the student enroll in general seminars dealing with subjects other than the general area of emphasis being pursued. Attendance in general seminar (with or without credit) during every semester is strongly recommended.

Those students who have not already taken a course in plant anatomy must include PLB 400-4 Plant Anatomy in their graduate degree program.

Appeals

Appeals for variations from the departmental graduate program must be presented in writing to the plant biology graduate faculty meeting as a committee of the whole. Appeals must receive approval from a majority of the total plant biology graduate faculty.

Appeals for changes in the student's graduate advisory committee or changes in the original program must be approved in the following order: (1) approval from adviser, (2) approval from remaining members of the student's advisory committee.

Student appeals for change of major adviser must be presented in writing to the plant biology graduate faculty meeting as a committee of the whole. Appeals must receive approval from a majority of the total plant biology graduate faculty.

The Master's Degree

A minimum of 30 hours of graduate credit is required beyond the bachelor's degree, including no less than 22 hours of plant biology courses, 9 of which may be individualized instruction courses, including up to 3 (minimum of 2) hours of seminar, and up to 6 (minimum of 3) hours of thesis. A graduate minor of at least 10 graduate hours may or may not be required; this is to be determined by the student and the advisory committee. ~~The M.A. degree requires an additional minimum of passing ETS examination in a foreign language or taking the appropriate 388 and 488 course and earning a grade of B or better in each.~~ At the time of completion of the thesis, the student must schedule a public presentation of the thesis material (this is in addition to the comprehensive examination).

ABOLITION OF THE RENEWAL INSTITUTE FOR PRACTICING
EDUCATORS, COLLEGE OF EDUCATION, SIUC

Summary

This matter proposes abolition of the Renewal Institute for Practicing Educators, College of Education, SIUC.

Rationale for Adoption

On July 1, 1985, the Renewal Institute for Practicing Educators was established in an effort to respond to the needs of practicing educators in southern Illinois. Programming in the Renewal Institute was structured to provide practicing educators with an opportunity to renew and extend their current content knowledge and teaching skills in mathematics, science, written communication, and advanced teaching methodologies.

Since the Institute produced no graduates and the participating faculty had other continuing assignments, the decision was taken to abolish the Institute and reallocate the resources within the University to programs of higher priority.

In no case will any tenured faculty member be released, nor will any administrative and professional or civil service staff member lose employment as a result of this abolition. The Director has retired and the other faculty members involved will be reassigned regular responsibilities.

Considerations Against Adoption

Teachers who have been served by the Institute are disappointed in the College's decision to abolish the unit. However, they recognize the budget realities and the need of the College to choose among competing priorities. The University has made a commitment to area educators to attempt to include a significant amount of the course work in existing courses which will continue to be delivered during the summer session.

Constituency Involvement

This action is supported by the Dean of the College of Science, the Dean of the College of Liberal Arts, the Dean of the College of Education, the Vice-President for Academic Affairs and Provost, and the President, SIUC.

Resolution

BE IT RESOLVED, By the Board of Trustees of Southern Illinois University in regular meeting assembled, That the Renewal Institute for Practicing Educators be and is hereby abolished; and

BE IT FURTHER RESOLVED, That the Chancellor of Southern Illinois University is authorized to take those actions necessary to implement the abolition without further action by this Board.

ABOLITION OF THE RENEWAL INSTITUTE FOR PRACTICING
EDUCATORS, COLLEGE OF EDUCATION, SIUC

I. Program Inventory Data:

A. Current

<u>CIPS CODE</u>	<u>INSTITUTE</u>	<u>COLLEGE</u>
60.1313	Renewal Institute for Practicing Educators	College of Education

B. Proposed

Abolition

II. Reason for proposed action:

On July 1, 1985, the Renewal Institute for Practicing Educators was established in an effort to respond to the needs of practicing educators in southern Illinois. Programming in the Renewal Institute was structured to provide practicing educators with an opportunity to renew and extend their current content knowledge and teaching skills in mathematics, science, written communication, and advanced teaching methodologies.

Since the Institute produced no graduates and the participating faculty had other continuing assignments, the decision was taken to abolish the Institute and reallocate the resources within the University to programs of higher priority.

In no case will any tenured faculty member be released, nor will any administrative and professional or civil service staff member lose employment as a result of this abolition. The Director has retired and the other faculty members involved will be reassigned regular responsibilities.

III. Anticipated budgetary effects.

The faculty who were teaching in the program have other teaching assignments. The funds saved from the abolition of this program have been reallocated to continuing programs.

IV. Arrangements to be made for (a) affected staff and students; and (b) affected equipment and physical facilities.

The faculty in the College of Education, Liberal Arts, and Science have returned to their departments to assume full-time duties. Staff who were assigned to the Institute have also been reallocated to their home departments. Students no longer have the opportunity to register for Renewal Institute courses. Equipment assigned to the Renewal Institute has been reallocated to the cooperating departments. Office space originally allocated to the Renewal Institute has been reassigned.

V. Will other educational units, curricula, or degrees be affected by this action?

No.

VI. Any other relevant information.

None.

VII. Catalog copy to be deleted.

None.

VIII. The requested effective date of implementation.

Immediately.

ABOLITION OF THE PH.D. DEGREE IN HIGHER EDUCATION,
COLLEGE OF EDUCATION, SIUC

Summary

This matter proposes abolition of the Ph.D. degree in Higher Education, College of Education, SIUC.

Rationale for Adoption

This degree program has had low graduation rates over the past decade with degree-to-enrollment ratios of 0.15 or less. Although enrollments have remained consistently around 50 students, the number of degrees granted has decreased from 17 in 1987 to eight in 1990. In addition, the 1991 Doctoral Review Committee ranking indicated that the quality of the program remains an issue. There is a need to reduce statewide capacity in specialized areas of education, and the IBHE has recommended that this degree be abolished.

No tenured faculty member will be released as a result of this action. The 43 students enrolled in the program will be allowed to complete their degree work.

Considerations Against Adoption

University officials are aware of none.

Constituency Involvement

The Chair and the current and former faculty and students are opposed to the proposed abolition. This matter is supported by the Deans' Advisory Group, the Graduate Council, the Dean of the Graduate School, the Vice-President for Academic Affairs and Provost, and the President, SIUC.

Resolution

BE IT RESOLVED, By the Board of Trustees of Southern Illinois University in regular meeting assembled, That the Ph.D. degree in Higher Education, College of Education, SIUC, be and is hereby abolished:

BE IT FURTHER RESOLVED, That the students currently enrolled in the program be given the opportunity to complete their degree work; and

BE IT FURTHER RESOLVED, That the Chancellor of Southern Illinois University is authorized to take those actions necessary to implement the abolition without further action by this Board.

ABOLITION OF THE PH.D. DEGREE IN HIGHER EDUCATION,
COLLEGE OF EDUCATION, SIUC.

I. Program Inventory Data:

A. Current

<u>CIPS CODE</u>	<u>MAJOR</u>	<u>TITLE</u>	<u>UNIT</u>
13.0406	Education (Higher Education)	Ph.D.	College of Education

B. Proposed

Abolition

II. Reason for proposed action:

This degree program has had low graduation rates over the past decade with degree-to-enrollment ratios of 0.15 or less. Although enrollments have remained consistently around 50 students, the number of degrees granted has decreased from 17 in 1987 to eight in 1990. In addition, the 1991 Doctoral Review Committee ranking indicated that the quality of the program remains an issue. There is a need to reduce statewide capacity in specialized areas of education, and the IBHE has recommended that this degree be abolished.

No tenured faculty member will be released as a result of this action. The 43 students enrolled in the program will be allowed to complete their degree work.

III. Anticipated budgetary effects.

There will be no budgetary effects or cost savings to be realized because the department will maintain its Master of Science degree program to which the faculty will now devote their efforts.

IV. Arrangements to be made for (a) affected staff and students; and (b) affected equipment and physical facilities.

No tenured faculty members will be released as a result of this action; all faculty will continue to work with the academic programming remaining in the unit. Neither staff nor equipment and physical facilities will be affected. Those students who are currently enrolled in the program will be afforded the opportunity to complete their degree work.

V. Will other educational units, curricula, or degrees be affected by this action?

No.

VI. Any other relevant information.

None.

VII. Catalog copy to be deleted.

Attached.

VIII. The requested effective date of implementation.

Fall, 1993.

The Department of Educational Administration and Higher Education provides graduate study leading to the Master of Science in Education degree in higher education, and to a concentration in higher education for the Doctor of Philosophy degree in education.

The graduate program in higher education offers students an opportunity to study and explore the concept of higher education as a field of study. The faculty of this program encourages and assists students in developing a lifetime commitment to the study of higher education. They also provide pre-service and in-service preparation for persons who are teaching or serving as administrators or who expect to teach or serve as administrators in two-year and four-year colleges and universities, and related post-secondary educational institutions and agencies.

FINANCIAL AID

The Department of Educational Administration and Higher Education makes an effort to find financial support for its graduate students through a number of graduate assistantships available throughout the University in different administrative offices and residence halls. It assists students in their application for fellowships and special awards. Students wishing to expand their administrative and teaching skills through a variety of paid experiences should consult their academic advisers about possible financial assistance, including graduate fellowships. Since a personal interview is required for almost all graduate assistantship positions, applicants should arrange to visit the campus as early as possible. A very limited number of paid internships are available through neighboring institutions.

THE MASTER OF SCIENCE IN EDUCATION DEGREE

The Department of Educational Administration and Higher Education offers a program in higher education leading to the Master of Science in Education degree. The emphasis of this degree is to provide individuals with the background and skills important to accepting a wide range of teaching and administrative positions in higher education.

Application. Inquiries requesting application materials should be directed to the chair of the Department of Educational Administration and Higher Education.

Admission and Retention. Students applying for admission are encouraged to have had some part-time or full-time experience prior to starting graduate study. Students who expect to complete a program to prepare them for teaching in a community college are expected to have an undergraduate major in a subject area commonly taught in a community college.

Each applicant is considered for acceptance to graduate study on an individual basis with much consideration being given to evidence showing the applicant's commitment to the field of higher education as a career.

Each student works closely with an adviser in program preparation. Each student also has a committee that assists in reviewing the student's progress, in supervising the thesis or research paper, and in administering the final examination. The records of each master's degree student are reviewed periodically by the adviser and committee to determine whether the student should continue in the program.

Academic Programs

- EAHE 513-3 Organization and Administration in Higher Education
 EAHE 535N-1 Higher Education Seminar I: Supervisory Management
 EAHE 595-3 Internship (with emphasis in administration)
 EAHE 592-3 Special Problems (individual) or
 EAHE 595-3 Thesis (with emphasis in administration)

11 hours of objectives

Students are encouraged to develop flexible programs preparing them in general student affairs administration or in one or more of a particular student service (i.e., student center, housing, international services, activities, financial assistance, or alumni affairs). Students are advised to be familiar with the normal preparation standards approved by the Council for the Advancement of Standards (CAS). In addition, each student must complete a paid internship experience (usually a graduate assistantship). It is recommended that the required credit internship experience be in a setting other than where the paid internship is completed.

Organization and Administration (32 semester hours, minimum). Students planning to prepare for careers in academic administration (i.e., academic advising, administrative secretary to an academic administrator, in fiscal affairs administration (i.e., bursar, housing, business officer, student center financial officer, college purchasing agent), or in general program administration (i.e., administration of research, institutional studies, auxiliary enterprises) must complete a program of at least 32 semester hours. The common core of this program includes:

- EAHE 500-3 Educational Research Methods
 EAHE 510-3 Higher Education in the United States
 EAHE 513-3 Organization and Administration in Higher Education
 EAHE 516-3 College Students and College Cultures
 EAHE 518-3 College Teaching
 EAHE 595-2 Internship (unless specifically waived because of previous suitable work experience)

Students pursuing this program emphasis should enroll for courses and seminars to strengthen their general background and specific skills in keeping with their vocational goals. These will include at least 2 hours from one or more of the following courses (which are frequently scheduled as two-hour seminars):

- EAHE 535e Higher Education Seminar I: Academic Advisement
 EAHE 545e Higher Education Seminar II: Problems of Central Administration
 EAHE 545f Higher Education Seminar II: Business and Fiscal Affairs
 EAHE 545b Higher Education Seminar I: Law and Higher Education

Research Requirements (for all master's degree specializations within higher education). Each student shall demonstrate research competencies through writing an acceptable research paper or master's thesis. Students who select the thesis option must have an approved prospectus on file at least 6 months in advance of the anticipated graduation date; they must enroll for 3 hours of EAHE 599, Thesis; and they must have a committee of at least 3 members. Students who elect to write a research paper are not required to register for any credit courses; they may, however, elect to enroll for 3 semester hours of EAHE 592, Special Problems (individual) for this important activity.

Students in the community junior college (teaching emphasis must submit an acceptable research paper on a topic in their subject matter (teaching) field with

Program Requirements. Each student will develop, with an adviser, a suitable sequence of courses that will be designed to assist the student in attaining academic and professional objectives.

Community Junior College Teaching (32 semester hours, minimum). Students who wish to teach in a community college must complete at least 20 semester hours in their teaching specialty and at least 12 hours in specified courses in educational administration and higher education, for a minimum of at least 32 semester hours. Students in this program must secure prior to admission a sub-plan matter adviser from the faculty of the subject area who will agree to help plan the student's academic program.

The common core of courses required of students in this program includes the following:

- EAHE 516-3 College Students and College Cultures
 EAHE 518-3 College Teaching
 EAHE 524-3 Curriculum Design and Policy
 EAHE 526-3 The Community College

Students must also complete a minimum of 20 semester hours in their teaching specialty. The adviser will often recommend additional courses to assist the student in meeting special requirements. Recommended courses beyond the minimum requirements are:

- EAHE 500-3 Educational Research Methods
 EAHE 595-2 to 6 Internship
 EAHE 592-2 to 3 Special Problems (individual) or
 EAHE 599-3 Thesis

College Student Personnel (44 semester hours, minimum). Students planning to enter positions in college student personnel administration must complete a minimum of 44 semester hours of courses with an emphasis in either student development or student affairs administration. Those wishing to complete the counseling emphasis utilizing additional courses in the Department of Educational Psychology should consult the graduate adviser of the College Student Personnel program; this will involve completing a double major in higher education and in educational psychology and will consist of 55 semester hours. It should be noted that students in either the student development or administration emphases are encouraged to include counseling courses as electives.

The common core of courses for this program includes (20 semester hours):

- EPSP 402-3 Basic Statistics (a higher level course may be substituted)
 EAHE 500-3 Educational Research Methods
 EAHE 508-2 Student Development Theories
 EAHE 515-3 College Student Development and Policies

EAHE 535b-2 Higher Education and College Cultures
 EAHE 535a-1 Higher Education Seminar I: Law and Higher Education
 EAHE 535a-4 Higher Education Seminar I: Professional Seminar in Student Affairs

Additional required courses for specialty in student development:

- EAHE 454-3 Contrasting Philosophies of Education
 EAHE 510-3 Higher Education in the United States
 EAHE 535a-1 Higher Education Seminar I: Group Work
 EAHE 595-3 Internship (with emphasis in student development)

EAHE 599-3 Thesis (with emphasis in student development)

thesis to demonstrate their research competencies.

Final Examination and Grade Requirements. All master's degree students are required to complete successfully a final examination which may be written or oral or both. They must complete at least 21 semester hours of graduate credit with grades of A, B, or C in courses graded A through F. Upon successful completion of all requirements, including at least a B average for all course work, the student is recommended to the Graduate School for graduation.

Doctor of Philosophy Degree in Education with a Concentration in Higher Education

The Department of Educational Administration and Higher Education participates in the doctoral degree program in education with a concentration in higher education.

Admission and Retention. Each applicant is evaluated on an individual basis with much consideration being given to evidence of the applicant's commitment to higher education as a field of study and as a career. Each applicant should plan to visit the campus and interview members of the faculty related directly to the higher education doctoral program. Each application is evaluated and acted upon by the higher education faculty and by the admission committee of the Department of Educational Administration and Higher Education.

Each student selects a doctoral committee in keeping with the regulations set for the Doctor of Philosophy degree in education. This committee of 5 members assists the students in selecting a plan of study which meets the minimal requirements of the degree and of the program. Requirements beyond the minimum may be established by the student's doctoral committee.

The records of each doctoral student are renewed annually by the student's doctoral committee to determine whether the student should continue in the program.

Program Emphasis and Requirements. Earning the doctorate is not dependent merely upon the completion of a specific set of courses. Rather, the completion of the Doctor of Philosophy degree is based upon the competence of the student relating to the basic writings in the field and upon the student's collaboration with and concurred by the doctoral committee, determines the program of courses, which may include work from other departments. An internship may be required if the applicant has not had previous professional experience in higher education.

The basic core courses for the degree include:
EDUC 590-4 Doctoral Seminar in the Cultural Foundations of Education
EDUC 591-4 Doctoral Seminar in the Behavioral Foundations of Education
Higher Education Core-16 hours
EAHE 510-3 Higher Education in the United States
EAHE 518-3 College Teaching
EAHE 550-2 Higher Education Seminar III (Capstone)
EAHE 589-2 Higher Education Research Seminar
Two courses chosen from the following 5 courses:
EAHE 513-3 Organization and Administration of Higher Education
EAHE 516-3 College Students and College Cultures
EAHE 524-3 Curriculum Design and Policy

In addition, students, in consultation with their doctoral committees, select a program emphasis including a minimum of 16 semester hours beyond the higher education core. Each doctoral student must complete at least 40 semester hours of course work beyond the master's degree plus 24 semester hours of dissertation.

Research Requirement. The Ph.D. degree in education is a research-oriented degree. The student must demonstrate competency in one or more research tools selected in collaboration with and approval by the doctoral committee in keeping with the guidelines for the Ph.D. degree in education. The research tools should be related to the type of dissertation that is to be submitted and must meet the guidelines outlined in the Ph.D. policies and procedures manual for administering the Doctor of Philosophy degree in education. If the research tool requirement is met by one or more credit courses, such work is above the 64 hours of course work noted above.

Preliminary Examination. The preliminary examination in higher education is a comprehensive written examination prepared each semester by a special examination committee of the graduate faculty members of the higher education program. The student may also be asked to complete successfully an oral examination. Students may petition their doctoral chair to take the examination when they have successfully completed the research competency requirements, the doctoral seminars, and all or most of the course work listed on the approved program. This petition must be submitted during the first week of the semester or summer session in which the student plans to take the examination. A person can be advanced to candidacy for the degree only upon successful completion of this examination and the completion of most of the course work (including courses in which the grade of *InC* was originally given), the research tools, and the residency requirement. Students are allowed 3 chances to pass the preliminary examination.

Dissertation. The dissertation is the scholarly study of an appropriate research problem approved by the student's doctoral committee. A minimum of 24 semester hours of dissertation credit is required. The committee is composed of at least 5 faculty who have graduate faculty status. The chair and 2 other members of the committee must be members of the Department of Educational Administration and Higher Education; at least 1 other member of the committee must be from the College of Education in a department other than educational administration and higher education; and at least 1 other member from an academic unit outside the College of Education.

The student must pass a final oral examination, at which time the dissertation is defended. Final approval of the dissertation must be granted by the doctoral committee, and 2 unbound copies of the dissertation must be filed with the Graduate School. At least 1 bound copy must also be filed with the Department of Educational Administration and Higher Education.

History

The Department of History offers graduate programs leading to the Master of Arts and Doctor of Philosophy degrees.

ABOLITION OF THE M.S. DEGREE IN COMMUNITY DEVELOPMENT,
COLLEGE OF LIBERAL ARTS, SIUC

Summary

This matter proposes the abolition of the M.S. degree in Community Development, College of Liberal Arts, SIUC.

Rationale for Adoption

Past program reviews have noted low enrollments and degree production. There is also low occupational demand, and the program was recommended for elimination by the IBHE.

There are currently 17 students enrolled in the program who will be allowed to complete their degree programs. There will be no effect on the faculty by virtue of the merger of the Departments of Geography and Community Development effective January 1, 1993, and the fact that an undergraduate minor remains. No Civil Service nor Administrative/Professional staff will be affected. No immediate cost savings are envisioned.

Considerations Against Adoption

University officials are aware of none.

Constituency Involvement

This action is supported by the Deans' Advisory Group, the Dean of the Graduate School, the Graduate Council, the Vice-President for Academic Affairs and Provost, and the President, SIUC.

Resolution

BE IT RESOLVED, By the Board of Trustees of Southern Illinois University in regular meeting assembled, That the M.S. Degree in Community Development, College of Liberal Arts, SIUC, be and is hereby abolished;

BE IT FURTHER RESOLVED, That those students currently enrolled be allowed to complete their degree work; and

BE IT FURTHER RESOLVED, That the Chancellor of Southern Illinois University is authorized to take those actions necessary to implement this matter without further action by this Board.

ABOLITION OF THE M.S. DEGREE IN COMMUNITY DEVELOPMENT,
COLLEGE OF LIBERAL ARTS, SIUC.

I. Program Inventory Data:

A. Current

<u>CIPS CODE</u>	<u>MAJOR</u>	<u>TITLE</u>	<u>UNIT</u>
44.0201	Community Development	M.S.	College of Liberal Arts

B. Proposed

Abolition

II. Reason for proposed action:

Past program reviews have noted low enrollments and degree production. There is also low occupational demand, and the program was recommended for elimination by the IBHE.

There are currently 17 students enrolled in the program who will be allowed to complete their degree programs. There will be no effect on the faculty by virtue of the merger of the Departments of Geography and Community Development effective January 1, 1993, and the fact that an undergraduate minor remains. No Civil Service nor Administrative/Professional staff will be affected. No immediate cost savings are envisioned.

III. Anticipated budgetary effects.

There will be no budgetary effects or cost savings to be gained because the Community Development unit has been merged with Geography and an undergraduate minor remains.

IV. Arrangements to be made for (a) affected staff and students; and (b) affected equipment and physical facilities.

Neither the faculty and staff nor the equipment and physical facilities will be affected. Those students who are currently enrolled in the program will be allowed to finish their degree work.

V. Will other educational units, curricula, or degrees be affected by this action?

No.

VI. Any other relevant information.

None.

VII. Catalog copy to be deleted.

Attached.

VIII. The requested effective date of implementation.

Fall, 1993.

members of the dissertation committee. The dissertation advisor and all but one of its members must be present for the oral examination to convene.

The final examination for program completion shall be oral and cover the subject of the candidate's dissertation and related academic and professional matters.

Community Development

Community development is a program of graduate studies in the applied social sciences leading to the Master of Science degree.

Community development practitioners share a common concern; the alleviation of social problems through community and social change. This concern is expressed through a range of professional activities such as organizing tenant unions, training officers of consumer co-operatives, negotiating foundation grants for community cultural centers, designing community education outreach programs, or researching community issues.

Most community developers are both specialists and generalists; specialists in the sense that they possess technical knowledge and experience in such fields as economics, education, ecology, agriculture, urban affairs, administration, planning, or research; but generalists in their understanding and skill in facilitating processes of social change. Their process skills of working with people have made community developers indispensable to a large number of public and private programs. By developing organizations and institutions through which citizens can participate in policy formation and implementation, community developers are finding an increasing number of opportunities for themselves and the practice of their profession.

The community development program has 5 full-time faculty members with professional expertise in several fields and academic settings. Academic credentials include doctorates in education, anthropology, behavioral sciences, sociology, and political science. Past national and international field experiences of present faculty members include service with the Agency for International Development, the American Friends Service Committee, UNICEF, the World Bank, the Peace Corps, Vista, the National Scholarship Service, and Health Systems Agencies. Faculty are also involved in a variety of on-going community development activities at the local level, which include students as interns and graduate assistants.

Several community service programs are operated out of the community development program. A University Year for Action project provides interns for numerous human service programs in Southern Illinois; Peace Corps training programs help prepare volunteers for work in Africa and the South Pacific. Recent research projects include a folklife inventory documenting the social traditions and heritage of Southern Illinois' diverse populations and a study of rural human services delivery.

Admission Requirements

A baccalaureate degree is necessary for admission. However, application to the program may be made before graduation during a student's senior year.

Admission to the program is not based solely on a student's grade point average. Much weight is given to a student's commitment to action for human betterment, seriousness of purpose, and past experience in working on social and community problems. Current community development students include Peace

phases, as part of the 44 units required for the Master of Science degree. The student's area of emphasis should be relevant to the master's option whether thesis, research report, master's project, or extended minor.

Six areas of emphasis (community research, education, training, planning, organizing, or administration) may be selected from courses and colleges through SIUC and from the community development program. Course lists for each of these emphasis areas, plus consultation, are available from faculty advisers. Students may also design their own areas of emphasis with the consent of their faculty advisers.

Community Organization. Community organizing is one of the fundamental skills of community development. There is a traditional and continuing concern for widespread participation and citizen representation in development programs. The vocation of community development includes employment as organizers for community action groups, cooperatives, tenant unions, neighborhood associations, consumer lobby groups, and minority rights organizations.

Community Education. The role of community development specialists in community education is essentially that of inter-communicator. These specialists require a fundamental understanding of the art and science of teaching, as well as exposure to a variety of education philosophies and practices. The community education specialist coordinates educational activities for groups and individuals with unmet educational needs.

Several minors are available within the broader area of community education such as: rehabilitation education, consumer education, health education, education in the arts and humanities, sex education, special education, and Afro-American or Black studies education.

Social Planning. The purpose of the planning concentration is to provide the techniques and knowledge to students who wish to work as planners or citizen participation specialists for city and regional planning departments, state agencies, and private international development organizations.

The relation of planning to community development is that of providing specialists who can systematically study problem areas and potential resources, propose programmatic solutions, and appraise the likely consequences of planned and unplanned change. Community planning places emphasis on involving citizens in the planning process in order to more fully reflect the diverse needs and values found in many towns and cities.

Community Relations Training. The community relations training concentration is designed to provide skills and knowledge to students who wish to practice various types of human relations training such as T-groups, leadership training groups, sensitivity groups, organizational development groups, consciousness-raising groups, and the like.

The relation of training to community development is to provide specialists skilled in encouraging cooperative, creative human communication in small group settings, and to provide trainees for the development of community leadership.

From a vocational standpoint, this type of training may be practiced as a human relations trainer (for which certification is provided by National Training Laboratories), a group welfare worker, a counselor, or an organization training officer. Such training is not intended to include the offering of therapy as practiced by clinical counselors, psychologists, or psychiatrists.

professional capabilities. Procedures for the research report option are the selection of a committee, the preparation and approval of a research prospectus, execution of the research, and submission and approval of the research report. An oral examination of the research topic and on the community development discipline complete the requirements for the Master of Science degree.

The research report option is initiated by filing a form in duplicate with the program office, specifying the composition of the student's research committee and research topic. Three copies of the research report are submitted to the program office on completion: one for the program office, one for the committee chair, and a third for the dean of the Graduate School.

Several features distinguish the master's project from an internship. For the master's project, the student takes on the major initiative for developing the project, and prepares a formal prospectus describing it prior to inception. The project should have a definite structure with a beginning, middle, and end. While the internship stresses learning and growth, the master's project requires the demonstration of independence and professional competence in community development.

The master's project is initiated by filing a form in duplicate with the program office specifying the student's committee and the title of the master's project. Three copies of the final report are submitted to the program office upon completion: one for the program, one for the committee chair, and one for the dean of the Graduate School.

Extended Minor (14 or more credit hours). The extended minor consists of 5 hours of course work outside of community development courses in addition to the 9 hours of courses required for the minor. Since the student has 5 hours which are elective, as many as 19 hours may be accumulated for an extended minor.

In general, the courses selected for the extended minor should have a focus, and the focus and its validity developed under the guidance of the extended minor committee.

Procedures for the extended minor option are the selection of an extended minor committee, the submission of a list of courses for the minor with a justification for their approval, satisfactory completion of course work, and the preparation and approval of a paper. An oral examination of the student covers general knowledge of community development and the extended minor's field, and the relationship between the extended minor and community development.

The extended minor option is initiated by filing a form in duplicate with the program office specifying the student's extended minor committee and the minor field. Three copies of a paper must be filed at completion, one for community development, one for the committee chair, and one for the dean of the Graduate School. Students may not take courses for an extended minor until their committees have been formed and the option officially filed.

Oral Examination and Master's Degree Option Committee. Two faculty from community development, and a third member of the graduate faculty from another SIUC program constitute the oral examination and master's degree option committees. The committees are comprised of the same persons, and are selected by the student prior to filing the master's degree option form.

Community Development Administration. The administration emphasis is intended for those interested in public administration and management at any level, federal, state, or city, as well as for those who wish to be involved in the development and management of community owned business enterprises, community development corporations, cooperatives, etc.

Courses are available which provide skills needed for program planning, development, and evaluation within public and private organizations.

Community Development Research. The research emphasis provides students with basic proficiency in applied methods of research in order to describe community populations, assess community needs and problems, and evaluate programs designed to solve community problems. Typical employment opportunities related to this specialization include grant proposal writing, demographic data collection and analysis for planning agencies, and action and evaluation research duties in program development with public and private organizations.

THE COMMUNITY DEVELOPMENT DISCIPLINE

The emergence of community development as a practice and a discipline, is a post-World War II phenomenon which has its origins in the relief, rehabilitation, and reconstruction efforts of governmental and private agencies in Europe, Africa, and Asia. In this country, early beginnings of the discipline were reflected in agricultural and cooperative extension work, adult education, rural sociology, and social work with a largely rural focus. In the 1970s the U.S. Foreign Service programs (such as USAID and the Peace Corps) had strong community developmental emphasis. National programs like the War on Poverty (OEO) and the Great Society (Housing and Urban Development) began to focus on urban areas, while local, county, state, and national governments developed community development departments as problem-solving, need-assessment, and evaluation units. The recently independent nations of Africa and Asia have used community development as the primary method of nation-building in the post-colonial period, with both urban and rural emphasis. Today community development is a discipline and a practice that applies the theory and methods of social science to the solution of human problems at the community level.

Community Development Services at SIUC

The Community Development Services at SIUC was established in 1953 as a component of area services. SIUC was then becoming a comprehensive university with a broad mission of teaching, research, and service, especially to the surrounding area. The earliest efforts of the Community Development Services staff were devoted to mobilizing the energies and resources of the citizens of the rural Southern Illinois areas.

During the first 10 years, Community Development Services was involved in every sizeable community in Southern Illinois and included comprehensive study and action programs in communities from East St. Louis to Cairo. Service continued to be its major activity until 1974, but as new regionwide planning and service agencies emerged in the early 1960s, the need for trained community development professionals became increasingly apparent. Consequently, a Community Development Institute was authorized in 1962 to offer a Master of Community Development program. The program was fully operational in 1965. A research unit was added to the Institute and service operations in 1969. The

Approximately 200 students have graduated from the master's degree program in community development, the oldest in the U.S. It is professionally staffed by 6 full-time faculty members and several graduate assistants. The staff maintained close working relationships with a variety of communities and planning, service, and development agencies, in which most students complete their field internships. Areas of emphasis within the program are community development administration, community education, international community organization, social planning, community research, and community relations training and development.

Financial Assistance

A limited number of graduate assistantships is awarded each semester on the basis of performance in the program and need. Fellowships for outstanding graduate students are awarded each year by the SIUC Graduate School. Student work and other financial aid opportunities are coordinated through the Financial Aid office.

Part-time Students

It is possible to enter the community development program while in full-time employment. Core courses are offered in the evening on a regular basis. Students seeking advisement on part-time study should contact the department.

Computer Science

The Department of Computer Science offers a graduate program leading to the Master of Science degree with a major in computer science. Application forms for admission to the Graduate School may be obtained from the department.

Admission and Retention

Decisions concerning the admission of students to, and retention of students in, the graduate program will be made by the department faculty subject to the requirements of the Graduate School.

The evaluation of applicants for admission is based primarily on the student's academic record with particular attention being given to past performance in relevant undergraduate course work. Applicants are expected to have a substantial background in undergraduate computer science courses covering high level and assembly language programming, data structures, computer organization, logic design as well as discrete mathematics, calculus, and linear algebra. In most cases, it would be expected that the applicant has completed course work in the above subject areas prior to admission. In addition, applicants must submit Graduate Record Examination (GRE) general test scores. It is recommended that results from the GRE subject area test (computer science or a related field) also be submitted.

Requirements. A student who has been admitted to the graduate program in computer science can meet the requirements for the Master of Science degree by completing 30 hours of graduate credit subject to the following constraints:

- Each of the courses CS 401, CS 411, CS 414, CS 451, and CS 455 must be taken. (If a specific course, or its equivalent, is already part of the student's academic background, an alternate course will be substituted.)

For level lecture

ABOLITION OF THE PH.D. DEGREE IN COMMUNICATION DISORDERS AND SCIENCES, COLLEGE OF COMMUNICATIONS AND FINE ARTS, SIUC

Summary

This matter proposes abolition of the Ph.D. in Communication Disorders and Sciences in the College of Communications and Fine Arts, SIUC.

Rationale for Adoption

There are three doctoral programs in communication disorders in the state, and occupational demand is limited. Since 1985, enrollments have declined 25 percent and degrees awarded have averaged about two per year. Costs exceed the state average and have increased 89 percent between 1985 and 1990. The IBHE has recommended that the program be abolished. Upon the abolition of the Ph.D., the faculty will focus its energy on increasing the reputation and vitality of the master's and baccalaureate programs. No tenured faculty, administrative and professional staff, or civil service staff will lose employment as a result of this matter.

Considerations Against Adoption

University officials are aware of none.

Constituency Involvement

This action is supported by the Deans' Advisory Group, the Graduate Council, the Dean of the Graduate School, the Vice-President for Academic Affairs and Provost, and the President, SIUC.

Resolution

BE IT RESOLVED, By the Board of Trustees of Southern Illinois University in regular meeting assembled, That the Ph.D. in Communication Disorders and Sciences be and is hereby abolished; and

BE IT FURTHER RESOLVED, That the Chancellor of Southern Illinois University is authorized to take those actions necessary to implement the abolition without further action by this Board.

ABOLITION OF THE PH.D. DEGREE IN COMMUNICATION DISORDERS AND SCIENCES, COLLEGE OF COMMUNICATIONS AND FINE ARTS, SIUC

I. Program Inventory Data:

A. Current:

<u>CIPS CODE</u>	<u>MAJOR</u>	<u>SPECIALIZATION/ CONCENTRATIONS</u>	<u>DEGREE</u>	<u>UNIT</u>
51.0201	Communication Disorders and Sciences	Preprofessional Program	B.S.	College of Communications and Fine Arts
			B.S.	College of Education
51.0201	Communication Disorders and Sciences		M.S.	College of Communications and Fine Arts
51.0201	Communication Disorders and Sciences		Ph.D.	College of Communications and Fine Arts

B. Proposed

51.0201	Communication Disorders and	Preprofessional Program	B.S.	College of Communications and Fine Arts
			B.S.	College of Education
51.0201	Communication Disorders and Sciences		M.S.	College of Communications and Fine Arts

II. Reasons for Proposed Action:

There are three doctoral programs in communication disorders in the state, and occupational demand is limited. Since 1985, enrollments have declined 25 percent and degrees awarded have averaged about two per year. Costs exceed the state average and have increased 89 percent between 1985 and 1990. The IBHE has recommended that the program be abolished. Upon the abolition of the Ph.D., the faculty will focus its energy on increasing the reputation and vitality of the master's and baccalaureate programs. No tenured faculty, administrative and professional staff, or civil service staff will lose employment as a result of this matter.

III. Anticipated Budgetary Effects:

No immediate cost savings are foreseen.

- IV. Arrangements to be made for affected faculty, staff, students, equipment, and physical facilities:

The faculty, staff, equipment, and physical facilities will not be affected. Currently, there are five students enrolled in the program, and they will be permitted to finish their degree work.

- V. Will other educational units, curricula, or degrees affected by the action:

There will be no effect on any other unit, curriculum, or degree.

- VI. Any other relevant information.

None.

- VII. Catalog copy to be deleted.

Attached

- VIII. Requested date of implementation.

Fall, 1993.

Master of Science Degree in Civil Engineering

Graduate work leading to the Master of Science degree in civil engineering is offered by the College of Engineering and Technology. The program is designed to provide advanced study in the areas of environmental engineering, geotechnical engineering, hydraulic engineering and water resources, structural engineering, fluid mechanics, solid mechanics and engineering materials.

Admission

Students seeking admission to the graduate program in civil engineering must meet the admission standards set by the Graduate School and have a bachelor's degree in engineering or its equivalent. A student whose undergraduate training is deficient may be required to take coursework without graduate credit.

Requirements

A graduate student in civil engineering is required to develop a program of study with a graduate advisor and establish a graduate committee of at least three members at the earliest possible date. Each student majoring in civil engineering may, with the approval of the graduate committee, also take courses in other branches of engineering or in areas of science and business, such as physics, geology, chemistry, mathematics, life science, administrative sciences, or computer science.

For a student who wishes to complete the requirements of the master's degree with a thesis, a minimum of thirty semester hours of acceptable graduate credit is required. (Of this total, eighteen semester hours must be earned in the civil engineering department. Each candidate is also required to pass a comprehensive examination covering all of the student's graduate work including thesis.)

If a student prefers the non-thesis option, a minimum of thirty-six semester hours of acceptable graduate credit is required. The student is expected to take at least twenty-one semester hours within the civil engineering department including no more than three semester hours of the appropriate 592 course to be devoted to the preparation of a research paper. In addition, each candidate is required to pass a written comprehensive examination.

Each student will select a minimum of three engineering graduate faculty members to serve as a graduate committee, subject to the approval of the chair of the civil engineering department. The committee will:

1. approve the student's program of study;
2. approve the student's research paper topic;
3. approve the completed research paper; and
4. administer and approve the written comprehensive examination.

Teaching or research assistantships and fellowships are available for qualified applicants. Additional information about the program, courses, assistantships, and fellowships may be obtained from the College of Engineering and Technology or the Department of Civil Engineering.

Communication Disorders and Sciences

The Department of Communication Disorders and Sciences offers graduate work leading to the Master of Science and Doctor of Philosophy degrees. The program is designed to provide advanced study in the areas of communication disorders and sciences.

ogy or audiology should culminate in eligibility for one or both of the following certificates: (a) the special certificate in speech and language impaired of the Illinois State Teacher Certification Board; (b) the Certificate of Clinical Competence of the American Speech-Language-Hearing Association. ASLHA certification is required for work in agencies, hospitals, medical centers, and higher education settings. The speech pathology and audiology program is approved and registered with the Education and Training Board of the American Board of Examiners in speech pathology and audiology.

The departmental programs in speech pathology and audiology match the requirements for certification which state that the student must complete a well-integrated program comprised of a minimum of 60 semester hours, including normal aspects of human communication, development thereof, disorders thereof, and clinical techniques for evaluation and management of speech, language, or hearing disorders. Thirty of the 60 semester hours must be in courses that are acceptable toward a graduate degree by the university in which they are taken.

GRE aptitude test scores must be submitted upon application. While they are not mandatory for admission, the scores must be submitted no later than the end of the first semester of residence.

A number of graduate assistantships and fellowships are made available by the College of Communications and Fine Arts and the Graduate School each year. The assistantship awards of the College of Communications and Fine Arts are usually made in the spring for the following academic year by the department. Students may also apply through the department for graduate fellowships and dissertation research grants that are awarded annually by the Graduate School.

Professional experiences for graduate students are provided in a variety of clinical settings: the University's clinical center; area special education facilities; the V.A. Hospital in Marion; nursing homes; Choate Mental Health and Developmental Center; and Good Samaritan Hospital in Mt. Vernon. Cooperative programming is maintained with Marion School for the Deaf, other public and private agencies such as the Division of Vocational Rehabilitation, the Easter Seal Society, and the University of Illinois Division of Services for Crippled Children. Students participate in traveling speech, language, and hearing clinics which serve schools and communities through the media of surveys, diagnostic examinations, and therapy.

Specialized experiences with orthodontists, prosthodontists, plastic surgeons, otologists, and others of the medical and dental professions are also available in the Carbondale, St. Louis, and Chicago areas as well as the medical school at Southern Illinois University. Emphasis is placed on interdisciplinary relationships with other professions throughout the training process.

The department maintains many active research facilities which provide laboratories and specialized equipment for the study of both the normal and impaired functions of the speech, language, and hearing processes. The speech science laboratory is equipped for electromyographic study of the speech musculature, radio telemetry, electrophysiology of hearing, and spectrographic analysis of speech signals. The experimental audiology laboratory, which includes a large anechoic chamber, is equipped for investigations in hearing sensitivity, localization, central tests, speech discrimination, and evoked response audiometry. The laboratory also has equipment needed for studies in automatic audiology.

language research problems possible in the language laboratory. The department also maintains extensive materials for the study of organic problems.

Additional information regarding financial aid, programs, and application procedures can be secured by writing to the chair, Department of Communication Disorders and Sciences, Southern Illinois University at Carbondale, Carbondale, IL 62901. Inquiries from qualified graduates in other fields are welcomed, particularly those interested in interdisciplinary programs.

Master's Degree Program Leading to Certification in Speech Pathology or Audiology

The master's degree requires a minimum of 30 semester hours of acceptable graduate credit (3.0 average), at least 15 semester hours of which are at the 500 level, and the completion of an approved thesis or research project. Specific course requirements and total number of hours are generally determined by advisement after consultation with the graduate student.

Students are encouraged to follow one of the following plans in speech pathology or audiology.

Productoral (Thesis) Program: Certification in Speech Pathology.

Professional Courses: 15 hours from CDS 505, 507, 510, 512, 420
 Research Tools: 3 hours from CDS 500; and 6 hours from CDS 431 or 503
 Research Design or Statistics: 3
 Electives: 3 hours selected (CDS 408, 431, 503, 517, 521, 526, 528, 530, 533, 536, 540, 541, 544, 548, 550)
 Thesis: 3
 Total: 30

Terminal (Nonthesis) Program: Certification in Speech Pathology.

Professional Courses: 17 hours from CDS 505, 507, 510, 512, 408, 420
 Research Tools: 6 hours from CDS 500 and 431 or 503
 Electives: 6 hours selected from CDS 408, 431, 503, 517, 521, 526, 528, 530, 533, 536, 540, 541, 544, 548, 550
 Research Paper: 1 hour from CDS 593
 Total: 30

Productoral (Thesis) Program: Certification in Audiology.

Professional Courses: 21 hours from CDS 420, 521, 525, 526, 528, 530, 503
 Research Tools: 6 hours from CDS 500 and a statistics course
 Thesis: 3
 Total: 30

Terminal (Nonthesis) Program: Certification in Audiology.

Professional Courses: 21 hours from CDS 420, 521, 525, 526, 528, 530, 503
 Research Tools: 3 hours from CDS 500
 Electives: 3 hours from CDS 507, 517, 540, 541
 Research Paper: 3
 Total: 30

In addition to the academic programs detailed above, certification in speech pathology or audiology requires a minimum of 300 clock hours of direct supervised clinical contact of which 150 clock hours must be at the graduate level. The state certificate requires that 100 of the 300 clock hours be in a public school set-

The College of Education is entitled to certify students for the public schools; the Department of Communication Disorders and Sciences is entitled to certify students for the American Speech Language Hearing Association. Before graduation, a comprehensive examination as required by the Graduate School for non-thesis programs will be given by the faculty. This examination is generally scheduled after the student has completed at least two semesters of full-time work.

Admission

For be considered for doctoral study, prospective students must submit an application for admission to the Graduate School. In addition, they are required to submit to the Department of Communication Disorders and Sciences a letter of intent and three letters of recommendation. Admission to the Ph.D. program generally requires a master's degree and a GPA for graduate work of 3.25 or above.

The CDS graduate committee reviews all the materials presented and determines not only the acceptability of the doctoral student's credentials, but also the ability of the department or university to provide quality programs that meets the student's needs and expectations. The recommendations of the graduate committee are then forwarded to the chair. The responsibility for reviewing appeals and exemptions will rest with the CDS graduate committee and faculty. Their recommendations are forwarded to the chair of CDS.

Direct Entry into the Ph.D. Program: Exceptional

Students with a baccalaureate degree may apply for entry to the Ph.D. program via the direct post-baccalaureate option. The student must have earned an undergraduate GPA of 3.75 or greater, in an ABESP/A accredited program. A student out of a discipline other than communication disorders and sciences must have earned a GPA of 3.75, or greater, from a similarly accredited academic program. A GRE verbal and quantitative composite score of 1200 or above or an equivalent Miller Analogy score is required for consideration for direct post-baccalaureate admission to the Ph.D. program.

Accelerated Entry into Ph.D. Program

A student enrolled in the master's program may petition the graduate committee for admission into the Ph.D. program via the accelerated entry option after completing one full semester of graduate study in the master's program.

The student seeking accelerated entry must earn a GPA of 3.75 or greater after 12 hours of master's level CDS course work in the program and must present to the graduate committee substantive evidence of research ability. The graduate committee must agree unanimously that the evidence presented represents extraordinary abilities.

Requirements of Direct or Accelerated Entry

Students admitted by either the early or the accelerated entry option must complete all M.S. program degree requirements save the thesis requirement as well as all regular Ph.D. program requirements. All Ph.D. students admitted via the direct post-baccalaureate or the accelerated entry option must petition the graduate committee for permission to begin working on the Ph.D. requirements once the M.S. requirements have been completed. The petition must contain the necessary information and substantive evidence of research ability to the graduate committee. The student must demonstrate an ability to deal with de-

~~A student admitted through either the direct post-baccalaureate entry or the accelerated entry option may withdraw from the Ph.D. program by petitioning the graduate committee. In order to obtain the M.S. degree, the student must then complete all outstanding M.S. degree requirements.~~

Doctor of Philosophy Degree

Program of Study. The student and advisor shall prepare a proposed doctoral program of study during the first term of enrollment in the doctoral program. The proposed program must meet the Graduate School requirements for residency, and shall exclude course work designed to meet the research tool requirement. The program must also include a cognate area which will assure a meaningful competence in subject matter outside the student's major department.

The program must include a description of all course work to be transferred for credit and all course work to be completed at SIUC. The total number of credit hours to be transferred will be subject to Graduate School requirements regarding the transfer of credit and to acceptance by the CDS graduate faculty. Students are required to complete 24 semester hours of credit on campus as a doctoral student within a period not to exceed four calendar years.

The student and advisor shall present to the CDS faculty, no later than two full academic semesters following the start of doctoral study, the student's proposed program of study to the graduate faculty in CDS. No further progress toward the doctoral degree will be accepted until the student's program of study has been approved by a 2/3 majority of the CDS graduate faculty. The student is responsible for distributing copies of the doctoral program to the faculty members at least one week prior to the meeting. Changes in an accepted program of study may be made as the need arises, in which an event, the procedures for constructing the original program are to be followed. A new CDS "Doctoral Program of Study" form must be processed and must be signed by the appropriate officials.

Graduate faculty approval of the proposed program signifies an agreement between the student and the department. Students are encouraged to use the following plan in designing their programs.

Doctoral Program in Communication Disorders and Sciences.

- Professional emphasis areas: 15
- Area A: Speech Rehabilitation 15 hours from 510, 512, 528, 533, 536, 540, 541, 544, 548
- Area B: Language Rehabilitation 15 hours from 505, 507, 517, 533, 536, 540, 541, 544 or:
- Area C: Hearing Rehabilitation 15 hours from 521, 525, 526, 528, 530, 533, 536.
- Requirements Outside of Emphasis: 9 CDS hours to be selected from areas other than the principal area of emphasis (see areas A, B, C above)
- Basic Core Program: 6 hours from CDS 503, 550;
- Cognate Area: 6
- Research Tool (See description that follows).
- Dissertation: 24 hours from CDS 600 and 601
- Total: 60

Research Tool. The research tool shall replace neither a required nor a prerequisite in the doctoral program. The student must demonstrate an ability to deal with de-

Retention. Retention is governed by the rules of the Graduate School. Students should avoid accumulating incomplete grades. Students holding graduate assistant appointments are expected to make reasonable progress toward a degree. Except under exceptional circumstances, no student with more than two incomplete grades can be awarded a graduate assistant appointment, and a student holding a graduate assistant appointment is subject to having the appointment terminated upon acquiring two or more incomplete grades.

Preliminary Examination. After satisfactory completion of the course work inside and outside the area of emphasis, the basic core courses research tool, and the capstone requirements, students may request the preliminary examination. The preliminary examination is composed of written and oral portions. The doctoral advisor and the student will discuss the nature of the examination, and the general areas to be covered that are consistent with the student's program of study. The examination is to be comprehensive in nature, not course-specific.

The written preliminary exam shall be prepared and administered by five graduate faculty members representing the areas of professional and outside emphasis and the student's research interest. A minimum of three qualified graduate faculty members must be chosen from within the Department of Communication Disorders and Sciences. The faculty submitting questions shall grade their own examinations. One week after the scoring is completed, an oral examination will be given to those *who have passed* the written examination. If the orals are not successfully passed, the student will be required to retake them within a three month period. The orals will be rescheduled by the student's advisor.

Upon completion of the orals, the five members of the preliminary committee will review the entire preliminary examination procedure and will recommend to the department chair whether or not the student should be admitted to candidacy. Should students fail the first examination, they may, with faculty approval, repeat the examination, but it must be accomplished within a 12 month period and may be re-written only once. If the student fails the written preliminary a second time the student will be dismissed from the program.

Dissertation. After successful completion of the preliminary examination, the student will be recommended to the Graduate School for admission to candidacy for the degree. The candidate must then complete a dissertation demonstrating capability in independent research.

The dissertation committee shall consist of five members of the SLLC graduate faculty; the dissertation advisor and at least two CDS members and at least one member from outside CDS.

After the dissertation prospectus has been prepared, it will be submitted to the student's dissertation committee for review, possible revision, and final approval. The student will be responsible for distributing copies of the prospectus to each dissertation committee member at least two weeks before the committee meeting. The purpose of the meeting is to assure the committee that the student is able to conduct the study in a manner that is acceptable at the Ph.D. level.

Prior to the final defense, the student will present the research to the staff and students of CDS in a departmental colloquium. The purpose of the presentations will be to inform CDS students and staff of ongoing research within the department as well as to receive comments and suggestions.

weeks prior to the oral defense. The examining committee will consist of the dissertation advisor and the members of the dissertation committee. The dissertation advisor and all but one of its members must be present for the oral examination to convene. The final examination for program completion shall be oral and cover the subject of the candidate's dissertation and related academic and professional matters.

ABOLITION OF THE PH.D. DEGREE IN MOLECULAR SCIENCE,
GRADUATE SCHOOL, SIUC

Summary

This matter proposes the abolition of the Ph.D. degree in Molecular Science, Graduate School, SIUC. The Graduate Council, in its motion to abolish the degree, stipulated that it will remain open to accept students until 1995.

Rationale for Adoption

The Ph.D. in Molecular Science was to be an interdisciplinary program; however, the majority of dissertations and students' interests are directed toward physics. In 1991, 18 students were enrolled and four degrees granted. The Illinois Board of Higher Education has recommended the degree program for elimination in order to reduce statewide capacity in the physical sciences to levels that match demand.

The Molecular Science program does not have a separate budgeted faculty; therefore, no tenured faculty member will be affected. No equipment nor facilities will be affected. Currently, there are 19 students enrolled in the degree program who will be allowed to complete their degree work, and the program will accept students until 1995.

Considerations Against Adoption

University officials are aware of none.

Constituency Involvement

This matter is supported by the Dean of the Graduate School, the Graduate Council, the Vice-President for Academic Affairs and Provost, and the President, SIUC.

Resolution

BE IT RESOLVED, By the Board of Trustees of Southern Illinois University in regular meeting assembled, That the Ph.D. degree in Molecular Science, Graduate School, SIUC, be and is hereby abolished as of Fall, 1995;

BE IT FURTHER RESOLVED, That students currently enrolled in the program be given the opportunity to complete their degree work; and

BE IT FURTHER RESOLVED, That the Chancellor of Southern Illinois University is authorized to take those actions necessary to implement this matter without further action by this Board.

ABOLITION OF THE PH.D. DEGREE IN MOLECULAR SCIENCE,
GRADUATE SCHOOL, SIUC.

I. Program Inventory Data:

A. Current

<u>CIPS CODE</u>	<u>MAJOR</u>	<u>DEGREE</u>	<u>UNIT</u>
30.0101	Molecular Science	Ph.D.	Graduate School

B. Proposed

Abolition

II. Reason for proposed action:

The Ph.D. in Molecular Science was to be an interdisciplinary program; however, the majority of dissertations and students' interests are directed toward physics. In 1991, 18 students were enrolled and four degrees granted. The Illinois Board of Higher Education has recommended the degree program for elimination in order to reduce statewide capacity in the physical sciences to levels that match demand.

The Molecular Science program does not have a separate budgeted faculty; therefore, no tenured faculty member will be affected. No equipment nor facilities will be affected. Currently, there are 19 students enrolled in the degree program who will be allowed to complete their degree work, and the program will accept students until 1995.

III. Anticipated budgetary effects.

The program does not have a separate budgeted faculty; therefore, there will be no budgetary effect.

IV. Arrangements to be made for (a) affected staff and students; and (b) affected equipment and physical facilities.

The program does not have a separate budget; therefore, there will be no effect on faculty and staff nor on equipment and facilities. Those students currently enrolled in the program will be allowed to complete their degree work, and the program will accept students until 1995.

V. Will other educational units, curricula, or degrees be affected by this action?

None.

VI. Any other relevant information.

None.

VII. Catalog copy to be deleted.

Attached.

VIII. The requested effective date of implementation.

Fall, 1995.

A graduate student in mining engineering is required to develop a program of study with a graduate advisor and a graduate committee. Each student majoring in mining engineering may, with the approval of the graduate committee, also take courses in other branches of engineering or in areas of science and business, such as physics, geology, chemistry, mathematics, life science, administrative sciences, or computer science.

For a student who wishes to complete the requirements of the master's degree with a thesis, a minimum of thirty semester hours of acceptable graduate credit is required. Of this total, eighteen semester hours must be earned in the mining engineering department. Each candidate is also required to pass a comprehensive oral examination covering all of the student's graduate work including the thesis.

If a student prefers the non-thesis option, a minimum of thirty-six semester hours of acceptable graduate credit is required. The student is expected to take at least twenty-one semester hours within mining engineering including no more than three semester hours of the appropriate 592 course to be devoted to the preparation of a research paper. In addition, each candidate is required to pass a written comprehensive examination and an oral examination on the research paper.

Each student will select a minimum of three engineering graduate faculty members to serve as a graduate committee, subject to the approval of the chair of the mining engineering department. The committee must consist of at least one member from one of the other engineering departments and will:

1. approve the student's program of study,
2. approve the student's research topic,
3. approve the completed research paper or thesis, and
4. administer and approve the written comprehensive or oral examination.

Teaching or research assistantships and fellowships are available for qualified applicants. Additional information about the program, courses, assistantships, and fellowships may be obtained from the College of Engineering and Technology or the Department of Mining Engineering.

Molecular Science

Molecular science is an interdisciplinary Ph.D. program designed to provide advanced education for those students who desire to pursue scientific careers which require understanding at the molecular level. The program draws its faculty from departments in the College of Science, the College of Engineering and Technology, the College of Liberal Arts, and the School of Medicine. This faculty offers a variety of interdisciplinary areas of research. Examples of such areas are molecular biology, biophysics, geophysics, geochemistry, coal science, chemical physics, catalysis, engineering science, and applied mathematics.

Students may enter the program with a master's degree from diverse educational backgrounds including the physical sciences, engineering, the life sciences, and mathematics. During the initial phase of study it is expected that most students will take some undergraduate courses in the areas of mathematics, physics, chemistry, and biology to expand their basic knowledge to the required breadth. Then in their second phase of study, each student will take preliminary examinations in the graduate breadth areas of their choice. Additionally, a written examination will be required for each student in their own specialty area, and this will be followed by an oral examination which will in-

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Admission to Candidacy for Ph.D.
 After satisfying the breadth requirements and completing the research tool requirement, the student may seek admission to candidacy for the Ph.D. degree major in molecular science. This may be accomplished by passing 3 preliminary breadth examinations from the following list and by passing a fourth preliminary examination in the student's area of emphasis. The nature of these examinations is described in the following paragraphs.

The student will choose 3 breadth areas from the following list of 8 broad preliminary examination areas. Each of these breadth areas is described by graduate courses. The student may pass each breadth area in 2 ways: (1) by passing 2 or more of the designated courses with a grade average of at least 3.5, or (2) by passing a comprehensive written examination in the breadth area.

Breadth Areas.

Quantum Theory and Molecular Spectroscopy.
 Statistical Mechanics and Thermodynamics.
 Engineering Sciences I: Electrical Sciences and Systems or Fluid and Solid Sciences.
 Engineering Sciences II: Transfer Processes or Material Sciences.
 Applied Mathematics.
 Biochemistry or Organic Chemistry.
 Biophysics.

The chair of the molecular science program will appoint faculty members to design, administer, and evaluate the preliminary examinations in the breadth areas.

The student and the student's dissertation adviser will designate an area of emphasis. The preliminary examination in this specialty area will be written and will be followed by an oral examination which will also include the 3 breadth areas. The written examination will be composed under the direction of the student's dissertation adviser. The oral examination will be conducted by the student's committee. The purpose of this last oral examination is to establish that the student is, in fact, a Ph.D. candidate.

Failure by the student to pass any preliminary examination will lead to a review of the student's status by the executive committee and the student's committee. They may decide (1) to allow the student to retake only the failed examination, (2) to require the student to retake both the failed examinations as well as the examinations in which the student demonstrates weakness to the extent that the performance was considered border line passes, or (3) to terminate the student. In any case, no student will be allowed more than 2 tries at passing any one preliminary examination in any area. Additionally, permission to choose a different area after failure in one must be approved by both the executive committee and the student's committee. Such permission may be approved only once.

The research tool requirement is satisfied either by passing the ETS examination in French, German, or Russian or by demonstrating competence in computer programming.

Requirements for the Ph.D. Degree with a Major in Molecular Science. A candidate must complete the requirements for the Ph.D. degree with a Major in Molecular Science. A candidate must also complete the requirements for the Graduate School.

include the 3 breadth areas as well as the area of emphasis. Passing these preliminary examinations and a research tool requirement qualify a student for admission to candidacy.

In their third and final phase, candidates for the Ph.D. degree must complete their research, write their dissertation, and pass an open oral examination on their dissertation work.

Because students enter the program from different backgrounds, it is difficult to predict the time required for each student to complete each phase. In practice the phases overlap. Phases one and two occur in the first year with phase two continuing through the second year. Research usually starts during the second year. A well prepared student might complete the program in 3 years; however, 4 years is a reasonable average time to expect most students to complete the program.

Admission to Graduate Study

Admission to the Ph.D. program with a major in molecular science requires a master's degree or its equivalent in the physical sciences, life sciences, mathematics, or engineering. In addition, the student must have a grade point average of at least 3.25 in graduate courses.

Students holding the baccalaureate degree in the above listed fields are admitted to graduate study in preparation for subsequent admission to the molecular science program. They may join the program after either obtaining a master's degree or its equivalent. Application for master's equivalency requires (a) completion of 30 semester hours of acceptable graduate credit, at least 15 hours of which must be courses numbered 500 or above, and (b) completion of an approved research paper which demonstrates evidence of the student's knowledge of research techniques, and which is based on a special research project. In addition to the other subject matter they may have studied, students must have the background listing below (SIUC equivalency courses are listed in parentheses):

- Mathematics — through differential equations (MATH 150, 250, and 305).
- Chemistry — freshman chemistry, one semester of organic chemistry, and one semester of either physical chemistry or the third semester of university physics (CHEM 222AB-8, or 224-5 and 225-2 plus 340-4 and either 460-3, or PHYS 205C-3).
- Physics — two semesters of sophomore level physics and either the third semester of university physics or physical chemistry (PHYS 203AB-6] or 205AB-6 plus 205C-3, or CHEM 460-3).
- Biology — a minimum of two semesters beyond General Studies biology (either two courses chosen from BOT 335, CHEM 352, MICR 301, MICR 302, PSYCH 312, and ZOOL 309 or three courses from BIOL 305, 306, 307, 308, 309, and PHSL 210).

Since the program in molecular science is interdisciplinary and broadly based, it is anticipated that many students entering the program will not have the breadth indicated above. This breadth may be attained by taking the regularly offered courses listed in parentheses. The program chair will determine course equivalencies between SIUC and other schools.

Retention in the Program

The executive committee will make a determination of student retention by the committee for each student. Admissions action by the committee will be based on the student's retention status.

viser will recommend a Ph.D. committee which the program chair will submit for approval by the dean of the Graduate School. The student's committee will work out with the student and monitor a scheduled program for completion of the Ph.D. degree.

Music

The School of Music faculty numbers twenty-seven full-time positions. Within its ranks are to be found many outstanding performers and educators, representing a broad diversification of background and talent. Faculty members present many solo and small ensemble performances, as well as clinics and workshops, during the school year. Sixteen members of the faculty hold doctorates or its equivalent.

Library Facilities

In addition to Morris Library, the School of Music has its own recording and score library, including modern stereo listening facilities, cassettes, and cassette decks for self-instruction in ear training and music literature, some 1600 LP recordings and tapes, over 1100 scores, many in multiple copies, and 94 books and reference works. The self-instruction center in Morris Library provides tape recordings of theory and literature for student use.

Musical Organizations

A wide variety of performing opportunities is available, including the University Symphony, symphonic band, wind ensemble, jazz ensemble, Marching Salukis, brass ensemble, guitar ensemble, percussion ensemble, choral union, concert choir, chamber choir, and vocal jazz ensemble. The Marjorie Lawrence Opera Workshop presents one full opera production each year in addition to several programs of small operas and operatic excerpts. The Summer Music Theater presents two full-scale musicals during the summer session.

Musical Performances

Some 130 School of Music programs are presented each year, plus Southern Illinois Concert Series and Celebrity Series appearances by well-known concert artists. A program booklet for further details concerning concert activity is available through the School of Music.

Other Resources

A fifty-eight rank Reuter pipe organ, the principal instrument for recitals and teaching, is installed in Shryock Auditorium. Available for practicing are a four-rank Ott tracker organ, a six-rank Moeller, and a four-rank Wicks. Eighty-five pianos, including twenty-two in practice rooms, an eighteen-unit electronic piano lab, and a full complement of band and orchestral instruments are available.

Graduate Assistantship and Fellowship Applications

Any student seeking a master's degree may apply to the coordinator of graduate studies in music for a graduate assistantship. An undergraduate overall grade-point average of 2.8 ($A = 4$ points) is required for consideration. The assignment of assistantships, for those who are eligible, is based upon School of Music needs and student qualifications. A student with an overall grade-point average of 3.5 or better is eligible to apply for a graduate fellowship involving no School of Music assignment. The School of Music offers six programs leading to the Master of Music Administration. Each master's degree requires a minimum total of 30 credits, with

ABOLITION OF THE LAW ENFORCEMENT ASSOCIATE IN APPLIED
SCIENCE DEGREE, COLLEGE OF TECHNICAL CAREERS, SIUC

Summary

This matter proposes abolition of the Associate in Applied Science degree in Law Enforcement, College of Technical Careers, SIUC.

Rationale for Adoption

The Illinois Board of Higher Education in its PQP initiative recommended abolition of this program since all community colleges in the Southern Illinois Collegiate Common Market (SICCM) offer this program. Students enrolled in the program will be allowed to complete their degrees. Cost savings will be realized in terms of OTS monies which will be reallocated within the College. The one tenured faculty member is considering either a transfer to the Administration of Justice program in the College of Liberal Arts, or being reassigned to another program in the College of Technical Careers.

Considerations Against Adoption

University officials are aware of none.

Constituency Involvement

This action is supported by the Director of the Division where the program is located, by the Dean of the College of Technical Careers, by the Faculty Senate, by the Vice-President for Academic Affairs and Provost, and by the President, SIUC.

Resolution

BE IT RESOLVED, By the Board of Trustees of Southern Illinois University in regular meeting assembled, That the Associate of Applied Science degree in Law Enforcement, College of Technical Careers, SIUC, be and is hereby abolished; and

BE IT FURTHER RESOLVED, That the Chancellor of Southern Illinois University is authorized to take those actions necessary to implement the abolition without further action by this Board.

ABOLITION OF THE LAW ENFORCEMENT ASSOCIATE IN APPLIED SCIENCE
DEGREE, COLLEGE OF TECHNICAL CAREERS, SIUC

I. Program Inventory Data:

A. Current

<u>CIPS CODE</u>	<u>MAJOR</u>	<u>DEGREE</u>	<u>UNIT</u>
43.0107	Law Enforcement	A.A.S.	College of Technical Careers

B. Proposed

Abolition

II. Reason for proposed action:

This action was recommended by the Illinois Board of Higher Education in its PQP initiative (Fall 1992) and by the Campus Long Range Planning Committee. The Director of the Division which provides the administrative location for the program and the Dean of the College of Technical Careers both concur with the IBHE recommendation to eliminate the degree.

III. Anticipated budgetary effects.

Cost savings will be reallocated within the College.

IV. Arrangements to be made for (a) affected staff and students; and (b) affected equipment and physical facilities.

Students enrolled in the program who want to complete their degree will be permitted to do so. Other students may want to transfer to the College of Liberal Arts and complete a bachelor's degree in Administration of Justice. The one tenured faculty is reviewing at least two options: (1) joining the faculty in Administration of Justice or (2) being reassigned to another program within the College of Technical Careers. The second, non-tenured faculty is anticipating tenure review Fall 1994. Depending on the results of that review, the faculty member may or may not be given similar options. No staff will be affected and no equipment is involved.

V. Will other educational units, curricula, or degrees be affected by this action?

As stated previously, the College of Liberal Arts houses degrees in Administration of Justice. It is possible that selected courses may be incorporated into this degree.

VI. Any other relevant information.

None.

VII. Catalog copy to be deleted.

Catalog copy to be deleted is attached.

VIII. The requested effective date of implementation.

Fall, 1994 to accept last class of students.

these areas. The student will learn of alternatives to incarceration that are community based and of the need for community involvement and support for these efforts. Lecture three hours. Prerequisite: 103

221-3 Police Administration. The course will provide the student with an introduction to law enforcement agencies. The course will cover the history of law enforcement, organizational structure, organizational behavior and administration. Special attention will be paid to the activities of police operation and some of the factors lying ahead in the field of police administration. Lecture three hours. Prerequisite: 103 and 108

271-3 The Security Survey: Loss Prevention Applications. Emphasis is to identify various operations within a retailing environment that could be enhanced when appropriate internal security and control measures are introduced. Topics to be addressed include how to identify the origins of inventory shrinkage, inventory control and management techniques, internal pilferage theft problems, anti-shoplifting strategies, and methods to assess internal and external threats. Prerequisite: 203 or consent of instructor with opportunity to develop a special program

289-1 to 16 Individual Study. Provides students with other opportunities. Enrollment provides access to the resources of facilities of the entire institution. Each student will work under the supervision of a sponsoring staff member. Prerequisite: approval of the sponsor, program supervisor, and division chairperson is required.

349-1 to 15 Occupational Internship. Each student will be assigned to a University approved organization to do activities related to the student's academic program and career objectives. The student will perform duties and services as assigned by the preceptor and coordinator. Interviews and assignments are required to be completed by the student. Hours and credits to be individually arranged. Mandatory Pass Fail.

350-1 to 32 Technical Career Subjects. In-depth competency and skill development and exploration of innovative techniques and procedures used in business, industry, professions, and health service occupations offered through various workshops, seminars, and short courses, and seminars. Hours and credit to be individually arranged. This course may be classified as independent study. Prerequisite: consent of instructor

355-9 Internship in Criminal Justice Practice. The pre-service student will be exposed to the operations of a criminal justice agency through an eight-week internship in that agency under supervision. Upon completion of the internship the student will have been exposed to all aspects of the agency and will reinforce the student's attitudes toward that particular area of criminal justice. Internship: 40 hours per week for eight weeks. Prerequisite: sophomore standing and fifteen hours of credit in correctional services law enforcement courses.

Liberal Arts (College Courses)

Courses (LAC)

105-3 Law in American Society. Faculty from the Departments of Economics, History, Philosophy, Political Science, Psychology, and Sociology consider the ways in which law affects American society. Topics such as students' rights, civil disobedience, crime, obscenity, and labor-management relations will be explored through lectures, discussion groups, guest speakers, and presentations. Recommended for students who want to explore how the law works in society, and who want to consider possible careers in law.

308-1 to 9 (1 to 3 per semester) Interdisciplinary Studies. Offered in a variety of forms, including lectures, readings, research, or field study. Initiated by at least two faculty members from different departments. Approval by the dean is required during the semester prior to its offering. May be repeated to equal a total of nine credits.

310-3 Values in the Living World—Life, Nonmarket, and the Natural. Intended for students who are interested in examining individualistic, material values which pertain to those professions based upon the biological sciences; e.g., agriculture, forestry, etc.

311-3 Values in the Communication Arts. The aim of this course is to examine, by means of readings, films and guest lectures, the value perspectives of contemporary American life. This will be done in terms of the cultural, aesthetic ideals and actual practices to be encountered in the public sphere of mass media, i.e., cinema, radio, television, and journalism.

312-3 Applied Values in Society. A consideration of value problems and dilemmas faced by individuals in social science-based professions such as counseling, social welfare, administration of justice, etc. Among the questions to be considered are agency or corporate loyalty vs. individual ethics.

Approved for transfer to other institutions. Prerequisite for the courses in this category is successful completion of the following prerequisite courses:

ABOLITION OF THE AVIONICS TECHNOLOGY ASSOCIATE IN APPLIED
SCIENCE DEGREE, COLLEGE OF TECHNICAL CAREERS, SIUC

Summary

This matter proposes abolition of the Associate in Applied Science degree in Avionics Technology, College of Technical Careers, SIUC.

Rationale for Adoption

The faculty in the Avionics Technology program and the faculty in the Aviation Maintenance Technology program are engaged in a curriculum review with the purpose of integrating both programs into one degree. The elimination of the A.A.S. degree in Avionics Technology represents one step in this review process. Students enrolled in the program will be allowed to complete their degrees. No direct cost savings will be realized as a result of this abolition, and no tenured faculty member will be released as a result of this abolition.

Considerations Against Adoption

University officials are aware of none.

Constituency Involvement

This action is supported by the Director of the Division where the program is located, by the Dean of the College of Technical Careers, by the Faculty Senate, by the Vice-President for Academic Affairs and Provost, and by the President, SIUC.

Resolution

BE IT RESOLVED, By the Board of Trustees of Southern Illinois University in regular meeting assembled, That the Associate of Applied Science degree in Avionics Technology, College of Technical Careers, SIUC, be and is hereby abolished; and

BE IT FURTHER RESOLVED, That the Chancellor of Southern Illinois University is authorized to take those actions necessary to implement the abolition without further action by this Board.

ABOLITION OF THE AVIONICS TECHNOLOGY ASSOCIATE IN APPLIED
SCIENCE DEGREE, COLLEGE OF TECHNICAL CAREERS, SIUC

I. Program Inventory Data:

A. Current

<u>CIPS CODE</u>	<u>MAJOR</u>	<u>DEGREE</u>	<u>UNIT</u>
47.0609	Avionics Technology	A.A.S.	College of Technical Careers

B. Proposed

Abolition

II. Reason for proposed action:

Faculty in the Division of Aviation Technology, which includes the faculty in Avionics Technology, are in the process of reviewing their curricula with the purpose of integrating Avionics Technology and Aviation Maintenance Technology into one degree program. The elimination of the A.A.S. in Avionics Technology is one step in this process.

III. Anticipated budgetary effects.

None.

IV. Arrangements to be made for (a) affected staff and students; and (b) affected equipment and physical facilities.

Students enrolled in the program who want to complete their degree will be permitted to do so. Faculty will continue to teach selected avionics courses. There will be no changes affecting staff, equipment, or physical facilities.

V. Will other educational units, curricula, or degrees be affected by this action?

Aviation Maintenance Technology will be affected to the extent that it and Avionics Technology are being merged into one program.

VI. Any other relevant information.

None.

VII. Catalog copy to be deleted.

Catalog copy to be deleted is attached.

VIII. The requested effective date of implementation.

Fall, 1994 to accept last class of students.

Flight Operations. A study of general aviation operations including fixed base operations (day flight training, charter, etc.), corporate aviation (business aviation), corporate flight departments, executive air fleets, etc. and the general aviation aircraft manufacturing industry.

375-3 Legal Aspects of Aviation. The student will develop an awareness of air transportation law as it relates to contracts, responsibility, liabilities, and legal authority of governmental units and agencies. Lecture, three hours.

376-3 Aviation Maintenance Management. To familiarize the student with the functions and responsibilities of the regional airline, manager. Maintenance management at the fixed base operator; management problems areas will be reviewed using the case study method.

377-3 Aviation Safety Management. This course will survey the various aspects of aviation in aviation safety management. Weather, air traffic control, mechanical and human factors incidents will be analyzed. Case studies of individual aviation accidents and 378-3 National Airspace System. This course provides instruction in the national airspace system, its purpose and major components. It defines the Federal Aviation Administration role in the operation, maintenance, and planning of the national airspace system. Prerequisite: 250 and 386-3.

386-3 Fiscal Aspects of Aviation Management. An introduction to the fiscal problems encountered in the administration of aviation facilities.

401-3 Current Issues in Aviation Management. A review of current problems affecting the aviation industry with particular emphasis on resource allocation, planning, and internal/external constraints. Not for graduate credit. Prerequisite: a course in economics or marketing, or consent of instructor.

Avionics Technology (Program, Major, Courses)

Avionics, or aviation electronics, is a rapidly growing field requiring highly skilled technicians for work in the development, installation, and maintenance of the sophisticated avionics systems required for effective utilization of modern day aircraft by the aviation industry.

The avionics technician finds opportunities for employment with the airline industry, general aviation, and in aircraft manufacturing, where employees will install, maintain, test, and repair airborne communications and navigation systems, airborne radar systems, and related equipment.

All instruction is programmed in a balanced combination of classroom lecture and actual "hands on" laboratory experience under the supervision of instructors who have extensive experience and expertise in their respective fields.

The student will have courses in basic direct current, alternating current, electrical power systems, airborne, auxiliary power systems, electrical generation and distribution, load transfer, solid state devices, aircraft communications and navigation systems, instrumentation systems, and aircraft integrated flight systems, receivers, and transceiver pulse and microwave systems, antenna types, wave propagation and transmission lines, and Federal Aviation Administration and Federal Communication Commission regulations.

In addition to regular University tuition and fees, the student is required to purchase basic tool kits and study material at an approximate cost of \$400. Executives in the aviation industry constitute an advisory committee which serves the program. The current members are listed under aviation maintenance technology and they serve both programs.

This associate degree program can be completed in two academic years at Southern Illinois University at Carbondale.

Associate in Applied Science Degree, College of Technical Careers

*Requirements for Major in Avionics Technology**

GED 101, 102, 152..... 9

Technical Careers 105a,b..... 4

*To meet Federal and industry requirements, the student should plan to take additional 300-level courses offered in post-associate specialty

Courses (ATA)

109-3 Aircraft Systems. An introductory course in aviation primarily designed for the student who has no background in aviation, but desires to learn about the aircraft and its systems as they relate to flight. The course will cover light, heavy, and rotary wing aircraft found in today's civil fleet.

120-3 Avionics Circuits and Systems. The student will have an understanding of the laws and theories of elementary AC and DC circuits as they apply to avionics, as well as a basic understanding of electronic circuit devices. Various basic electronic components will be analyzed from a theoretical and operational standpoint, utilizing both descriptive and analytical approaches. Lecture eight hours. Prerequisite: concurrent enrollment in Technical Careers 105a and 105b and consent of program coordinator.

125-5 Avionics Laboratory I. The student will be able to demonstrate and apply the theory studied in 120. Laboratory ten hours. Prerequisite: concurrent enrollment in 120 or consent of program coordinator.

130-5 Avionics-Electronics Circuits. This course will introduce the student to the theory of operation of solid state and other electron devices used in analog avionics circuits. Device operation will be analyzed from a theoretical perspective, and applied to circuits for power supplies, amplifiers, and oscillators, with emphasis on applications to avionics equipment. Lecture five hours. Prerequisite: 120 or consent of program coordinator.

132-3 Avionics-Electronics Circuit Laboratory. This course allows the student to apply the theory discussed in 130. Circuits will be constructed and tested under experimental conditions. An emphasis will be placed on troubleshooting circuit problems and in applying logic to isolate and correct circuit malfunctions. Laboratory ten hours. Prerequisite: 125, concurrent enrollment in 130 or consent of program coordinator.

200-4 Electronics for Aviators. Introduces aviation flight students to the fundamental concepts and principles of aircraft, electrical, and electronic systems. Coverage includes direct current and alternating current power generation, control and distribution aboard aircraft, as well as a brief introduction to avionics systems. Emphasis will be placed on analyzing operational parameters and fault detection. Lecture four hours. Prerequisite: none.

203-3 Avionics Shop Practices. The student will study avionics installation requirements, layout procedures and equipment location. They will understand repair station certification, regulations, records, and certification of repairmen. Lecture three hours.

204-3 Avionics Shop Laboratory. The student will make and follow installation drawings or layouts. They will use the equipment and tools requirement to perform avionics equipment installation. Given a list of avionics equipment, they will make the installation, perform acceptance check on the equipment, and fill out required records. Laboratory six hours. Prerequisite: concurrent enrollment in 203 or consent of program coordinator.

210-2 Avionics Electrical Systems. This course will introduce the student to electrical power distribution systems found on all types of aircraft. Upon successful completion of the course, the student will be able to perform operational checks of aircraft electrical systems and diagnose malfunctions in system operation. Lecture one hour. Laboratory two hours. Prerequisite: 120 or consent of program coordinator.

233-5 Aircraft Communication and Navigation Systems Theory. Student will have knowledge of the theory of operation, calibration, and frequency selection (NAV-COM) equipment. They will understand transceiver circuitry, closed frequency loop, SCR circuits, audio amplifiers, inter-com systems, VOR navigation receivers, VOR receiver, glide slope receivers, ADF receivers, and marker beacon receivers. They will be able to use avionics manufacturer's maintenance and overhaul manuals and FAA regulations. Lecture five hours.

234-5 Avionics Laboratory II. Students will be able to identify systems components. They will be able to operate and calibrate test equipment. They will be able to troubleshoot and repair communication and navigation equipment, and to perform alignment of transceivers, navigation receivers, VOR converter, ADF receivers and marker beacon receivers. They will effectively perform modification and compliance of Service bulletins and FAA Directives. Laboratory twelve hours.

235-6 Flight System Theory. Students will have knowledge of operation and installation of aircraft control, navigation, communication, synchro and servo systems. They will be able to determine if a system meets factors and FAA specifications. They will learn to use technical publications. Lecture six hours.

236-5 Avionics Laboratory III. Students will be able to operate, install, adjust, troubleshoot, and repair aircraft flight panel, automatic stabilization systems, and integrated flight systems. They will be able to install, adjust, and troubleshoot flux gate compass, gyrosyn directional indicator.

rate gyro, RMI repeater and attitude gyro. They will be able to use technical publications. Laboratory ten hours.

237-5 Avionics Logic Circuits and Pulse Systems Theory. Students will be able to analyze the use and operation of logic gates, gate expanders, inverters, flip-flops, shift registers, decoders and operational amplifiers as used in avionics circuits. They will have knowledge of pulse circuits used in distance measuring equipment and ATC transponders. Lecture five hours and laboratory five hours.

238-5 Avionics Laboratory IV. Students will be able to test, calibrate, troubleshoot, and repair logic circuits used in avionics equipment and ATC transponders in accordance with manufacturer and repair distance measuring equipment manuals. Laboratory ten hours.

202S Aircraft Stationery V. Students will be able to conduct avionics loan analysis and perform flight and balance problems. Given a malfunction in an avionics system on the aircraft, they will be able to locate the faulty component, and to perform necessary repairs and to return equipment to airworthy status. Laboratory 12 hours.

303-2 FCC Regulations. The student will have knowledge of FCC requirements for aircraft station licenses, aeronautical ground station and operator's licenses. Lecture four hours.

304-4 Avionics Radar System Theory. The student will have knowledge of airborne radar system circuits, and understand the theory of operations of radar antenna system. The student will be able to perform installation, system performance check out, circuit adjustment, trouble shooting, and general repair of the airborne radar system.

320-5 Avionics Flight Line Maintenance. Students will study basic avionics systems, their components, and learn how to perform flight line maintenance and troubleshooting of the system performance as required by Federal Aviation Administration Regulations and performance instructions from the manufacturer's and flight line system testing procedures for selected avionics systems. For non-avionics majors. Lecture five hours.

325-4 Avionics Flight Maintenance Laboratory. Students will demonstrate their understanding of basic avionics systems and system components, and perform flight line preventive maintenance and troubleshooting on selected avionics systems. The student will demonstrate an understanding of the ramp-test criteria of selected avionics systems and the utilization of the appropriate portable test equipment. For non-avionics majors. Laboratory eight hours.

350-4 Microcomputers for Aviation Professionals. Students will demonstrate a basic understanding of microcomputer systems and their utilization as related to the aviation industry. The student will demonstrate a working knowledge of the application of common and available software such as a word processor, electronic spreadsheet, and database management system, and telecommunications software for a video protocol. Lecture demonstration four hours.

360-5 Avionics Data Busing and Electronic Flight Instrument Systems. Students will demonstrate a basic understanding of data busing glass cockpit display system, and telecommunications. For non-avionics majors. Lecture five hours.

365-4 Avionics Data Busing and Electronic Flight Instrument Systems Laboratory. The student will develop skill in troubleshooting advanced digital, tri-state, bus input/output, CRT display, character generation, and microprocessor bus controller circuits. The student will demonstrate a basic understanding of the control of the microprocessor using machine, mnemonic (assembly), and ADA software languages. Laboratory five hours.

370-5 Reliability, Maintainability, Fault Prediction and Analysis. Students will demonstrate the ability to understand and perform analysis and prediction of the logical concepts of reliability, maintainability, and fault prediction on an analysis of products and systems. A conceptual understanding of logic symbols, fault tree analysis, and fault criticality as well as logical management. Lecture five hours.

Biological Sciences (Major)

The biological sciences major consists of courses selected from the Departments of Microbiology, Physiology, Plant Biology and Zoology. Students selecting biological sciences as their major do not need to take a minor. Besides enrolling in biological sciences courses, students are also required to take courses in chemistry and mathematics. Students should consult their advisers for additional information.

ABOLITION OF THE COMPUTER INFORMATION PROCESSING ASSOCIATE IN APPLIED SCIENCE DEGREE, COLLEGE OF TECHNICAL CAREERS, SIUC

Summary

This matter proposes abolition of the Associate in Applied Science degree in Computer Information Processing, College of Technical Careers, SIUC.

Rationale for Adoption

The Illinois Board of Higher Education in its PQP initiative recommended abolition of this program, and all community colleges in the Southern Illinois Collegiate Common Market (SICCM) offer it. Students enrolled in the program will be allowed to complete their degrees. Any cost savings realized will be reallocated within the College as a result of this abolition, and no tenured faculty member will be released as a result of this abolition.

Considerations Against Adoption

University officials are aware of none.

Constituency Involvement

This action is supported by the Coordinator of the Program, by the Dean of the College of Technical Careers, by the Faculty Senate, by the Vice-President for Academic Affairs and Provost, and by the President, SIUC.

Resolution

BE IT RESOLVED, By the Board of Trustees of Southern Illinois University in regular meeting assembled, That the Associate of Applied Science degree in Computer Information Processing, College of Technical Careers, SIUC, be and is hereby abolished; and

BE IT FURTHER RESOLVED, That the Chancellor of Southern Illinois University is authorized to take those actions necessary to implement the abolition without further action by this Board.

ABOLITION OF THE COMPUTER INFORMATION PROCESSING ASSOCIATE IN APPLIED SCIENCE DEGREE, COLLEGE OF TECHNICAL CAREERS, SIUC

I. Program Inventory Data:

A. Current

<u>CIPS CODE</u>	<u>MAJOR</u>	<u>DEGREE</u>	<u>UNIT</u>
52.1202	Computer Information Processing	A.A.S.	College of Technical Careers

B. Proposed

Abolition

II. Reason for proposed action:

This action was recommended by the Illinois Board of Higher Education in its PQP initiative (Fall 1992) and by the Campus Long Range Planning Committee; all community colleges in the Southern Illinois Collegiate Common Market offer the degree. The Director of the Division which provides the administrative location for the program and the Dean of the College of Technical Careers both concur with the IBHE recommendation to eliminate the degree.

III. Anticipated budgetary effects.

Savings will be reallocated to other CTC programs.

IV. Arrangements to be made for (a) affected staff and students; and (b) affected equipment and physical facilities.

Students enrolled in the program who want to complete their degree will be permitted to do so. Tenured faculty in the program will be assigned to similar teaching assignments in the Department of Information Management Systems. The one non-tenured faculty member will be given the option to pursue tenure within the Department of Information Management Systems. No staff will be affected, and no equipment is involved.

V. Will other educational units, curricula, or degrees be affected by this action?

Courses taught for other units within CTC or within the University that are will be retained.

VI. Any other relevant information.

None.

VII. Catalog copy to be deleted.

Catalog copy to be deleted is attached.

VIII. The requested effective date of implementation.

Fall, 1994 to accept last class of students.

Requirements for Major in Computer Information Processing

GED 101, 102, 152 or 153 each with a minimum grade of C or better 9

Technical Careers 120, 220, 6

Computer Information Processing 101, 102, 103, 111, 121, 131, 212, 213, 222, 232, 233, 281 each with a minimum grade of C 40

Approved social and technical electives (list available) 9

Total 64

Minor

A minor in computer information processing consists of one course from Group A (2 to 3 credit hours), one course from Group B (2 to 3 credit hours) and the remaining courses from Group C to complete a minimum of fifteen credit hours. No more than six credit hours may be transfer courses.

- Group A:** Introduction to Information Processing 101, 109 or any approved nonprogramming introductory course
- Group B:** Introduction to Programming 102, 111, 121, 222, 323 or any approved full semester programming course
- Group C:** Electives

Any Computer Information Processing course except 101, 103, 109, 280, 281, the course chosen from Group B of the two courses 131 and 229, only one may be used) or any approved computer related course.

All prerequisites must be satisfied for computer information processing courses taken for the minor.

Courses (CIP)

- 101-3 Introduction to Information Processing.** The successful student should be able to demonstrate understanding of basic terminology, procedures, applications, and equipment used in information processing. Topics covered will range from simple computer processing techniques to advanced concepts such as networks. Credit cannot be given for both 101 and 109. Lecture three hours. Restricted to majors and minors.
- 102-3 Introduction to Programming.** The successful student should be able to flowchart and code logical solutions to business data processing problems using general approaches to totaling, label processing, and file updating. Lecture three hours. Prerequisite: 101 or concurrent enrollment or equivalent.
- 103-3 Information Processing Mathematics.** The successful student should be able to use various types of logic diagrams, such as flow charts and truth tables to solve problems; to work problems using basic algebra, business mathematics, number bases, and related concepts. Lecture three hours. Prerequisite: high school algebra.
- 106-3 Information Processing Concepts.** The successful student should be able to demonstrate an understanding of basic terminology, procedures, applications, and equipment used in information processing. Topics covered will range from simple computer processing techniques to advanced contemporary applications. Credit cannot be given for both 101 and 109. Lecture three hours. Intended for nonmajors.
- 111-3 Cobol Programming I.** The successful student should be able to flowchart, code, and run a variety of simple problems using disk input, disk and printer output, control breaks, and one dimensional tables. Lecture three hours. Prerequisite: 102.
- 121-3 RPG I Programming.** The successful student should be able to code and run a variety of business problems in the Report Program Generator language with disk and printer files, multiple record formats, and multiple input, tables, arrays, matching records, and selected special features. Lecture three hours. Prerequisite: 102.
- 131-3 Information Processing Applications.** The successful student will demonstrate by examination a general knowledge of business processing procedures and terminology for basic business applications such as billing, accounts payable, accounts receivable, inventory control, and payroll. In addition, the successful student will implement selected business procedures on microcomputer using

social planning.

489-3 Field Service Seminar. (Same as Social Work 489.) This seminar is to be taken concurrently with 495 or Social Work 495. May not be taken for credit if served in either 289 or Social Work 289. Prerequisite: consent of instructor.

491-1 to 6 Independent Study in Community Development. Supervised individual study of a topic in keeping with the needs of each student. Prerequisite: consent of instructor.

495-1 to 6 Advanced Field Service Practicum in Southern Illinois. (Same as Social Work 495.) This course is designed to provide upperclassmen and graduate students who are serving in direct community social service with this agencies in southern Illinois. Credit based on time spent in direct service. Approval of agency required. May not be taken for credit if credit has been earned in 295 or Social Work 295.

497-1 to 12 (1 to 3 per topic) Seminar in Community Development. The identification and analysis of special problems in community development, development funding, community development cooperatives and credit unions; (b) Research problems and methods; (c) Special problems (Credit limited to not more than three per topic and not more than 12 total).

Comparative Literature (Minor)

A comparative literature minor is available within the College of Liberal Arts. The program is directed by the comparative literature adviser in either the Department of English or the Department of Foreign Languages and Literatures. The minor consists of 18 hours of course work at or above the 300-level in literature other than those in which the student is majoring.

Computer Information Processing (Program, Major, Minor, Courses)

The growth of information processing in both the expansion of installations and the complexity of hardware and software has increased the need for competent information processing personnel. The curriculum in computer information processing at the College of Technical Careers prepares students for employment as business computer programmers, systems analysts, and related occupations. Skills which the graduate obtains include competency in programming languages such as COBOL, RPG, and Assembler and associated areas such as accounting and systems design.

Students enrolled in the program have access to a modern large scale IBM computer with batch and interactive facilities, and an IBM PC lab. The hardware and software configurations are representative of large computer installations in industry. The data center is available for student use approximately 100 hours each week.

The associate degree program can be completed in two academic years at Southern Illinois University at Carbondale or in combination with community colleges or other acceptable extra-institutional educational experiences. Students beginning the program in the spring semester may require five semesters to complete the degree. Students should plan to spend small amounts for special laboratory materials.

Students completing this program may seek employment as entry level business applications programmers and systems analysts, or may continue their studies by enrolling in a bachelor's degree program, such as the advanced technical studies program in the College of Technical Careers.

An advisory committee of professional people and educators meet annually on campus to review the program to assure its continuing responsiveness to the current needs of industry.

appropriate applications software packages, such as word processing, data base, and spread sheets. Lecture three hours

199-1 to 10 Individual Study. Provides first-year students with the opportunity to develop a special program of studies to fit a particular need not met by other offerings. Enrollment provides access to the resources of facilities of the entire institution. Each student will work under the supervision of a sponsoring staff member. Prerequisite: approval of the sponsor, program coordinator, and division chairperson.

212-3 COBOL Programming II. The successful student should be able to flowchart, code, and run a variety of complex problems using disk and printer files with advanced COBOL language features. Lecture three hours. Prerequisite: 212-2.

213-6 Information Processing Project. The type encountered in industry by entry-level programmers for a problem approaching knowledge gained in previous courses and develops an understanding of how the various project matter fits together. Lecture three hours. Independent laboratory hours. Prerequisite: 212 with a grade of C or better, 212, 233 or consent of instructor.

222-4 Assembly oriented problems using disk and printer files, character, decimal, and binary input of data sets, utility, macros, and subroutines. Lecture four hours. Prerequisite: two prior programming classes or consent of instructor.

229-3 Computing for Business Administration. The successful student will acquire an understanding of information systems concepts and of the use of computers to process business data through solving a variety of business related problems. Emphasis is on the computer as a management tool. Lecture three hours.

232-3 Systems Design and Development. The successful student will demonstrate in class discussion, on examinations and by producing a case study the ability to design an effective business information processing system. Prerequisite: 212, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 920, 921, 922, 923, 924, 925, 926, 927, 928, 929, 930, 931, 932, 933, 934, 935, 936, 937, 938, 939, 940, 941, 942, 943, 944, 945, 946, 947, 948, 949, 950, 951, 952, 953, 954, 955, 956, 957, 958, 959, 960, 961, 962, 963, 964, 965, 966, 967, 968, 969, 970, 971, 972, 973, 974, 975, 976, 977, 978, 979, 980, 981, 982, 983, 984, 985, 986, 987, 988, 989, 990, 991, 992, 993, 994, 995, 996, 997, 998, 999, 1000.

290-1 to 8 Information Processing Internship. The successful student will study, observe and participate in a practical experience closely related to and supplementing the information processing. Hours and credit arranged individually. May be repeated for credit up to eight hours.

291-2 Career Development. The successful student should be able to demonstrate an understanding of the skills required for finding and changing employment, for functioning successfully in a job environment, and for assessing attainment.

291-3 Introduction to and use of CMS. A short course introduction to the terminology and procedures necessary to create and modify files in CMS. Execs, macros and IBM manual notation are included. Lecture one hour. Mandatory Pass/Fail.

292-3 Introduction to Microcomputers. A short course introduction to concepts and procedures related to using microcomputer hardware and software. Lecture one hour. Mandatory Pass/Fail.

293-1 Introduction to Spreadsheets. A short course introduction to the main features of a spreadsheet to solve a variety of problems. Lecture one hour. Mandatory Pass/Fail.

294-1 Introduction to Databases. A short course introduction to the main features of a data base to solve a variety of problems. Lecture one hour. Mandatory Pass/Fail.

295-1 to 16 Individual Study. Provides students the opportunity to develop a special program of studies to fit a particular need not met by other offerings. Enrollment provides access to the resources of facilities of the entire institution. Each student will work under the supervision of a sponsoring staff member. Prerequisite: approval of the sponsor, program coordinator, and division chairperson is required.

319-1 to 15 Occupational Internship. Each student will be assigned to a University approved organization to participate in activities related to the student's academic program and career objectives. Students will perform duties and services as assigned by the preceptor and coordinator. Hours and assignments are required to be completed by the student. Hours and credits to be individually assigned. Mandatory Pass/Fail.

322-3 Pascal Programming. The successful student should be able to code and run a variety of

communication networks. Lecture three hours. Prerequisite: 101 and 111 or equivalent or consent of instructor.

300-1 to 32 Technical Career Subjects. In-depth competency and skill development and exploration of innovative techniques and procedures used in business, industry, professions, and health service occupations achieved through various workshops, special short courses, and seminars. Hours and credits to be individually arranged. This course may be classified as independent study. Prerequisite: consent of instructor.

381-1 Information Processing. Intensive study of selected topics relevant to the contemporary business and industry. Lecture three hours. Prerequisite: 212 with a grade of C or better and 213 with a grade of C or better. May be repeated for credit up to nine hours total. Prerequisite: CIP/ATS major or consent of department.

Computer Science (Department, Major, Courses)

The Department of Computer Science offers two degree programs to undergraduate students. The Bachelor of Science and the Bachelor of Arts degree programs are both offered through the College of Science.

The department offers courses covering all major areas of computer science. These courses constitute the basis for an undergraduate major which prepares students for a variety of professional and technical careers in business, industry, and government or graduate work leading to advanced degrees. In addition, the department offers an undergraduate minor and service courses for students from other fields, who will use computer science as a tool in their own areas. Students interested in computer science will be advised with respect to computer academic courses by the department so they may profitably pursue their academic and professional interests.

The curriculum specified for the Bachelor of Science degree is more flexible, broadly based, and provides preparation for a wide range of careers as well as for graduate training in computer science. The Bachelor of Arts degree program is oriented toward preparing students for careers across a wide spectrum of fields in which computers play a significant role. The program achieves this by requiring each student to develop a secondary concentration in a field which matches the individual's career goals.

The department enforces the following retention policy: A computer science major will not be permitted to enter any of the courses, 220, 302, 306, 315, 330, or 411, unless that student has achieved a grade point average of at least 2.00 for all required precedent computer science courses. Any exceptions to this policy will require the written approval of the departmental chairperson.

The department also enforces the following restriction on students repeating its courses: a student cannot repeat a course or its equivalent, in which a grade of B or better was earned, without the consent of the department.

Bachelor of Science Degree, College of Science

<i>General Education Requirements</i>	46
<i>College of Science Academic Requirements (See Chapter 3.)</i>	4
Foreign Language.....	(4) ¹ + 4
Biological Sciences.....	(6) ²
Physical Sciences.....	(6) ²

Requirements for Major in Computer Science

Computer Science 202, 215, 220, 302, 306, 315, 330, each with a grade of C or better.....	21
Computer Science 401, 411, 414	9
Computer Science electives.....	12
400-level courses.....	3, 1, 3, 3
	13-14

ABOLITION OF THE COLLEGE OF COMMUNICATIONS AND FINE ARTS;
THE CREATION OF A COLLEGE OF MASS COMMUNICATION AND MEDIA
ARTS; AND THE REALLOCATION OF UNITS TO THE COLLEGE OF
LIBERAL ARTS AND THE COLLEGE OF EDUCATION, SIUC

Summary

This matter proposes the abolition of the College of Communications and Fine Arts and the formation of a new College of Mass Communication and Media Arts to include the Departments of Cinema and Photography, and Radio-Television, the School of Journalism, the Daily Egyptian, and the Broadcasting Service. Further, this matter proposes the reallocation of the Department of Communication Disorders and Sciences to the College of Education, the merger with the Rehabilitation Institute, College of Education; and the reallocation of the School of Art and Design, the University Museum, and Museum Studies to the College of Liberal Arts. This matter also proposes that the tenure for Communication Disorders and Sciences be transferred to the Rehabilitation Institute and that the basic academic tenure units for the School of Art and Design, the School of Music, and the Departments of Speech Communication and Theater be transferred to the College of Liberal Arts. The appendices show the proposed structures.

Rationale for Adoption

In the present structure of the College of Communications and Fine Arts, there are programs which have only a marginal relationship to each other. For that reason, the College has not achieved the requisite cohesion of mission and the development of identity as a collegiate entity. The proposed reallocation of departments and programs and the creation of a new collegiate structure will permit a greater coherence and complementarity in the General Education curriculum and more cohesiveness and synergy between related programs in the communication and media arts areas. Some cost savings are anticipated as a result of reallocating some current administrative costs to instructional activity. In no case will any tenured faculty member be released, nor will any Administrative and Professional staff or Civil Service staff lose employment as a result of the proposed actions. Current students in the College of Communications and Fine Arts may choose the College in which their program is reallocated, the proposed new College (in the cases of Cinema and Photography, Radio-Television, and the School of Journalism), or the College of Communications and Fine Arts to appear on their diplomas.

Considerations Against Adoption

The size of the proposed new College makes it the smallest collegiate unit.

Constituency Involvement

Faculty and staff in the affected units support the actions proposed herein. These actions are also supported by the Dean of the College of Liberal

Arts, the Dean of the College of Education, the Faculty Senate, the Dean of the Graduate School, the Vice-President for Academic Affairs and Provost, and the President of SIUC.

Resolution

BE IT RESOLVED, By the Board of Trustees of Southern Illinois University in regular meeting assembled, That the College of Communications and Fine Arts be and is hereby abolished;

BE IT FURTHER RESOLVED, That the Department of Communication Disorders and Sciences be and is hereby reallocated to the College of Education and merged with the Rehabilitation Institute, College of Education, and tenure for the Communication Disorders and Sciences be transferred to the Rehabilitation Institute;

BE IT FURTHER RESOLVED, That the School of Art and Design, the University Museum, and Museum Studies, the School of Music, and the Departments of Speech Communication and Theater be and are hereby reallocated to the College of Liberal Arts, and the locus of tenure for the basic academic units of the School of Art and Design, the School of Music, and the Departments of Speech Communication and Theater be transferred to the College of Liberal Arts;

BE IT FURTHER RESOLVED, That the President of SIUC be and is hereby authorized to form a College of Mass Communication and Media Arts to include the Departments of Cinema and Photography, Radio-Television, the School of Journalism, the Daily Egyptian, and the Broadcasting Service, and is authorized to conduct a search for the deanship of the newly-formed College; and

BE IT FURTHER RESOLVED, That the Chancellor of Southern Illinois University is authorized to take those actions necessary to implement the aforementioned proposed changes without further action by this Board.

**APPENDIX A
PROPOSED COLLEGIATE STRUCTURES**

COLLEGE OF COMMUNICATIONS AND FINE ARTS

ABOLISHED

COLLEGE OF MASS COMMUNICATION AND MEDIA ARTS

Departments	Schools	Service Units
Cinema and Photography	Journalism	Broadcasting Service
Radio-Television		Daily Egyptian

**APPENDIX A (Continued)
PROPOSED COLLEGIATE STRUCTURES**

COLLEGE OF LIBERAL ARTS

Existing Structure	Proposed Structure
Administration of Justice	Administration of Justice
Anthropology	Anthropology
Black American Studies	Art and Design
Community Development	Black American Studies
Economics	Community Development
English	Economics
Foreign Languages and Literatures	English
Geography	Foreign Languages and Literatures
History	Geography
Linguistics	History
Philosophy	Linguistics
Political Science	Music
Psychology	Philosophy
Sociology	Political Science

**APPENDIX A (Continued)
PROPOSED COLLEGIATE STRUCTURES**

COLLEGE OF LIBERAL ARTS

Existing Structure	Proposed Structure
	Sociology
	Speech Communication
	Theater

COLLEGE OF EDUCATION

Existing Structure	Proposed Structure
Curriculum and Instruction	Curriculum and Instruction
Educational Administration and Higher Education	Educational Administration and Higher Education
Educational Psychology and Special Education	Educational Psychology and Special Education
Health Education and Recreation	Health Education and Recreation
Physical Education	Physical Education
Rehabilitation Institute	Rehabilitation Institute (Communication Disorders and Sciences to be merged with Rehabilitation Institute)
Vocational Education Studies	Vocational Education Studies

ABOLITION OF THE COLLEGE OF COMMUNICATIONS AND FINE ARTS;
 THE CREATION OF A COLLEGE OF MASS COMMUNICATION AND MEDIA
 ARTS; AND THE REALLOCATION OF UNITS TO THE COLLEGE OF
 LIBERAL ARTS AND THE COLLEGE OF EDUCATION, SIUC

I. Program Inventory Data:

See attachment.

II. Reason for proposed action:

The College of Communications and Fine Arts has not achieved the requisite cohesion of mission and the development of identity as a collegiate entity. There are too many programs which have only a marginal relationship to the existing structure. The proposed reallocation will permit a greater coherence and complementarity in the General Education curriculum and more cohesiveness and synergy between like-minded programs in the communication and media arts areas.

III. Anticipated budgetary effects.

The budgets of the affected units will follow the units being reallocated.

IV. Arrangements to be made for (a) affected staff and students; and (b) affected equipment and physical facilities.

The faculty, staff, students, and equipment will follow the units being reallocated.

V. Will other educational units, curricula, or degrees be affected by this action?

Only the Colleges of Education and Liberal Arts will be affected to the extent that they will receive some academic units which were in the College of Communications and Fine Arts.

VI. Any other relevant information.

The College of Liberal Arts has graduation requirements of a third composition course, a year of foreign language, and a course in math or computer science which are not required by the College of Communications and Fine Arts.

VII. Catalog copy to be deleted.

None to be deleted.

VIII. The requested effective date of implementation.

July 1, 1993.

A. Program Inventory Data.

CIPS	MAJOR	SPECIALIZATION/ CONCENTRATION	TITLE	COLLEGE OR SCHOOL
A.				
	<u>Current</u>			
09.0401	Journalism Minor: Journalism	Advertising News-Editorial	B.S.	Communications and Fine Arts
09.0701	Radio-Television		B.A.	Communications and Fine Arts
23.1001	Speech Communication Minor: Speech Communication	Communication Arts and Studies Communication Education Oral Interpretation Public Relations	B.S. B.A. B.S.	Communications and Fine Arts Liberal Arts Education (Com. Ed. Spec. only)
50.0401	Design	Product Design Visual Communications	B.A.	Communications and Fine Arts
50.0501	Theater Minor: Theater		B.A.	Communications and Fine Arts
50.0699	Cinema and Photography		B.A.	Communications and Fine Arts
50.0701	Art Minor: Art	General Studio Art History	B.A. B.S.	Communications and Fine Arts Education (Art Education Spec. only)
50.0702	Art	Painting Drawing Printmaking Sculpture Ceramics Fibers/Weaving Metalsmithing	B.F.A.	Communications and Fine Arts

CIPS	MAJOR	SPECIALIZATION/ CONCENTRATION	TITLE	COLLEGE OR SCHOOL
A. <u>Current</u>				
50.0901	Music	Music Business Liberal Arts Music Education Music Theory-Composition Performance-Instrumental (Standard Orchestra and Band Instruments, and Guitar) Performance-Keyboards (Piano, Organ, and Harpsichord) Performance-Voice Piano Pedagogy Jazz Performance	B. A. B. A. B. Music B. Music B. Music	Communications and Fine Arts Communications and Fine Arts Communications and Fine Arts Communications and Fine Arts Communications and Fine Arts
51.0201	Communication Disorders and Sciences	Proprofessional Program	B. S.	Communications and Fine Arts
09.0401	Journalism		M. A. M. S.	Communications and Fine Arts
09.0701	Telecommunications		M. A.	Communications and Fine Arts
23.1001	Speech Communication		M. A. M. S.	Communications and Fine Arts Communications and Fine Arts
50.0501	Theater		M. F. A.	Communications and Fine Arts
50.0699	Cinema and Photography	Cinema and Photography	M. F. A.	Communications and Fine Arts
50.0702	Art		M. F. A.	Communications and Fine Arts

July 8, 1993

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CIPS	MAJOR	SPECIALIZATION/ CONCENTRATION	TITLE	COLLEGE OR SCHOOL
A.	Current			
50.0901	Music	Music History and Literature Music Theory and Composition Performance Opera/Music Theater Piano Education Arts Music Education	M.M.	Communications and Fine Arts
51.0201	Communication Disorders and Sciences		M.S.	Communications and Fine Arts
09.0401	Journalism		Ph.D.	Communications and Fine Arts
23.1001	Speech Communication	Interpersonal Communication Performance Studies Communication Education Philosophy of Communication	Ph.D.	Communications and Fine Arts
51.0201	Communication Disorders and Sciences		Ph.D.	Communications and Fine Arts
60.0907	Radio Station WSIU			Communications and Fine Arts
60.1001	Television Station WSIU			Communications and Fine Arts
60.1001A	Television Station WUSI (Olney)			Communications and Fine Arts

CIPS	MAJOR	SPECIALIZATION/ CONCENTRATION	TITLE	COLLEGE OR SCHOOL
B.				
	Proposed			
09.0401	Journalism Minor: Journalism	Advertising News-Editorial	B.S.	Mass Communication and Media Arts
09.0701	Radio-Television		B.A.	Mass Communication and Media Arts
23.1001	Speech Communication Minor: Speech Communication	Communication Arts and Studies	B.S.	Liberal Arts
		Communication Education	B.A.	Education (Com. Ed. Spec. only)
		Oral Interpretation		
		Public Relations		
50.0401	Design	Product Design	B.A.	Liberal Arts
		Visual Communications		
50.0501	Theater Minor: Theater		B.A.	Liberal Arts
50.0699	Cinema and Photography		B.A.	Mass Communication and Media Arts
50.0701	Art Minor: Art	General Studio Art History	B.A. B.S.	Liberal Arts Education (Art Education Spec. only)
50.0702	Art	Painting Drawing Printmaking Sculpture Ceramics Fibers/Weaving Metalsmithing	B.F.A.	Liberal Arts

CIPS	MAJOR	SPECIALIZATION/ CONCENTRATION	TITLE	COLLEGE OR SCHOOL
B. Proposed				
51.0201	Communication Disorders and Sciences		M.S.	Education
09.0401	Journalism		Ph.D.	Mass Communication and Media Arts
23.1001	Speech Communication	Interpersonal Communication Performance Studies Communication Education Philosophy of Communication	Ph.D.	Liberal Arts
51.0201	Communication Disorders and Sciences		Ph.D.	Education
60.0907	Radio Station WSIU			Mass Communication and Media Arts
60.1001	Television Station WSIU			Mass Communication and Media Arts
60.1001A	Television Station WUSI (Olney)			Mass Communication and Media Arts

Communication Disorders and Sciences

(Department, Major, Courses)

The program in communication disorders and sciences has as its objective the training of qualified personnel to aid people who are speech, language, or hearing impaired. The undergraduate curriculum is broad in scope and gives the student the necessary preprofessional background for the clinical-research program offered at the master's level. Both state and national certification require the master's degree. Students who complete the graduate program at the master's level and have certification are qualified for positions in public or private clinics, schools, hospitals, or rehabilitation agencies. Students who complete the graduate program at the doctoral level will also find positions with colleges, universities, research institutes, or governmental agencies.

The Department of Communication Disorders and Sciences is dedicated to preparing students for leadership roles in the profession. Students are expected to develop programs that will enhance their individual strengths in light of their professional goals. The undergraduate program permits students to develop significant concentration areas outside of the department while laying the foundation for graduate education.

(Observation and beginning clinical experience are obtained at the undergraduate level through work at the University's clinical center and at area clinics, schools and rehabilitation agencies. Proficiency in communication skills must be demonstrated prior to enrollment in clinical coursework. The undergraduate program is designed to provide the student with sufficient information and experience to determine the advisability of pursuing a graduate degree in communication disorders and sciences. Those students choosing not to continue in the profession will find themselves well prepared to enter the job market with a broadly based education or to pursue graduate work in allied professions.

All students are encouraged to plan programs of study to meet the academic and practicum requirements for the Certificate of Clinical Competence in the American Speech-Language-Hearing Association, the Standard Special Certificate in Speech and Language Impaired of the State of Illinois or both. Programmatic planning at the bachelor's level will facilitate completion of certification requirements of American Speech-Language-Hearing Association and State of Illinois in conjunction with the master's degree program.

Bachelor of Science Degree, College of Communications and Fine Arts

COMMUNICATION DISORDERS AND SCIENCES—PREPROFESSIONAL PROGRAM

<i>General Education Requirements</i>	46
Including GE A 115; GEB 108 and 202; GED 101, 102, 107, and 152 or 153.	
<i>Requirements for a Major in Communication Disorders and Sciences</i>	59
Psychology 211, 301, 309	10
Linguistics 401	4
Communication Disorders and Sciences 200, 203, 214, 285, 302	45
303, 307, 406, 410, 417, 418, 419, 420, 492 and 493	
<i>Electives by Admensement</i>	15
<i>Total</i>	120

A student in the College of Communications and Fine Arts at the College of Education, who plans to be a public school speech and language clinician in Illinois, thereby needing to meet the requirements for the Standard Special Certificate—Certificate in Speech and Language Impaired, should follow the program of course requirements listed above. In addition, the requirements for the Teacher Education Program must be completed as part of the electives by advisement. The student teaching requirement and related seminar may not be undertaken at the undergraduate level. See also Teacher Education Program, Chapter 3.

Courses (CDS)

- 100-0 to 1 Speech Clinic: Therapy. For students with speech and hearing deviations who need individual help. Prerequisite: consent of instructor.
- 104-3 Training the Speaking Voice. For those students who desire to improve their voice and 105-3 technique.
- 105-3 Instruction to Communication Disorders. A general survey course devoted to a discussion of basic etiological classification schemes and their incidence in the current population. Opportunities for directed observation.
- 200-3 Phonetics. Instruction in the use of phonetic symbols to record the speech sounds of midland American English, with emphasis on ear training, and a description of place and manner of production of these sounds.
- 203-3 Introduction to Speech-Language and Hearing Science. An introduction to the science of general speech including the history of research in the field and significant experimental trends. Open to all students.
- 214-4 Anatomy and Physiology of the Speech and Hearing Mechanism. Structures and function of the speech and hearing mechanism. Lectures are supported by a gross anatomy lab experience.
- 285-3 Computer Technology in Communication and Fine Arts: Basic Literacy. An introduction to the basic terminology, concepts and techniques being used in the various areas of the College of Communications and Fine Arts. A foundation course to prepare students for the impact of computer technology in the professional lives of those who work in the occupational settings.
- 302-3 Phonological Development and Disorders. A general introduction to the phonological development in child language theory, contemporary theory and distinctive features theory as a framework for therapy and research.
- 303-3 Language Development and Disorders. Presentation of the progressive stages of language development in the areas of syntax and semantics. The student is acquainted with normal developmental processes and introduced to identification and remediation techniques with children from ages three to twelve. Theoretical considerations and terminology related to traditional structural and transformation grammars are introduced as tools for interpreting the acquisition processes.
- 307-3 Introduction to Organics. An introduction to the organic bases of communication disorders. An emphasis will be placed on the foundations of development and teratological events and their implications for the individual. Observations as directed. Prerequisite: 214 or consent of instructor.
- 408-3 Methods and Materials. Current information regarding treatment procedures in communication disorders will be presented. Additionally, topics will include clinical practice in various settings, federal legislation, scheduling, case selection and counseling, and the impact on service delivery.
- 408-3 Communicative Disorders: Craniofacial Anomalies. An introduction to the ontology, teratology and management of cleft palate and various craniofacial syndromes important to majors and non-majors interested in this aspect of communication and its disorders. Associated problems of personal and social adjustments are also examined. Prerequisite: 214, or consent of instructor.
- 410-3 Multicultural Aspects of Communication Disorders. Students will explore different cultures and communication within these cultures. Emphasis will be placed on the relationship between cultural differences and communication disorders. Review of speech and language disorders in multicultural populations, as well as assessment and intervention strategies for use with this diverse group will be provided. Prerequisite: 302, 303, 417 or consent of instructor.

- 417-3 Stuttering. Reviews the data and theories that relate to the etiology, onset and development of stuttering.
- 418-3 Parameters of Voice. Physio-acoustic parameters of voice quality variables evidenced in verbal communication. Lectures and demonstrations emphasize: basic information necessary to study for the treatment of voice disorders.
- 419-3 Communication Problems of the Hearing Impaired. Objectives and techniques for the teaching of lip reading, speech conservation, and auditory training. Prerequisite: 302, 303, and 420 or equivalent and consent of instructor.
- 420-3 Introduction to Audiological Disorders and Evaluation. Issues of professional field of audiology (orientation, anatomy, and physiology of the auditory system), major disease processes influencing hearing and their manifestations, measurement of hearing loss. Prerequisite: 203 and 214.
- 428-3 Communication Disorders and the Classroom Teacher. Etiology and therapy of common speech defects. May be taken by all inservice teachers, seniors, and graduate students in education.
- 431-1 to 8 Speech Physiology. Course focuses on the physiologic parameters of the supraglottal tract, and respiratory and laryngeal systems related to speech production. Discussion and laboratory experiences involve physiological characteristics of normal and disordered speech production, measurement and research procedures, and implications for neuromotor control of speech. Prerequisite: 203 and 214 or consent of instructor.
- 438-2 Problems of Communication and the Process of Aging. Reviews problems of communication related to the aging process and examines relevant diagnostic and therapeutic techniques.
- 450-3 Neuroanatomical Basis of Human Communication. Examination of the central nervous system (brain and spinal cord) as it relates to normal and disordered human communication. Presentation of basic neuroanatomy, common neuropathologies relevant to communication disorders, and strategies in neurogenic problem solving. Prerequisite: 214, 307, or consent of instructor.
- 460-3 Augmentative and Alternative Communication Systems. An introduction to alternative and augmentative communication systems for non-vocal clients. Discussions include: use of aided and unaided augmentative systems, assessment procedures and training. Prerequisite: 203, 214, 307 or consent of instructor.
- 465-1 to 8 (1 to 3 per 700 section number) Special Topics in Communication Disorders and Sciences. Typical presentations of current information on special interests of the faculty not otherwise covered in the curriculum. Designed to promote better understanding of recent developments related to disorders of verbal communication. Open to advanced undergraduate and graduate students with consent of instructor.
- 491-1 to 8 (1 to 3 per 900 section number) Individual Study. Activities involved shall be investigative, creative, or innovative in nature. Must be arranged in advance with the instructor, with consent of the chairperson. Prerequisite: consent of chairperson.
- 492-3 Diagnostic Procedures in Communication Disorders. A course devoted to discussion of the role of the speech and hearing clinician as a differential diagnostician. Special emphasis is placed on correlating information obtained from the oral-peripheral examination, articulation and language evaluation, audiometric and case history information in constructing the initial evaluation report. Prerequisite: 302, 303, and one additional 300-level course or consent of instructor.
- 493-3 Basic Clinical Practice. Supervised clinical practicum in basic theory procedures, diagnostic techniques, and preparation of reports. Prerequisite: 302, 303, and two additional 300-level courses or equivalent or consent of chairperson. For CDS majors only.
- 494-3 Advanced Clinical Practice: Therapy/SLP. Advanced clinical practicum in communication disorders. Emphasis will be placed on specialized therapy procedures, diagnostic techniques, and the preparation of reports. For CDS majors only. Prerequisite: 302, 303, 493 or equivalent and consent of instructor.
- 495-3 Advanced Clinical Practice: Diagnostics/SLP. Advanced clinical practicum in speech and language diagnostic techniques of children and adults will be evaluated. Emphasis will be placed on diagnostic techniques used in evaluation, as well as preparation of evaluation reports. For CDS majors only. Prerequisite: 492, 493 or equivalent.
- 497-1 to 2 Advanced Clinical Practice: Hearing Diagnostics. Advanced clinical practice in hearing diagnostics. Emphasis will be placed on diagnostic techniques used in the preparation of basic and advanced audiological reports. Prerequisite: consent of instructor.

A graduate student entering the M.F.A. program is normally expected to spend the equivalent of 2 academic years fulfilling required work. If the student lacks adequate course work preparation, or if the student serves as a graduate assistant, a longer period may be required. Students' creative work and artistic abilities are reviewed at the end of their first year in the program. If the faculty should conclude that a student has not made sufficient progress, such a person would be dropped from the program. In the second year of residence, each student would be engaged in a great deal of independent artistic work culminating in the M.F.A. creative project, involving the completion of one or more photographic exhibits or the completion of one or more motion pictures. The exact nature of the project would be determined in consultation between students and their committees. All creative projects would have to be exhibited publicly before the department would consider this requirement satisfied.

After the first semester, the department chair appoints, in consultation with the student, and the director of graduate studies a major adviser and a committee of two additional graduate faculty members. This committee develops a specific plan of study with the student, considering not only the requirements of the Graduate School and of the degree program, but also the goals of the student. The major adviser supervises the creative project. The University reserves the right to retain a portfolio of each student's work. An oral examination by the faculty advisory committee would focus on an evaluation of the project. A formal report describing the project must be filed with the Graduate School.

Degree requirements are 60 semester hours, including 30 hours at the 500 level.

Course Requirements

Photography

- 12 credits from C&P 401, 402, 404, 405, 418, 420, 421, 422, 423, 424;
- 6 credits from C&P 471A/B;
- 9 credits from C&P 597;
- 6 credits from C&P 597;
- 6 credits from C&P 541A/B;
- 6 credits from C&P 575;
- 4 credits from C&P 595A;
- 14 credits from general electives;
- 6 credits from C&P 598.

Cinema

- 12 credits from C&P 452, 454, 455, 456, 470B;
- 6 credits from C&P 472A/B;
- 9 credits from C&P 597;
- 6 credits from C&P 542A/B;
- 6 credits from C&P 468 and 574;
- 4 credits from C&P 595B;
- 14 credits from general electives;
- 6 credits from C&P 598.

Completion of an M.F.A. creative project (registration for at least 6 hours in C&P 598 required).

An oral final examination over the M.F.A. creative thesis.

Master of Science Degree in Civil Engineering

Graduate work leading to the Master of Science degree in civil engineering is offered by the College of Engineering and Technology. The program is designed to provide advanced study in the areas of environmental engineering, geotechnical engineering, hydraulic engineering and water resources, structural engineering, fluid mechanics, solid mechanics and engineering materials.

Admission

Students seeking admission to the graduate program in civil engineering must meet the admission standards set by the Graduate School and have a bachelor's degree in engineering or its equivalent. A student whose undergraduate training is deficient may be required to take coursework without graduate credit.

Requirements

A graduate student in civil engineering is required to develop a program of study with a graduate advisor and establish a graduate committee of at least three members at the earliest possible date. Each student majoring in civil engineering may, with the approval of the graduate committee, also take courses in other branches of engineering or in areas of science and business, such as physics, geology, chemistry, mathematics, life science, administrative sciences, or computer science.

For a student who wishes to complete the requirements of the master's degree with a thesis, a minimum of thirty semester hours of acceptable graduate credit is required. Of this total, eighteen semester hours must be earned in the civil engineering department. Each candidate is also required to pass a comprehensive examination covering all of the student's graduate work including thesis.

If a student prefers the non-thesis option, a minimum of thirty-six semester hours of acceptable graduate credit is required. The student is expected to take at least twenty-one semester hours within the civil engineering department including no more than three semester hours of the appropriate 592 course to be devoted to the preparation of a research paper. In addition, each candidate is required to pass a written comprehensive examination.

Each student will select a minimum of three engineering graduate faculty members to serve as a graduate committee, subject to the approval of the chair of the civil engineering department. The committee will:

1. approve the student's program of study;
2. approve the student's research paper topic;
3. approve the completed research paper; and
4. administer and approve the written comprehensive examination.

Teaching or research assistantships and fellowships are available for qualified applicants. Additional information about the program, courses, assistantships, and fellowships may be obtained from the College of Engineering and Technology or the Department of Civil Engineering.

Communication Disorders and Sciences

The Department of Communication Disorders and Sciences offers graduate work leading to the Master of Science and Doctor of Philosophy degrees. The program is in communication disorders and sciences at the master's level is designed to develop competence in the assessment and treatment of persons with communi-

tion disorders. The ~~the~~ ~~degree~~ ~~program~~ ~~is~~ ~~an~~ ~~area~~ ~~of~~ ~~specialized~~ ~~areas~~ ~~in~~ ~~speech~~ ~~language~~ ~~pathology~~ ~~or~~ ~~audiology~~.

Course work at the master's level should be planned to meet the academic and professional requirements for state and national certification, which are required for professional employment. The M.S. degree program in speech pathology or audiology should culminate in eligibility for one or both of the following certificates: (a) the special certificate in speech and language impaired of the Illinois State Teacher Certification Board; (b) the Certificate of Clinical Competence of the American Speech-Language-Hearing Association. ASLHA certification is required for work in agencies, hospitals, medical centers, and higher education settings. The speech pathology and audiology program is approved and registered with the Education and Training Board of the American Board of Examiners in speech pathology and audiology.

The departmental programs in speech pathology and audiology match the requirements for certification which state that the student must complete a well-integrated program comprised of a minimum of 60 semester hours, including normal aspects of human communication, development thereof, disorders thereof, and clinical techniques for evaluation and management of speech, language, or hearing disorders. Thirty of the 60 semester hours must be in courses that are acceptable toward a graduate degree by the university in which they are taken.

GRE aptitude test scores must be submitted upon application. While they are not mandatory for admission, the scores must be submitted no later than the end of the first semester of residence.

A number of graduate assistantships and fellowships are made available by the College of Communications and Fine Arts and the Graduate School each year. ~~The assistantship awards of the College of Communications and Fine Arts are usually made in the spring for the following academic year by the department.~~ Students may also apply through the department for graduate fellowships and dissertation research grants that are awarded annually by the Graduate School.

Professional experiences for graduate students are provided in a variety of clinical settings: the University's clinical center; area special education facilities; the V.A. Hospital in Marion; nursing homes; Choate Mental Health and Developmental Center; and Good Samaritan Hospital in Mt. Vernon. Cooperative programming is maintained with Marion School for the Deaf, other public and private agencies such as the Division of Vocational Rehabilitation, the Easter Seal Society, and the University of Illinois Division of Services for Crippled Children. Students participate in traveling speech, language, and hearing clinics which serve schools and communities through the media of surveys, diagnostic examinations, and therapy.

Specialized experiences with orthodontists, prosthodontists, plastic surgeons, otologists, and others of the medical and dental professions are also available in the Carbondale, St. Louis, and Chicago areas as well as the medical school at Southern Illinois University. Emphasis is placed on interdisciplinary relationships with other professions throughout the training process.

The department maintains many active research facilities which provide laboratories and specialized equipment for the study of both the normal and impaired functions of the speech, language, and hearing processes. The speech musculature laboratory is equipped for electromyographic study of the speech muscles of speech signals. The experimental audiometry laboratory, which includes a

also has equipment for the measurement of physiological indices of emotion, such as electrophysiologic skin measurements. The department maintains its own mainframe computer terminal and microcomputer laboratory. The availability of sophisticated instrumentation has made programmatic approaches to language research problems possible in the language laboratory. The department also maintains extensive materials for the study of organic problems.

Additional information regarding financial aid, programs, and application procedures can be secured by writing to the chair, Department of Communications, Disorders and Sciences, Southern Illinois University at Carbondale, Carbondale, IL 62901. Inquiries from qualified graduates in other fields are welcomed, particularly those interested in interdisciplinary programs.

*Re: S. J. K. Institute
Colleges of Education*

Master's Degree Program Leading to Certification in Speech Pathology or Audiology

The master's degree requires a minimum of 30 semester hours of acceptable graduate credit (3.0 average), at least 15 semester hours of which are at the 500 level, and the completion of an approved thesis or research project. Specific course requirements and total number of hours are generally determined by advisement after consultation with the graduate student.

Students are encouraged to follow one of the following plans in speech pathology or audiology.

Predoctoral (Thesis) Program: Certification in Speech Pathology

Professional Courses: 15 hours from CDS 505, 507, 510, 512, 420

Research Tools: 3 hours from CDS 500; and 6 hours from CDS 431 or 503

Research Design or Statistics: 3

Electives: 3 hours selected CDS 408, 431, 503, 517, 521, 525, 526, 528, 530, 533,

536, 540, 541, 544, 548, 550

Thesis: 3

Total: 30

Terminal (Nonthesis) Program: Certification in Speech Pathology

Professional Courses: 17 hours from CDS 505, 507, 510, 512, 408, 420

Research Tools: 6 hours from CDS 500 and 431 or 503

Electives: 6 hours selected from CDS 408, 431, 503, 517, 521, 526, 528, 530, 533,

536, 540, 541, 544, 548, 550

Research Paper: 1 hour from CDS 593

Total: 30

Predoctoral (Thesis) Program: Certification in Audiology

Professional Courses: 21 hours from CDS 420, 521, 525, 526, 528, 530, 503.

Research Tools: 6 hours from CDS 500 and a statistics course

Thesis: 3

Total: 30

Terminal (Nonthesis) Program: Certification in Audiology

Professional Courses: 21 hours from CDS 420, 521, 525, 526, 528, 530, 503

Research Tools: 3 hours from CDS 500

Electives: 3 hours from CDS 507, 517, 540, 541

Research Paper: 3

In addition to the academic program, students are encouraged to participate in a variety of direct service activities.

for non-thesis programs will be given by the faculty. This examination is generally scheduled after the student has completed at least two semesters of full-time work.

Admission

To be considered for doctoral study, prospective students must submit an application for admission to the Graduate School. In addition, they are required to submit to the Department of Communication Disorders and Sciences a letter of intent and three letters of recommendation. Admission to the Ph.D. program generally requires a master's degree and a GPA for graduate work of 3.25 or above.

The CDS graduate committee reviews all the materials presented and determines not only the acceptability of the doctoral student's credentials, but also the ability of the department or university to provide quality programs that meet the student's needs and expectations. The recommendations of the graduate committee are then forwarded to the chair. The responsibility for reviewing appeals and exemptions will rest with the CDS graduate committee and faculty. Their recommendations are forwarded to the chair of CDS.

Direct Entry into the Ph.D. Program: Exceptional

Students with a baccalaureate degree may apply for entry to the Ph.D. program via the direct post-baccalaureate option. The student must have earned an undergraduate GPA of 3.75 or greater, in an ABESPA accredited program. A student out of a discipline other than communication disorders and sciences must have earned a GPA of 3.75, of greater, from a similarly accredited academic program. A GRE verbal and quantitative composite score of 1200 or above or an equivalent Miller Analogy score is required for consideration for direct post baccalaureate admission to the Ph.D. program.

Accelerated Entry into Ph.D. Program

A student enrolled in the master's program may petition the graduate committee for admission into the Ph.D. program via the accelerated entry option after completing one full semester of graduate study in the master's program. The student seeking accelerated entry must earn a GPA of 3.75 or greater after 12 hours of master's level CDS course work in the program and must present to the graduate committee substantive evidence of research ability. The graduate committee must agree unanimously that the evidence presented represents extraordinary abilities.

Requirements of Direct or Accelerated Entry

Students admitted by either the early or the accelerated entry option must complete all M.S. program degree requirements save the thesis requirement as well as all regular Ph.D. program requirements. All Ph.D. students admitted via the direct post-baccalaureate or the accelerated entry option must petition the graduate committee for permission to begin working on the Ph.D. requirements once the M.S. requirements have been completed. The petition must contain direct evidence of advanced scholarship and substantive evidence of research productivity.

The graduate committee will recommend acceptable petitions to the faculty for consideration. A majority of the voting members must approve the petition for it to be forwarded to the chair for consideration. Only following the chair's approval may the student begin fulfilling the doctoral requirements.

student complete all pre-qualifying, M.S., degree requirements.

Doctor of Philosophy Degree

Program of Study The student and advisor shall prepare a proposed doctoral program of study during the first term of enrollment in the doctoral program. The proposed program must meet the Graduate School requirements for residency, and shall exclude course work designed to meet the research tool requirement. The program must also include a cognate area which will assure a meaningful competence in subject matter outside the student's major department.

The program must include a description of all course work to be transferred for credit and all course work to be completed at SIUC. The total number of credit hours to be transferred will be subject to Graduate School requirements regarding the transfer of credit and to acceptance by the CDS graduate faculty. Students are required to complete 24 semester hours of credit on campus as a doctoral student, within a period not to exceed four calendar years.

The student and advisor shall present to the CDS faculty, no later than two full academic semesters following the start of doctoral study, the student's proposed program of study to the graduate faculty in CDS. No further progress toward the doctoral degree will be accepted until the student's program of study has been approved by a 2/3 majority of the CDS graduate faculty. The student is responsible for distributing copies of the doctoral program to the faculty members at least one week prior to the meeting. Changes in an accepted program of study may be made as the need arises. In such an event, the procedures for constructing the original program are to be followed. A new CDS "Doctoral Program of Study" form must be processed and must be signed by the appropriate officials.

Graduate faculty approval of the proposed program signifies an agreement between the student and the department. Students are encouraged to use the following plan in designing their programs.

Doctoral Program in Communication Disorders and Sciences.

Professional emphasis areas: 15

Area A: Speech Rehabilitation 15 hours from 510, 512, 528, 533, 536, 540, 541, 544, 548

Area B: Language Rehabilitation 15 hours from 505, 507, 517, 533, 536, 540, 541, 544 or;

Area C: Hearing Rehabilitation 15 hours from 521, 525, 526, 528, 530, 533, 536.

Requirements Outside of Emphasis: 9 CDS hours to be selected from areas other than the principal area of emphasis (see areas A, B, C above).

Basic Core Program: 6 hours from CDS 503, 550;

Cognate Area: 6

Research Tool (See description that follows).

Dissertation: 24 hours from CDS 600 and 601

Total: 60

Research Tool. The research tool shall replace neither a required nor a prerequisite element of the student's proposed academic program and must be completed before the student will be permitted to take the preliminary examination for admission to candidacy. The student must demonstrate an ability to deal with descriptive and inferential statistics and research design techniques. Ordinarily this will be accomplished by completing an appropriate sequence in statistics, as

orders and Sciences. Competency will be demonstrated by achieving a B average in the course sequence, or by proficiency. The sequence should be considered to be outside any specific degree requirement.

Retention. Retention is governed by the rules of the Graduate School. Students should avoid accumulating incomplete grades. Students holding graduate assistant appointments are expected to make reasonable progress toward a degree. Except under exceptional circumstances, no student with more than two incomplete grades can be awarded a graduate assistant appointment, and a student holding a graduate assistant appointment is subject to having the appointment terminated upon acquiring two or more incomplete grades.

Preliminary Examination. After satisfactory completion of the course work inside and outside the area of emphasis, the basic core courses research tool, and the cognate requirements, students may request the preliminary examination. The preliminary examination is composed of written and oral portions. The doctoral advisor and the student will discuss the nature of the examination, and the general areas to be covered that are consistent with the student's program of study. The examination is to be comprehensive in nature, not course specific.

The written preliminary exam shall be prepared and administered by five graduate faculty members representing the areas of professional and outside emphasis and the student's research interest. A minimum of three qualified graduate faculty members must be chosen from within the Department of Communication Disorders and Sciences. The faculty submitting questions shall grade their own examinations. One week after the scoring is completed, an oral examination will be given to those who have passed the written examination. If the orals are not successfully passed, the student will be required to retake them within a three month period. The orals will be rescheduled by the student's advisor.

Upon completion of the orals, the five members of the preliminary committee will review the entire preliminary examination procedure and will recommend to the department chair whether or not the student should be admitted to candidacy. Should students fail the first examination, they may, with faculty approval, repeat the examination, but it must be accomplished within a 12 month period and may be re-written only once. If the student fails the written preliminary a second time the student will be dismissed from the program.

Dissertation. After successful completion of the preliminary examination, the student will be recommended to the Graduate School for admission to candidacy for the degree. The candidate must then complete a dissertation demonstrating capability in independent research.

The dissertation committee shall consist of five members of the SIUC graduate faculty; the dissertation advisor and at least two CDS members and at least one member from outside CDS.

After the dissertation prospectus has been prepared, it will be submitted to the student's dissertation committee for review, possible revision, and final approval. The student will be responsible for distributing copies of the prospectus to each dissertation committee member at least two weeks before the committee meeting. The purpose of the meeting is to assure the committee that the student is able to conduct the study in a manner that is acceptable at the Ph.D. level.

tion advisor, the time and place of the defense will be scheduled by the advisor. The student will submit a copy to each member of the committee, at least two weeks prior to the oral defense.

The examining committee will consist of the dissertation advisor and the members of the dissertation committee. The dissertation advisor and all but one of its members must be present for the oral examination to convene.

The final examination for program completion shall be oral and cover the subject of the candidate's dissertation and related academic and professional matters.

Community Development

Community development is a program of graduate studies in the applied social sciences leading to the Master of Science degree.

Community development practitioners share a common concern; the alleviation of social problems through community and social change. This concern is expressed through a range of professional activities such as organizing tenant unions, training officers of consumer co-operatives, negotiating foundation grants for community cultural centers, designing community education outreach programs, or researching community issues.

Most community developers are both specialists and generalists; specialists in the sense that they possess technical knowledge and experience in such fields as economics, education, ecology, agriculture, urban affairs, administration, planning, or research; but generalists in their understanding and skill in facilitating processes of social change. Their process skills of working with people have made community developers indispensable to a large number of public and private programs. By developing organizations and institutions through which citizens can participate in policy formation and implementation, community developers are finding an increasing number of opportunities for themselves and the practice of their profession.

The community development program has 5 full-time faculty members with professional expertise in several fields and academic settings. Academic credentials include doctorates in education, anthropology, behavioral sciences, sociology, and political science. Past national and international field experiences of present faculty members include service with the Agency for International Development, the American Friends Service Committee, UNICEF, the World Bank, the Peace Corps, Vista, the National Scholarship Service, and Health Systems Agencies. Faculty are also involved in a variety of on-going community development activities at the local level, which include students as interns and graduate assistants.

Several community service programs are operated out of the community development program. A University Year for Action project provides interns for numerous human service programs in Southern Illinois; Peace Corps training programs help prepare volunteers for work in Africa and the South Pacific. Recent research projects include a folklife inventory documenting the social traditions and heritage of Southern Illinois' diverse populations and a study of rural human services delivery.

Admission Requirements

A baccalaureate degree is necessary for admission. However, application to the

Admission to the Ph.D. program is subject to a recommendation by the department chair.

Total	121
Students interested in acting might elect:	
Theater 203	3
Theater 303a,b	6
Theater 317a,b	3
Theater 350	6
Theater 402b	3
Theater 403	3
Theater 417	3
Students interested in design/technical might elect:	
Theater 218b or c	3
Theater 350	3
Theater 407	3
Theater 408	3
Theater 409	3
Theater 414	3
Theater 418	3
Theater 419	3
Minor	
Requirements for Minor in Theater	15

A minor in theater consists of Theater 311a, with GEC 103 as a prerequisite, plus any combination of theater courses to reach a total of 15 semester hours.

Courses (THEA)

- 203-3 Introduction to Voice and Movement. Fundamentals of vocal production and movement for the stage; breathing, phonating, kinesthetic awareness, warm-up, and use of space
- 205-2 Stage Make-up. Theory and technique of various types of make-up. Supplies, at least \$25 per semester.
- 217-3 Acting. Preparing the actor's instrument through Stanislavskian technique; concentration/relaxation exercises; improvisations. The course objective is the discovery and development of the actor's inner resources. Contemporary American plays are studied from the actor's point of view. Readers are selected from the work of Stanislavsky, Boleslavsky, Bolelavsky, and Michael Chekhov. A final scene is chosen from the genre of American realism.
- 218-9 (3, 3, 3) Beginning Stagecraft. (a) Fundamentals of scenic construction and stage rigging and fundamentals of stage lighting including basic tools, equipment, hanging, focusing, and maintenance and basic techniques of constructing and handling stage costume. (b) Basic investment in color stage lighting design, theory, and professional practice. Special attention will be focused on lighting stage costuming and its application to stage lighting (to basic techniques of constructing and hanging stage costuming). Off campus internship which is related to the major program but not part of a regular instructional course. Written proposals must be approved by undergraduate adviser and curriculum committee prior to internship. Mandatory. (c) Theater Practicum. Offers students an opportunity to increase their skills in stagecraft, stage lighting, and costumes by working on department productions. Prerequisite: 218a, b, or c.
- 303-6 (3, 3) Movement and Voice for the Actor. (a) Movement for the Actor. Intermediate studies in stage movement (ambit, mask work, improvisation). (b) Voice for the Actor. Intermediate studies in stage voice. IIA, standard speech, text analysis, scansion, cold readings. Prerequisite: 203.
- 308-3 Drafting for the Theater. Development of the student's skill in scenographic techniques including ground plans, sections, elevations, and detail construction drawings. Prerequisite 218a 311a-3 Play Analysis. Development of basic skills in play analysis and application of these

procedures.

The technology programs are flexible enough to provide the means whereby a graduate of a two-year occupational program can obtain a bachelor's degree in a minimum length of time. The industrial technology program provides credit to individuals for related work experience outside the institution.

The programs are designed to provide the necessary training for entry into employment upon the completion of the baccalaureate degree. Opportunities for advanced study are available in manufacturing systems.

Theater (Department, Major, Courses)

The Bachelor of Arts degree in Theater is designed to provide the student with broad-based exposure to human experience and sound foundation in basic skills of theatercraft. The undergraduate theater major provides the student with invaluable interpersonal and intrapersonal skills and builds inquiring and open mind-qualities required in most professions the student might wish to pursue after graduation—and further offers essential education and training for continued work in graduate or professional schools.

The extensive production schedule in two theaters—a proscenium house, the McLeod Theater, seating about 488, and a flexible Laboratory Theater, seating about 100—provides training in all aspects of theater, augmented by courses in acting, voice, movement, directing, playwriting, production design, and technical theater. The production schedule is extensive enough to allow students the opportunity to design sets, lights, and costumes and to write, perform, and direct for productions bridging all dramatic genres, including musical theater.

In addition to the General Education requirements, all theater majors must complete a theater core curriculum of 27 semester hours, all of which must be completed with a grade of C or better; a liberal arts component of 15 hours, selected by advisement from courses outside the Department of Theater; and 33 hours of theater electives, to include at least 9 hours at the 400 level. These 33 hours may include a minor of 15 hours in such complementary fields as art, clothing and textiles, computer science, English, foreign languages, history, journalism, music, philosophy, psychology, recreation, sociology, and speech communication.

Theater course credit earned at other institutions of higher learning, not used for General Education requirements at the time of transfer, can be applied to the Bachelor of Arts degree program with the approval of the faculty of the Department of Theater.

Liberal Arts
College of Communications and Fine Arts

Bachelor of Arts Degree, College of Communications and Fine Arts	46
General Education Requirements	75
Must include GEC 103	
Requirements for Major in Theater	
Theater Core Curriculum	27
Theater 205	2
Theater 218a	3
Theater 218b or c	3
Theater 217	3
Theater 300	3
Theater 311a	4
Theater 354a,b	4
Theater 402a	6
Theater 403	3
Liberal Arts Component (by advisement)	15

- skills to a variety of dramatic forms through class discussions and written assignments. Prerequisite: 13C 103 or one course in dramatic literature.
- 311B-3 to 6 Playwriting Workshop for Actors.** Practical experience in acting in original plays combined with class discussions and critiques. Actors attend class sessions as well as rehearsals and have their work progressively evaluated. Six credit hours are awarded for the academic intensive workshop sessions in the summer while three credit hours are available during the academic year. Workshop productions are staged in cooperation with 311. Prerequisite: 103 and acting 317-6 (3) Intermediate Acting. (a) The study and application of dramatic theory and the acting process. Coursework includes monologue and scene work. Prerequisite: 217. (b) The study and application of Shakespeare in the development of the actor's process. Prerequisite: 317a and consent of instructor.
- 322-1 to 7 2U Summer Theater.** Practical experience in summer stock play production. A minimum of two credit hours may be accumulated for performance or technical work in a Summer Theater only. Open to majors or non-majors. Prerequisite: audition or consent of instructor.
- 325-1 to 6 Practicum for Non-Majors.** Practical experience in non-performing production areas for non-majors. Up to six hours may be taken at one time. This course may not be applied to a major in theater. Prerequisite: audition or consent of instructor.
- 356-3 to 9 (3 per topic) Topical Seminar.** An intensive examination and application of selected areas of interest. Topics will vary and may include such areas as stage management, audition and interview, current political theater. Prerequisite: consent of instructor.
- 354-6 (3, 3) History of the Theater.** (a) Theater history from primitive times through the 17th century. (b) Theater history from the 18th century to the present. Problems in academic or blend of academic and creative research. Independent work on selected topics may be taken for a single project and a cumulative maximum of six hours may continue toward the degree. Prerequisite: majors only; write-up proposal; consent of undergraduate advisor and instructor.
- 400-1 to 6 (1 to 2 per topic) Practicum.** Practicum for support of major department productions in 311 areas. Prerequisite: consent of instructor.
- 401-1 to 4 (1 to 2 per semester) Stage Management.** Study and practical application of the theoretical and practical aspects of stage management. Students will fulfill all of the skills required to successfully stage manage a theater production. Students will fulfill stage management assignments in departmental productions. Prerequisite: 218a and consent of instructor.
- 402-4 (3) Play Directing.** (a) Introduction to directing. The history of the director; the evolution of the director into a position of predominance in modern theater hierarchy. The function of the director; and examination of theoretical viewpoint. Textual analysis; establishing the ground-work for the director's approach to production. Prerequisite: junior standing; 217 and 311a, or consent of instructor. (b) The principles of play direction including play selection, analysis and patterning of auditory and visual elements of production. Directing of a one-act play. Prerequisite: consent of instructor.
- 403-3 Advanced Voice and Movement.** Advanced studies in voice and movement with special attention to period styles, commedia dell'arte and period dances for the stage. Prerequisite: 303.
- 404-3 Theater Management.** The historical, social and financial aspects concerning the professional and community theater in the United States. Consideration of and practice in managerial activities of an educational theater including administration, purchasing, and accounting practices. Prerequisite: 218a or consent of department.
- 406-3 Properties and Crafts for the Stage.** Studio work in traditional and non-traditional theatrical events, including life masks, upholstery, puppetry, stage furniture, and special effects.
- 407-3 Scene Design.** Technical and artistic aspects of scene design. Theory and practice. Supplies at least \$25 per semester. Prerequisite: 218a, 309, 409, or consent of department.
- 408-3 Model Making.** The craft of scenic model making for the stage and other dramatic media. Prerequisite: 218a or consent of department.
- 409a-3 Scene Painting.** Studio work in lining, paneling, tromp l'oeil ornament, and drapery. Prerequisite: 218a or consent of department.
- 409b-3 Advanced Scene Painting.** Advanced studio work in scene painting, including dye painting, transparencies, color mixing, and mural work. Prerequisite: 409a or consent of instructor.
- 410-3 Children's Theater.** Study of methods and their practical application of introducing children to theater and theatrical productions as an art form. Includes the writing of a short play for children and model making for children's theater. Prerequisite: 218a or consent of department.
- 411A-3 Playwriting—The One-Act Play.** Principles of dramatic construction and practice in the writing of a one-act play. Prerequisite: 218a or consent of department.
- 412-1 to 4 (1 to 2 per semester) Playwriting—The Full-Length Play.** Principles of dramatic construction and practice in the writing of a full-length play. Prerequisite: 218a or consent of department.
- 413-3 Costume Design.** History of western costume from Greek to Renaissance and its adaptation to stage use. Theory and practical application of design and color. Supplies at least \$25. Prerequisite: 218c, 311a, 354a, b, or graduate standing.
- 417-3 Advanced Acting.** Utilization of the actor's process in the performance of European realism and various theories and styles of the twentieth century. Prerequisite: 117b.
- 418-3 Advanced Stage Lighting.** Investigation of stage lighting design, theory, and professional practice. Special attention to color theory and its application in stage lighting. Four hours laboratory. Prerequisite: 218b, graduate standing, consent of instructor.
- 418-3 Advanced Stagecraft.** Advanced stagecraft organization, materials, and specialized stage equipment and stage rigging. Includes advanced technical standing. Prerequisite: 218c, 311a, 354a, b, or graduate standing.
- 419-3 American Theater.** The development of American theater from preminstrelsy through contemporary present. Includes a study of the American musical theater from preminstrelsy through contemporary music-drama.
- 466-3 to 6 Theater-Television Workshop.** Advanced work in the producing, acting, and writing of original television drama. Prerequisite: C grade in Radio-Television 300M, 300P and consent of instructor for radio-television majors; consent of instructor for theater and other majors.

Tool and Manufacturing Technology (Program, Major, Courses)

The Tool and Manufacturing Technology program offers three specializations: Machine Tool (computer aided machining), Metal Fabrication and Processes, and Tool Design. These options provide training in a variety of manufacturing processes needed to successfully compete in today's job market in manufacturing, construction, and mining industry.

Graduates of Machine Tool (CAM) specialization will have the technical skills to assist engineers in research, development, and testing. They will also have skills in metal cutting and CNC programming needed to successfully compete for jobs such as tool and die maker, tool room machinist, CNC machine tool programmer, CNC machine tool operator, model maker and maintenance machinist.

The Metal Fabrication and Processes specialization provides an opportunity to blend basic machining skill, computer aided manufacturing, robotics, machine tool programming, welding and fabrication skills with the technical skills needed to successfully compete for jobs in research and development, computer aided fabrication, robotic welding, model maker, materials testing, construction welding, maintenance welding and metal fabrication shops.

The Tool Design specialization provides the in-depth training required to develop computer aided design skills. Emphasis will be on the design of production tooling, stamping and form dies, mold dies, jigs, and fixtures for CNC tools. Basic machining and welding skills in combination with concentrated computer aided drawing and design skills provide the graduate with the technical skills to enter the manufacturing industry as a qualified tool design technicians.

The tool and manufacturing curriculum is designed to award credit where applicable for industrial experience, special courses taken during military training, and transfer work from community colleges. Graduates of recognized area vocational centers or private vocational schools will be given an opportunity to qualify for advanced placement and proficiency credit.

The tool and manufacturing curriculum fits between the areas occupied by the mechanical and manufacturing engineer and the skilled trades person. It includes theory procedures, techniques, and skills from each of these areas and falls

Dissertation. Each student must register for at least 24 semester hours of dissertation credit in SPCH 600 or SPCH 601 or THEA 600 or THEA 601. In addition, the student must register for at least one semester hour of credit in SPCH 600 or THEA 600 during any academic term in which the services of any faculty member are utilized in the supervision of or consultation concerning the dissertation. If the students' reliance upon faculty assistance justifies, they may be required by the dissertation adviser to register for an appropriately greater number of credit hours.

The dissertation director shall, upon consultation with the student, be responsible for setting up a dissertation committee, supervising the dissertation, and administering the final oral examination. The dissertation committee shall approve the dissertation prospectus and pass upon the completed dissertation and oral examination. Students are required to submit two copies of the dissertation to the Graduate School, one copy to the Department of Speech Communication, and one copy to the dissertation director.

Interdisciplinary Program. Students who have been admitted to the doctoral program in speech communication and who wish to develop an interdisciplinary program, should review the guidelines set forth by the Graduate School. The graduate dean approves interdisciplinary Ph.D. programs only when they bear the endorsement of the principal sponsoring department. A student who wishes to apply for an interdisciplinary program in which speech communication will be the principal sponsoring department should understand that the program of study must include substantial involvement with courses in speech communication and that the department may require the student to meet other requirements similar to those established for the doctoral program in speech communication.

Telecommunications

The Master of Arts degree in telecommunications provides advanced professional training for students preparing for leadership positions in radio and television broadcasting, cable television, corporate video, and related fields. Content areas include the structure and organization of broadcast-related industries, mass media theories, economic and management perspectives, emerging new technologies, policy and regulatory issues, content criticism and review, programming innovations, international perspectives, and societal effects. Graduates of the program advance to leadership positions in broadcast stations, cable systems, production houses, corporate and public sector video departments, or teach in colleges and universities.

Admission

A baccalaureate degree is required from an accredited university for admission to the M.A. degree in telecommunications with preference given to those who have studied radio-television. For students coming from non-radio/TV backgrounds or whose preparation is lacking in certain areas, additional undergraduate course work may be required by the graduate faculty. Courses taken to satisfy deficiencies will not be counted towards the M.A. degree. Applicants must submit an application form obtained from the department, transcripts of all un-

Requirements

A minimum of 30 graduate credit hours is required for the M.A. degree in telecommunications. Of these, 6 hours must be taken in an outside department but related to the student's program and approved by the student's adviser. For example, courses in business administration may be chosen by students focusing their studies in the area of management. A minimum of 18 hours must be successfully completed at the 500 level or above. All students in the program are required to successfully complete RT 500 Introduction to Research in Telecommunications, RT 532 Telecommunications Research, RT 573 Telecommunications Management, RT 571 Telecommunications Policy. Students are also required to complete selected other 500 level courses in their major.

As a part of the 30 hours required for graduation, each student must select one of two options:

Plan 1. Thesis. Each student must complete a minimum of 30 semester credit hours including a traditional written thesis (RT 599, Thesis) which counts 3 to 6 hours in the program. An oral examination by the faculty advisory committee is given upon completion of the thesis.

Plan 2. Research report. Each student must complete a minimum of 30 semester hours including an individual research report (RT 591, Individual Study in Telecommunications) which counts 3 hours in the program. A research report is required which should be based upon supervised research or an independent investigative project approved by the student's advisory committee. An oral examination by the faculty advisory committee is given the student upon completion of the research report.

During the first semester of course work, the student will be appointed a major adviser and a committee of two additional graduate faculty members. The committee will work with the student to prepare a specific plan of study. The major adviser will also serve as the director of the student's thesis. In all instances students will be required to pass comprehensive examinations upon completion of course work and prior to work on the thesis.

Retention

A 3.0 grade point average in course work taken at the 400 level and above is required. It is expected that students will be in full-time residence for a minimum of one calendar year. A maximum of 12 hours of relevant transfer credit may be accepted into the student's program.

Theater

The Department of Theater blends scholarship and practice into an academically based theater experience preparing the student for a career in professional education, or community theater. The extensive production schedule in two theaters—a proscenium house, the McLeod Theater, seating about 500 and a flexible space, the Laboratory Theater, seating about 100—provides training in all aspects of the theater augmented by courses in acting, voice, movement, directing, playwrighting, production, design, and technical theater. Courses in theater history, dramatic theory and criticism, aesthetics, and specialized courses, e.g., children's theater and theater management, complement the

program. Students in design and playwrighting concentrations are required to widen their horizons by appropriate courses outside the department. Seminars in inter-national and ethnic theater and drama coordinated with ongoing research projects enhance the total experience.

The Department of Theater offers a graduate program of study leading to a Master of Fine Arts degree in theater. Doctoral study in theater is sponsored by the Department of Speech Communication. Interested students should consult the description of the program under speech communication.

Admissions

Two sets of forms—one to the Graduate School, another to the Department of Theater—must be submitted by the applicant. All forms should be requested from the director of graduate studies in theater. Applicants for graduate studies in theater must satisfy the minimum requirements of the Graduate School before being admitted to the department, which requires the submission of a personal and professional data form together with three letters of recommendation from former teachers or supervisors.

Although an undergraduate major in theater is not essential for admission to a graduate degree program in theater, the director of graduate studies may require that certain course deficiencies in undergraduate subject areas are remedied. These requirements are stated in writing on the admissions approval form.

There are additional requirements established by each of the four areas of study in the M.F.A. program. Applicants in the acting and acting/directing areas are interviewed and required to audition. Applicants in the production design/technical areas are required to submit portfolio samples of their work. Applicants in the playwrighting area must submit examples of their writings. More detailed information about these requirements is obtainable from: Director of Graduate Studies, Department of Theater, Southern Illinois University at Carbondale, Carbondale, IL 62901. (618) 453-5741.

Financial Assistance

There are several kinds of financial assistance available to graduate students in the Department of Theater. First, there are graduate fellowships awarded on the basis of superior scholarship. Second, special fellowships are offered annually to students who show promise of success in graduate studies although their academic records have been only average due to economic disadvantages. The fellowships have no service requirements. Third, graduate assistantships (over \$5,000 per academic year) are available to students who are employed in various academic support positions, such as teaching, researching, and in production. All fellowships and assistantships include a waiver of tuition (both in-state and out-of-state). Applications for financial assistance may be obtained by writing to the director of graduate studies.

The Master of Fine Arts Degree Program

The Master of Fine Arts degree program in theater emphasizes practical experience in one of the following areas: acting, acting/directing, production design (separate concentrations in scenic, lighting, costume design, and technical directing), and playwrighting. Coordination of cognate areas within the University structure offers the possibility of study in such interdisciplinary fields as dramatic literature, ethnic/international theater, and music theater, among others. In most instances, a minimum two year residency is required of all M.F.A. stu-

Basic theater course in area — 3 hours

Total M.F.A. core — 12 hours

Besides the core requirements, the student will propose and successfully complete a project to qualify for further study in the chosen area. This project will be developed in concert with the student's committee consisting of three faculty members.

In addition, each of the four areas of study has specific area and elective requirements which are as follows.

Acting

M.F.A. core (including THEA 417 or 517a) — 12 hours

Area requirements — 37 hours

Four semesters of Graduate voice — 8 hours

Four semesters of Graduate movement — 8 hours

Three semesters of Graduate acting — 9 hours

THEA 511 and 522 — 6 hours

THEA 599 — 6 hours

Electives (THEA 526a suggested) — 11 hours

Total: 60 hours

Acting/Directing

M.F.A. core (including THEA 402a) — 12 hours

Area requirements — 32

THEA 402b, 502 — 6 hours

THEA 503a, b — 4 hours

THEA 513a, b — 4 hours

THEA 517a, b — 6 hours

THEA 511 or 522 — 6 hours

THEA 599 — 6 hours

Electives (by advisement) — 16 hours

Total: 60 hours

Production Design, (separate concentrations in scenic/lighting/costume design and technical direction)

M.F.A. core (including THEA 407) — 12 hours

Area requirements — 32

THEA 414, 418 — 6 hours

Area theater electives — 14 hours

THEA 511 or 522 — 6 hours

THEA 599 — 6 hours

Electives (by advisement) — 16 hours

Total: 60 hours

Playwriting

M.F.A. core (including THEA 411a) — 12 hours

Area requirements — 32

THEA 402a or b, or 502 — 3 hours

THEA 411b, 511, 526b — 9 hours

THEA 504 or 505 — 3 hours

THEA 511 or 522 — 3 hours

THEA 454 or 550 — 2 to 3 hours

Total: 60 hours

to separate the two, submitting an approved research paper during the first academic year and a creative thesis after completion of the M.F.A. final project. The Department of Theater requires an oral examination, conducted by the student's thesis or dissertation committee, for each M.F.A. and Ph.D. degree candidate. The examination covers the thesis or dissertation, and may include questions designed to ascertain the student's general competence in theater.

Vocational Education Studies

The Department of Vocational Education Studies offers programs of study leading to the Master of Science in Education and Doctor of Philosophy degrees. Information about either program may be obtained by writing: Coordinator of Graduate Studies, Department of Vocational Education Studies, Southern Illinois University at Carbondale, Carbondale, IL 62901.

Master of Science in Education Degree

The master's degree with a major in vocational education studies is designed to accommodate a broad range of individuals preparing for teaching and non-teaching roles in education, business, industry, government, and other fields. The major consists of a minimum of 30 semester hours of course work organized into three components.

Professional Core Requirements. This consists of four courses: VES 561, VES 566, VES 580, and EPSY 402. Students are required to take a minimum of 9 hours (3 courses) from the core.

Specialty Area Courses. This consists of 12-18 semester hours of course work relevant to a student's career goals. Technical courses, professional courses, individualized study, and internships may be included. Courses may be taken within the department or in other units of the college or University.

Research Paper or Thesis. In accordance with Graduate School requirements, a research paper or thesis must be written showing evidence of the student's knowledge of research techniques. The majority of students select the research paper option. Students enroll in 3 semester hours of VES 593 to develop the research paper. Students choosing the thesis option will enroll for 6 semester hours of VES 599.

The program of study is individually tailored based on the student's background, interests, and career goals. Representative programs of study include: secondary teacher of vocational or practical arts education, post-secondary technical teacher, local director of vocational education, coordinator of cooperative vocational education, industrial trainer, employment and training specialist, manager of human resource development, and extension adviser. Upon completion of all requirements, a final oral or written examination covering the course work and research paper or thesis is conducted by the student's advisory committee.

Doctor of Philosophy Degree in Education

Advanced studies leading to the Doctor of Philosophy degree in education with a concentration in vocational education studies is offered through the Department of Vocational Education Studies. The concentration is a broad, general leadership and professional development degree that caters to people having knowl-

and nondepartmental electives may be designated from which the student must choose.

Teacher of Secondary Aged Mildly Handicapped. Teachers with this emphasis will be expected to have a bachelor's degree in special education. At the conclusion of this program the students will be qualified to teach secondary aged mildly handicapped youths in a variety of public and private school settings. In addition to the core courses, the students must complete: SPE 516-3, 519-3, and EFSY 402-3, and at least 9 hours from either vocational education studies, administration of justice, Rehabilitation Institute, or some combination of the above. The students' academic programs are planned in consultation with their adviser on the basis of interest and experiences.

Special Education Supervisor. Students choosing this emphasis will enter the program with certification in at least one area of special education and a minimum of two years teaching experience in their area of certification. Upon successful completion of the program, the students will be eligible for supervisory certification in the special education area of teaching experience. The program has as its purpose the training of effective instructional leaders. In addition to the core courses, they must complete: EAHE 501-3, 503-3, 517-3 or 519-3, 511-3 or C&I 531-3 or C&I 571-3, SPE 513-3, 514-3, and additional electives selected in cooperation with their graduate adviser to a total of at least 32 semester hours.

Research requirements for the master's program are as follows:

1. The student must successfully complete SPE 500-3, and then SPE 599-2 to 6 during which the thesis is completed.
2. The student must successfully defend the thesis in an oral examination conducted by the student's committee chair and two additional committee members.

A comprehensive examination over the field of special education is also required and conducted by the student's committee chair and two additional committee members.

All full-time graduate students in the department may be required to work a maximum of five hours per week in departmental activities as a part of their professional development.

Doctor of Philosophy Degree in Education

The Department of Special Education participates in the doctoral program in education with a concentration in special education. Inquiries regarding application should be directed to the chair of the department. See the description of the Ph.D. degree in education.

Speech Communication

At a time when many speech communication departments are staffed by individuals representing the same school of thought, our department has a healthy diversity of outlooks and approaches. Nevertheless our diversity has not prevented the development of an exceptionally supportive interpersonal climate. While we argue about a great many issues, we are committed as colleagues to effective teaching and productive scholarship. We believe that our students share these commitments, and we are most anxious to recruit students who want to Our facilities include a superior laboratory for oral performance studies, the

the opportunity for independent teaching experiences as well as the opportunity for support duties as teaching and research assistants. All graduate students are eligible for training experiences through internships in business, governmental, and political organizations.

Financial Assistance

There are several forms of financial assistance available to graduate students in the Department of Speech Communication. First, there are graduate fellowships awarded on the basis of superior scholarship, which do not require any departmental service. Second, there are several special fellowships offered annually to students who show promise of success in graduate studies even though their academic records have been only average because of economic or social disadvantages. These special fellowships have no service requirements. Third, there are graduate assistantships available which require up to 20 hours per week of ser- vices in teaching or research. Finally, there are dissertation research awards for students in their final year of work toward the Ph.D. degree.

The stipends for the above awards currently range from \$8976 to \$6372 for the nine month academic year depending on the level of graduate study of the appointee and the type of appointment. These rates may be increased for the coming year. All the appointments, fellowships, and assistantships, also include a waiver of tuition (both in-state and out-of-state) for the student, although the student is responsible for student fees. Students who hold assistantship appointments for two consecutive semesters also receive a tuition waiver for the following summer session, and a limited number of appointments pay stipends for summer assignments as well.

Applications for financial assistance may be obtained by writing: Director of Graduate Studies, Department of Speech Communication, Southern Illinois University at Carbondale, Carbondale, Illinois 62901. Completed applications for fellowships should be received by February 1 for appointment during the subsequent fall semester. Applications for fall semester assistantships should be received by March 1.

The Department of Speech Communication offers three graduate programs of instruction and research in the discipline of human communication leading respectively to the Master of Arts, Master of Science, and Doctor of Philosophy degrees.

Curriculum. The graduate faculty of the department offers curriculum areas in communication education, interpersonal communication, philosophy of communication, performance studies, and (at the doctoral level) theater as well as course work in intercultural communication (including semiotics), organizational communication and public relations, political communication, and rhetoric and public address.

Admissions. Applicants must meet the minimum requirements of the Graduate School and should have completed a minimum of 24 quarter or 16 semester credit hours in speech or related subjects. A program for remedying deficiencies in background can be arranged upon petition to the graduate committee of the Department of Speech Communication. In some instances applicants will be accepted for direct entry from the baccalaureate to the doctoral program when the graduate committee identifies high achievement and potential in the applicant's undergraduate work. Master's degree students seeking the Ph.D. degree should make application when they are within 16 hours of completing the degree. be directed to the director of graduate studies for admission

required to submit two copies of the thesis to the Graduate School, one copy to the Department of Speech Communication, and one copy to the thesis director.

Plan 2: Research Report. Each student must complete a minimum of 30 semester credit hours, with no more than 3 hours or fewer than 1 hour of research report credit in SPCH 595 counted toward the 30 hours minimum. A research report is submitted as evidence of research competence. This paper should be based on a special project or specific courses as recommended by an advisory committee composed of the student's adviser and one other member of the graduate faculty in the Department of Speech Communication selected by the student and the adviser. This advisory committee must approve the research paper before it is submitted to the graduate committee and, then, to the Graduate School. One copy of the research report is submitted to the Graduate School, one copy to the Department of Speech Communication, and one copy to the adviser.

The subject of the thesis or research report must be in one of the curriculum areas chosen by the student. A student must have a graduate grade point average of 3.25 in order to be eligible for the master's degree.

Doctor of Philosophy Degree

A minimum of 42 semester credit hours of course work plus 9 hours of methodology (tool) courses beyond the master's degree and 24 semester credit hours of dissertation work are required for the Ph.D. degree. Course work outside the department must be germane to one of the departmental curriculum areas for purposes of examination and dissertation research. Throughout the program of study, the student must maintain a 3.25 grade-point average in all work taken. If the grade point average drops below the minimum, the student is placed on academic warning for the following two semesters.

During the last half of the second semester of course work, the student's progress shall be reviewed by the advisory committee to determine continuation, change, or termination of the program. The advisory committee for each student shall be responsible for assembling the necessary information (grades, recommendations, progress in curriculum areas, etc.) for consideration in reaching the above decision.

Advisory Committee. A three person advisory committee shall be established during the first semester of graduate study to plan the program of study with each student. The chair of the committee shall act as the primary adviser and sign the graduate course request form. This advisory committee is responsible for certifying to the graduate committee that the student has met all departmental requirements for admission to candidacy and has passed the Ph.D. preliminary examination.

The advisory committee and the student will plan the program of study. The program of study focuses on at least one curriculum area. All students are required to take SPCH 501, Introduction to Speech Communication Research and SPCH 510, Rhetoric and Communication. Also students must take a minimum of 9 hours of methodology courses prescribed by the chosen curriculum area. Students selecting theater as a curriculum area must take 18 hours of speech communication courses including SPCH 501 and 510.

Attendance is required at proseminars as part of professional development. Graduate students are encouraged to present their scholarly work.

recommendations from former instructors and an application form indicating professional and personal objectives. In addition, applicants for the Ph.D. degree program may be requested to furnish a thesis or research paper as evidence of research and writing ability.

Acceptance for graduate study in speech communication and subsequent continuation in the graduate program is determined by the graduate committee of the Department of Speech Communication. Students who are awarded graduate assistantships to provide assistance in the instruction of the department are required to take SPCH 539 if they have not had previous teaching experience at the secondary, college, or university level; the course is strongly recommended for all students planning careers in university teaching.

Research Style. In most cases graduate students are required to write a term research paper for each course taken, and, depending on the degree program, each student is required to write a research report, thesis, or dissertation. In all cases the writing must conform to the latest edition of *The MLA Style Manual* or the *APA Publication Manual*, depending on the nature of the research. In all cases the writing must conform to the current edition of the Graduate School Guidelines for the Preparation of Research Reports, Theses, and Dissertations.

Master's Degree Programs

A minimum of 30 semester credit hours is required for the M.A. or M.S. degree. At least 15 of these hours must be at the 500 level. A student who completes only the minimum of 30 hours of work may devote no more than 9 hours to work outside the Department of Speech Communication. However, a student may petition the graduate committee for a program to include 15 hours outside the department. Such outside work must be germane to one of the departmental curriculum areas for purposes of research and examination. Competence in one foreign language is required for the M.A. degree. Competence may be demonstrated by (1) E.T.S. examination, (2) achieving a grade of B or A in FR 488, GER 488, RUSN 488, or SPAN 488, or (3) achieving a passing grade in other approved foreign language courses on campus, a list of which is available in the department office. Current standards for passing the E.T.S. examination in French, German, Russian, or Spanish are available from the director of graduate studies.

A faculty adviser is named for the individual student before the end of the first semester. The faculty adviser and the student will plan the program of study. The program must consist of course work in at least three curriculum areas. In order to satisfy a given area of study, a student must complete at least 6 semester hours of work in that area. A course used for one curriculum area may not be counted toward another area. A comprehensive written examination is taken during the last semester of study.

The requirements for the master's degree may be met by either of the following plans chosen by the student in consultation with the adviser.

Plan I: Thesis. Each student must complete a minimum of 30 semester credit hours, with no more than 6 hours or fewer than 3 hours of thesis credit in SPCH 599 counted toward the 30 hour minimum. In addition, the student must register for at least one semester hour of credit in SPCH 599 during any academic term in which the services of any faculty member are utilized in the supervision or consultation concerning the thesis. If the student's reliance upon faculty assistance justifies, the director may require an appropriately greater number of credit hours in SPCH 599. The thesis is submitted to a committee of three

Preliminary Examination. The student must pass a preliminary examination on each of the declared curriculum areas in the program of study. The preparation and administration of the examination are determined by the advisory committee in consultation with the student. The examination is taken near the end of the course work.

Dissertation. Each student must register for at least 24 semester hours of dissertation credit in SPCH 600 or SPCH 601 or THEA 600 or THEA 601. In addition, the student must register for at least one semester hour of credit in SPCH 600 or THEA 600 during any academic term in which the services of any faculty member are utilized in the supervision or consultation concerning the dissertation. If the student's reliance upon faculty assistance justifies, they may be required by the dissertation adviser to register for an appropriately greater number of credit hours.

The dissertation director shall, upon consultation with the student, be responsible for setting up a dissertation committee, supervising the dissertation, and administering the final oral examination. The dissertation committee shall approve the dissertation prospectus and pass upon the completed dissertation and oral examination. Students are required to submit two copies of the dissertation to the Graduate School, one copy to the Department of Speech Communication, and one copy to the dissertation director.

Interdisciplinary Program. Students who have been admitted to the doctoral program in speech communication and who wish to develop an interdisciplinary program, should review the guidelines set forth by the Graduate School. The graduate dean approves interdisciplinary Ph.D. programs only when they bear the endorsement of the principal sponsoring department. A student who wishes to apply for an interdisciplinary program in which speech communication will be the principal sponsoring department should understand that the program of study must include substantial involvement with courses in speech communication and that the department may require the student to meet other requirements similar to those established for the doctoral program in speech communication.

Telecommunications

The Master of Arts degree in telecommunications provides advanced professional training for students preparing for leadership positions in radio and television broadcasting, cable television, corporate video, and related fields. Content areas include the structure and organization of broadcast-related industries, mass media theories, economic and management perspectives, emerging new technologies, policy and regulatory issues, content criticism and review, programming innovations, international perspectives, and societal effects. Graduates of the program advance to leadership positions in broadcast stations, cable systems, production houses, corporate and public sector video departments, or teach in colleges and universities.

Admission

A baccalaureate degree is required from an accredited university for admission to the M.A. degree in telecommunications with preference given to those who have a baccalaureate degree in telecommunications. Courses taken on the grounds of whose preparation is lacking in the above areas may be accepted for credit.

Communication theory; 230
 Communication skills: 3 hours of public communication selected from 221, 325, 326 or 370; and 3 hours of interpersonal communication selected from 261, 262, 371 or 383.

Required Curriculum Specialization

Interpersonal Communication Specialization 33

For students interested in topics of communication in interpersonal relationships, language in everyday interactions, group communication dynamics, non-verbal and intercultural aspects of communication; and careers in communication skills training, interviewing, communication research, conflict management, and employee or client relations.
 Required: 261, 262, 361, 383, 442, 461; and 15 hours selected from 280, 340, 341, 362, 371, 382, 401, 440, 441, 443, 444, 446, 452, 460, 462, 465, 480 or 483.

Performance Studies Specialization 33

For students interested in theatrical and everyday performance and the oral interpretation of literature, and in careers in performance, writing-act performance, and public presentation from business to the arts.
 Required: 370, 371, 471, 472; 6 hours selected from 474, 475, 476; at least one hour selected from 390 or 490; and 15 hours selected from 221, 310, 325, 326, 341, 361, 383, 401, 411, 421(3), 431, 432, 433, 435 or 461.

Persuasive Communication Specialization 33

For students interested in public and political discourse, argumentation, rhetoric, social influence and media; careers in law, politics, sales, corporate and public advocacy, and selected areas in business and mass media.
 Required: 221, 325, 326, 358, 411, 421(3), 442; 12 hours selected from 280, 281, 310, 341, 361, 362, 371, 382, 401, 421(3.3), 440, 441, 443, 446, 451, 452, 465 or 476.

Organizational Communication Specialization 33

For students interested in a broad spectrum of communication topics in the context of the organization including, but not limited to, compliance-gaining, superior-subordinate interaction, communication audit methods, organizational networks, organizational climate and culture, conflict resolution, impact of new communication technology, and information flow.
 Required: 281, 280, 326, 383, 460, 480, 483; 12 hours selected from 221, 262, 281, 310, 325, 341, 358,

3. obtain a faculty sponsor from a department with studies most like the Special Major;
4. collaborate with the sponsor to propose a workable plan of study, structured coherently around a central topic, with a title that identifies the program's individualized purpose;
5. receive approval of the program proposal from the coordinator of the Special Major Program;
6. complete at least 28 semester hours of courses, at the 300- or 400-level, approved for the Special Major by the coordinator of the Special Major Program after the program is approved;
7. meet all graduation and course hour requirements of the University and of the college and department which agree to sponsor the Special Major. Final recommendation for a baccalaureate degree with a Special Major is the prerogative of the coordinator of the Special Major Program, with approval of the appropriate cooperating college dean.

Speech Communication (Department, Major, Courses)

The Department of Speech Communication offers courses in the history, theory and application of communication. These courses reflect the liberal arts and social science tradition as an approach to theory and application.

The department also sponsors co-curricular activities in debate, forensics, performance studies (oral interpretation), and public relations, all of which are open to non-majors.

English is the language of instruction in the Department of Speech Communication and proficiency in written and oral English is required of all students in Speech Communication. To meet the requirements for a major in the Department of Speech Communication a student must demonstrate the following basic skills: the ability to deliver effective public speeches and oral performances of literature; the ability to write clear, correct English prose; the ability to communicate effectively at the interpersonal level as well as in small and large groups; and, the ability to understand and apply theory and research which are relevant to the student's program specialization.

These communication competencies may be demonstrated by completing the major program and any one of the specializations described below and by receiving no lower than a C grade in courses listed in the required core and as required in the student's chosen specialization. Under certain circumstances, a student may elect to demonstrate a competency by passing a proficiency examination administered by the Department of Speech Communication.

In order to declare the speech communication major, a student must have attained a GPA of 2.25 and must maintain that GPA in order to remain a speech communication major.

Prior to entry to the speech communication major, a student must take the Language Skills Examination (LSE). In order to be admitted to the speech communication major, a student must score at or above the 70th percentile on that exam.

Bachelor of Science Degree, College of Communications and the Arts

SPEECH COMMUNICATION MAJOR

General Education Requirements 46

GEC 200, GED 152 or 153 are recommended

Requirements for Major in Speech Communication

Courses (SFCM)

Courses in speech communication are listed according to numerical order. However, the second digit in the course number indicates its topical focus in the speech communication curriculum, as follows:

00-09 Communication Theory and Research Methods

10-19 Rhetorical Theory and Criticism

20-29 Oral Communication and Public Address

30-39 Communication Education

40-49 Language and Semiotic Communication; Cultural Studies

50-59 Political Communication; Media Studies

60-69 Interpersonal and Phenomenological Communication; Philosophy of Communication

70-79 Performance Studies; Oral Interpretation

80-89 Organizational Communication and Public Relations

90-99 Research Reporting; Applied Studies and Practicum

100-3 Speech Communication Workshop. A workshop in debate, oral interpretation, or public speaking for second-year school seniors interested in intensive study in one or more of these areas. Prerequisite: Public Speaking.

213 Advanced Public Speaking. The components of effective speech with actual preparation and presentation of several types of speeches. Prerequisite: IED 153 or consent of instructor.

215 Introduction to Speech Communication Theory. Introduction to speech communication theory. Examination of history and theoretical issues as a basis for understanding applied communication areas.

250-1 to 30 Work Experience. Credit given for work experience by students enrolled in the Department of Speech Communication. Such credit is granted upon approval of the undergraduate adviser.

281-3 Small Group Communication. Introduction to small group communication and the small group process. Special emphasis given to problem-solving discussion groups.

282-3 Interpersonal Communication 11. This course is a face-to-face interaction and intergroup relations by combining information from the communication and practice in communication. Utilizes the laboratory method for learning to establish and develop communicative relationship with others. Prerequisite: GED 152 or consent of instructor.

283-3 Business and Professional Communication. A survey of communication theory and theory of business and professional settings. Provides practice applicable to interviews, conferences, briefings, and presentation techniques. Prerequisite: GED 152 or 153.

281-3 Introduction to Public Relations. Philosophies and principles of agency, business, governmental, and nonprofit public relations. Historical perspectives, current and future trends, and career opportunities explored.

310-3 Speech Composition. Rhetorical techniques of public address. Two major speeches prepared, with every possible refinement. Prerequisite: 221.

325-3 Argumentation and Debate. Through the study of argument, evidence, reasoning, and oral advocacy this course seeks to ensure competence in the attainment of truth by investigation and research and the establishment of truth through proof. The ultimate rationale for the course is the discovery and support of intelligent decisions. Prerequisite: 221, or 280, or GED 151, or consent of instructor.

326-3 Persuasion. The means of influencing individuals and groups through communication. Emphasizes the shaping of others' values, beliefs, attitudes and behavior primarily by the spoken word. Provides theoretical information about and practice in persuasive speaking, for sources and targets of persuasion.

340-3 Introduction to Language Acquisition. Interdisciplinary approaches to the interaction between language acquisition and communication development. Topics include nonverbal communication, phonology, syntax, semantics, and pragmatics. Provides a background for those working with young children.

341-3 Introduction to Intercultural Communication. (Same as Linguistics 341.) Examination of the elements and structure of intercultural and transracial communication in the United States. Designed to analyze and describe the interaction between social perceptions and expression as manifested in verbal and nonverbal behavior. Emphasis on the functional communication of minority groups. Prerequisite: 262 or GED 152 or consent of instructor. Prerequisite: 318.

342-3 Intergroup Communication. Analysis and conduct projects germane to nonverbal communication.

361, 362, 381, 382, 390, 410, 411, 441, 442, 443, 452, 481, 482 or 490.

Public Relations Specialization..... 33

For students interested in social influence and change through diverse media; and careers in agency, corporate, or not-for-profit public relations.

Required: 280, 281, 326, 381, 382, 481, JRNL 309 and 310, Design 497d or JRNL 315, and 6 hours selected from 390, 490, 493 or 494.

Electives..... 32

PROFESSIONAL REQUIREMENTS AND ADVISEMENT:

1. Electives cannot be professional communication courses; professional communication includes journalism, graphics, cinema and photography, organizational communication, and radio and television.
2. It is strongly recommended that students include in their electives at least one advanced writing course such as English 290, 390 or 491, and at least one course in psychology such as Psychology 307, 320 or 323.
3. Students interested in agency or corporate public relations are also advised to select 15 hours of electives from the College of Business and Administration. Recommended courses are Management 304, Marketing 304, 305 and 363.

Total..... 120

Communication Education Specialization and B.S. Degree, College of Communications and Fine Arts **U beta | A TS**

SPEECH COMMUNICATION MAJOR

For students interested in receiving teaching certification in Speech Communication, the requirements are the same as for the Bachelor of Science Degree in the College of Education, Speech Communication Major:

General Education Requirements..... 46
Must include GED 114, 202 and 301, GEC 200, GEC literature, GEC 213, GED 152 or 153, GEE 201 and two hours of physical education courses.

Speech Communication Core Requirements..... 9

Speech Communication 230 and 326; and either 371 or 383.

Requirements for Major in Speech Communication..... 33

Speech Communication 221, 261, 262, 325, 370, 432, and either 474 or 475; 6 hours selected from 281, 310, 326, 340, 383, 401, 411 or 476; 6 hours selected from 371, 433, 435, 471 or 472.

Professional Education Requirements..... 28

Includes Speech Communication 431. See Teacher Education Program, Chapter 3 for education requirements.

Approved Minor..... 15 +

Number of hours needed depends on area selected for minor; see individual programs for specific requirements.

Total..... 131

Speech Communication Minor

Students selecting a minor in Speech Communication must complete 15 hours of credit, including 221, 230, 382, and one course (3 hours) at the 410-level. Students electing a minor in Speech Communication must complete 15 hours of credit, including 221, 230, 382, and one course (3 hours) at the 410-level. Students electing a minor in Speech Communication must complete 15 hours of credit, including 221, 230, 382, and one course (3 hours) at the 410-level.

... and the operation of human communities. Special emphasis is given to the nature of persons, consciousness, and communication. Exchange in society.

443-3 **Mythic Creative Communication.** Releasing creativity as creative interchange in persons and habits, with increasing awareness of concrete creativity.

384-3 **Synergetic Creative Communication.** Release creativity as creative interchange in persons and social relations, by relating synergically the related segments of knowledge for a creative lifestyle, with increasing freedom to communicate creatively.

370-3 **Oral Interpretation II.** Theory and practice in advanced interpretation techniques, with emphasis on the student as performer. Prerequisite: GEC 200 or consent of the instructor.

371-3 **Storytelling and the Oral Tradition.** Theory and practice in the art of storytelling with emphasis upon practical application, source materials, and historical and ethnic backgrounds.

381-3 **Public Relations in Practice.** Application of public theory and principles through training and practice in the development of public relations production skills including message construction and delivery, verbal, nonverbal, and visual production work and special events components. Prerequisite: 281 with a grade of C or better and passage of language skills examination.

382-3 **Research Methods in Public Communication.** An introductory survey of methods and techniques of audience analysis and public opinion research. Designed especially for public relations specialization. Instruction in the design of research tools, sample selection, interviewing, 383-3 **Use of the computer for data analysis.**

383-3 **Interviewing.** Planning, conducting, and analyzing interviews with emphasis on roles of interviewer and respondent in professional and organizational communication settings. Study of factors affecting success, openness, and goal attainment. Use of interviewing methods for evaluation and research. Prerequisite: 282 or consent of instructor.

390-1 to 6 **Applied Communication.** Supervised individual and group performance in various communication arts. Emphasis on the practical application of verbal skills. May be repeated for credit. A maximum of six hours may be counted toward a speech major. A maximum of six hours toward degree requirements. Prerequisite: consent of instructor and department adviser.

401-3 **Communication Theories and Models.** An introduction to theory construction and model utilization in communication research. Critical analysis of existing communication theories in the social sciences as a basis for generating new models. Emphasis on the heuristic nature of the language/speech act paradigm in communication studies.

411-3 **Rhetorical Criticism.** Designed to develop the student's ability to criticize public discourse in speeches, written works, and the mass media.

421-3 to 9 (3, 3, 3) **Studies in Public Address.** Critical studies of speakers and issues relevant to social and political movements, dominant in national and international affairs. A lecture, reading, and discussion course. Students may repeat enrollment to a total of nine hours. Prerequisite: for undergraduates, 411 or consent of instructor.

430-3 **Speech in Elementary Schools.** Survey of normal speech development with emphasis on the elementary school years. Concept of speech as skill base to reading, writing, and spelling. Psychological and sociological variables affecting language use in the school learning. Speech experiences supportive of the child's linguistic, intellectual, and social development.

431-3 **Speech in Secondary School.** Philosophy of speech education, and effective teaching of speech through curricular and extra-curricular work. Prerequisite: twelve hours of speech and consent of instructor.

432-3 **Secondary School Forensic Program.** Designed to evaluate and plan the proper role of forensics in the secondary school and to prepare the students for their tasks as teachers and administrators in that program. Students enrolled as majors in speech communication with a specialization in communication education must complete this course before enrolling for student teaching. Prerequisite: 411 or consent of instructor.

433-3 **Children's Literature in Performance.** Study of children's fiction and poetry through analysis, creative drama, and role-play. Prerequisite: 280, 442, or consent of instructor.

435-3 to 6 (3, 3) **Topics in Creative Drama.** An exploration of advanced theories and techniques for conducting sessions in informal drama. Topics vary and are announced in advance. Students may repeat enrollment in the course, since the topics change. Lecture, discussion, class projects, school visitations.

440-3 **Language Behavior.** Study of linguistic approaches to speech communication based on behavioral determinants such as culture, history, speech community, value orientations, social perception and expression, and the nature and function of interpersonal transaction. Prerequisite 341 or consent of instructor.

341-3 **Intercultural Communication.** Application of semiotic and cultural theories to language behavior. Emphasis on speech communication as an approach to the study of intercultural communication. Prerequisite: 341 or consent of instructor.

4 and 5 **Psychology of Human Communication.** Nature, development, and functions of verbal and nonverbal behavior; application of psychology theories and research to the communication process in individuals and groups. Emphasis on the systemic nature of communicative behavior.

... to knowledge. Relationships are made to contemporary problems in human affairs.

443-3 **Studies in Language Acquisition.** Research in and theories of the development of verbal and nonverbal language with attention to the maturational process. Included investigation of cultural, phonological, syntactical, and semantic correlates of communication development. Appropriate for advanced students interested in working with or conducting research within involving children, adolescents, and adults, including teaching. Prerequisite: 280 or consent of instructor.

444-3 **Advanced Student Performance.** Analysis of theories of play, metamunication and learning. Be-performance of a play. Application of theories of play, metamunication and learning. Be-performance of a play. Prerequisite: 19 hours of SPM or consent of instructor.

446-3 **Sociology of Language Discourse and Signs.** Introduction to the study of especially structuralism and post-structuralism. Reference to French theorists such as Barthes, Baudrillard, Bourdieu, Lefevre, Deleuze and Guattari, Gramas, Group Mu, Lacan, Lyotard, and Poulman. Emphasis on the practice of discourse, language, and signs as a model for research in the human sciences of communication.

471-3 **Semiotic.** (Same as Philosophy 422.) Introduction to Semiotic as the general theory of signs, including natural signs, signals and linguistic expressions. Concentration on contrasts and comparisons between language and more primitive types of signs.

481-3 **Political Communication.** (Same as Political Science 41R.) A critical review of theory and research which relate to the influence of communication variables on political values, attitudes, and behavior. Prerequisite: 358 or consent of instructor.

492-3 **Interpersonal Communication and the Mass Media.** A review, synthesis, and analysis of communication theory and research which deals with the process, interactive nature of interpersonal, and mass channels of communication. Prerequisite: 401 or consent of instructor.

493-3 **Small Group Communication: Theory and Research.** A critical examination of small groups of affect research in speech communication. Emphasis is given to the development of principles of effective communication and decision-making in the small, task-oriented groups. Prerequisite: 281 or consent of instructor.

491-3 **Laboratory in Interpersonal Communication I.** Interpersonal communication is studied as human encounter. The philosophy and theoretical bases of existential phenomenological approaches to human communication are discussed. Projects are evolved by small groups that contribute to the understanding of human communication.

492-3 **Laboratory in Interpersonal Communication II.** Various theories of social and cultural change are explored. The role of interpersonal communication in the development of human consciousness is explored. Projects are evolved by small groups that examine values and priorities of human nature and cultural nature.

495-3 **Philosophy of Language.** (See Philosophy 425.)

47-3 **Prose Fiction in Performance.** Study of prose fiction through analysis and individual performance. Prerequisite: 370 or consent of instructor.

423-3 **Poetry in Performance.** The study of poetic form through analysis and performance. Prerequisite: 370, GEC 200 or consent of instructor.

484-3 **Adapting Literature.** Theory and practice of staging literature in the lyric mode with emphasis on staging and directing. Prerequisite: 370 or consent of instructor.

475-3 **Acting and Directing.** Theory and practice of staging narrative literature with emphasis on adapting and directing. Prerequisite: 471 or 474 or consent of instructor.

476-3 **Writing as Performance.** Lectures, reading, and practical and theoretical links between composition and performance. Emphasis on the development of writing as performance as a means and an end to creative writing.

480-3 **Dynamic of Organizational Communication.** Introduction to interrelationships of communicative behavioral and attitudes with organizational policies, structures, outcomes. Uses case studies and role-plays to teach principles. Individual research into selected aspects of organizational communication. Prerequisite: 280, 442, or consent of instructor.

481-3 **Public Relations Cases and Campaigns.** Advanced course in public relations case analysis and campaign planning. Students critique public relations campaigns created by various profit, nonprofit, and agency organizations. Students also design public relations campaigns for problem identification through evaluation stages. Prerequisite: 381 and 382 with a grade of C or better.

483-3 **Studies in Organizational Communication.** Study of communication systems and behaviors within organizations. Consideration of relevance of communication to management operations, employee morale, networks, superior-subordinate relations, production, and organizational climates. Individual research into selected aspects of organizational communication. Prerequisite: 480 or consent of instructor.

490-1 to 6 **Communication Practicum.** A supervised experience using communication skills emphasis on the development of performance skills in the following areas: (a) Communication study (b) Performance activity (c) Interpersonal communication, (d) Instructive and forensic activity (e) Political communication, (f) Organizational communication. (g) Instructional communication. May be repeated for credit. Undergraduates limited to a total of six hours and graduate stu-

ents to three to be counted toward degree requirements. 491-1 to 3 Independent Study in Communication. Readings, creative projects, or writing projects focusing on a theoretical study of communication. The independent study should normally be completed in one semester under the tutorial supervision of a faculty sponsor. Not for graduate credit. Prerequisite: twelve hours of speech, consent of instructor and departmental adviser. 492-2 to 8 Workshop in Performance Studies. Summer offering concentrating in specialized areas of performance studies. Prerequisite: GED 200 and SP:CM 370 or consent of instructor. 493-3 to 9 (3, 3) Special Topics in Communication. An exploration of selected current topics in communication arts and studies. Topics vary and are announced in advance; both students and faculty suggest ideas. Students may repeat enrollment in the course, as the topic varies. 494-1 to 6 Internship in Public Relations. A supervised experience using public relations expertise in a professional or career setting. Maximum of six hours to be counted toward degree requirements. Not for graduate credit. Prerequisite: consent of instructor. Mandatory Pass/Fail.

Technical Careers (College Courses)

The College of Technical Careers offers the Associate in Applied Science and the Bachelor of Science degrees. The degree programs are listed alphabetically in this chapter. Requirements for admission and program completion vary and are stated within the description for each program.

Associate in Applied Science degrees are available in a variety of technical programs ranging from aviation maintenance to tool and manufacturing technology. Third-year specializations are available in certain program areas to further the student's technical knowledge.

The Bachelor of Science degree is designed to provide technically-oriented programs of study which are made up of both management and advanced technical course work. Details of each major area of study are listed under Advanced Technical Studies, Interior Design, or Consumer Economics and Family Management.

The following general education and technically-related courses are taught within the College of Technical Careers. They serve as common requirements for various majors. Some of the courses are also available to students enrolled in other academic units.

Courses (TC)

100-3 Introduction to Technical Careers. Designed to introduce prospective clientele to careers in technical fields and in specific to the College of Technical Careers with a focus on career placement and mobility. Prerequisite: college admission procedures, course and licensure requirements, and career placement and mobility. 102-2 Technical Writing. To successfully complete this course, student should be proficient in particular writing techniques (technical description, definition, classification, abstracting, etc.) and follow through a library or field research project in their individual technical fields. Lecture and individualized instruction. Prerequisite: GED 101.

106-4 (2, 2) Technical Mathematics. Will enable the student to solve problems within the context of engineering technologies. (a) Emphasizes the use of algebraic equations and geometric relationships and formulas, and right triangle trigonometry. Lecture-discussion. Four hours per week for eight weeks. Prerequisite: one year of high school algebra or equivalent. (b) Emphasizes the application of trigonometric relationships to problems in applied technologies, mechanical and logarithmic functions. Lecture-discussion, four hours per week for eight weeks. Prerequisite: 105a or equivalent. The use of an electronic calculator with scientific functions is required for both (a) and (b).

107-4 (2, 2) Applied Physics. Places emphasis on basic and applied physics at a level consistent with technical education objectives. The student will learn laws and principles and solve problems pertaining to (a) mechanics and the structure of matter, (b) heat and electricity. Lecture-discussion four hours per week. Prerequisite: 105a or equivalent.

108-3 General Aspects of Technical Careers I. An individualized program of instruction designed with applications and procedures common to their area of specialization. Students will

ments in order to qualify for student teaching and for the Illinois teaching certificate. Additional information is given under Education, Professional Education Experiences, and Curriculum and Instruction in this chapter.

Upper Division Examination

All Bachelor of Music degree students must pass an upper division examination in order to be admitted to the 340 level of applied music. It is normally taken before finishing 60 hours of academic study and in the second semester of Music 240. The upper division examination for transfer students is normally taken at the end of the first semester at Southern Illinois University at Carbondale. The upper division examination consists of an applied music jury performance before the entire music faculty. Students will provide a complete repertoire list at the time of the jury.

Financial Information

Special grants and awards are available to students enrolled in the School of Music who are qualified and in need of financial assistance. Opportunities for employment in the student work program are excellent. In addition, there are scholarships (tuition awards) and loan programs available through the Office of Student Work and Financial Assistance.

Beyond the general university tuition and fees, there are not additional charges for music lessons or use of practice rooms, nor for rental of instruments used in classes or performing groups; however, students are responsible for purchase of their own textbooks, solo literature, and incidental supplies for music lessons and classes. Such costs normally range from \$20 to \$50 per semester.

Liberal Arts

Bachelor of Music Degree, College of Communications and Fine Arts

General Education Requirements	46
Including Music 102 and ensemble as GEC substitutes	
<i>Requirements for Major in Music</i>	76
Theory: Music 104a,b; 105a,b; 204; 205; 321; 322	19
History-Literature: Music 102; 357a,b ¹	(2) ² + 6
Major performing ensembles	(1) ² + 5
Partial Recital: Music 398	1
Conducting: Music 316	1
Beginning Piano: Music 030 (or waiver by examination)	4 ³
Specialization (see below)	40
Total	122

MUSIC MAJOR—PERFORMANCE SPECIALIZATION, INSTRUMENTAL (STANDARD ORCHESTRAL AND BAND INSTRUMENTS, AND GUITAR)

Music 140-440, principal field, 8 semesters	28
Music 498	2
Music 407, 421, 461, or any of 470 series	6
Approved music electives	4
Total	40

MUSIC MAJOR—JAZZ PERFORMANCE SPECIALIZATION	
Music 140-440, principal field, 8 semesters	28
Music 498	2
Music 331, 372, 430	8
Music 016	2
Total	40

The requirements for entrance and for graduation as set forth in this bulletin are in accordance with the published regulations of the National Association of Schools of Music, of which this school of music is a member.

Students who wish to major in music are assumed to have acquired extensive experience in performing with school groups or as soloist, basic music reading ability, and a strong sensitivity to music and a desire to communicate it to others. Those without such a background will have to complete additional preparation, which may extend the time to graduation beyond four academic years. Music credits earned at other accredited institutions will apply toward requirements, but the transferring student remains subject to evaluation by the appropriate music faculty for proper placement in the music curriculum.

All students in the Bachelor of Music degree program must maintain satisfactory membership in one of the following ensembles: Music 011, 013, 014, 017, 020, 021, or 022 every term in residence. Students who are unable to meet the major ensemble entrance requirements for one semester will be placed on probation by the School of Music. Students who are denied entrance into a major ensemble a second time will be reviewed by the undergraduate committee for possible continuation or suspension from all music degree programs. The choice of major ensembles must be compatible with the student's applied field. Instrumental music education students must enroll in Music 011 for a minimum of one semester. All junior and senior students with a major or minor in music must maintain satisfactory membership every session in one of the above ensembles or in Music 341 in the case of students enrolled in the piano performance or piano pedagogy specializations. Students are exempt from this requirement during the session of student teaching. Students also may elect additional large or small ensembles, not to exceed three in any one session.

Each student with a major or minor in music must designate a principal applied field and complete the credits specified within the selected specialization. Changes in the principal applied field are permissible so long as the student accumulates the required credit total and meets the required level of proficiency.

Credits in one's principal applied field are based on private lessons with a member of the faculty, weekly participation in Studio Hour and Convocations (Mondays, at 10:00 a.m.), and recorded attendance each semester at seven campus recitals or concerts, approved for the purpose by the School of Music faculty, in which the student is not a participant. Students who fail to fulfill either the Studio Hour or attendance at campus recitals or concerts requirements will receive a grade of Incomplete, which can be removed only by making up the deficiency during the ensuing semester. A student who wishes to attempt the performance specialization in applied music must have prior approval of the appropriate faculty jury, and thereafter enrolls for and receives two lessons per week for 4 credits per semester.

A student may elect private instruction in a second field or fields, but this is for one credit per semester since the studio hour and recital attendance requirements pertain only to the principal applied field.

Students not majoring or minoring in music may elect private applied music instruction if 1.) they can exhibit sufficient ability, 2.) they are participating simultaneously in one of the University performing groups and 3.) faculty loads will allow. Registration is at one credit per semester, with no studio hour or recital attendance requirement. Those wishing such instruction should arrange for an interview and audition with the appropriate instructor.

Students specializing in music education should apply for admission to the

MUSIC MAJOR—PERFORMANCE SPECIALIZATION, KEYBOARD
(PIANO, ORGAN, AND HARP/SICHOARD)

Music 030 not required	28
Music 140-440, principal field, 8 semesters	2
Music 498	3
Music 461	4
Music 407, 421, or any of 470 series	3
Music 341	3
Total	40

MUSIC MAJOR—PERFORMANCE SPECIALIZATION, VOICE

Music 140-440, principal field, 8 semesters	28
Music 498	2
Music 407, 421, 461, or any of 470 series	4
Approved foreign language, 2 semesters	(4) ² + 4
Music 363	2
Total	40

MUSIC MAJOR—PIANO PEDAGOGY SPECIALIZATION

Music 140-440, principal field, 8 semesters	16-22
Music 398-1 or 2 and 498-2	2-3
Music 110-4, 210, 310, 311, 410, 411	16
Approved music electives	0-6
Total	40

MUSIC MAJOR—MUSIC THEORY/COMPOSITION SPECIALIZATION

Music 140-340, principal field, 6 semesters	12
Music 407, 421	4
Music 280	4
Music 380	4
Music 480 or 481	4
Music 470 series	5
Approved music electives, 300 level or above	7
Total	40

Bachelor of Music Degree, College of Communications and Fine Arts

Bachelor of Science Degree, College of Education

MUSIC MAJOR—MUSIC EDUCATION SPECIALIZATION

General Education Requirements	46
Including GEB 202, GEB 114 and 301, GFC 213, and Music 102 and ensemble as GEC substitutes	
Requirements for Major in Music	55
Theory: Music 104a,b; 105a,b; 204, 205; 207; 321, 322	19
History-Literature: Music 102, 357a,b	(2) ² + 6
Major performing ensembles	(1) ² + 4
Music 140-340, principal field, 6 semesters	12
Music 398	1
Music 031 (or waiver by examination)	1

Bachelor of Arts Degree, College of Communications and Fine Arts

General Education Requirements

Including 102 and ensemble as GEC substitutes	46
Requirements for Major in Music	75
Theory: Music 104a,b; 105a,b	8
Literature: Music 102	(2) ¹
Major performing ensembles	3 ¹ + (1)
Applied Music (4 semesters)	7-8
Specialization (see below)	56-57

Curricula and Courses

Music 305, 316, 318, 324	6
Or	
Music 030	4
Music 316, 317, 325	4
Music 306 or 032-036 series	2
Music 363	2
Professional Education Requirements	25
See Teacher Education Program, Chapter 3	
Music 304 and 306 substitute for Education 312.	
Total	126

In the past performance specialization, Music 315a and b were required as substitutes for Music 321 and 322 and one hour of ensemble. GEC substitutes for Music 102 and ensemble as GEC substitutes. Exemptions for Music 102 and ensemble credit hour adjustment in keyboard performance and instrumental music education specialization.

Bachelor of Arts Degree, College of Communications and Fine Arts

The Bachelor of Arts degree is individually tailored to meet the educational goals of each student pursuing it. Two areas of specialization are available: Liberal Arts and Music Business. Both specializations have a common core of 18-19 hours of music literature and music theory courses.

Of the 56-57 hours required to complete the Liberal Arts Specialization, the required courses are Music 357a,b, 499 and 10-18 hours of approved music electives. In addition, at least one year of foreign language is required. This can be met by one of the following: (a) passing an 8-hour 100-level sequence in one language; (b) by earning 8 hours of 100-level credit in one language by proficiency examination; or (c) completing three years of one language in high school with no grade lower than C. The 27-34 core of elective hours necessary to complete the degree program are selected by the student with the approval of the student's faculty sponsor and the undergraduate committee. At least 40 hours toward the B.A. Liberal Arts Specialization must be at the 300-400 level. This planning should be done during the first semester of the student's admittance to the School of Music with undergraduate committee approval secured no later than the end of the second semester. Changes may be made if agreed upon by the student, the undergraduate committee and the student's faculty sponsor.

Of the 56-57 hours required to complete the Music Business Specialization, 18-19 hours are in specific music courses, 14-16 hours in music electives, and 27 hours of accounting, economics, finance and marketing courses.

Students must comply with the studio hour and recital attendance requirements listed under general requirements in music.

Bachelor of Arts Degree, College of Communications and Fine Arts

General Education Requirements

Including 102 and ensemble as GEC substitutes	46
Requirements for Major in Music	75
Theory: Music 104a,b; 105a,b	8
Literature: Music 102	(2) ¹
Major performing ensembles	3 ¹ + (1)
Applied Music (4 semesters)	7-8
Specialization (see below)	56-57

Foreign Language..... 4 + (4)¹
 Core of Electives..... 27-34
 Total..... 56-57

MUSIC MAJOR—MUSIC BUSINESS SPECIALIZATION

Music 030, 2 semesters.....	2
Music 031.....	1
Music 032-1, 033-1, 034-1, 035-1, 036-1.....	5
Music 305.....	2
Music 174, 499.....	6
Music 420.....	1-2
Approved Music Electives.....	14-16
Accounting 220, 230.....	6
Management 304.....	6
Economics 215.....	(3) ²
Finance 280.....	3
Marketing 304, 363, 401, 438.....	12
Total.....	56-57

¹ISC substitute
²CRB substitute

Minor

The minor in music includes Music 102, 030a,b, 104a,b, 105a,b, 357a,b; two semesters of performing ensembles, two hours; and two semesters of 040 or 140, four hours for a total of 24 credits. Students must comply with the studio hour and recital requirements listed above.

Courses (MUS)

011-1 or 2, 1 or 2, 1 or 2) **Marching Salubus**. Fall semester only. Open to all students with experience in bands. Performs at all home football games, and one or two away. Counts as a "major ensemble," one of which must be taken each semester by resident music majors. Prerequisite: audition prior to first registration.

012-1 to 4 (1, 1, 1, 1) **Pep Band**. A select group which performs at all home basketball games. Prerequisite: audition prior to first registration.

013-1 to 16 (1 or 2 per semester) **Symphonic Band**. Open to all students with experience in bands. Performs standard literature. Two or three concerts per year. Counts as "major ensemble," one of which must be taken each semester by resident music majors.

014-1 to 16 (1 or 2 per semester) **Concert Wind Ensemble**. A select group which performs advanced contemporary literature. Three concerts and four per year. Counts as a "major ensemble," one of which must be taken each semester by resident music majors. Prerequisite: audition prior to first registration.

015-1 to 16 (1 or 2 per semester) **Jazz Ensemble**. For students experienced with popular literature. Concerts and tours as feasible. Prerequisite: audition prior to first registration.

016-1 to 8 (1, 1, 1, 1, 1, 1, 1, 1) **Jazz Combo**. A select group, performing literature scored for this instrument. Two or three concerts per year and tour as feasible. Prerequisite: audition prior to first registration.

017-1 to 16 (1 or 2 per semester) **Symphonic**. Open to all experienced string, woodwind, brass, and percussion players. Plays standard and advanced orchestral literature, performs three or four concerts per year. Counts as a "major ensemble," one of which must be taken each semester by resident music majors. Prerequisite: audition prior to first registration.

020-1 to 8 (1, 1, 1, 1, 1, 1, 1) **Choral Union**. Open to qualified students who desire to perform major choral-orchestral literature. Two concerts per year. Counts as a "major ensemble," one of which must be taken each semester by resident music majors. Audition required.

021-1 to 16 (1 or 2 per semester) **Chamber Choir**. Open to all experienced singers. Emphasis on advanced contemporary literature. Three or four concerts per year and tours as feasible. Audition required.

022-1 to 16 (1 or 2 per semester) **Concert Choir**. A select group which performs advanced choral literature of all eras. Three or four concerts per year and tours as feasible. Counts as a "major ensemble," one of which must be taken each semester by resident music majors. Prerequisite: audition prior to first registration, and each succeeding fall

on light, popular literature. Two or three appearances per year.

030-4 (1, 1, 1, 1) **Piano Class**. (a) Level 1, (b) level 2, (c) level 3, (d) level 4. Designed to develop functional command of basic keyboard skills needed in the further study of music and the teaching of music. Take in sequence unless assigned advanced placement by instructor. Prerequisite: major or minor in music, elementary education, early childhood education, or consent of instructor.

031-1 **Voice Class**. Designed to develop functional command of basic vocal skills needed in teaching music. Prerequisite: consent of instructor.

032-2 (1, 1) **String Techniques Class**. (a) Upper strings; (b) lower strings. Designed to develop essential techniques and principles which can be used in teaching young string pupils. Prerequisite: music major or minor.

033-4 (1, 1, 1, 1) **Woodwind Techniques Class**. Flute, clarinet, oboe, bassoon. Designed to develop essential techniques and principles which can be used in teaching young woodwind pupils. Students may request to be placed in either of middle or reed instruments if they will continue with the instructor with the consent of the instructor. Prerequisite: music major or minor or consent of instructor.

034-2 (1, 1) **Brass Techniques Class**. Trumpet, french horn, trombone, tuba. Designed to develop essential techniques and principles which can be employed in teaching beginning brass pupils. Students may begin with one instrument and shift to another at midterm or they may continue with the same instrument with the consent of the instructor. Prerequisite: music major or minor.

035-1 **Percussion Techniques Class**. Designed to develop basic techniques and principles which can be employed in teaching young percussion pupils. Prerequisite: music major or minor.

036-2 (1, 1) **Guitar Class**. (a) Level 1, (b) level 2. Designed to develop basic techniques and principles which can be employed in teaching music. Prerequisite: major or minor in music, elementary education, or early childhood education, or consent of instructor.

040, 140, 240, 340, 440, 540-1, 2, or 4 **Applied Music**. Offered at six levels in the areas listed below. May be repeated for credit as long as passing grade is maintained. Students must attend the weekly studio class and be concurrently enrolled in one of the performing groups. Prerequisite for 040: prerequisite completion of beginning class instruction offered in that area, or the equivalent. Prerequisite for 140: three or more years of prior study performing ensemble. Prerequisite for 240, 340, 440, or 540: two semesters of A or better at previous level, or consent of applied music instructor. Music majors and minors enroll for two credits on their principal instrument, taking one half-hour private lesson and studio class, Mondays at 10:00. Those with prior approval by their advisory jury for the specialization in performance enroll for four credits, taking two half-hour private lessons and the student class each week. Non-music majors or minors, and those music majors taking a second instrument, enroll for one credit, taking one private or class lesson per week. Six hours of individual practice per week required for each lesson. For shorter sessions, credit is reduced or lesson time is increased proportionately.

a. Flute
 b. Oboe
 c. Clarinet
 d. Bassoon
 e. Saxophone
 f. Horn
 g. Trumpet
 h. Trombone
 i. Baritone
 j. Tuba
 k. Percussion
 l. Violin
 m. Viola
 n. Cello
 o. String bass
 p. Voice
 q. Piano
 r. Organ
 s. Harpsichord
 t. Guitar
 u. Recorder
 v. Coaching

101-3 **Music Fundamentals**. Rudiments of music for those with little or no musical background. One lecture and one piano laboratory session per week. Provides basic music vocabulary and keyboard competency for Curriculum and Instruction 325, 326. Analysis and listening. Ex-102-Survey of Music Literature. Characteristic forms, styles, major or minor.

104-S (1, 1) **Music Skills Laboratory**. Laboratory course designed to complement 105a and b. Practices in recognition and singing of basic pitch and rhythm materials and their realization in standard musical notation. For those planning a major or minor in music, take a and b in sequence, or, with mutual notation. For those planning a major or minor in music, take a and b in sequence, or, with mutual notation. For those planning a major or minor in music, take a and b in sequence, or, with mutual notation. For those planning a major or minor in music, take a and b in sequence, or, with mutual notation. For those planning a major or minor in music, take a and b in sequence, or, with mutual notation.

105-6 (3, 3) **Basic Harmony**. Study of traditional diatonic tonal materials and standard notational practice. Includes keyboard skills. For those with performing experience and planning a major or minor in music. Take a and b in sequence. Prerequisite: concurrent registration in 104 or equivalent aural skill.

107-1 **Applied Harmony for Fretted Instruments**. Application of basic harmonic functions to the fretted instruments including guitar. Prerequisite: concurrent enrollment in guitar (140-540) or consent of instructor.

110-4 (2, 2) **Introduction to Piano Pedagogy**. Introduction to a broad range of studies that influence the development of effective piano teaching. Seminar discussions, lectures, observation of piano teaching, piano studios, readings, listening projects and written essays deal with the history of piano pedagogy and performance. Studies of teaching and learning concepts of music education of piano pedagogy and performance.

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Chapter 5

- tion and educational psychology, piano literature, keyboard musicianship and practical aspects of teaching.
- 140-1, 2, or 4 Applied Music. (See 040.)
- 174-1, 2, or 4 Applied Music. (See 040.)
- 174-3 Commercial Music. Introductory course for outstanding executives and performers in the various segments of the music industry. Lectures plus outstanding executives and performers in the various and video, and tours of recording studios. Students go to Nashville, Tennessee, where various activities take place and television studios. Designed to clarify the qualifications the student must have, or develop in order to be successful in the commercial music world. Prerequisite: major in music.
- 204-1 Advanced Aural Skills. Continuation of 104. Designed to complement 205. Prerequisite 104 with a grade of C or better.
- 205-3 Advanced Harmony. Study of chromatic tonal materials, including keyboard skills. Prerequisite: 104b and 105b with a grade of C or better, and concurrent registration in 204.
- 206-3 Music as A Creative Experience. Students experiment with various ways of creative musical sound structures, and engage in active, critical listening, as a means to a better understanding of the nature of musical experience. Not historically oriented.
- 207-2 Contrapuntal Techniques. Extensive writing practice and analysis of stylistic models. Introduction to major contrapuntal forms. Prerequisite: 204 and 205 with a grade of C or better, or take 204 concurrently.
- 210-2 Analytic Techniques for the Pianist. Studies the process by which piano teachers analyze piano music and performance. Extensive projects in piano music analysis, sightreading, interpreting and transcribing compositions, lecture-discussions, reading and listening exercises, teaching as it relies on analytic and problem-solving techniques.
- 211-2 Piano Literature Seminar. A survey course that acquaints students with piano music for teaching at all levels of advancement from baroque, classical, romantic and contemporary music style periods. Piano literature, sightreading, recorded music listening assignments, score study, writing assignments and lecture/performance presentations in class include studies of piano methods, piano music editions, collections and publishers highlighting the keyboard literature of sixteen major composers.
- 240-1, 2, or 4 Applied Music. (See 040.)
- 250-3 The History and Literature of the Guitar and Related fretted Instruments. A survey of the history and literature of the guitar and related fretted instruments from the Renaissance to the present with emphasis on interpretation.
- 257-1 to 12 Intern-Work Experience. Practical experience in music retailing, wholesaling and publishing under the supervision of professional firms. Open only to candidates for the Bachelor of Arts degree with emphasis in music composition.
- 260-2 Music Business Management. Application of contemporary compositional techniques of Arca degrees with emphasis in music business management.
- 304-2 The General Music Program. Survey of problems and methods in teaching music in the schools, with scheduled observations of school music programs in operation. Special attention given to the teaching of comprehensive musicianship through the general music program in the junior and senior high school. Also includes undergraduate history and philosophy of music education. Prerequisite: admission to the Teacher Education Program.
- 305-2 Instrumental Music in the Schools. Administration of the school instrumental music program. Emphasis upon teaching instruments and the management and instruction of instrumental organizations.
- 306-2 Music Specialist in the Elementary Schools. Principles and methods employed in supervising and teaching the elementary school music program. Designed for music majors and minors. Prerequisite: 304.
- 310-2 Piano Technique Seminar. An exhaustive study of three classics on the subject of piano technique by authors Reginald Genie, Paul Ross and Abby Whiteside. This historical perspective is practically applied to the technique of technical and theoretical studies at the piano. The seminar provides a foundation from which to deal with all aspects of piano technique development in teaching.
- 311-2 Advanced Piano Literature Seminar. In-depth study of an extensive catalogue of piano works for specific selection and design of a sequential curriculum of piano literature for teaching. Piano literature sightreading, recorded music listening assignments and score study culminate in a final course project that details specific piano works for teaching baroque, classical, romantic and contemporary literature to students of elementary, intermediate and advanced abilities. Prerequisite: 311

Curricula and Courses

- ment. Supervised application in ensemble. Prerequisite: music major or minor and junior standing.
- 321-3 Form and Analysis. Comprehensive study of harmonic and formal structures and typical stylistic traits of 18th and 19th century music. Prerequisite: 204 and 207.
- 321-3 Principles of 20th Century Music. Comprehensive study of harmonic techniques and other stylistic traits of major 20th century composers. Prerequisite: 321.
- 324-1 Instrumental Arranging. Practical in scoring of transcriptions, arrangements, and original compositions for standard instruments.
- 325-1 Choral Arranging. Practical in scoring arrangements and/or original compositions for choral groups. Prerequisite: 204.
- 326-1 Jazz Improvisation. For training, phrasing in extemporaneous playing, use of chord symbols and chord progressions, special effects peculiar to jazz playing and styles of playing. Prerequisite: consent of instructor.
- 326-6 Jazz Theory. Understanding of complex harmonies, harmonic substitution, polyrhythm, and melodic writing. Writing in the various jazz period styles. Writing and arranging for large and small ensembles. Take in a,b sequence. Prerequisite: 207 and two semesters of 331 or 341 or 4 Applied Music. (See 040.)
- 340-1, 2 or 4 Applied Music. (See 040.)
- 341-1 to 8.11 or 2 per semester) Accompanying Laboratory. Experiences, under supervision, in accompanying soloists and groups. Counts as a "major creditable" for junior and senior music majors specializing in keyboard performance and piano pedagogy only.
- 345-1 to 16 (1 or 2 per semester) Opera Workshops. Open to all experienced singers and stage technicians. Performs one major work and two minor (except) programs per year. Normal registration is for two credits; four credits with permission for those with major roles; eight credits for full-time summer workshop. For experienced singers, actors, dancers, and instrumentalists. Normally offered during summer as a full-time course, for eight credits, or one credit per show for the orchestral players. Three or four musicals are rehearsed and presented. Prerequisite: audition.
- 347-1 to 12 Music Theater Workshop. Study of musical examples and techniques evolving from the ancient period to the present. May take a or b in either order. Prerequisite: 102 with a grade of C or better and junior standing.
- 352-1 (1) Pronunciation and Diction for Singers. (a) English and French, (b) German and Italian. Establishment of proper pronunciation as applied to vocal literature. Prerequisite: one or two semesters of private or class voice instruction.
- 352-2 The Alexander Technique of Body Control. A controlled discipline to counteract tension habits that are harmful to the use of the body, particularly as they relate to music, speech, dance, and theater.
- 365-1 to 64 Chamber Music. Groups of two to sixteen performers are organized and sponsored by individual faculty members. Includes various ensembles, and piano in combination with other performers. Regular weekly rehearsals for appropriate music and public performance as possible. Section (g) counts as a "major creditable" for music majors specializing in guitar and for juniors and seniors with non-performance specializations whose principal instrument is the guitar.
- a. 1 to 8 (1, 1, 1, 1, 1, 1, 1, 1) Chamber Music-Vocal.
- b. 1 to 8 (1, 1, 1, 1, 1, 1, 1, 1) Chamber Music-String.
- c. 1 to 8 (1, 1, 1, 1, 1, 1, 1, 1) Chamber Music-Woodwind.
- d. 1 to 8 (1, 1, 1, 1, 1, 1, 1, 1) Chamber Music-Brass.
- e. 1 to 8 (1, 1, 1, 1, 1, 1, 1, 1) Chamber Music-Drum.
- f. 1 to 8 (1, 1, 1, 1, 1, 1, 1, 1) Chamber Music-Keyboards.
- g. 1 to 8 (1, 1, 1, 1, 1, 1, 1, 1) Chamber Music-Classical Guitar.
- h. 1 to 8 (1, 1, 1, 1, 1, 1, 1, 1) Chamber Music-20th Century. Small ensembles and/or one large ensemble experiment with new musical techniques and styles. Prerequisite: consent of instructor.
- 371-2 Evolution of Jazz. Stylistic characteristics of jazz at various stages of its evolution. Sociological and cultural from which it derived. Origin of jazz through analysis of important styles and cultures from which it derived. In-depth study of jazz background of major composers and their characteristics and recorded improvisations. Biographical backgrounds of major composers and performers will be considered in relation to the evolution of musical styles. Evolution of performance will be covered. Prerequisite: 304.
- 373-3 Rock and Pop Music. Study of "rock" and other popular American music. Evolution of both black and white folk music is shown. Rock is studied as the merging of aspects of the two folk mainstems. Major lyrics are in class. Lectures, "live" and recorded demonstrations, films, and individual projects will be used.
- 375-3 Recording Engineering. Specializes in recording and engineering. Intended to be a general preparation for the world of multi-track recording. Seventy percent of the course involved

in scope and form. Individual instruction and weekly seminar. Prerequisite: 280 or consent of instructor.

386-1 to 2 (1, 1) Partial Recital. Preparation and presentation of a partial recital in an applied field. Prerequisite: prior or concurrent registration in 340 and approval of applied jury. **400-1 to 2 (1, 1) Performance Techniques.** Individual instruction in any secondary jury field. Designed to provide added depth of preparation in teaching instrumental and vocal music. Prerequisite: completion of 340 level or the equivalent in teaching instrumental and vocal music. **407-2: Modal Counterpoint.** Study of Renaissance contrapuntal techniques. Extensive writing assignments and analysis of stylistic models. Prerequisite: 207. **410-2 Ph and Pedagogy Practicum.** Provides undergraduate and graduate piano pedagogy majors with the opportunity for supervised practice piano and class piano lessons and includes lesson-plan development and evaluating studio piano and class piano lessons and a number of important educational issues that impact on effective piano teaching. Prerequisite: consent of instructor. **414-1 to 8 (1 to 2 per semester) Collegium Musicum.** For experienced singers and instrumentalists. Emphasis upon practical study of historical music literature of the Medieval, Renaissance, and Baroque eras. **420-1 to 2 (1, 1) Instrument Repair.** A shop-laboratory course dealing with the selection, tuning, adjustment, maintenance, and repair of musical instruments. **431-2 Advanced Analysis.** Structures form, and design of music as the coherent organization of all its factors. Analysis of works chosen from a variety of styles and genres. Prerequisite: 321. **430-1 Jazz Arranging.** Methods of scoring for popular groups. Practice in scoring arrangements and/or original compositions for jazz ensembles. Prerequisite: 335a and b or consent of instructor. **440-1, 2, 3 or 4 Applied Music.** (See 040.) **447-4 (2, 2) Electronic Music.** (a) Introduction to classical studio equipment and techniques; use of voltage controlled equipment. Individual laboratory experience available. (b) Emphasis on creative projects, more sophisticated sound experiments, and analysis. Enrollment limited to 16. (c) Performance of appropriate literature. Study of techniques for achieving proficient rehearsal of musical growth. For experienced teachers and advanced students. **454-2 to 4 (2 per semester) Advanced Topics in Choral Music.** Practicum in the selection, rehearsal, and maintenance of appropriate literature. Study of techniques for achieving professional performance of appropriate literature. Study of techniques for achieving balanced musical growth. Designed for experienced teachers and advanced students. **456-2 to 4 (2 per semester) Advanced Topics in Elementary School Music.** Practicum in achieving balanced musical growth. For experienced teachers and advanced students. **466-4 (2, 2) Music for Exceptional Children.** Theories and techniques for therapeutic and recreational use of music with physically and mentally handicapped children. Includes keyboard, autoharp, guitar, and tuned and untuned classroom instruments. (b) Applications for the physically, emotionally disturbed, and culturally disadvantaged child. Take in sequence. Prerequisite: 302 or consent of instructor. **461-3 Applied Music Pedagogy.** Specialized problems and techniques employed in studio teaching in particular field of music performance. Study of music literature appropriate for the various needs of performance. Opportunity, as feasible, for supervised instruction of pupils. Meets with 462-3. Prerequisite: individually or in groups. **468-2 to 4 (2, 2) Music Productions.** Practicum in the techniques for staging operas and musicals. **472-2 Chamber Music Literature.** A study of literature for the principal types of chamber music groups. **476-3 Baroque Music.** The development of vocal and instrumental music in the period 1600-1750, from Monteverdi to Bach and Handel, Oratorio and Cantata, the influence of opera, 476-3 Classical Music. Development of the sonata, symphony, concerto, and chamber music in the 18th and early 19th centuries, with emphasis on the music of Haydn, Mozart, and Beethoven. Prerequisite: 357b with a grade of C or better, graduate standing. **477-3 Romantic Music.** Development of the symphonic and chamber music in the 19th and early 20th centuries. Rise of nationalism and impressionism. Prerequisite: 357b with a grade of C or better, or graduate standing. Topics presented will depend upon the needs of students who undergo Chamber Music Literature. Practice in playing an introductory study of harpsichord, lute, guitar literature, (a) piano literature, including an introductory song literature; (d) guitar literature; (e) solo string literature; (f) solo wind literature. **480-2 to 4 (2, 2) Advanced Composition.** Original composition involving the larger literature division instruction. Prerequisite: two semesters of 380 with a grade of C or better and approval of composition jury. **491-1 to 4 Readings in Music Theory.** Assigned readings and reporting of materials

hour preparation per week per credit indicated for shorter sessions. Prerequisite: 321 and 322 or prior consent of instructor.

461-1 to 4 Readings in Music History and Literature. Assigned readings and reporting of materials pertaining to a particular phase of history or literature. Approximately three hours preparation per week per credit. Prerequisite: 357a and b, or prior consent of instructor. **481-1 to 4 Readings in Music Education.** Assigned readings and reporting of materials pertaining to a particular phase of music education. Approximately three hours preparation per week per credit indicated for shorter sessions. Prerequisite: consent of instructor. **482-2 Recital.** Preparation and presentation of a full solo recital in any applied field. Prerequisite: consent of instructor.

486-1 to 8 Independent Study. Program in investigation of selected problems in music and music education with faculty guidance. Program may be completed in any semester. Prerequisite: education with faculty guidance. Prerequisite: prior consent of selected instructor. **490-1 to 2 (1, 1) Thesis.** Preparation and presentation of a thesis. Prerequisite: prior consent of selected instructor.

Nursing (Preprofessional Program)

The School of Nursing of Southern Illinois University at Edwardsville offers a program of study leading to a Bachelor of Science degree in nursing. The program is accredited by the National League of Nursing. The curriculum is designed to prepare qualified individuals to function competently as beginning professional nurse practitioners; to participate in providing a broad scope of health care in a variety of settings; to obtain a foundation for continued growth and graduate education. Professional nursing practice is broad in scope and serves individuals in a multiplicity of settings; thus the professional nurse functions in both traditional and non-traditional situations which may require conventional or innovative patterns of practice.

The first three semesters of the program may be completed at Southern Illinois University at Carbondale. During this time, the student must successfully complete all courses prerequisite to the nursing major. The student should then transfer to Southern Illinois University at Edwardsville. Admission to the university does not guarantee acceptance into the School of Nursing. Admission criteria for the school include (1) successful completion of prerequisite courses with grades of C or above, (2) minimum overall grade point average of 2.50, and (3) completed application on file in the School of Nursing within the time deadline. Students are admitted to the School of Nursing every quarter during the academic year. Information concerning required courses is available at the Premajor Advisement Center in Woody Hall, Wing C.

Office Systems and Specialties (Program, Specialized Major, Minor, Courses)

Recent developments in office systems and related technologies have resulted in many new career opportunities for administrative personnel with enhanced general office skills or specific training in the medical, legal or court reporting fields. Both men and women have opportunities for rewarding business careers in office support positions in these areas. A major in Office Systems and Specialties leads to an Associate in Applied Science Degree and prepares a student for an exciting career by offering a combination of courses designed to improve keyboarding skills, computer production techniques, English language usage, office procedures competency and document production techniques.

Each student must select one of four areas of specialization: Administrative Assistant, Legal Office Assistant, Medical Office Assistant or Court and Conference Reporting. In each of these four areas, specialized courses are required which enhance the student's office skills and introduce the student to specialized vocabulary and procedures.

gram in developing a course of study in preparation for the preliminary examination. The student must also request approval for a dissertation adviser no later than 3 semesters after being admitted to the program. The dissertation adviser will recommend a Ph.D. committee which the program chair will submit for approval by the dean of the Graduate School. The student's committee will work out with the student and monitor a scheduled program for completion of the Ph.D. degree.

Music

The School of Music faculty numbers twenty-seven full-time positions. Within its ranks are to be found many outstanding performers and educators, representing a broad diversification of background and talent. Faculty members present many solo and small ensemble performances, as well as clinics and workshops, during the school year. Sixteen members of the faculty hold doctorates or its equivalent.

Library Facilities

In addition to Morris Library, the School of Music has its own recording and score library, including modern stereo listening facilities, cassettes, and cassette decks for self-instruction in ear training and music literature, some 1600 LP recordings and tapes, over 1100 scores, many in multiple copies, and 94 books and reference works. The self-instruction center in Morris Library provides tape recordings of theory and literature for student use.

Musical Organizations

A wide variety of performing opportunities is available, including the University Symphony, symphonic band, wind ensemble, jazz ensemble, Marching Saluki, brass ensemble, guitar ensemble, percussion ensemble, choral union, concert choir, chamber choir, and vocal jazz ensemble. The Marjorie Lawrence Opera Workshop presents one full opera production each year in addition to several programs of small operas and operatic excerpts. The Summer Music Theater presents two full-scale musicals during the summer session.

Musical Performances

Some 130 School of Music programs are presented each year, plus Southern Illinois Concert Series and Celebrity Series appearances by well-known concert artists. A program booklet for further details concerning concert activity is available through the School of Music.

Other Resources

A fifty-eight rank Reuter pipe organ, the principal instrument for recitals and teaching, is installed in Shryock Auditorium. Available for practicing are a four-rank Ott tracker organ, a six-rank Moeller, and a four-rank Wicks. Eighty-five pianos, including twenty-two in practice rooms, an eighteen-unit electronic piano lab, and a full complement of band and orchestral instruments are available.

Graduate Assistantship and Fellowship Applications

Any student seeking a master's degree may apply to the coordinator of graduate studies in music for a graduate assistantship. An undergraduate overall grade-point average of 2.8 (A = 4 points) is required for consideration. The assignment of assistantships, for those who are eligible, is based upon School of Music needs and student qualifications. A student with an overall grade-point average of 3.5 and

a minimum total of 15 credits at the 500 level. Students enrolled in a program leading to a Ph.D. degree major in education, with a concentration in curriculum and instruction education, may choose the elective portion of their programs from graduate courses offered in the School of Music.

Master of Music Degree Standard Curricula

MUSIC HISTORY AND LITERATURE CONCENTRATION

Majors complete MUS 501-3; 502-4 (2.2); 2 credits (1.1) from 566; 6 credits selected from 475, 476, 477, 573, 574; or 578; 599-6; 6 credits in music history-literature electives; 3 elective credits in non-music history-literature courses. In addition to the general requirements for graduation, music history/literature majors must have successfully completed two years of a foreign language (preferably French or German), at the undergraduate level, or pass 388-488 (German or French) as a research tool with a grade of B or higher.

MUSIC THEORY AND COMPOSITION CONCENTRATION

Majors complete MUS 501-3; 502-4 (2.2); 545-3; 3 credits from the 470 or 570 series; 480-4 580-4 must be completed by composition majors; 2 credits (1.1) selected from 566; 599-6; 5 credits of approved music electives in theory-composition, history-literature, conducting, or performance.

PERFORMANCE CONCENTRATION

Majors complete MUS 501-3; 502a or b (2); 5 credits from 461, 482, or 470 or 570 series; 8 credits in 540 (440 if specializing in pedagogy); 2 credits from 566, 567, or 568 (or other electives if keyboard major); 6 credits in 595 and 598 (recital and document); 4 credits in non-performing music elective. If specializing in conducting, majors must complete MUS 501-3; 502-4 (2.2); 556-4 (2.2); 3-6 credits from the 470 or 570 series; 2-4 credits in 440; 2 credits from 566 (1.1) or other electives if keyboard major; 6 credits in 595 and 598 (recital and document); 3 credits in music electives.

OPERA/MUSIC THEATER CONCENTRATION

Opera and music theater majors must have an undergraduate degree major in music with appropriate experience in opera or music theater, or in theater with additional music study sufficient to qualify in performance, theory, and history of music. Core courses (required) include MUS 468 (2-4); 501 (3); 505 (2); 598 (4) or 599 (6) in lieu of 598 and 599. Also required are MUS 567 or 568 (1.1, 1.1); and 6 credits from 440-540; 461; 472; 479; or 556. In addition, 6 hours of theater credits must be earned from THEA 402a-b, 403, 404, 407, 409, 410, 414, 417, 418, 502, 513a-b, 514, 517, a, b, 522, or 530.

PIANO PEDAGOGY CONCENTRATION

Majors complete hours of credit in the following music courses: 3 in 501; 4 in 440 or 540; 4 in 498 and 2 in 595; or 4 (2.2) in 498 and 2 in 595 or 2 in 498 and 4 in 599; 410; 510 (2.2, 2); 2 (1.1) from 566; 3 credits from approved music electives; and 4 credits from approved non-music courses (in fields of guidance and educational psychology, higher education, philosophy, and speech communication).

MUSIC EDUCATION CONCENTRATION

Majors complete MUS 501-3; 502a or b (2); 503 and 509; 7 credits of approved music electives including 5 hours of music education courses; 2 credits (1.1) from 566; 5 credits from the 470 and 570 series; 599-6 or 6 credits from 499 and 595; or 595 and 598.

... ASES ARE NOT CHARGED FOR individual instruction, practice rooms, or instrumenters. Instruments are loaned without charge when needed. Student expenses for music, textbooks, and other incidental supplies are usually nominal.

Advisement. The graduate coordinator in music supervises the overall planning of the student's program and designates the document or thesis director.

Diagnostic tests in music theory and history are given during orientation at the beginning of the fall semester and must be taken by all students at the first opportunity after admission. The student with weaknesses in certain areas may be asked to take additional work in those areas. A student will be accepted as a performance major in the Master of Music degree program after satisfactory attention in person, either before admission or during orientation. A performance major may be conditionally accepted on the basis of a tape recording; but a student accepted conditionally may be asked to audition in person during orientation or during the first term of residence, and may be required to register at the 400 level in performance until approved by personal audition. Current brochures from various performance areas and the *Graduate Handbook in Music* describe the level of repertory expected, audition procedures, and diagnostic tests.

Ensemble Requirement. All graduate students are required to register for MUS 566 (MUS 567 or 568 may substitute for MUS 566 only for those students whose concentration is opera music theater) each semester of degree study (summers excepted). Participation is required each semester in one or more of the following: Marching Salukis, symphonic band, wind ensemble, symphony, choral union, concert choir, chamber singers, or guitar ensemble. In addition, students may elect participation in other regularly scheduled ensembles. Graduate assistants assigned ensemble accompanying must register for alternate ensemble for credit. Petitions for exceptions to the ensemble requirement must be made in writing and presented to the School of Music graduate committee for consideration.

Exceptions to Degree Requirements. Appropriate substitutions in the curriculum for the Master of Music degree may be made if recommended by the student's adviser and approved by the graduate committee in music. Students who expect to earn more than half of their credits during summer terms only, or by a combination of summer attendance and night classes, may similarly propose a sequence of course offerings, following the above curricular patterns as far as possible. All curricula must meet Graduate School requirements and be approved by the graduate committee in music. Special summer students changing plans and registering for more than one regular fall or spring semester will ordinarily follow the appropriate standard curriculum.

The Thesis, Document, and Research Paper. All master's degree candidates will complete either (1) a thesis, or (2) a large, original composition and document, or (3) a full recital performance and document.

No later than the beginning of the semester preceding the semester in which the student expects to graduate, the graduate coordinator, in consultation with the graduate faculty from whom a student has taken graduate level courses, the document or thesis director guides the student's choice of topic and is responsible for the progress and quality of the resulting work. The document director normally heads the student's orals committee. Before any work is begun on the thesis or document, the student submits a proposal, together with a selective

committee. Changes of topic or of document director after initial approval by the graduate committee will be approved by the music graduate committee.

Graduate Recital (5984-4) is supervised by a jury of at least 3 members, headed by the student's instructor in performance. This jury approves the level of literature to be performed and acceptability of the performance by means of an audition in advance of the final performance.

Comprehensive Examinations. During the final semester of study, and after completion of the document or thesis, the student will take comprehensive examinations dealing with general areas of music and concentrations of music study, and, when appropriate, with the student's thesis or document. Application to take comprehensive examinations must be made at the beginning of the student's last semester of study. The examinations must be passed in time to meet Graduate School deadlines. Application for comprehensive examinations may not be made until all other requirements, with the exception of terminal-prehensive courses, for the degree have been satisfied. A failed section of the comprehensive examinations may be taken again in a following term.

The oral examination committee, appointed by the coordinator of graduate studies in music, is headed by the student's document or thesis director with two or more faculty members with whom the student has had graduate level classes, as requested by the student. If the student has scheduled 6 or more hours in a department other than music, a member of that department will be invited to serve on the examining committee. The examination committee will conduct the student's oral examination and will supply questions for the student's written examination.

Three copies of all theses, thesis-composition manuscripts, and tapes and documents must be submitted in final form to the music graduate office at least 5 weeks before the intended date of graduation, carrying the approval of all members of the student's graduation committee. The graduate coordinator will forward 1 copy of a student's document (2, if a thesis) to the (Graduate School and retain 1 copy.

Pharmacology

Graduate courses of study leading to the Master of Science and Doctor of Philosophy degrees in pharmacology are offered by SIU School of Medicine, Department of Pharmacology. Course offerings in the graduate program have been designed so that graduate students may acquire a broad basic knowledge as well as research experience in different areas of pharmacology. Graduate students may choose from a diversity of specializations when selecting a research adviser and a research topic. Excellent, well-equipped research facilities are available on the Springfield and Carbondale campuses. Graduate courses in pharmacology may be taken as part of a program leading to degrees in physiology, biological sciences, or toward a teaching specialty in secondary or higher education. Courses in pharmacology are also available to senior medical students, residents, and other non-majors with selected subspecialties such as psychiatry, medicine, (neurology and cardiology) and certain surgical subspecialties.

upon successful completion of this leadership camp held at Ft. Knox, Kentucky. Advance placement into 301 or 302 will be given based on the consent of the professor of military science. Prerequisite: satisfactory completion of the academic phase of the six-week field study of military science. **301-4 A Study of Organizational Leadership.** A multi-faceted approach to the study of leadership in both a military and civilian setting. Emphasis is placed on the human behavior, communication, the individual as a leader, group dynamics, and the military's interfaces with society. An extensive block on ethics, morality and the Code of Conduct is also presented. Physical training techniques are taught with practical application. Includes Leadership Laboratory. Prerequisite: consent of the professor of military science. **302-3 Small Unit Tactics.** The student is introduced to small unit tactical operations at the platoon and company level. Offensive, defensive, and retrograde operations are covered in detail. Unit organization and control are also stressed. Practical exercises are conducted in the classroom and in field environments. Physical training is also conducted. Prerequisite: consent of the professor of military science.

399-6 Advanced Leadership Camp. A special six-week field study training program designed to further prepare Army ROTC advanced course students for the basic tasks that will be required of them as junior officers and leaders in the Army. The course is normally conducted at Fort Riley, Kansas, during the summer. Prerequisite: consent of the professor of military science.

401-4 Advanced Leadership and Management. An analysis of selected leadership and management problems in the following military subjects: unit administration at company level emphasizing correspondence; fundamental concepts of military justice in the armed forces of the United States, including the procedures by which judicial and nonjudicial disciplinary measures are conducted; US Army readiness program as it deals with unit maintenance; the position of the United States in the contemporary world scene discussed in the light of the impact of the leadership and management problems of the military service; and a fundemental review of the logistical support available to the unit. Leadership development is stressed by the application of practical principles, stressing responsibilities of the leader and increasing experiences through practical exercises. Includes Leadership Laboratory. Not for graduate credit.

402-3 Fundamentals and Dynamics of the Military Team. This course is designed to give the students a working knowledge in the theory and dynamics of the military team. Generally this includes a study of combat operations by the various military teams, with emphasis on the planning and coordination necessary between the elements of the team. The subjects to be presented during this three-hour block of instruction include an understanding of command and staff organization at the battalion level, military intelligence methods and procedures used to obtain intelligence, and an analysis of the principles used in internal defense and development, emphasizing tactical operations which include civil affairs. Since this course is presented just prior to the commissioning of the cadets, several hours of instruction are presented near the end of the school year on the obligations and responsibilities of an Army officer. Includes Leadership Laboratory. Not for graduate credit.

403-1 to 3 Independent Study in Military Science. Directed independent study in selected areas. Students may register for one hour per semester or may register for one hour for the first semester and two hours for the second. They may not register for three hours during one semester. Not for graduate credit. Prerequisite: consent of the professor of military science.

Art and Design (School, Majors [Art and Design], Courses)

The School of Art and Design offers two majors: art and design, and offers two degrees: the Bachelor of Arts and the Bachelor of Fine Arts. Ten specializations are offered in art: the B.A. degree offers art education, art history and general studio; and the B.F.A. degree offers drawing, painting, printmaking, sculpture, ceramics, metal smithing and fibers/weaving. Two specializations are offered in design under the B.A. degree: visual communication and product design.

The education of teachers, scholars, artists and designers requires both comprehensive learning in the specialization and broad learning in studies outside the major. In meeting these objectives, the School honors the importance of general education and emphasizes both theory and practice in its specializations. Studies are sequentially planned to facilitate orderly progression throughout the baccalaureate curriculum.

The specializations in art education and art history are offered within a liberal arts curriculum format. Upon completion of the program, students in art education are prepared and certified to teach in the public schools. In art history, gradu-

sional programs. With a B.F.A. degree, students are prepared to practice as studio artists, go on to advanced study or enter careers in their studio specializations. The B.A. in design prepares students with the intellectual, technological and practical knowledge required in the professional world of design. With a specialization in visual communication, students are accustomed to the discipline practiced in the various fields of application for graphic design. With a specialization in product design, students are prepared to practice in the industrial field of contemporary product development.

Prior to entry into a selected specialization, all majors are required to complete foundation studies; beginning coursework in art history, drawing, and two-and-a-half dimensional design. In addition, for entrance into the art B.F.A. and the design B.A. specializations, students must have successfully completed a portfolio review of work from previous art studies (at SIUC or elsewhere). The review will be conducted no later than upon completion of the foundation studio courses.

Transfer students seeking admission from another program at Southern Illinois University at Carbondale must meet the same requirements as those seeking admission from another institution (see Chapter 2). Evaluation of a studio course for transfer credit from another institution will be made on the basis of a presentation of the work (or professional quality slides of the work) executed in the course to determine whether the course will be considered equivalent to a specific course or accepted as studio elective credit.

Most prerequisite courses must be completed with a grade of C or better before a student may advance into the next course. Students should refer to individual course descriptions for specific information.

ART MAJOR

Liberal Arts

Bachelor of Fine Arts Degree, College of Communications and Fine-Arts
A student majoring in art should select one of the following fields of interest by the end of the sophomore year: drawing, painting, printmaking, sculpture, ceramics, metalsmithing, or fibers/weaving.

ART MAJOR—DRAWING SPECIALIZATION

<i>General Education Requirements</i>	46
Art and Design 100a and 207a must be taken as approved substitutes in GEC.....	
<i>Requirements for Major in Art with Specialization in Drawing</i>	(6) + 89
110, 120, (207a), 207b.....	
Foundation requirements: Art and Design (100a), 100b, 107, 204 or 205 or 206, 300a, 300b, 301a, 301b, 302a or 302b or 302c, 400a, 400b, 400c.....	(6) + 15
Art and Design history electives: 300- or 400-level.....	48
Studio art electives.....	6
Total	135

ART MAJOR—PRINTING SPECIALIZATION

<i>General Education Requirements</i>	46
Art and Design 100a and 207a must be taken as approved substitutes in GEC.....	

110, 120, (207a), 207b.....	(6) + 15
Major requirements: Art and Design 200, 201, 202, 203, 204 or 205 or 206, 300a, 300b, 301a, 301b, 301c, 302a or 302b or 302c, 401a, 401b, 401c.....	
Art and Design history electives: 300- or 400-level.....	48
Studio art electives.....	6
Total	20

ART MAJOR—PRINTMAKING SPECIALIZATION

<i>General Education Requirements</i>	46
Art and Design 100a and 207a must be taken as approved substitutes in GEC.....	
<i>Requirements for Major in Art with Specialization in Printmaking</i>	(6) + 89
Foundation requirements: Art and Design (100a), 100b, 107, 110, 120, (207a), 207b.....	
Major requirements: Art and Design 200, 201, 202, 203, 204 or 205 or 206, 300a, 300b, 301a, 302a, 302b, 302c, 402a, 402b, 402c.....	(6) + 15
Art and Design history electives: 300- or 400-level.....	48
Studio art electives.....	6
Total	20

ART MAJOR—SCULPTURE SPECIALIZATION

<i>General Education Requirements</i>	46
Art and Design 100a and 207a must be taken as approved substitutes in GEC.....	

Requirements for Major in Art with Specialization in Sculpture.....

Foundation requirements: Art and Design (100a), 100b, 107, 110, 120, (207a), 207b.....	(6) + 89
Major requirements: Art and Design 200, 201, 203, 204 or 205 or 206, 300a or 300b or 300c, 303 (9 credits), 403a, 403b, 403c.....	(6) + 15
Art and Design history electives: 300- or 400-level.....	39
Craft electives.....	6
Studio art electives.....	6
Total	23

ART MAJOR—CERAMIC SPECIALIZATION

<i>General Education Requirements</i>	46
Art and Design 100a and 207a must be taken as approved substitutes in GEC.....	
<i>Requirements for Major in Art with Specialization in Ceramics</i>	(6) + 89
Foundation requirements: Art and Design (100a), 100b, 107, 110, 120, (207a), 207b.....	
Major requirements: Art and Design 200 or 201 or 202, 203, 204, 6 credits from 205 or 206 or 214, 304a, 304b, 404a, 404b, 404c, 404d-f.....	(6) + 15
Art and Design history electives: 300- or 400-level.....	39
Studio art electives.....	6

Craft or sculpture electives 9
 Studio art electives 20
Total **135**

ART MAJOR—METALSMITHING SPECIALIZATION

General Education Requirements 46
 Art and Design 100a and 207a must be taken as approved substitutes in GEC

Requirements for Major in Art with Specialization in Metalsmithing

Foundation requirements: Art and Design (100a), 100b, 107, 110, 120, (207a), 207b (6) + 89
 Major Requirements: Art and Design 122, 213, 203, 205, 6 hours from 204, 206, or 214, 305a, 305b, 405a, 405b, 405c, 405d-6 42
 Art and Design history electives: 300- or 400-level 6
 Craft or sculpture electives 9
 Studio art electives 17
Total **135**

ART MAJOR—FIBRES WEAVING SPECIALIZATION

General Education Requirements 46
 Art and Design 100a and 207a must be taken as approved substitutes in GEC

Requirements for Major in Art with Specialization in Fibres/Weaving

Foundation requirements: Art and Design (100a), 100b, 107, 110, 120, (207a), 207b (6) + 89
 Major requirements: Art and Design 200, 213, 202, 201 or 203, 204 or 205 or 214, 206, 306a, 306b, 406a, 406b, 406c, 406d-6, Cinema and Photography 425 45
 Art and Design history electives: 300- or 400-level 6
 Craft electives 6
 Studio art electives 17
Total **135**

Liberal Arts

Bachelor of Arts Degree, College of Communications and Fine Arts—
 A student majoring in art with a specialization in art history, art education, or general studio should select the specialization by the end of the sophomore year.

ART MAJOR—ART HISTORY SPECIALIZATION

General Education Requirements 46
 Art and Design 100a and 207a must be taken as approved substitutes in GEC. 8 hours of foreign language (French or German) are required, four of which will not count toward General Education Requirements.

Requirements for Major in Art with Specialization in Art History (10) + 74
 Foundation requirements: Art and Design (100a), 100b, 107, 110, 120, (207a), 207b (6) + 15
 Major requirements: Art and Design 201, 203, 204 or 205 or 206, 217, 347, and 27 hours from 327, 357, 407, 417, 427, 437, 447, 457, 467, 477, 487, 497 49

To be chosen from philosophy, history, anthropology, classical studies, foreign languages, religious studies, or other courses approved by the School of Art and Design

Total **120**

ART MAJOR—GENERAL STUDIO SPECIALIZATION

General Education Requirements 46
 Art and Design 100a and 207a should be taken as approved substitutes in GEC

Requirements for Major in Art with Specialization in General Studio

Foundation requirements: Art and Design (100a), 100b, 107, 110, 120, (207a), 207b (6) + 15
 Major requirements: Seven courses from Art and Design 200, 201, 202, 203, 204, 205, 206, 213, 214 or 222 21
 300-level studio courses in at least three disciplines 16
 400-level studio courses in two disciplines 6
 Art and Design history elective 3
 Liberal Arts electives (300- and 400-level) 14
Total **120**

Liberal Arts

Bachelor of Arts Degree, College of Communications and Fine Arts or Bachelor of Science Degree, College of Education

ART MAJOR—ART EDUCATION SPECIALIZATION

General Education Requirements 46
 Art and Design 100a and 207a must be taken as approved substitutes in GEC; GEB 114, GEB 202 and GEB 301; GEC literature (or a third English course); GEC 213 and GEE 201

Requirements for Major in Art with Specialization in Art Education

Foundation requirements: Art and Design (100a), 100b, 107, 110, 120, (207a), 207b (6) + 15
 Studio requirements: Art and Design 201, 203, 204, 205, 202 or 206 15
 Art education requirements: Art and Design 308, 318, 328a, 338a, 328b or 338b 10
 Art and Design history electives 3
 Studio Art and Design electives 6
 Professional Education Requirements 25
 See Teacher Education Program, Chapter 3.

Total **120**

Minor

A total of 21 hours is required for the minor. The student must complete Art and Design 100a, 100b, 107, and 207a for 12 hours and may then elect studio or art history courses for the remaining nine hours.

DESIGN MAJOR **Liberal Arts**

- or better in a and b. (c) Beginning individual problem solving. Studio fee: \$5. Prerequisite: C or better in 201a,b. Incidental expenses not to exceed \$100 for each section.
- 302A-3 Beginning Etching. Introduction to the basic processes of intaglio printmaking, including: aquatint, engraving, and drypoint. Emphasis will be placed on black and white printing. Studio fee: \$40. Incidental expenses not to exceed \$50.
- 302B-3 Beginning Lithography. Introduction to the history and basic processes of lithography. Incidental expenses not to exceed \$45.
- 302C-3 Beginning Silkscreen. Introduction to the basic processes and history of silkscreen, including construction of screen and basic photographic stencil-making techniques. Studio fee \$45. Incidental expenses not to exceed \$45.
- 304-9 (3, 3, 3) Intermediate Sculpture. A studio orientation to tools, techniques, materials, and problems involved in historical and contemporary sculpture. Metal fabrication, figure, wood and stone carving, and plaster fabrication will be emphasized. Studio fee: contingent upon type of materials used by student. Incidental expenses not to exceed \$60. Prerequisite: C or better in 203.
- 304-6 (3, 3) Intermediate Ceramics. (a) Focuses on structured problem solving, encouraging the student to apply basic forming skills experienced at the introductory level. Emphasis encourages quieting singular and multiple form components will be investigated and used in creating glass vessels. (b) Stresses studio problems of a personal and creative interpretation. Emphasis on negotiation with theory and a practical tool. Personal and group nature and interpretation of generalization. Some problems requiring group effort. Must be taken in a, b sequence. Studio fee: \$50. Incidental expenses not to exceed \$50.
- 305-6 (3, 3) Intermediate Metalworking. (a) Exploration of metalforming. (b) Emphasis placed on the use of the technical possibilities within the discipline of metalforming. (c) Emphasis placed on the use of these processes in contemporary art. Studio fee: \$50. Prerequisite: C or better in 205.
- 306-6 (3, 3) Intermediate Fibers. Prerequisite: Introduction to weaving: simple and floor looms, work in spinning, dyeing, stitching, printing, and embroidery. Double weaves, sculptural fibers, and warp and weft. Text. Emphasis on personal expression, craftsmanship, and imagery. Studio fee \$50. Prerequisite: 206 with a grade of C or better.
- 306-3 Theories and Philosophies of Art Education. Students develop an understanding of the major art issues in art education through examining theories and philosophies of art education. Areas of focus include trends in art education, child development in art, perceptual and psychological development, learning theory, and teaching methods. Requirements include extensive reading and preparation of a major paper.
- 306-9-12 Preparation of a major paper.
- 308-2 Curriculum. Prerequisite: completion of all foundation courses. 3.0 grade point average. Development in Art Education. Prepares students to organize art, resources, materials, and content in Art Education. Prepares students to organize art, resources, materials, and content in selective art learning experiences. The focus is on integrating requirements include extensive reading, the preparation of a position paper on teaching art, and developing a curriculum document.
- 319-3 Art Studio for Non-Majors. General studio for the non-art major. Studio fee \$15 to \$40. Incidental expenses will be at least \$10 per semester.
- 322-3 Visual Communication I. Introduction to visual communication, including exploration of words, images, and symbols. Experimentation with graphic techniques and processes. Emphasis on solving basic visual communication problems. Studio fee: \$10. Prerequisite: C or better in 222 and 232.
- 323-3 Product Design Analysis. An introduction to product evaluation techniques, such as human engineering, consumer safety, environmental impact, design liability, and patent protection. Prerequisite: C or better in 253.
- 327-3 Aesthetics. General survey of historical and contemporary philosophies of the beautiful with particular emphasis upon their relation to visual works of art and individual student research leading to the organization and presentation of a personal esthetic concept. Prerequisite: 207b or consent of instructor.
- 328A-3 Children's Art Methods: Elementary. Lecture and studio. Prepares students to teach children the fundamentals of art production. Areas of focus include teaching strategies and methods. Incidental expenses not to exceed \$15.
- 328B-1 Internship Laboratory. Observation and pre-teaching experiences in educational settings.
- 329-3 Survey of Design. An examination of design within the last two centuries emphasizing architectural design and visual communication; i.e., advertising, communications, packaging, publication, exhibits, signs and informational graphics. A review of designs, designers, processes and methods. Looks for implications for the future. Prerequisite: 107, 207a, b.
- 342-3 Introduction to Computer Graphics. Introduction to the use of the computer in the production of engineering drawings. Topics include the definition of two- and three-dimensional data, the generation of engineering views and perspective images, and animation. Prerequisite: 222.
- 347-3 Survey of 20th Century Art. A survey of the major developments in painting, sculpture, architecture, and other selected arts of the visual arts from the beginning of the 20th Century to the present. These developments are examined in relation to other significant cultural, scientific, and philosophical events of the 20th Century. Prerequisite: 207b or consent of instructor.
- 348-3 Art Education for Teachers. Lecture and studio for non-art majors. Emphasis on teaching and artistic awareness, introduction to uses and applications of art media. Especially applicable to pre-school and K-6 grades. Prerequisite: 207b or consent of instructor.
- 357-3 19th Century Art. Survey of painting, sculpture, and architecture in Europe from the French Revolution to the end of the century. Includes, but not limited to, major stylistic movements as an art, Realism, Romanticism, Impressionism, Post-Impressionism, and the roots of modernism. Prerequisite: 207b or consent of instructor.
- 363-3 Product Development. Investigation and identification of significant product related human need to product development. Application of development methodologies in selected product design projects. Studio fee: \$10. Prerequisite: C or better in 321 and to be taken concurrently with 301, 363.
- 373-3 Visual Communication II. An investigation of the theories and methods of visually communicating concepts and information. Emphasis is placed on the analysis of the communication need and progress through the production of items in prototype form. Prerequisite: C or better in 322.
- 383-3 Practicum in Product Design. Advanced comprehensive product design projects developed into production prototypes. Prerequisite: C or better in 323 and to be taken concurrently with 363.
- 384-1 to 38 Study Abroad. Provides credit toward the undergraduate degree for study at an accredited foreign institution or approved overseas program. Final determination of credit is made on the student's completion of work. Prerequisite: consent of instructor and residence at this university, good academic standing, and prior approval of the department. Year of residence at this university, good standing. C or better in 300a, b, c. (b) Individual Learning. (a) Figures drawing. Not for graduate credit. Prerequisite: C or better in 401a (c) Senior seminar and exhibition. Not for graduate credit. Prerequisite in 400b; for graduates, consent of instructor. Prerequisite for undergraduates, C or better in 401a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z, aa, ab, ac, ad, ae, af, ag, ah, ai, aj, ak, al, am, an, ao, ap, aq, ar, as, at, au, av, aw, ax, ay, az, ba, bb, bc, bd, be, bf, bg, bh, bi, bj, bk, bl, bm, bn, bo, bp, bq, br, bs, bt, bu, bv, bw, bx, by, bz, ca, cb, cc, cd, ce, cf, cg, ch, ci, cj, ck, cl, cm, cn, co, cp, cq, cr, cs, ct, cu, cv, cw, cx, cy, cz, da, db, dc, dd, de, df, dg, dh, di, dj, dk, dl, dm, dn, do, dp, dq, dr, ds, dt, du, dv, dw, dx, dy, dz, ea, eb, ec, ed, ee, ef, eg, eh, ei, ej, ek, el, em, en, eo, ep, eq, er, es, et, eu, ev, ew, ex, ey, ez, fa, fb, fc, fd, fe, ff, fg, fh, fi, fj, fk, fl, fm, fn, fo, fp, fq, fr, fs, ft, fu, fv, fw, fx, fy, fz, ga, gb, gc, gd, ge, gf, gg, gh, gi, gj, gk, gl, gm, gn, go, gp, gq, gr, gs, gt, gu, gv, gw, gx, gy, gz, ha, hb, hc, hd, he, hf, hg, hh, hi, hj, hk, hl, hm, hn, ho, hp, hq, hr, hs, ht, hu, hv, hw, hx, hy, hz, ia, ib, ic, id, ie, if, ig, ih, ii, ij, ik, il, im, in, io, ip, iq, ir, is, it, iu, iv, iw, ix, iy, iz, ja, jb, jc, jd, je, jf, jg, jh, ji, jj, jk, jl, jm, jn, jo, jp, jq, jr, js, jt, ju, jv, jw, jx, jy, jz, ka, kb, kc, kd, ke, kf, kg, kh, ki, kj, kk, kl, km, kn, ko, kp, kq, kr, ks, kt, ku, kv, kw, kx, ky, kz, la, lb, lc, ld, le, lf, lg, lh, li, lj, lk, ll, lm, ln, lo, lp, lq, lr, ls, lt, lu, lv, lw, lx, ly, lz, ma, mb, mc, md, me, mf, mg, mh, mi, mj, mk, ml, mm, mn, mo, mp, mq, mr, ms, mt, mu, mv, mw, mx, my, mz, na, nb, nc, nd, ne, nf, ng, nh, ni, nj, nk, nl, nm, nn, no, np, nq, nr, ns, nt, nu, nv, nw, nx, ny, nz, oa, ob, oc, od, oe, of, og, oh, oi, oj, ok, ol, om, on, oo, op, oq, or, os, ot, ou, ov, ow, ox, oy, oz, pa, pb, pc, pd, pe, pf, pg, ph, pi, pj, pk, pl, pm, pn, po, pp, pq, pr, ps, pt, pu, pv, pw, px, py, pz, qa, qb, qc, qd, qe, qf, qg, qh, qi, qj, qk, ql, qm, qn, qo, qp, qq, qr, qs, qt, qu, qv, qw, qx, qy, qz, ra, rb, rc, rd, re, rf, rg, rh, ri, rj, rk, rl, rm, rn, ro, rp, rq, rr, rs, rt, ru, rv, rw, rx, ry, rz, sa, sb, sc, sd, se, sf, sg, sh, si, sj, sk, sl, sm, sn, so, sp, sq, sr, ss, st, su, sv, sw, sx, sy, sz, ta, tb, tc, td, te, tf, tg, th, ti, tj, tk, tl, tm, tn, to, tp, tq, tr, ts, tt, tu, tv, tw, tx, ty, tz, ua, ub, uc, ud, ue, uf, ug, uh, ui, uj, uk, ul, um, un, uo, up, uq, ur, us, ut, uu, uv, uw, ux, uy, uz, va, vb, vc, vd, ve, vf, vg, vh, vi, vj, vk, vl, vm, vn, vo, vp, vq, vr, vs, vt, vu, vv, vw, vx, vy, vz, wa, wb, wc, wd, we, wf, wg, wh, wi, wj, wk, wl, wm, wn, wo, wp, wq, wr, ws, wt, wu, wv, ww, wx, wy, wz, xa, xb, xc, xd, xe, xf, xg, xh, xi, xj, xk, xl, xm, xn, xo, xp, xq, xr, xs, xt, xu, xv, xw, xx, xy, xz, ya, yb, yc, yd, ye, yf, yg, yh, yi, yj, yk, yl, ym, yn, yo, yp, yq, yr, ys, yt, yu, yv, yw, yx, yy, yz, za, zb, zc, zd, ze, zf, zg, zh, zi, zj, zk, zl, zm, zn, zo, zp, zq, zr, zs, zt, zu, zv, zw, zx, zy, zz.

agreements, taxes, insurance, packing, shipping, exhibit design and installation, record systems, general handling, public relations, and sale of art works directed toward problems encountered by the artist outside the privacy of the studio. Prerequisite: art major or consent of instructor.

424-3 Environmental Graphics. An introduction to the theory and practice of designing meaningful symbols for the public environment, including spatial perception and typography as related to signage systems, imagery, symbols, color, and light. Not for graduate credit. Prerequisite: C or better in 172.

423-4 Environmentally-Integrated Products. Development of products integral to comprehensive environmental planning. Not for graduate credit.

423-5 Women in the Visual Arts. (Same as Women's Studies 427.) Consists of a survey of women's contributions and participation in the visual arts from the middle-ages through the twentieth century. Through lecture, discussion and research, painting, sculpture, architecture, crafts, film, photography, and other forms of visual art will be covered. Screening fee: \$10. Prerequisite: C or better in 106 or consent of instructor.

422-2 Internship. Supervised work experience related to student's academic program and career objectives. Not for graduate credit. Prerequisite: consent of department head and advisor.

422-3 Products for Special Populations. Products for special subset groups within greater population norms. May be of cross-cultural and interdisciplinary implementation. Not for graduate credit.

423-3 Critical Issues in Contemporary Art. An examination of the style and meaning of contemporary art in relation to the current political, social, and cultural issues. Will include visual arts, architecture, and communications media. Prerequisite: 207a and b or consent of instructor.

423-4 Visual Communication IV. Advanced problems in visual communication; the development of a corporate identity. Assigned projects simulate design studio procedures for solving contemporary visual identity problems. Not for graduate credit. Studio fee: \$10. Prerequisite: C or better in 422.

473-3 American Art of the Thirties. A socio-political and artistic study of American art during the decade of the Great Depression. Course material will be divided in three parts: (1) a survey of art trends during the Thirties concentrating on traditional art forms such as painting, sculpture, and architecture; (2) an investigation into government-subsidized art programs; and (3) present governmental and corporate patronage of the arts through such programs as the National Endowment for the Arts. Prerequisite: 207a and b. Studio fee: \$10. Prerequisite: C or better in 106 or consent of instructor.

484-3 (3, 3) American Art. (6, 6) Studio fee: \$10. Study of American art from native Indian settlements through colonial period to 20th century. Attention to such art forms as painting, sculpture, and photography as well as the rich, varied Indian folk and craft traditions. (b) U.S. Art Since 1876. Study of American art and design from Industrial Revolution to present. Attention to such traditional art forms as painting, sculpture, and architecture, as well as the many facets of modern design. Prerequisite: 207a or consent of instructor.

489-3 Senior Thesis. Creative project development individualized by the student with the faculty sponsor. Not for graduate credit. Prerequisite: senior standing.

497-3 to 6 (3 per topic) Problems in Art History. A close examination of selected categories of works of art from various periods, media, and cultures as illustrative of particular art historical problems. Topics will vary and include (a) portraiture, (b) landscape and still life, (c) narrative, (d) other selected topics. Sections a through e may be taken only once each, section d may be repeated as topics vary. Art historical perspectives to include formal analysis, iconography, art theory, social history, patronage Prerequisite: 300-level art history course or consent of instructor.

498-3 to 21 Individual Problems. Art studio course directed toward individual research in the student's major field. Emphasis placed upon the historical, theoretical, processes, and ideas that stem from the context of the work. Prerequisite: 300-level art history course or consent of instructor. Average, and consent of instructor.

Asian Studies (Minor)

Asian Studies is a minor offered in the College of Liberal Arts. The Asian Studies program includes a variety of courses of the languages, civilizations, and contemporary issues of Asia. The program is intended to prepare a student for a number of career options with Asia interests. Through this program, a student may prepare for more advanced work on another campus, may develop a teaching specialization, or may be qualified for a graduate program in the field.

404-3 to 27 (3, 6, 3, 3 to 15) Advanced Ceramics I. (a) Assigned individual problems with emphasis on ceramic form and glazing. Not for graduate credit. Prerequisite: C or better in 304-6 hours. (b) Individual research with emphasis on kiln theory and design. Not for graduate credit. Prerequisite: C or better in 404a. (c) Senior seminar and exhibition. Not for graduate credit. Prerequisite: C or better in 404b. (d) Independent study in ceramics. Prerequisite: for undergraduates, C or better in 404b; for graduates, consent of major adviser. Studio fee for a, b, and d, \$27 per credit hour enrolled. Incidental expenses may exceed \$20 for each section.

405-3 to 27 (3, 6, 3, 3 to 15) Advanced Metalworking. (a) Emphasis will be placed on advanced processes to develop individual expression. Not for graduate credit. Studio fee: \$30. Prerequisite: C or better in 305a, b. (b) Media exploration to develop individual style. Not for graduate credit. Studio fee: \$60. Prerequisite: C or better in 305. (c) Student-directed study and exhibition. Not for graduate credit. Prerequisite: C or better in 405b. (d) Independent study in metalworking. Studio fee: \$10 per credit hour enrolled. Prerequisite for undergraduates, C or better in 405b; for graduates, consent of major adviser. Prerequisite for students who have exceeded \$75 for each section.

406-3 to 27 (3, 6, 3, 3 to 15) Advanced Fibers I. (a) Individual design problems. Not for graduate credit. Studio fee: \$60. Prerequisite: C or better in 306b. (b) Individual research with emphasis on the intensive use of fibers as a creative medium. Not for graduate credit. Studio fee: \$100. Prerequisite: C or better in 406a. (c) Senior seminar and exhibition. Not for graduate credit. Prerequisite: C or better in 406b. (d) Independent study in fibers. Studio fee: \$17 per credit hour enrolled. Prerequisite: for undergraduates, C or better in 406b; for graduates, consent of major adviser. Incidental expenses may exceed \$75 for each section.

407-3 Ancient Art. Ancient art of the Mediterranean area from the Egyptians to the end of the Roman Empire. A survey of the major cultures, with emphasis upon visual analysis, media and techniques, function, and iconography. Field trip required. Documented research paper on an aspect of ancient art required for graduate credit. Prerequisite: 207a or consent of instructor.

413-3 Professional Practice in Product Design. The study of designer/client relationship, business practices, design office procedures, and professional ethics. Not for graduate credit. Prerequisite: C or better in 363, 365 and senior standing or consent of instructor. Focuses initially upon basic "flat glass" and core working techniques and processes. Coursework includes design intended to familiarize the student with the design and production of selected products in stained glass. Students may be introduced to new techniques in glassblowing. Studio fee \$20 per credit hour enrolled. No incentive cost of instructor.

415-4 A Creative Look at Reclamation Possibilities for Massively Disturbed Land. Presents the possibility that massively disturbed areas can be aesthetic resources if potential inherent in these sites can be recognized and addressed. Seminar/lecture/studio format with selected lectures given by invited speakers. Discussions include recognition of massive land disturbance: reclamation as a concept, environmental art and design; the questions a potential developer or designer of disturbed land should ask and where they might look for expert advice; and group critiques on student studio projects. Studio projects will involve the visualization in two- and three-dimensional formats of plans for the reclamation of the students' chosen site with accompanying documentation.

417-3 Medieval Art. Medieval art from the Fourth to the Fifteenth Century in Western Europe. Examination of selected art objects in terms of media and techniques, topography, function, and cultural milieu. Field trip required. Documented research paper on an aspect of medieval art required for graduate credit. Prerequisite: 207a or consent of instructor.

422-3 Visual Communication III. Project of student's visual message making and investigation of contemporary symbols as they achieve communication. Studio includes the development of contemporary learning to identify techniques and processes of communication, color, and illustration as well as learning to identify techniques and processes of communication. Not for graduate credit. Studio fee: \$10. Prerequisite: C or better in 372.

423-4 Research in Product Design. An in-depth investigation and exploitation of a selected production material (plywood, sheet metal, plastic sheeting, etc.) Not for graduate credit. Studio fee: \$10. Prerequisite: C or better in 363 and senior standing or consent of instructor.

427-3 Renaissance Art. An examination of various topics appropriate to a study of Renaissance art, both Northern and Italian, during the Fifteenth and Sixteenth Centuries in Europe. The emphasis is on a range of art history problems and methods of approach. Field trip required. Prerequisite: 207a or consent of instructor.

429-3 Portfolio. Presents to the graduating senior an insight into the adventure of locating an open position and the type of graphic supplies required to procure employment. Includes preparation of resume, preparation of samples of work for presentation, customization of portfolios, student present positions, how to dress, present yourself and work, and to interview. Not for graduate credit. Prerequisite: 207a or consent of instructor.

oral examination covering topical and geographical specialties. The student may not take the examination until 2 years of full-time graduate work have been completed, except by authorization from the Dean of the Graduate School. The student is encouraged to take this examination by the end of three years of full-time Ph.D. level work. In evaluating the examination, the committee may pass the student, fail the student but allow retaking of the examination at a later time (as either an oral or written examination, at the discretion of the committee) or fail the student and recommend dismissal from the program. If a student fails the examination and the committee allows reexamination, it must occur within one year of the first examination and only one retake is allowed. (4) Formal experience in teaching.

Ph.D. Candidacy. After completion of the above requirements, the department will recommend a student to the Graduate School for candidacy. The candidate will design dissertation research in consultation with the committee and will undertake the research necessary to acquire the materials for the dissertation. Candidates must register for 24 hours of credit under ANTH 600.

When a final draft of the dissertation has been accepted by the Ph.D. committee, an oral defense of the dissertation and all supporting work will be held in accordance with Graduate School requirements. After a successful dissertation defense and completion of final revisions of the text, the student must submit two copies of the dissertation to the Graduate School in accordance with its guidelines, and a properly bound copy to the Department of Anthropology.

Art

In all of its graduate studio programs, the School of Art and Design strives to maintain a vital, creative ambience in which emerging artists with strong motivation may develop, through intensive studio practice and appropriate scholarly support, a clear, mature, and professional focus to their creative life. The core of any program is the in-depth studio practice of individual studio disciplines and frequent, sustained contact with working professional faculty and fellow students. This work is supported and extended through formal studio course work, studies in the history of art, and through access to the many resources and opportunities apparent in a large, multi-purpose university.

M.F.A. Degree Program Description

The School of Art and Design offers graduate studies leading to the Master of Fine Arts degree with a major in art, and offers studies supporting a teaching specialty in art for the Master of Science in Education degree with a major in secondary education. The student is expected to select an area of emphasis (studio or art education), and a program will be planned in consultation with the major professor in that area.

Admission

An undergraduate degree in art or art education, or the equivalent in course work or experience if the undergraduate degree is in another discipline, is required for admission into the Master of Fine Arts degree program. The student must also submit transcripts of all previous undergraduate work, present slides or a portfolio of creative work, and may submit letters of recommendation.

tion fields and by the director of the School of Art and Design.

M.F.A. Degree

A minimum of 60 semester credit hours is required for the Master of Fine Arts degree with a major in art. All hours that are to count toward graduation must have the approval of the student's major adviser in the studio area of emphasis. Students may emphasize the following areas in studio: drawing, painting, printmaking, sculpture/foundry, ceramics/glass, metalsmithing/blacksmithing, and fibers/weaving. The length of time required to complete a 60-semester-hour program is usually 5-6 semesters or 3 academic years. Most graduate students are in residence for at least 4 semesters. Programs of residency must have the approval of the student's major adviser. Required hours are distributed as follows: 26 hours in the primary studio emphasis, 12 hours in art history or related subjects, 6 hours in thesis or terminal project work, and 16 hours of elective study of which 9 hours must be in studio disciplines. The remaining hours may be elected from any area within the School of Art and Design or in the University at large.

In addition to the completion of course work, all candidates for the M.F.A. degree must, during the last semester of academic work, present a graduate exhibition, present a terminal project or a written thesis, and pass an oral examination. The terminal project is a creative activity presented in lieu of the written thesis, and in practice, the graduate exhibition is considered to satisfy the terminal project requirement.

Graduate education in the studio areas of emphasis is expensive, and because of the individual nature of creative work, it is virtually impossible to predict the exact cost for each student. The School of Art and Design provides the faculty, and the studio and shop facilities that are necessary to the programs offered, but all other costs, especially materials, that are considered necessary to the successful completion of a graduate program are borne by the student.

Art as a Teaching Specialty

The Master of Science in Education degree with a major in secondary education with a teaching emphasis in art requires a minimum of 30 semester hours of graduate credit. Two art education program options are available: (1) the research option for those interested in research, supervision, or eventual doctoral studies, and (2) the teacher-studio option for improving teaching and studio skills.

The research option requires 13 hours in education, 11 hours in art education, 3 hours of thesis (or research paper) with the remaining hours for art electives. The teacher-studio option requires 13 hours in education, 6 hours in art education, 3 hours for thesis (or research paper) with the remaining hours for art electives. All hours that are counted toward graduation and election of either a thesis project or a research paper must have the approval of the art education graduate adviser.

Behavior Analysis and Therapy

(See Rehabilitation Institute for program description.)

Constructed in 1917 and named after University president Henry William Shryock, the facility was renovated in 1970 at a cost of 1.5 million dollars. Upon re-opening in January, 1971, guests were pleased and surprised to find a new decor of opulent grand opera splendor, while the original motif of the building had been retained.

As the largest auditorium on campus, seating over 1,200, Shryock Auditorium is well equipped to handle almost any type of event, from the performing arts on a grand scale to large group meetings and conferences. Facilities include dressing rooms capable of accommodating up to 70 performers, modern stage rigging, lighting and sound systems, and air conditioning throughout the audience areas.

The Shryock Auditorium Celebrity Series annually presents the finest in touring musicals, plays, ballet, modern dance, opera, international entertainment, and big bands. In addition, the Auditorium is utilized by functional units of the University, by recognized student organizations, and by non-student campus groups when the event is of educational, cultural, or social significance. The beautiful decor and appointments of Shryock Auditorium with the nostalgic memories surrounding this old campus landmark make it one of the places to which students and alumni return and proudly show campus visitors year after year.

Campus Communications Media

SIUC BROADCASTING SERVICE

The SIUC Broadcasting Service operates public television stations WSIU-TV8 in Carbondale and WUSI-TV16 in Olney, and public radio station WSIU-FM 91.9 in Carbondale. Students are provided opportunities to get hands-on experience in a wide range of radio and television specialties. The Broadcasting Service encourages active student volunteer participation in all areas of its operations. Students are able to work with modern equipment in actual on-the-air situations. They can become involved in the creation of radio and television programming, and they can compete for paid student staff positions.

The stations of the SIUC Broadcasting Service are affiliated with a variety of national organizations such as National Public Radio and the Public Broadcasting Service. Students who work at the stations, while completing their major in radio and television, have learning experiences available to them which are extremely valuable upon entering the job market. Southern Illinois University at Carbondale is known nationally and admired for the practical experience it provides its students through participation in radio and television station activities.

NEWSPAPER

The *Daily Egyptian*, campus newspaper, is published when the University is in session Mondays through Fridays, spring and fall semesters and Tuesday through Fridays during the summer session, and serves as a morning daily newspaper for the University community. The publication also serves as a laboratory newspaper for students in the School of Journalism, produced under professional supervision, using student editors and staff. About 100 students work at news gathering, editing and layout, production, advertising and distribution. The circulation is about 27,000. Students do not have to be enrolled in journalism to be employed in the newspaper departments of news, photography, camera, paste-up, typesetting, advertising, business, printing, and circulation. The newspaper is published and printed in a plant equipped with electronic facilities to produce a 40-page daily

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Intercollegiate Athletics

Combining athletic prowess with academic excellence is the goal of Southern Illinois University at Carbondale's athletics program which encompasses eighteen

techniques for assessing the need for mental health services including developing a resource inventory, use of census and other social indicator data, case load treatments, community and consumer surveys, hearing and site visits. Attention is also paid to method of presenting results of need assessments to lay boards. Prerequisite: senior standing in psychology major, or graduate status, or consent of instructor.

499-1 to 12 Seminar: Selected Topics. Varied content. Offered as need exists and as faculty interests and time permit. Prerequisite: consent of instructor.
 499-6 (3, 3) Senior Honors in Psychology. Intensive study in selective areas for students qualified for honors work in psychology. A research paper or equivalent will be required. Not for graduate credit. Prerequisite: consent of instructor.

Radio-Television (Department, Major, Courses)

The Department of Radio-Television prepares students for positions in broadcasting and telecommunications by combining practical and theoretical courses in broadcasting with a broad liberal arts background.

To be admitted to the Department of Radio-Television, incoming freshmen must rank in the top one-fourth of their high school graduating class and have a Standard Composite ACT Score of 20 or higher or rank in the top one-half of their graduating class and have a Standard Composite ACT score of 22 or higher.

Transfer students seeking admission from another institution or from another program at Southern Illinois University at Carbondale must have a 2.25 grade point average or above. Transfer students with fewer than 26 semester hours must have a 2.25 grade point average or above as well as the rank and test score requirements of an entering freshman.

The core courses, Radio-Television 300m and 300p, must each be completed with a grade of C or better and the typing and English requirements described below must be met before students may advance into other radio-television courses beyond the core courses.

All radio-television students are required to maintain an overall 2.0 grade point average in the major. If a radio-television student does not achieve an accumulative 2.0 gpa in the major in any one semester, that student is subject to departmental warning. Students who are on departmental warning and do not earn an overall 2.0 gpa in radio-television courses in a subsequent semester will be placed in a status of departmental dismissal. A student who has been placed on collegiate dismissal will be transferred to Pre-Major Advisement or may seek transfer to another University program if the student has an overall Southern Illinois University at Carbondale grade point average of 2.0. A dismissed student may appeal to the Undergraduate Committee for reinstatement into the program. Each student enrolled in the radio-television program must complete by the end of the sophomore year or if a transfer student, by the end of the first semester of enrollment at Southern Illinois University at Carbondale:

1. GED 101 and GED 102 with a grade of B and, if student receives less than a B in either GED 101 or GED 102, English 290 with a grade of C;
2. A departmentally administered typing test at a minimum speed of 30 words per minute, or attain a grade of C or better in Office Systems and Specialties 100.
3. A language skills examination given by either the department or college with a passing score;
4. Radio-Television 300m and 300p with a grade of C or better before enrolling in any other radio-television course. Students must have completed twenty-six semester hours of credit before taking Radio-Television 300m and 300p.

General Education Requirements 46

Requirements for Major in Radio-Television 42-50

Radio-Television 300M, 300P, with a grade of C- or better and 305, 308, and 393 are required. Must include at least one 400-level radio-television course. Radio-television electives to bring total in the department to 36-42 36-42

Language Requirement 6-8

A foreign language or computer programming must be selected to meet this requirement.

Minor in a Related Area 15

All 15 hours must be in a single department beyond General Education courses. Students should check with departmental advisers for a list of recommended minors.

Electives (All electives must be pre-approved by the department.) 9-17

Total 120

Courses (RT)

- 200-3 Understanding Radio and Television.** Review of responsibilities of television viewer and radio listeners, critical viewing and listening of radio and television programs. Analysis of techniques and content of programs. Lecture, discussion, critical review. Not for majors in radio-television. Credit will not count toward the major. Not open to students with credit in 300M or 300P
- 300M-3 Radio-Television Writing Performance Production.** Introduction to the functions, theories, materials and techniques of writing, performing, and production for radio and television. Students write, perform, and produce in radio and television studio laboratories. Extra fee for books and supplies \$15. Note: Radio-Television 300M and 300P are both prerequisites for all other courses. Students must attain a grade of C- in these courses before taking other courses in the major. Prerequisite: sophomore standing.
- 300P-3 History, Foundations of Radio-Television.** Basic communications theory as applied through the history, economics, government, regulation of the American system of broadcasting, and in broadcasting and audience analysis. Prerequisite: sophomore standing.
- 305-3 Audience Research and Radio Advertising.** Prerequisite: sophomore standing.
- 308-3 Methods of Audience and Program Research.** Ratings, credit ratings of programs and audience relevant research in radio-television. Prerequisite: C in 300M and 300P
- 309-3 Radio-Television Policies, Laws, and Regulations.** Development of American radio and television policies from their constitutional base through federal law, regulatory agencies, and the judicial system. Rights and responsibilities of radio and television organizations and the public. Required for majors. Prerequisite: C in 300M and 300P
- 310-3 Radio-Television News Writing.** Selecting, writing, rewriting, and editing news material for presentation on radio and television information programs. Laboratory hours required. Prerequisite: C in 300M and 300P
- 311-3 Radio News.** The basic techniques of writing, rewriting, and editing news from local and service sources, plus reporting and editing by means of audio tape. Students must have daily access to a studio, recorder and are encouraged to obtain their own cassette recorder. Laboratory hours. Prerequisite: C in 300M and 300P; 310 or consent of instructor.
- 325-3 Survey of Cable Communications.** History and projections of CATV industry, society, patterns of regulation and use. Required for majors. Prerequisite: C in 300M and 300P
- 346-3 Television Criticism.** History and analysis of television genres. Analysis and evaluation of technique, content, and aesthetic effect of television messages. Advanced reading in critical literature. Written assignments. Required for majors. Prerequisite: C in 300M and 300P
- 351-3 Broadcast Programming.** Discussion and analysis of radio and television programming formats, strategies, and scheduling. Prerequisite: C in 300M and 300P; 305 or consent of instructor
- 357-3 Broadcast and Cable Promotion.** Theory and management of campaigns promoting audience and sales growth by broadcasters, cable and pay-cable services, and program distributors, including design, implementation, and evaluation of campaigns and materials. Prerequisite: C in 300M and 300P; 305, or consent of instructor.
- 360-3 Radio-Television Performance.** The development of disciplines controlling vocal and visual mechanics and interpretative performances for announcers, newscasters, interviewers, and narrators of various radio and television situations. Laboratory hours required. Prerequisite: 310

- 363-3 Producing for Radio.** Planning and producing for the special requirements of the medium. Study of differing formats; production of short format in laboratory exercises. Laboratory hours required. Prerequisite: sophomore standing or consent of instructor.
- 365-3 Producing for Television.** Planning and producing for the special requirements of the medium. Research, planning, and budgeting, including production and service productions. Laboratory exercises. Final projects carry over to 369. Laboratory hours required. Prerequisite: C in 300M and 300P; 310 or 363 or concurrent enrollment.
- 369-3 Directing for Television.** Applications of communications theory and unique characteristics of the medium in directing televised productions. Laboratory hours required. Prerequisite: C in 300M and 300P; 365 with a grade of B- or better; 340 or concurrent enrollment.
- 370-3 Television News.** Reporting, writing, editing and producing television news for broadcast using professional grade cameras, recorders and editors. Students will participate in daily newsgathering for television newscasts. Laboratory hours in concentrated blocks of time for reporting are required. Prerequisite: 311 or consent of instructor.
- 375-3 Radio and Television Sales and Sales Management.** A marketing approach to station methods and techniques and sales management techniques (systems approach, inventory control, budgeting). Prerequisite: 305 or consent of instructor.
- 380-3 New Technologies.** An examination of the factors and forces which lead to expansion and innovation in telecommunications technologies with particular emphasis on the "new technologies" that are being introduced by these technologies will also be analyzed to give students a broad and far-sighted view of the future directions of an expanding industry. Prerequisite: C in 300M and 300P
- 383-3 Writing for Radio-Television.** Experience in writing radio and television formats, and announcements—commercial, public service, and promotional. Develops critical awareness and analytical attitude toward broadcasts in and out of class. Prerequisite: C in 300M and P
- 384-3 (1, 1) Instructor-Practicum.** Practical experience in broadcast operations on the campus. Instructor makes determination on student duties, based on needs of the Broadcast Service or the department and the desires of the student. A minimum of four hours per week. Students obtain application form from academic adviser. Prerequisite: consent of instructor. Mandatory Pass/Fail.
- 391-2 Independent Study.** Area of study to be determined by student in consultation with radio-television faculty. No more than two students may work on the same project. Prerequisite: 383-3 Radio, Television, and Society. The interrelation of radio and television with social patterns on society. Required for public relations systems, theory courses of broadcasting. Effects on these media on society. Required for public relations and 300P; senior standing.
- 395-2 to 6 Internship Program.** News production and management work experience with a non-university professional organization. The student must have had an educational experience beyond that available at the University. No restrictive credit for previous work experience. Prerequisite: junior status, gpa of 2.75 or better and consent of instructor. The student must submit an application to seek an internship and receive approval from the Undergraduate Curriculum Committee no later than the fourth week of the semester prior to the internship. May be repeated up to 6 hours
- 498-3 News and Public Affairs Programming.** Examination of history and scope of news and public affairs programming. Effects of public affairs on programs and audiences. Responsibility of radio and television stations in news and public affairs and community relations. Issues in news and public affairs including ethics. Prerequisite: senior standing.
- 493-3 Educational and Public Broadcasting.** The history and regulatory structure of educational and public broadcasting in the United States today, with special emphasis on organizations regulated under the Public Broadcasting Act of 1967. Methods of funding public stations; advanced studies in educational and public broadcasting considered. Prerequisite: senior standing.
- 495-3 Advanced Television Production.** Instruction and practical experience in the development of program formats for television, resulting in completed segments for broadcast in individual and service production. Students will utilize the facilities of the Broadcasting Service and produce programming for WSHU-TV. For undergraduate students only. Prerequisite: 365 or consent of instructor.
- 497-3 International Broadcasting.** An examination of broadcasting theory related to rural audiences in the United States and abroad. History of farm broadcasting in the United States and abroad. Communications in development is explored. Research on effects on rural audiences. Open to non-majors with consent of instructor. Prerequisite: senior standing and C in 300M and 300P
- 470-3 Television News Field Production.** Advanced field reporting for television. Students will work under the supervision of the instructor to develop, investigate, and report news stories for television. This process will also study the development and production of the mini-

documentary. Class will utilize 3/4-inch video recorders, cameras, and editing systems. For under-graduate students only. Prerequisite: 370 or consent of instructor.

473-3 Radio-Television Management Principles. Management history, management styles and systems, sales management (marketing and developing sales packages), maximizing inventory, sales training, name/membership, leadership and financial evaluation of broadcast properties, procedures and objectives of broadcast management. Students will be required to prepare audience analysis for sales/programming; computer generated inventory reports; and marketing strategies. Not for graduate credit. Prerequisite: 305 and senior standing.

481-3 Non-Broadcast Television. An examination of the special requirements of business, industrial, and medical uses of television. Management, budgeting, planning, and evaluating productions. Exploration of cable television, satellites and other technologies used in non-broadcast situations. Prerequisite: senior standing and 365, or consent of instructor.

483-3 Advanced Radio-Television Writing. Exercises in writing broadcast manuscripts including documentary, drama, and children's programming. Prerequisite: senior standing and 361, 310 or 363, and consent of instructor.

489-2 to 6 Radio Television Workshop. Advanced work in various areas of radio-television and related disciplines. Prerequisite: C grade in 309M, 300M, and consent of instructor.

493 Internship. C grade in 309M, 300M, and consent of instructor. No more than 6 credit hours with individual faculty. No more than two students may work on one project. Students must complete an application form which is available from the departmental advisor. Prerequisite: senior standing and consent of instructor.

Radiologic Technology (Program, Major)

(SEE ALLIED HEALTH CAREERS SPECIALTIES)

Radiography is an allied health specialty concerned with the production of x-ray films which enable the physician to diagnose disease processes occurring in the human body. The course of study involves mastering the ability to control radiation production and the ability to position the body properly in order to obtain radiographs of the required anatomical structure.

The curriculum is designed to prepare students to become registered radiologic technologists. Completion of the program provides graduates with the educational requirements necessary to take the national certification examination administered by the American Registry of Radiologic Technologists.

To be accepted into the radiologic technology degree program the student must have completed the requirements for the allied health careers specialties program. These advanced radiologic technology courses combine classroom and clinical education, which upon completion allows the graduate to become registry eligible and to receive an Associate in Applied Science degree in radiologic technology.

The courses can be completed in two summer sessions and two regular semesters. The summer sessions and the regular semester sessions will utilize both classroom and clinical education learning experiences.

Associate in Applied Science Degree, College of Technical Careers

Requirements for Major in Radiologic Technology

Completion of Allied Health Careers Specialties degree..... 62

Radiologic Technology Advanced Courses (Allied Health Careers

Specialties designated)..... 31

Total..... 93

Courses

(SEE ALLIED HEALTH CAREERS SPECIALTIES)

Grade point average is calculated for purposes of admission to the School of Journalism by using all grades earned at SIUC and other collegiate institutions. This includes repeated courses.

Retention Policies

Students majoring in journalism must meet these retention requirements to continue their enrollment in the major:

Students who have completed twenty-six (26) semester hours or more must have an accumulative SU grade point average of 2.25 or higher.

A grade of C or better is required in all journalism courses taken in order to be counted toward the major and to satisfy prerequisite requirements.

Students must complete successfully a Language Skills Examination as a prerequisite to a number of required courses in the journalism major.

Continuing, re-entering, or transfer students who have earned more than forty-five (45) semester hours of credit must complete the Language Skills Examination successfully during their first semester of enrollment in the School of Journalism. Beginning freshmen are encouraged to take this examination as soon as possible and no later than their third semester of attendance. No student will be permitted more than four attempts to complete this requirement. Each student is responsible for any fee that is required for taking this examination.

Students who are unable to meet these retention requirements will be placed in probationary status within the School of Journalism. These students will be given one semester to correct their deficiency prior to dismissal. Those who are dismissed from the School of Journalism but are eligible to continue in the University will be placed in the Undergraduate Academic Services or they may request permission to enter another collegiate unit.

Other Requirements

Journalism students must demonstrate typing ability of thirty (30) words per minute by receiving a passing grade in a typing course or on a typing examination specified by the School of Journalism before registering for Journalism 309 or 310. Those who cannot meet this requirement must enroll in a typing course and receive a grade of C or better.

Fees will be assessed for supplies and materials in some courses. Students should inquire about amounts before registering.

Subject to the approval of the School's director, undergraduate students may receive as many as nine (9) hours of journalism credit toward their degrees or courses not taken in residence.

Prior to the junior year the student must decide upon a specialization described below or obtain approval of a faculty sponsor and the school's director for another coherent combination of courses tailored to individual interest from the general requirements of the School of Journalism.

Bachelor of Science Degree, College of Communication and Arts

The academic requirements for the Bachelor of Science degree in journalism include 30 to 36 hours in journalism as approved by the School of Journalism and 26 to 29 hours in junior-senior level course work in the College of Liberal Arts, the College of Science or other areas approved by the faculty.

Students will also complete a 15-hour minor in an area approved by the School of Journalism. Students who select a minor within the College of Liberal Arts or another approved area may include those hours in their 26-29 junior-senior level hours.

While most students are best served by one of the following specializations, oth-

432-3 Interior Design Seminar: Study of the current trends and topics in interior design. Not for graduate credit. Prerequisite: 351, 371, 491.
451-3 Interior Design Practicum I: Preliminary stage of senior design project including project research, data gathering, and analysis. Lecture and studio. Not for graduate credit. Prerequisite: 392.
452-3 Portfolio and Resume: An investigation and implementation of the planning, production and management of interface information such as resume and presentation of self and portfolio. Lecture. Not for graduate credit. Prerequisite: 491.
471-3 Professional Practice: Introduction to the organization, management, and practice of Architecture and Interior Design as a business and profession. Emphasis is placed on the negotiation, design cost, analysis/control, and other aspects of professional practice. Lecture. Not for graduate credit. Prerequisite: 392 or consent of coordinator.
491-3 Senior Design Studio III: Interior design of the environment at the corporate or institutional level. Freshmen student and client/user are significantly different. Emphasis is on design. Furniture, wall treatments, and institutional facilities. Lecture and studio. Prerequisite: 351, 371, 451, 492.
492-4 Interior Design Studio IV: Core of an interior design project of approximately 5,000 square feet as initiated in ID 451. Emphasis is on design process from schematic design through completion of annotated construction documents with estimate of cost. Facility types include Health Care or Recreation/Hospitality. Lecture and studio. Not for graduate credit. Prerequisite: 451 and 491.

Journalism (School, Major, Courses)

The School of Journalism prepares academically sound, technically proficient, and professionally responsible graduates for a wide range of mass communication careers. Depending on level and direction of studies, career tracks include: news-editorial and advertising work with newspapers, magazines, and other print and electronic news media; a variety of positions in the advertising industry; and research. The journalism major also provides well-balanced preparation for graduate studies in mass communication, the social sciences, and law.

The School of Journalism is accredited by the Accrediting Council on Education in Journalism and Mass Communication, the agency formally recognized by the Council on Postsecondary Accreditation and the U.S. Office of Education.

Prospective students should be aware that excellent written and oral language skills are essential for successful careers in the journalism field. With this in mind, the School of Journalism has adopted admission and retention standards that emphasize language facility and academic proficiency.

Admission Standards

To be admitted to the School of Journalism, applicants must meet the following requirements:

Beginning freshmen must meet the University's regular admission requirements, as described in Chapter 2.

Transfer students who have completed fewer than twenty-six (26) semester hours must meet the requirements for beginning freshmen and have earned an overall collegiate grade point average of at least 2.25 (4.0 scale).

Transfer students who have completed more than twenty-six (26) semester hours must have earned an overall collegiate grade point average of at least 2.25. Students currently enrolled or who were previously enrolled at SIUC in another major must meet the same requirements as transfer students. If they have completed more than twenty-six (26) semester hours they must have an overall grade point average of at least 2.25. Students with fewer than twenty-six (26) se-

er programs of study in the major may be designed to meet special needs. Individualized programs might address such student interests as agricultural journalism, international communication, mass media institutions, and communication research. Such a specialized program of study must be sponsored by a journalism faculty member and approved by the director. Further information on specialized programs of study is available from the academic adviser.

ADVERTISING SPECIALIZATION

Students in the advertising specialization develop abilities to analyze problems and identify the roles advertising and other communications can play in solving them; develop tools for planning and executing advertising campaigns; and develop applied skills in verbal and visual communication. This program helps prepare students to enter a wide variety of positions with advertising agencies, in the communications media, and with retail or manufacturing firms.

NEWS-EDITORIAL SPECIALIZATION

Students in the news-editorial specialization receive realistic training in the theory and practice of identifying, gathering, processing, and interpreting information for the mass media. Areas of study include:

Newspaper: reporting, writing, and editing for daily, weekly, and suburban newspapers and news agencies, and news-related fields.
Magazines: writing, editing, and managing general and specialized magazines and similar publications.

Public affairs: news skills and values applied to relationships between mass media and information sources in government, business, and other institutions.
Techniques, problems, and responsibilities of public information are studied.

<i>General Education Requirements</i>	46
<i>Requirements for a Major in Journalism</i>	30
Journalism 300.....	3
Specialization Requirements.....	27-33
Advertising Specialization: 309, 370, 372, 374, 405, 476, 479, plus journalism electives to bring total to 27-33.	
News-Editorial Specialization: 310, 311, 312, 442; two of 390, 411, and a choice of 391 or 462; one of 400, 401, 405, 452, 479, plus journalism electives to bring total to 27-33.	

<i>Minor</i>	15
<i>Approved Non-Journalism Electives</i> (Must include Marketing 304 for Advertising Specialization).....	29
<i>Total</i>	120

Minor

A total of 15 hours of journalism courses approved by the journalism academic advisor constitutes a minor for nonjournalism majors.

Courses (JRNL)

160-3 Mass Communication in Society. Acquaints non-journalism students with the history and development of the American mass media. Examines media roles in society, potential for development, weak points, and the roles consumers can and should play regarding the media. This course may not be applied toward major or minor credit in Journalism.
300-3 Mass Media in Modern Society. Develops an awareness of the pervasive nature of the mass media in our society and an understanding of how the media operate, with emphasis on con-

310-3 Writing for the Mass Media. Study in the fundamentals of news writing, the techniques of news gathering and reporting, and the principles of editing with experience in the gathering, writing, gathering, and editing of news copy. Prerequisite: Typing speed of at least 30 words per minute and successful completion of the language skills examination.

311-3 Reporting and News Writing. Purposes and effects of different orientations to the information gathering and news writing processes; information sources, interviewing, writing, and editing practices; laboratory in reporting, writing, and editing for the news media. Prerequisite: 310 and satisfactory score on language skills examination.

313-3 Editing and Makeup. Principles of editing are combined with graphic concepts and techniques which interrelate printing processes, photography, writing of outlines, picture page preparation, and page makeup; copyediting; headlines, bylines, newspaper organization, and the work flow on the ad and editorial pages. Prerequisite: 311.

315-3 Introduction to Photo, Black and White. Fundamentals of publications photography. Includes basic camera techniques, black and white film and print processing methods, selection and display of photographic subjects, and evaluation of pictorial communication effects. Student supplies own photographic materials and, where possible, an adjustable camera. Prerequisite: consent of department.

316-3 Journalism Majors. Students are responsible for purchase of supplies. Laboratory fee. Open only to journalism majors. History of printing and typographic development, modern reproduction processes, technological developments, selection and use of appropriate graphic images in communication, and production techniques for publications. Students are responsible for purchase of supplies.

317-3 Magazine Management and Production. The day-to-day operations of a magazine and the techniques involved in producing a magazine. A combination of lectures and workshops in which the professor will deal individually with student projects. Each student will produce an original magazine idea and bring it to, at least, the semi-comprehensive stage of development. Prerequisite: 310-3. **318-3 Principles of Advertising.** An introduction to the processes of advertising and their functions in a marketing-communications environment. Includes research, advertising and message elements of advertising campaigns, governmental regulations, and social and economic considerations.

319-3 Advertising Media and Management. Analysis of economic, social, and marketing factors and their use in developing advertising objectives and strategies. Examination of mass media agencies as vehicle programs. Prerequisite: 370, Marketing 304 and successful completion of the language skills examination.

321-3 Creating Advertising Messages. Examination and practice in the development of advertising message strategies and the writing and design of advertising messages for television, radio, newspaper, magazine, outdoor, direct mail, etc. Students are responsible for purchase of supplies. Prerequisite: 309, 370, and satisfactory score on language skills examination.

326-3 Critical and Persuasive Writing. The roles and responsibilities of the editor, editorial writer, and opinion columnist with emphasis upon editorial writing and critical thinking. Solutions to problems, methods, policies, style, and the fundamentals of persuasion and attitude change form the basis for study. Prerequisite: 311.

329-3 Feature Writing. Identification, research, and application of creative writing techniques with emphasis on newspaper articles. Analysis of reader appeal, readability of feature story, structure, development of style by practice in writing feature stories. Prerequisite: 311.

400-3 History of Journalism. Technical, technological, and economic backgrounds of press development with emphasis on local, national, and international perspectives.

401-3 International Communication. An analysis of data in historical, structure, functions, and current press news and policies will be placed in historical perspective. Facilitate or restrict the flow of international and international communication.

405-3 Introduction to Mass Communication Research. Overview of communication research methods including practical training in interpretation and presentation of social science data. Introduction to survey research methods, experimental design, and use of computers for analysis of data. Presentation of data in journalistic forms and social science reports. Not for graduate credit. Prerequisite: 309 or 310 or consent of instructor.

411-3 Public Affairs Reporting. Covering government and other public agencies, including the city hall, courts, county officers, business, finance, agriculture, labor, and other specialized beats. Prerequisite: 311.
442-3 The Law of Journalism. Legal limitations and privileges affecting the mass media in include the law of libel, development of obscenity law, free press and fair trial, contempt of court, right of privacy, advertising and antitrust regulations, copyright, and access to the press. Prerequisite: senior standing.

free-lance and staff-written magazine articles with an emphasis on determining the relationship between articles and audience market. Prerequisite: 311.

476-3 Advertising Campaigns. Application of advertising principles and techniques to the solution of a specific advertising problem, including a cooperating advertiser or advertising agency, problem analysis, development of strategy, media planning, message development, campaign presentation. Prerequisite: 372 and 374.

479-3 Social Issues and Advertising. Analysis of social issues involving advertising; economic relationships, government and self-regulation, cultural effects, influence on media content and structure, role in democratic processes, international, and other problems and controversies. Prerequisite: senior standing.

480-1 to 6 (1 to 3, 1 to 3, 1 to 3) Readings. Supervised readings on subject matter not covered in regularly scheduled courses. Undergraduates limited to maximum 2 credits per semester. Graduates limited to maximum 3 credits per semester. Prerequisite: written consent of instructor and area head.

494-1 to 3 Practicum. Study, observation, and participation in publication or broadcast activities. Written consent of instructor and area head. Mandatory Pass/Fail for undergraduates.

495-1 to 12 (1 to 6, 1 to 6) Proseminar. Selected seminars investigating media problems or subjects of importance to advanced journalism majors. Seminars will be offered as the need and the interest of students demand. Prerequisite: senior standing.

Language Arts (English and Reading) (Major)

(SEE CURRICULUM AND INSTRUCTION)

Law Enforcement (Program, Major)

Law enforcement today demands a wide range of knowledge and ability to meet the complexities of modern society. This program is designed both for the individual who is entering the profession and for persons already serving in law enforcement who wish to upgrade their skills.

Students in this program will not be taught "police skills" that are taught in a police academy, such as firearms or personal defense. They will learn methods of crime control, criminal behavior, methods of crime detection, community problems in law enforcement, criminal law, and police administration. They will develop an understanding of people and of interpersonal relationships.

The student will spend one term prior to graduation working under supervision with a police agency.

Police officers may enroll in the program on a part-time basis with the assurance that faculty members will help them to arrange classes compatibly with their duty schedules.

Full transfer of credit is guaranteed to students who have completed certificate programs in law enforcement at cooperating community colleges.

This program is served by an advisory committee of professionals representing law enforcement, corrections, law, and private security. The program benefits from the expertise of each member as they may advise the program on courses of study relevant to the ever changing criminal justice field.

This associate degree program can be completed in two academic years plus a summer semester at Southern Illinois University at Carbondale or in a combination with community college or other acceptable transcribed extra-institutional educational experience.

Associate in Applied Science Degree, College of Technical Careers

Requirements for Major in Law Enforcement

GEB 108, 114, 202
GED 101, 102, 153

The Doctor of Philosophy Degree

A student seeking the Ph.D. degree in historical studies must pass preliminary examinations and submit a satisfactory dissertation which involves independent and original research. In preparing for preliminary examinations, a doctoral student must complete at least 24 hours of credit on campus within a period not to exceed four calendar years before being admitted to candidacy. The courses and hours of credit necessary for a doctoral student to prepare for preliminary examinations will be determined by the student's advisory committee and must include successful completion of four research seminars with grades of A or B. The goal is to develop high competence in the selected fields in which the student will be examined. Students are responsible for preparing five fields, one of which may be outside the field of history. Three of the five fields will be in the broad areas of United States, European, Latin American, or Asian history encompassing major historical periods; two of the fields will emphasize depth of preparation rather than breadth and will normally involve shorter time periods or topical specialties. A list of Ph.D. degree fields reflecting the current expertise of the faculty and approved by the department's graduate studies committee will be kept on file in the office of the graduate adviser and the department chair. Examinations will cover four fields and the student can be certified as proficient in the fifth field, providing that all courses taken in preparation for that field are passed with grades of A or B. Full-time Ph.D. students who have not passed their preliminary examinations must take, in each semester, at least six semester hours of graded courses, at least three of which must be on the 500 level. Dissertation hours may be taken prior to admission to candidacy only with the approval of the graduate studies committee.

The department requires all candidates to pass a reading examination in two foreign languages. With the approval of the department, quantitative methods, (statistics, computer programming, or data management) may be substituted for one language. Procedures for demonstrating proficiency in foreign language or quantitative methods are the same as those required for the Master of Arts degree. These requirements must be satisfied prior to the preliminary examinations.

After completing the course work, fulfilling the foreign language requirements, and passing the preliminary examinations, the student will be recommended for Ph.D. candidacy and will devote full time to the dissertation. Dissertation subjects must be chosen from either United States history, Latin American history, or European history. The final oral examination will cover the field of the dissertation and related matters.

Assistantships and Fellowships

Fellowships and teaching assistantships are available to qualified graduate students. All carry stipends and remission of tuition. Application for these awards should be submitted by February 1.

Additional information concerning the graduate program in history may be obtained by writing to the chair, Department of History.

Journalism

The considerable growth of the mass communication industries has caused an increased need for professionally educated men and women with graduate degrees who want to pursue careers as journalists in the mass media, communica-

tended that the student's entire graduate program be a challenging, stimulating, and valuable educational experience. For this reason, the School of Journalism has 3 degrees, each offering a different approach to graduate education. In each degree program, students take some of their work in departments other than journalism so that they may explore areas of interest to them and inquire into other disciplines.

The School of Journalism offers graduate programs leading to the Master of Arts, the Master of Science, and the Doctor of Philosophy degrees with a major in journalism. Available areas of emphasis are: social and behavioral approaches to communication processes and effects; media history; and legal studies in mass communication. The Master of Arts and Ph.D. degrees are research degrees culminating in the preparation of a thesis or dissertation. Students are expected to conduct research to provide answers to important questions, to discover new information, to show new associations between previously known facts, or to supply historical or legal information about particular subjects.

The Master of Science degree is a media-oriented degree designed to be of benefit to individuals who wish to prepare themselves to be more proficient in their professions and does not necessarily involve the kind of research required in preparing a thesis.

Admission to the Degree Program

Persons seeking admission should consult the appropriate section of the Graduate Catalog. GRE or GMAT Aptitude Test scores must be submitted before a student enters the program. Students without a previous journalism or mass communication degree or professional media background are usually required to take some undergraduate courses without credit as a way of gaining background. The amount of this course work will be determined by an adviser in consultation with other faculty members. A TOEFL score of 600 or higher is required of all foreign students, except those from English-speaking countries. A minimum undergraduate GPA of 3.0 is required for acceptance into the graduate program.

Academic Retention

In addition to the retention policies of the Graduate School, the School of Journalism requires that each master's degree student must maintain an overall grade point average of 3.00 (A = 4) and each Ph.D. student must maintain an overall grade point average of 3.25 (A = 4). Upon falling below this average, students will be allowed one academic term to bring their averages up to the minimum; failing this they will be dropped from the program and will not be allowed to re-apply. No course in which the grade is below C shall count toward the degree nor fulfillment of any requirement, but the grade will be included in the grade point average. No more than 3 hours of C work in graduate courses will count toward either degree.

All students are subject to regular review by the School of Journalism graduate faculty. Those not attaining the minimum acceptable standards or who in any way fail to meet any other requirements set by the faculty will be dropped as majors. Doctoral students may be required to take extra work if any grades of C or lower are earned at SIUC. Students on academic probation are not eligible to hold graduate assistantships.

Master of Arts Degree

The Master of Arts degree student usually builds on a base of social science and

work involves the need for more course work. No fewer than 18 nor more than 21 semester hours of course work must be earned in journalism. Remaining course credits should be taken in departments whose disciplines have strong theoretical bases. Courses in some departments may not, therefore, be used to meet requirements. Students often elect courses in history, psychology, political science, sociology, anthropology, economics, and guidance.

Each student is required to prepare, write, and defend a thesis which demonstrates a capacity for investigation and independent thought. Students must be enrolled for these credit during the semester they defend their theses.

Failure to present and defend an acceptable thesis proposal, or failure to maintain continuous progress toward completion of degree requirements serve as reasons for dismissing a student from the program. Additional work may be required of those students whose progress is interrupted.

Master of Science Degree

The Master of Science degree program with a major in journalism provides advanced professional training for careers in the mass media and related areas. Persons with graduate degrees from accredited schools of journalism are in demand by newspapers, magazines, broadcasting, advertising and public relations firms, government, and industry. The growing complexity of communication increases the need for persons sensitive to the intricacies of communicating via the mass media.

The Master of Science degree work consists of 2 separate programs. They are broadly based and draw upon the resources of a diverse and knowledgeable journalism faculty and upon many other academic areas in the University. From such resources, the School of Journalism provides individually developed programs for graduate students aiming at such careers as newspaper reporting, radio and television news, advertising, public relations, magazine editing, media management, and teaching.

PROGRAM A

Thirty semester hours are required for the Master of Science degree in program A, including 3 hours for thesis or professional project, whichever the student chooses. From 15 to 21 semester hours of course work must be earned in journalism, including one research course. Remaining semester hours should be taken in a discipline or disciplines appropriate to the student's area of study. Students must successfully complete 6 hours of written master's comprehensive examinations and a two-hour oral. Formal, oral defense both of the thesis or project proposal and of the completed thesis or project is required.

PROGRAM B

Program B requires 36 semester hours of course work, but the student writes a research paper instead of a thesis or master's project. The research paper is normally an extension of the requirements for a specific course of the student's choosing. From 15 to 21 hours of course work must be earned in journalism including one research course. Remaining semester hours should be taken in a discipline or disciplines appropriate to the student's area of study. Students must successfully complete 6 hours of written master's comprehensive examinations and a two-hour oral.

Doctor of Philosophy Degree

The Ph.D. degree program is designed to produce scholars and teachers who can make significant contributions to the understanding and development of the

social institutions. The program asks students to achieve breadth in their studies, but allows each student to develop a special area of interest and research. Normally, 3 years of concentrated study, including preparation of a dissertation, will be required to earn the degree, which is built on the base of a suitable master's degree program.

Minimum course requirements for the Ph.D. degree include 38-40 semester hours beyond the master's degree, including basic foundations in mass communication theory and research methods (JRNL 500 and 504). In addition, programs of study will include 2 appropriate research tools, as described below. All doctoral students must complete a graduate course in media law and a graduate inferential statistics course (JUJD 506). An evaluation of previous work is made and transfer credit is allowed only for work which fits the degree plan. Approximately two-thirds of course credit hours will be earned in journalism and mass communication; the remaining hours will be earned in a nonjournalism area of study, which might include work in more than one department. Additional course work may be required if the student's area of interest changes or if performance in courses or comprehensive examination results indicate the need.

During the second semester of enrollment, each Ph.D. student will prepare a total program plan for the degree and secure sponsorship by a dissertation committee chair. The plan should include a list of courses and tools, with some explanation and justification for their selection in relation to academic goals. The plan will be discussed and modified, when appropriate, before approval. Once approved, the plan may be changed only with permission of the adviser. The student may deviate from the 2/3-1/3 pattern if the resulting program contains work leading to appropriate research or professional career goals.

Tool Requirements.

Minimum course requirements listed above do not include courses taken to satisfy tool requirements. The Ph.D. student, in consultation with the adviser, will select 2 useful tools from among:

Research Design—JRNJ 501
Historiography—JRNJ 530
Legal Research—JRNJ 540
Statistics—JUJD 506 and 507

Computer Science—Courses to be selected

Modern Foreign Language—Standard Proficiency Examination

Courses listed as tools are subject to change without notice at times when departments change course content, titles, or numbers. Only grades A or B are accepted for tool courses.

A student may propose other research tools for consideration by the School of Journalism, but such tools must be useful in the conduct of research, especially for the doctoral dissertation.

Examinations. Each student must pass rigorous comprehensive written and oral examinations after completing tool requirements and all course work (with all incomplete and deferred grades removed). The examination must be completed within one year after the student has satisfied all course and tool requirements. Failure to successfully complete the exams during the one-year period will result in dismissal from the program. While the form and scope of the examinations are at the discretion of the graduate faculty members of the School of Journalism, within basic parameters, the examinations comprehensively test the student's understanding of communication and communication research. Each student takes a minimum of 20 hours of exams including an outside area.

Students prepare dissertation proposals, defend and explain the proposals before their committees and complete the research and write their dissertations. Within one year after admission to candidacy, students must have written dissertation proposals approved by their committees. Dissertations must be based on scholarly research and independent thought.

Students must enroll for a minimum of 24 hours in JRNL 600. Each student must enroll in JRNL 600 each term between admission to candidacy and completion of all requirements for the Ph.D. degree.

Graduate students who have completed their course work and the minimum number of credits required for thesis or dissertation must enroll in JRNL 601, Continuing Research, each semester until the completion of their degree program.

The dissertation defense will be before members of the dissertation committee (all of whom must be present) and interested observers. Although others than committee members may ask questions of the student, the pass or fail decision on the oral will be made by committee members only.

Linguistics

The goal of the Department of Linguistics is to bring students to an understanding of language systems which is both theoretical and practical. For students committed to the study of language, the department offers 2 M.A. degree programs: the M.A. degree in English as a foreign language and the M.A. degree in applied linguistics. Students whose career goals are to enter the large and increasing job market of teaching English as a foreign/second language, to help train other teachers, and to develop curricula and teaching materials may select either the one-year (i.e., three-semester) program in English as a foreign/second language or the two-year program in applied linguistics with a concentration in teaching English as a second or foreign language. This second option is for those interested in a more detailed study of the issues, theories, and concepts involved in linguistics and second language acquisition. In this two-year program students are exposed to current research through seminars and other advanced courses and through the writing of a thesis in an area related to second language teaching and learning.

The other options offered in the M.A. degree in applied linguistics are in these concentrations: phonetics/phonology, syntax/semantics, psycholinguistics, and linguistic variation (historical or sociolinguistics). These options include all the content of a traditional program in theoretical linguistics as well as an applied linguistics focus. For students who are interested in language study but not committed to either of our graduate majors, the department offers a number of interesting, non-specialist courses which may serve as electives in related degree programs, such as communication disorders and sciences, psychology, English, foreign languages, speech communication, and anthropology. A sequence of courses is also available for those wishing to pursue a double major combining English as a foreign language or applied linguistics with other programs at the master's level. Applicants for admission should send inquiries to the chair, Department of Linguistics, Southern Illinois University at Carbondale, Carbondale, IL 62901.

Admissions

organic compounds. Two lectures and six hours of laboratory per week. Prerequisite: 226 and either 346 and 349 or consent of instructor.

461-6 (3, 3) Biochemistry. (a) Chemistry and function of amino acids, proteins, and enzymes; enzyme kinetics; chemistry, function, and metabolism of carbohydrates, citric acid cycle, electron transport and oxidative phosphorylation. (b) Chemistry, function, and metabolism of lipids; nitrogen metabolism; nucleic acid and protein biosynthesis; metabolic regulation. Three lectures per week. Must be taken in a,b sequence. Prerequisite: one year of organic chemistry.

465-4 Biochemistry Laboratory. Modern biochemical laboratory techniques for isolation, purification, and characterization of constituents of living cells and for investigation of pathways, kinetics, energetics, and regulatory mechanisms relating to metabolism and enzymic activity. One lecture and eight hours of laboratory per week. Prerequisite: 451a and 226 or consent of instructor; graduate standing in the Department of Chemistry and Biochemistry or consent of the instructor.

466-3 Biophysical Chemistry. A one semester course in biophysical chemistry intended for biochemists and molecular biologists. Emphasis will be on solution thermodynamics, kinetics, and spectroscopy. Prerequisite: 451 or consent of instructor.

467-3 Physical Chemistry. A three semester sequence of physical chemistry. Three lectures per week. (a) Classical thermodynamics, its applications, and reaction kinetics. (b) Quantum chemistry and group theory. (c) Statistical and statistical mechanics. To be taken in a,b,c sequence. Prerequisite: (a) MATH 260; (b) MATH 308 or 221 (c) 465b.

468-2 (1,1) Physical Chemistry Laboratory. A two semester laboratory sequence for 465. One three hour laboratory per week per semester. (a) Experiments relating to topics covered in 465a. Prerequisite: 226b and 465a. (b) Experiments relating to topics covered in 465b,c. Prerequisite: 465b.

469-1 to 3 Special Topics in Chemistry. Prerequisite: consent of instructor and of chairperson.

490-2 Chemical Literature. A description of the various sources of chemical information and the techniques for carrying out literature searches. Two lectures per week. Prerequisite: 346 and 347 or 349.

491-2 History of Chemistry. The evolution of chemistry from ancient times until 1920. Two lectures per week.

496-1 to 8 Undergraduate Research (Honors). Introduction to independent research under the direction of a faculty member culminating in a written report. Not for graduate credit. Prerequisite: a 3.0 grade point average, five semesters of chemistry laboratory including one semester of physical chemistry, consent of instructor and department chairperson.

Cinema and Photography (Department, Major, Courses)

The major in cinema and photography provides undergraduate students with experiential and background in the history, theory, and practice of cinematic and photographic communication and expression. The program is structured to make available a foundation for professional, fine arts, and educational careers in cinema and photography; to explore the social, critical, and ideological implications of cinematic and motion pictures; and to provide opportunities for study of and experimentation with both cinema and photography as media for communication and personal expression.

The major requires a minimum of 38 hours in cinema and photography coursework, including the required courses in the department. Students may tailor coursework selection to meet specific areas of emphasis: cinema production, cinema studies, fine arts photography, professional photography, photopjournalism. Students are urged to declare their major as soon as possible. To be admitted to the major, a student must have a grade point average of C or better. In order to remain in the major, each student must maintain an overall grade point average of at least a C, and at least a C average for all cinema and photography coursework. Grades below C in cinema and photography courses will not be accepted as fulfilling minimum major requirements. Cinema and photography courses in which students have received grades of D, F, AU, or INC may not be

used to satisfy prerequisite requirements for other cinema and photography courses.

Courses in cinema and photography have limited enrollment, especially advanced courses. Not all courses are offered each semester. Admission to certain cinema and photography courses is restricted, and permission must be obtained prior to registration. Permission to register for some courses is based upon submission of photographic portfolios or films. Students are encouraged to plan their course scheduling well in advance to ensure necessary prerequisites and fulfillment of major requirements.

Students may design their own programs of study within the requirements for graduation. The department recommends that students choose an area of emphasis to give a sense of direction to their studies. Students interested in cinema production are encouraged to enroll in 349, 355, 356, 360, 368, 452, 455 and 456, 476, 472, and nine hours of cinema history courses; cinema studies, 349, 355, 356, 360, 368, 449, 462, 463, 466, 467, 468, 470a, and 499; fine arts photography, 310, 311, 320, 322, 401, 402, 420, 421, 422, 425, 426, 470c and 471; professional photography, 310, 311, 320, 322, 401, 402, 404, 405, 407 and 408; photojournalism, 310, 311, 320, 322, 407, 408 and Journalism 300, 310, and 311.

Cinema and Photography 499 or its equivalent is required of all majors who have not completed 320 and 322 and optional for others. This senior thesis will consist of the preparation of a film, screenplay, research or critical paper under the supervision of a cinema and photography faculty member. A copy of the thesis is to be provided for the department by the student.

Students provide photographic materials for all cinema and photography production courses. In still photography production courses, students supply their own film, photographic paper, certain specialized chemicals, and a fully adjustable 35mm or 120 roll film camera. Some students have found that owning additional items of equipment is advantageous. A fee for laboratory materials is charged for each still photography production course in which the student enrolls. In cinema production courses, students provide their own film, processing, recording materials, and editing supplies. In courses which involve the screening of a number of films, there is a \$10 screening fee.

The University reserves the right to retain examples of the work of each student in each photography class, to make and retain prints of all films made as part of course work other than thesis, and to retain copies of student papers. Such photographs, films, or papers become part of a permanent departmental collection.

No more than nine hours from a combination of the following courses may count toward the first 38 hours in the cinema and photography major: 491, 495, 497.

Electives, required for the major in cinema and photography, are defined as coursework outside the minimal General Education requirements and not offered for major credit in the department. **MUS** is no required minor. **Media**

Bachelor of Arts Degree, College of Communications and Arts

<i>General Education Requirements</i>	46
<i>Requirements for Major in Cinema and Photography</i>	38-54
Either Cinema and Photography 310 and 311 or 360 and 368	6
Either Cinema and Photography 320 and 322 or 355 and 356	8
Cinema and Photography courses numbered 400 to 499	24
Must include 499 or its equivalent if 320 and 322 have not been taken.	

Courses (CP)

320-2 Introduction to Photography. An introduction to the basic technical information and black and white laboratory processes. The emphasis is upon an exploration of the technical processes rather than photographic vision. Students will have hands-on experience in the labs. Students will supply their own film and paper. Laboratory fee: \$15.

325-3 Photography for Design Majors. An introduction to the principles of photographic language and techniques specifically tailored to the need of the art and design student. Will cover the basic photographic skills as well as specific techniques of interest to art and design students. Students use the arrow type (\$3.95) plastic camera. Students will supply their own materials and some chemicals. Laboratory fee: \$15.

Used to recognize student work experience related to the student's educational objective. One to six hours of credit may be applied toward graduation requirements following departmental evaluation and approval. Prerequisite: consent of the department.

384-1 to Work Experiences. Used to recognize past work experience related to student's educational objectives. One to six hours of credit may be applied toward graduation requirements following departmental evaluation and approval. Student must apply for this credit during first year as declared major. Prerequisite: consent of department.

310-3 History of Still Photography. A survey of the important images, ideas, people, and processes that make up the history of still photography. Covers from 1839 to the mid-twentieth century. Students purchase texts.

311-3 Contemporary Photography. A survey of contemporary photographers, their concepts, and the influences of their work upon culture. Covers from mid-twentieth century to the present. Students may be required to purchase texts. Completion of 310 may be helpful. This course is not required.

320-4 Basic Photography. An introduction to black and white still photography; its materials, processes, and vision. Designed to give technical knowledge and to improve visual perception. Students must have fully adjustable camera, may purchase texts, and will supply own materials and some chemicals. Laboratory fee: \$15.

321-3 Intermediate Black and White Photography. Continuation of the exploration of vision and craft in black and white photography beginning unique vision. Students supply materials and the objective of producing a portfolio. Laboratory fee: \$15.

322-4 Color Photography. Introduction to color still photography; its materials, processes, and some chemicals, may purchase texts. Laboratory fee: \$15.

320-3 Intermediate Black and White Photography. Continuation of the exploration of vision and craft in black and white photography beginning unique vision. Students supply materials and the objective of producing a portfolio. Laboratory fee: \$15.

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490-3 to 9 (3, 3) **Advanced Topics.** An advanced course concentrating on special topics in cinema and photography. (a) Advanced studies in cinema history theory. Topics offered have been the information film, feminist and obsolescent criticism of film. (b) Advanced topics in film production. Topics offered included motion picture sound workshop, narrative film workshop (c) film theory studies in photography. Topics offered have included publication and presentation of the film, film management, photography among others. (d) Advanced studies in interdisciplinary topics. Not more than 9 semester hours may be counted for graduate credit. Screening fee for a/v: \$10. Laboratory fee for c/v: \$15. Equipment usage fee: \$50. Prerequisite: consent of department.

471-3 to 6 (3, 3) **Problems in Creative Production: Photography.** Conceptual exercises involving different aspects of photographic production. Emphasis is placed upon student creative response to assignments. Topics vary; may be repeated for a total of 6 credits. Student purchase photographic materials and chemicals and may purchase texts. Prerequisite: 322 and consent of department.

472-3 to 6 (3, 3) **Problems in Creative Production: Cinema.** An intensive examination, through readings, screenings, and filmmaking, of a cinematic genre, style, movement, or technical challenge. Theory is combined with practice, resulting in a group film production. Previous problems studied have been the pseudo-documentary, 35mm filmmaking, and film as performance. Topics may vary; may be repeated for a total of 6 credits. Equipment usage fee: \$50. Prerequisite: consent of department.

491-1 to 9 (Individual Study in Cinema or Photography). Research in history, theory, or aesthetics. Usually taken 3, 3, 3. Not more than 9 semester hours of 470, 491, 495, and 497 combined may count toward the consent of department.

492-1 to 3 (3) **Practical Experience in the Presentation of Photographic Theory and Production Credit.** Prerequisite: consent of department.

495-1 to 12 **Internship in Cinema or Photography.** Mandatory Pass/Fail. Undergraduate students may count toward the first 38 hours for the B.A. in cinema and photography. Not for graduate credit. Prerequisite: consent of department. Mandatory Pass/Fail.

497-1 to 9 **Projects in Cinema or Photography.** Individual or crew projects in motion picture production or still photography. Not more than 9 semester hours of 491, 495, and 497 combined may count toward the first 38 hours for the B.A. in cinema and photography. Not for graduate credit. Equipment usage fee: \$50. Prerequisite: consent of department.

498-4 **Senior Thesis.** Preparation of a film, critical or research paper under the supervision of a cinema and photography faculty member. Normally taken during last term in residence, the senior thesis is evaluated by the departmental faculty. The department will retain one copy of all student theses interested in producing a film for 499 should have completed 355, 356, 366, 452, and 453 hours of cinema history courses. Not for graduate credit. Equipment usage fee: \$50. Prerequisite: consent of department. Mandatory Pass/Fail.

Civil Engineering and Mechanics

(Department, Major [Civil Engineering], Courses)

The Department of Civil Engineering and Mechanics offers a program leading to a Bachelor of Science degree in civil engineering (see civil engineering).

The civil engineering curriculum is designed to give the student a foundation in the basic principles used in the practice of civil engineering and how these principles are applied both in theory and design. Civil engineering is often called a people-serving profession. This program prepares the student to work in a wide range of civil engineering career options.

CIVIL ENGINEERING MAJOR

Civil Engineering is broad in scope, and it encompasses a number of technical disciplines. A civil engineer may deal with research, planning, analysis, design, construction, operation and maintenance of buildings; bridges; dams; harbors; water and power facilities; water works; sewage, nuclear and toxic waste disposal facilities; transportation systems such as highways, railways, waterways, airports and pipelines. The Civil Engineering program leading to the Bachelor of Science in

topography in the mass media. Exploration of the use, context, and meaning of photography with the role and responsibility of the photojournalist. Students will apply theoretical concepts through group and individual assignments. Students purchase texts and provide photographic materials. \$15 laboratory fee. Prerequisite: 320 and consent of department.

406-3 **Documentary Photography: Method, Format, and Distribution.** Exploration of the technique, history, and contemporary context of documentary photography. Audience, publication, distribution of documentary project. Students purchase texts and provide photographic materials. \$15 laboratory fee. Prerequisite: 322 and consent of department.

420-3 **Experimental Cinema.** Experimental approaches to the creation of photographic images in the camera. Students provide materials and may be required to purchase texts. Laboratory fee: \$15. Prerequisite: 322 and consent of department.

421-3 **Experimental Darkroom Techniques.** Experimental darkroom manipulations of the straight camera image. Students provide materials and may purchase texts. Laboratory fee: \$15. Prerequisite: 322 or consent of department.

422-3 **Advanced Color Photography.** Advanced study and production of color photography with emphasis on experimental techniques using Dye Transfer, Kwik Proof, and other photo-mechanical reproduction. Students provide materials and may purchase texts. Laboratory fee: \$15. Prerequisite: 322 and consent of department.

423-3 **Reconstruction of Color.** A study of the principle of color separation in photography as it relates to the processes of dye transfer, silkscreening, lithography, letter press, etching, and other reproduction processes. Students purchase texts and provide photographic materials and chemicals. \$15 lab fee for additional laboratory materials. Prerequisite: 322.

426-3 **Studio Workshop.** An intensive workshop focusing on current trends in photographic practice and include landscape photography, architectural photography, environmental portraiture, and nature photography. Students provide photographic materials and may purchase texts. Laboratory fee: \$15. Prerequisite: 322 or consent of department.

428-3 **Non-Silver Photography.** Alternative introduction to hand-applied emulsions of cyanotype, laboratory fee: \$15. Prerequisite: 322 and consent of department.

449-3 **Survey of Film History.** Intensive study of major historical periods of the cinema, including technological developments, national cinema movements, social and aesthetic determinations, and concerns of film historiography majors. Screening fee: \$10.

492-3 **Film Planning and Scripting.** The screenplay as a basis for production. Practice in preparing film plans, treatments, storyboards, and scripts. Examination of the film industry. Prerequisite: 385 or consent of department.

494-3 **Animated Film Production.** Practical course for visual expression exploring various animation techniques: development, filmographic, rear lit, cut-out, line, cel, etc. Students purchase materials and/or consent of department.

495-3 **Film Production (Production II).** Advanced production by individuals or crews of 16mm sound films from pre-production through shooting. Intensive study of budgeting, production planning, system set up. Prerequisite: 355, 450 and 451 film stock, processing and sound materials. Equipment usage fee: \$60.

496-3 **Film-Production IV.** Continuation of 455 through post-production to a first answer print. Intensive study of editing, sound mixing, laboratory procedures and distribution. Students provide editing and sound materials and are responsible for laboratory costs. Equipment usage fee: \$50. Prerequisite: 455 and consent of department.

492-3 **History of the Documentary Film.** Study of the development of the non-fiction film with emphasis on the documentary. Screening fee: \$10. Students purchase texts.

493-3 **History of the Experimental Film.** Study of experimental cinema from the turn of the century to contemporary avant-garde films. Student purchase texts. Screening fee: \$10.

495-3 **History of the Animated Film.** Study of the history, techniques, and aesthetic of the graphic/animated film. Students purchase texts. Screening fee: \$10.

496-3 to 6 (3, 3) **Film Styles and Genres.** Intensive study of specific body of films grouped by similarities in style, genre, period and cultural origin. Emphasis of historical, theoretical, and World Cinema. Surveys in each semester. Sample topics: the Western, the French new wave. Third 497-3 to 6 (3, 3) **Film Authors.** Intensive study of the work of one or more film authors (directors, screenwriters, etc.). Emphasis is on historical, theoretical, and critical issues. Topics vary each semester. Sample topics: the films of Alfred Hitchcock, the films of Jean Renoir. Screening fee: \$10.

498-3 **Advanced Film Theory and Analysis.** An intensive study of contemporary film theory with an emphasis on the application of analytic models. Emphasis is on structural, semiotic, and

10. to complete a research project and to prepare a dissertation acceptable to the student's graduate committee and the Graduate School.
11. to schedule and pass a final oral examination (defense of dissertation).

Summary of Master's Degree Requirements. Each student must fulfill the requirements of both the Graduate School and the Department of Chemistry and Biochemistry. These requirements are:

1. to fulfill the divisional course requirements.
2. to complete at least 3 hours of formal course work at the 400/500 level outside the major division.
3. to complete at least 21 hours of formal course work at the 400/500 level with grades of A, B, or C.
4. to earn at least 30 credit hours at the 400/500 level, at least 15 of which are at the 500 level.
5. to maintain at least a 3.00 grade point average.
6. to attend weekly seminars and earn 1 credit hour of CHEM 595 by presenting a departmental seminar.
7. to earn at least 8 credit hours in research and thesis (CHEM 598 and 599).
8. to satisfy any research tool requirement established by the student's graduate committee.
9. to prepare and present a thesis on the research carried out.
10. to schedule and pass a final oral examination.

Cinema and Photography

The Master of Fine Arts degree in cinema and photography is intended to provide substantial advanced training for a small number of highly talented individuals. Emphasis in the program is upon the artistic development of the individual student and the student's creative utilization of cinema or photography.

Students may elect to concentrate in cinema or photography. While concentration is a vital component of the program, our philosophy is that graduate study should increase the options available to the student upon graduation; therefore, cross-disciplinary study is encouraged. Strong supporting course work is available in the areas of theory, history, and scriptwriting; through the School of Art and Design, course work in the other fine arts is also available. A distinguished faculty of 12 excellent facilities, and a large variety of curricular offerings allows the students to individually tailor programs to meet their post-graduation goals.

Acceptance into the program and subsequent continuation in it are at the discretion of the Graduate School and the Department of Cinema and Photography. Minimal admission requirements are those of the Graduate School. Students should contact the director of graduate studies, cinema and photography, regarding admission procedures to the program. Prior to admission to the program, students must satisfy the departmental faculty that they are artistically qualified by presenting evidence of exceptional talent in 1 of the 2 concentrations offered in the degree program. This evidence will ordinarily consist of a portfolio of photographs or 1 or more films. In addition, applicants must arrange for 3 letters of recommendation to be forwarded in support of their application. It is assumed that most of the students applying for admission to the M.F.A. program will be graduates of institutions other than SIUC. All such students would ordinarily provide evidence of having completed training of a thoroughness and quality equivalent to that offered in the undergraduate program of the

A graduate student entering the M.F.A. program is normally expected to spend the equivalent of 2 academic years fulfilling required work. If the student lacks adequate course work preparation, or if the student serves as a graduate assistant, a longer period may be required. Students' creative work and artistic abilities are reviewed at the end of their first year in the program. If the faculty should conclude that a student has not made sufficient progress, such a person would be dropped from the program. In the second year of residence, each student would be engaged in a great deal of independent artistic work culminating in the M.F.A. creative project, involving the completion of one or more photographic exhibits or the completion of one or more motion pictures. The exact nature of the project would be determined in consultation between students and their committees. All creative projects would have to be exhibited publicly before the department would consider this requirement satisfied.

After the first semester the department chair appoints, in consultation with the student, and the director of graduate studies a major adviser and a committee of two additional graduate faculty members. This committee develops a specific plan of study with the student, considering not only the requirements of the Graduate School and of the degree program, but also the goals of the student. The major adviser supervises the creative project. The University reserves the right to retain a portfolio of each student's work. An oral examination by the faculty advisory committee would focus on an evaluation of the project. A formal report describing the project must be filed with the Graduate School.

Degree requirements are 60 semester hours, including 30 hours at the 500 level.

Course Requirements

Photography

- 12 credits from C&P 401, 402, 404, 405, 418, 420, 421, 422, 423, 424;
- 6 credits from C&P 471A/B;
- 9 credits from C&P 597;
- 6 credits from C&P 541A/B;
- 6 credits from C&P 575;
- 4 credits from C&P 595A;
- 14 credits from general electives;
- 6 credits from C&P 598.

Cinema

- 12 credits from C&P 452, 454, 455, 456, 470B;
 - 6 credits from C&P 472A/B;
 - 9 credits from C&P 597;
 - 6 credits from C&P 542A/B;
 - 6 credits from C&P 468 and 574;
 - 4 credits from C&P 595B;
 - 14 credits from general electives;
 - 6 credits from C&P 598.
- Completion of an M.F.A. creative project (registration for at least 6 hours in C&P 598 required).

An oral final examination over the M.F.A. creative thesis.

Forty Percent Rule

At least 40% of the coursework of all business majors must be devoted to courses offered outside the College of Business and Administration; at least 40% of courses offered by the College of Business and Administration.

Multiple Majors in Business

Business majors may choose to complete two or more of the six majors offered by the college. While all requirements of each major must be satisfied, this can usually be accomplished through judicious use of electives without extending anticipated graduation dates beyond one semester. All majors will be noted on the diploma issued on completion of the Bachelor of Science degree.

General Education Courses Prescribed for Business Majors

Students in the College of Business and Administration must complete the General Education requirements of the University. The following courses are required and will count toward partial fulfillment of General Education requirements:

- GEB 202
- Economics 214 to substitute for GEB 211
- GED 101, 102
- Mathematics 139 to substitute for GED 107
- GED 152 or 153

Professional Business Core

The professional business core, required of all College of Business and Administration students, is comprised of the following courses:

Courses	Semester Hours
Accounting 220, 230	6
Business 402	1
Management 202, 208, 304, 318, 481	15
Computer Science 212/Computer Information Processing 229 ²	3
Economics 214 ¹ , 215	(3) ¹ + 3
Finance 270 ³ , 330	6
Marketing 304	3
Mathematics 139 ⁴ and 140 ⁴	(3) ¹ + 4
Total	41

¹See General Education courses prescribed for business majors.
²Computer coursework completed at other universities may be accepted as transfer credit for the College of Business and Administration. A minimum of 15 semester hours of coursework in Business and Administration is required for graduation. Approval of the Registrar is required if that course has been approved as an equivalent course by the College of Business and Administration.
³The combination of Finance 290 and 300 may be substituted for 270.
⁴Mathematics 150 may be substituted for 140.

College of Communications and Fine Arts

GERALD C. STONE, *Dean*

Departments: Cinema and Photography; Communication Disorders and Sciences; Radio-Television; Speech Communication; Theater Schools: Art and Design; Journalism; Music

The College of Communications and Fine Arts offers the Bachelor of Arts degree

Theater
 The Bachelor of Science degree is awarded in other majors or specializations within majors:
 Communication Disorders and Sciences
 Journalism
 Speech Communication
 The Bachelor of Fine Arts degree is awarded for some specializations in the School of Art and Design.
 The Bachelor of Music degree is awarded for some specializations in the School of Music.

Additional information about the majors offered in the College of Communications and Fine Arts is available elsewhere in this bulletin. Students who are considering enrollment in a major should read the section of curriculum. Admission to the University is handled through the Office of Admissions and Records, but those students who desire more specific information about a major should make an appointment with an academic adviser of that department or school. Each department or school of the college has one or more individuals who will advise prospective students about major requirements, curriculum, activities, careers, and opportunities. Transfer students may also discuss transfer credit and placement in courses at Southern Illinois University at Carbondale.

A student with special personal and professional goals which cannot be met by one of the traditional majors is encouraged to consider the resources available within the college and university and design a special major. Requirements and guidelines are listed elsewhere under *Special Major*.

Faculty of the college are engaged in research/creative activities concerning communications and the arts. They also provide consulting service and other community services to schools, newspapers, radio and television stations, museums, arts centers, businesses, and governments. They hold professional memberships and serve as officers in various local, state, national, and international organizations in the communications media and in the arts. A number of special events are presented each year, including lectures by noted artists, music performances, theater productions, art and photography exhibits, and film showings.

The Broadcasting Service and the University Museum are also part of the college. The Broadcasting Service operates WSUI (FM), a public radio station, and WSUI (TV), channel 8, a public television station, both located in Carbondale. It also operates a second public television station, WUISI (TV), channel 16, at Olney. The University Museum serves the college and the campus community and surrounding area through its active exhibit program and its cooperative ventures with other academic units.

Administrative offices of the college are located in the Communications Building, which includes the McLeod Theater and the Marion Kleinau Theater along with broadcasting facilities, film production facilities, and office of the *Daily Egyptian*.

College of Education

DONALD L. BEGGS, *Dean*

Departments: Curriculum and Instruction; Educational Administration and Higher Education; Educational Psychology; Health, Education; Physical Education; Recreation; Rehabilitation; Special Education; Vocational Education Studies
 The College of Education offers the following programs leading to the Bachelor of Science degree:

REORGANIZATION OF PUBLIC SERVICE UNITS, SIUE

Summary

This matter proposes reasonable and moderate extensions of existing Public Service Units at Southern Illinois University at Edwardsville. Specifically, this matter recommends the abolition of Broadcasting Services, the Center for Economic Education, Papers on Language and Literature, and the Teacher's Center. Further, this matter proposes the merger of the Center for Management Studies and the Center for Advanced Manufacturing and Production into a single unit titled, Center for Advancement of Management and Productivity.

Rationale for Adoption

The Illinois Board of Higher Education recommended in the Priorities, Quality, and Productivity initiative that the University review its 12 public service units "to reduce redundancy, achieve better focus and coordination, and decrease administrative overhead expenditures."

The following recommendations resulted from reviews by SIUE administrative officers and faculty.

Abolition of the Broadcasting Services: This unit was formed with the expectation that the University would operate a public broadcast television station. This has not occurred nor is it likely to occur. The FY-93 budget for Broadcasting Services was \$127,500. This total represents four positions which will be reassigned to instructional support in the Department of Mass Communications.

Abolition of the Center for Economic Education: The Center is to be eliminated as a formally organized public service unit. Its functions will be conducted through the Department of Economics. State funds for this new Office will be reduced from \$13,000 in FY-92 to approximately \$8,000 in FY-94.

Abolition of Papers on Language and Literature: This action will eliminate Papers on Language and Literature (PLL) as a formally organized public service unit. State appropriated support from the School of Humanities for PLL will be reallocated.

Abolition of the Teacher's Center: The Dean of the School of Education recommended and the Provost and Vice-President for Academic Affairs concurred that the Teacher's Center be eliminated, that the support funds be reallocated to the instructional program, and that the time of the director be reassigned to instruction within the Department of Curriculum and Instruction.

Merger of the Center for Management Studies (CMS) and the Center for Advanced Manufacturing and Production (CAMP) to become the Center for Advancement of Management and Productivity: This action creates a single unit at SIUE for providing support to private sector business and industry. With the transfer of funds to the instructional budget of the School of Engineering

the CAMP budget will be reduced to a projected \$154,000 for FY-94. Under this proposal, the state funding would be further reduced to \$60,000 by FY-96. The \$40,000 in state funding for CMS would be reallocated.

Considerations Against Adoption

University officers are aware of none.

Constituency Involvement

The proposals are the result of a review of research and public service units conducted by the Deans and Directors using the IBHE PQP criteria. They have the recommendation of the Curriculum Council of the Faculty Senate and the Faculty Senate Executive Committee. The proposal is recommended for approval by the Provost and Vice-President for Academic Affairs and by the President, SIUE.

Resolution

BE IT RESOLVED, By the Board of Trustees of Southern Illinois University in regular meeting assembled, That the units, Broadcasting Services, Center for Economic Education, Papers on Language and Literature, and the Teacher's Center, SIUE, be and are hereby abolished effective July 15, 1993;

BE IT FURTHER RESOLVED, That effective July 15, 1993, the Center for Management Studies and the Center for Advanced Manufacturing and Production, be and are hereby merged into the single unit titled, the Center for Advancement of Management and Productivity; and

BE IT FURTHER RESOLVED, That this action be reported to the staff of the Illinois Board of Higher Education.

OPERATING RAMP GUIDELINES FOR FISCAL YEAR 1995

An assessment of the State's fiscal condition suggests that the prognosis is no better this year than last and that the situation is not likely to change significantly in the immediate future. New state funding for higher education could well be limited to inflationary increases, if even those are available.

In October, 1991, the Illinois Board of Higher Education formally adopted what has come to be known as PQP. The rationale remains as then to fund priorities and build quality through the process of eliminating lower priority programs and activities and using those funds to address the higher priorities and quality initiatives of the respective universities.

The guidelines for Fiscal Year 1995 follow the pattern established for FY-94 in that three options are presented for budget development. The budget base used in developing the request for all three options is the Governor's recommended funding level.

Option 1 includes an overall increase of .66% and represents a stringent budget request which identifies one area for inflation increase--library materials (10%). In addition, the only other request is for funds for the Operation and Maintenance of New Space. Essentially, this option is one which does not address maintaining priorities and quality at SIU but merely keeps the libraries of the university from losing further ground in their national rankings and allows the university to open new space without having to reallocate funds to do so.

Option 2 includes an overall increase of 3.95% and represents a conservative budget request which, in addition to the above, identifies three more areas for inflationary increases--salary increases (3.5%), general price increases (3.5%), utilities (3.5% for SIUC and SIUE and 10% for the School of Medicine at Springfield). This option represents a maintenance budget and does not provide funds for any programmatic enhancements. Any funding of programmatic enhancements would need to come from funds provided through internal reallocation.

Option 3 includes an overall increase of 5.47%, contains all of the above requested funds and adds a modest request of \$3.7 million for programmatic enhancements. This is well below the 3% allowable maximum guideline established in prior years which for FY-95 would have been \$7.3 million. These programmatic enhancements are in keeping with Southern Illinois University's PQP initiatives.

None of these options includes retirement contributions, unavoidable costs such as sick leave payouts and costs associated with Legislative Audit Commission activities.

Conclusion

Given our current understanding of the State's fiscal condition, we will proceed to prepare our FY 1995 Operating RAMP Request using Option 2. Should the State's budget situation change, we will adjust our request accordingly.

OPTION 1

SIU FY 1995 OPERATING BUDGET REQUESTS PARAMETERS⁽¹⁾

(in thousands of dollars)

	SIUC	SIUE	University Administration	Total
FY-94 Budget Base (Governor's Level)	\$172,766.6	\$68,502.4	\$1,771.3	\$243,040.3
Requested Incremental Increases:				
Salary	--	--	--	0.0
General Price	--	--	--	0.0
Utilities	--	--	--	9.9
Library Materials (10%)	450.2	110.0	--	560.2
Total Incremental Increases \$	\$ 450.2	\$ 110.0	\$ 0.0	\$ 560.2
O & M Needs	\$ 794.5	\$ 250.7	\$ --	\$ 1,045.2
Programmatic Requests				
New Program Requests	\$ --	\$ --	\$ --	\$ 0.0
Expanded/Improved Program Requests	--	--	--	0.0
Special Analytical Studies	--	--	--	0.0
Total Programmatic and Other	\$ 0.0	\$ 0.0	\$ 0.0	\$ 0.0
Net Change	\$ 1,244.7	\$ 360.7	\$ 0.0	\$ 1,605.4
Percent Increase	0.72%	0.53%	0.00%	0.66%
Total FY-95 Operating Budget Request	\$174,011.3	\$68,863.1	\$1,771.3	\$244,645.7

⁽¹⁾ Does not include retirement contributions, Social Security increases, sick leave payout, or LAC activities.

OPTION 2

SIUC FY 1995 OPERATING BUDGET REQUESTS PARAMETERS⁽¹⁾

(in thousands of dollars)	SIUC	SIUE	University Administration	Total
FY-94 Budget Base (Governor's Level)	\$172,766.6	\$68,502.4	\$1,771.3	\$243,040.3
Requested Incremental Increases:				
Salary (3.5%)	4,365.1	1,671.4	44.9	6,081.4
General Price (3.5%)	1,004.0	460.8	14.3	1,479.1
Utilities (3.5% SIUC & SIUE, 10% SoM)	329.0	99.8	--	428.8
Library Materials (10%)	450.2	110.0	--	560.2
Total Incremental Increases	\$ 6,148.3	\$ 2,342.0	\$ 59.2	\$ 8,549.5
O & M Needs	\$ 794.5	\$ 250.7	\$ --	\$ 1,045.2
Programmatic Requests				
New Program Requests	\$ --	\$ --	\$ --	\$ 0.0
Expanded/Improved Program Requests	--	--	--	0.0
Special Analytical Studies	--	--	--	0.0
Total Programmatic and Other	\$ 0.0	\$ 0.0	\$ 0.0	\$ 0.0
Net Change	\$ 6,942.8	\$ 2,592.7	\$ 59.2	\$ 9,594.7
Percent Increase	4.02%	3.78%	3.34%	3.95%
Total FY-95 Operating Budget Request	\$179,709.4	\$71,095.1	\$1,830.5	\$252,635.0

(1) Does not include retirement contributions, Social Security increases, sick leave payout, or LAC activities.

OPTION 3

SIU FY 1995 OPERATING BUDGET REQUESTS PARAMETERS⁽¹⁾

(in thousands of dollars)	SIUC	SIUE	University Administration	Total
FY-94 Budget Base (Governor's Level)	\$172,766.6	\$68,502.4	\$1,771.3	\$243,040.3
Requested Incremental Increases:				
Salary (3.5%)	4,365.1	1,671.4	44.9	6,081.4
General Price (3.5%)	1,004.0	460.8	14.3	1,479.1
Utilities (3.5% SIUC & SIUE, 10% SoM)	329.0	99.8	--	428.8
Library Materials (10%)	450.2	110.0	--	560.2
Total Incremental Increases	\$ 6,148.3	\$ 2,342.0	\$ 59.2	\$ 8,549.5
O & M Needs	\$ 794.5	\$ 250.7	\$ --	\$ 1,045.2
Programmatic Requests				
New Program Requests	\$ --	\$ 200.0	\$ --	\$ 200.0
Expanded/Improved Program Requests	2,346.6	1,150.0	--	3,496.6
Special Analytical Studies	--	--	--	0.0
Total Programmatic and Other	\$ 2,346.6	\$ 1,350.0	\$ 0.0	\$ 3,696.6
Net Change	\$ 9,289.4	\$ 3,942.7	\$ 59.2	\$ 13,291.3
Percent Increase	5.38%	5.76%	3.34%	5.47%
Total FY-95 Operating Budget Request	\$182,056.0	\$72,445.1	\$1,830.5	\$256,331.6

(1) Does not include retirement contributions, Social Security increases, sick leave payout, or LAC activities.

RESOURCE ALLOCATION AND MANAGEMENT PROGRAM (RAMP) PLANNING DOCUMENTS, FISCAL YEAR 1995: EXECUTIVE SUMMARY

The SIU RAMP Planning Documents detail the priorities, plans, and program and related resource needs of Southern Illinois University for Fiscal Year 1995. Included are planning statements; reports on reviews of academic programs, research and public service centers and institutes, and support function reviews; review schedules for academic programs and research and public service units; new program requests; and program and institutional support budget requests. The documents also include reports on undergraduate

assessment, student access and preparation, and a report on undergraduate and graduate student enrollment at SIUC.

In accord with the statewide emphasis on productivity, priorities, and quality of higher education, these documents reflect the programmatic goals and aspirations for SIUE, SIUC, and the School of Medicine, represent only the highest program priorities, and are consistent with their respective institutional mission and focus statements.

SIUC, including the School of Medicine

The SIUC and School of Medicine RAMP requests are summarized within a single Board matter, but are described fully in separate RAMP documents. SIUC has five program and institutional support budget requests for FY 1995, totaling \$1,819,933; the School of Medicine has one, totaling \$526,652. For SIUC, these include repeat funding requests for: (1) Minority Retention; (2) Molecular Biology Initiative; (3) Aquaculture Research and Demonstration Center; (4) Environmental Health and Safety; and (5) Enhancement of Undergraduate Education in English and Foreign Languages in the College of Liberal Arts, and Computer Science in the College of Science. The School of Medicine request is for the Recruitment and Preliminary Education, Entry, Facilitation, and Retention of Minority Students. Additionally, the School of Medicine has one new program request, the establishment of a Department of Neurology, for which no new state funds are sought at this time.

SIUE

FFY 1995 Program and Institutional Support Budget Requests for SIUE include repeat funding requests totaling \$1,150,000 for: Excellence in Undergraduate Teaching/Honors Academy; Bachelor of Science in Business Administration; Enhancement of Nursing Graduate Programs; Improvement of the Undergraduate Program in Nursing; and Minority Incentives. SIUE is seeking \$200,000 in funding for one new program for FY 1995, the Master of Social Work. Establishment of this program was previously requested in FY 1993 and FY 1994.

RESOURCE ALLOCATION AND MANAGEMENT PROGRAM (RAMP) PLANNING DOCUMENTS, FISCAL YEAR 1995 (PLANNING STATEMENTS, PROGRAM REVIEWS, REVIEW OF UNDERGRADUATE EDUCATION, NEW PROGRAM REQUEST, PROGRAM AND INSTITUTIONAL BUDGET REQUESTS), SIUE

Summary

The SIUE mission statement approved by the Board of Trustees in 1985, and included in RAMP 1987, and the recently developed focus statement prepared in consultation with IBHE, continue to define the University's purposes and directions. The Planning Statements describe the ways in which SIUE is fulfilling its mission through specific plans for FY 1995. The Statements contain ten principal sections: Mission and Values of Southern Illinois University at Edwardsville; University-wide Initiatives; Undergraduate Education Initiatives; Graduate Education and Scholarship; Campus Environment; Public Service Activities; Common School Initiatives; Increasing Access to Higher Education; Accountability and Cost Effectiveness; and Supporting the Educational Environment.

The RAMP Program Review section includes a description of the review process, unchanged from that which was submitted in RAMP 1987; a description of a revised program review process for the two years preceding semester conversion in Fall, 1993; the results of all program reviews conducted in 1990-91; a seven-year review schedule for all academic programs; the results of reviews conducted for two public service units (Environmental Resources Training Center and Teacher's Center); and a seven-year review schedule for research and public service units.

A Review of Undergraduate Education at Southern Illinois University at Edwardsville, specifically a report on Student Access and Preparation, is also included.

One New Program Request is presented: the Master of Social Work (also included in RAMPs 93 and 94). A cover sheet with abstract is included, as well as revised budget tables.

Five Program and Institutional Support Budget Requests are presented. All five were recommended for funding by IBHE in previous fiscal years. The B.S. in Business Administration, Enhancement of Nursing Graduate Programs (including Nurse Anesthesia), Excellence in Undergraduate Teaching/Honors Academy, and Improvement of the Undergraduate Program in Nursing appeared in RAMP 94. Minority Incentives appeared in RAMP 93. No funding was received for any of these. Since they are unchanged from previous RAMPs, only the title pages, abstracts, pertinent developments, and revised budget tables are presented.

Rationale for Adoption

The institutional mission statement and focus statement continue to express the objectives of SIUE. The program evaluation procedures and the results of all reviews respond to and reflect the needs of the institution and conform to Illinois Board of Higher Education requirements. The programmatic budget requests are designed to enhance the University's fulfillment of its mission.

Considerations Against Adoption

University officers are aware of none.

Constituency Involvement

The Planning Statements have been reviewed by the appropriate administrators and staff. Internal program evaluation information is the result of extensive committee involvement through the Graduate Council and the Curriculum Council of the Faculty Senate, as well as substantial administrative consideration. The New Program Request and the Program and Institutional Support Budget Requests were previously approved by the University Planning Budget Council. The President, SIUE, subsequently recommended them and received the concurrence of the Chancellor.

Resolution

BE IT RESOLVED, By the Board of Trustees of Southern Illinois University in regular meeting assembled, That, subject to authority reserved to this Board to make modifications, changes, or refinements herein as it deems appropriate in reviewing RAMP Documents, the RAMP Planning Documents for Fiscal Year 1995 for Southern Illinois University at Edwardsville be and are hereby approved as presented to the Board this date; and

BE IT FURTHER RESOLVED, That the Chancellor shall take appropriate steps to accomplish filing of the materials approved herein with the Illinois Board of Higher Education in accordance with prevailing practices of Southern Illinois University.

SIUE NEW PROGRAM REQUEST

Master of Social Work

\$200,000

The proposed program prepares students for the advanced practice of social work in one of two specializations: children and family services or community health care services. Advanced practice by masters-level social workers includes the acquisition, evaluation, and utilization of knowledge, values, and skills in social work practice as identified by the Council on Social Work Education. The program also prepares advanced practitioners to take active professional roles in the social development of the University's service region. Student enrollment is projected to be 75 in four years with an initial enrollment of 30 students. The proposal was most recently included in RAMPs 93 and 94. The IBHE staff has no further reservations about the program and will recommend it for approval once suitable funding is identified.

SIUE PROGRAM AND INSTITUTIONAL SUPPORT BUDGET REQUESTS

Excellence in Undergraduate Teaching/Honors Academy

\$500,000

This budget proposal has a dual purpose: that of enhancing general education and introductory-level courses in mathematics and in English composition, and that of providing resources to implement and support SIUE's Honors Academy program. The new resources requested will enable SIUE to employ full-time faculty members for assignment to general education and introductory-level courses in mathematics and English composition and to assign experienced faculty members to interdisciplinary courses in the Honors Academy. The proposal was approved by IBHE for \$500,000 in RAMP 92 but was not funded because no new program money was forthcoming for FY 92. It was resubmitted in RAMPs 93 and 94.

Bachelor of Science in Business Administration

\$150,000

The purpose of this request is to permit the School of Business to implement proposed revisions in the requirements for the Bachelor of Science in Business Administration. The revisions in the curriculum include more emphasis on the liberal arts and sciences as the foundation for study in business, team-teaching, more structure in the sequencing of course material, continuous evaluation of the student's writing skills, and the development of multicultural and international perspectives. Funding of the proposal will assist faculty in the revision of their courses and teaching methods in accordance with the spirit of the curricular revisions. This proposal was recommended by the IBHE for funding in RAMP 92 (no funding was provided by the state) and was resubmitted in RAMPs 93 and 94.

Enhancement of Nursing Graduate Programs

\$250,000

This request for state funding provides for implementation of the Master of Science Degree in Nursing, Nurse Anesthesia Specialization, and for improvement of graduate Nursing programs in general. State funding for initiation of the Nurse Anesthesia program was requested when the New Program Request for Nurse Anesthesia was put forward in RAMP 91. The program was approved and recommended in December, 1989, but no new program money was forthcoming from the state. Funding was again requested in RAMPs 92, 93, and 94. The Nurse Anesthesia program is now being implemented through a grant from the Department of Health and Human Services, Nursing Division. Funding will be needed effective FY-96 to continue the program. In FY-95, funds will be used for enhancement of other graduate specializations in Nursing.

Improvement of the Undergraduate Program in Nursing

\$100,000

State funding for initiation of major parts of the Registered Nurse offering was requested in FY 1983 and in FY 1986 and obtained in FY 1985 and FY 1990, respectively. Since then, needs in these offerings have expanded considerably due to increased Registered Nurse student enrollment. In addition, clinical practicum faculty supervision needs have increased for generic as well as for RN students. Additional funding is also being requested to expand undergraduate clinical practicum opportunities, provide supplemental course offerings in preparation for the Registered Nurse licensure examination, and to continue developmental course offerings and support activities for students that were initiated through federal grants. This proposal was submitted in RAMPs 92 and 94.

Minority Incentives

\$150,000

The components of this Minority Incentive proposal for SIUE address the priorities set forth by the Illinois Board of Higher Education for Minority Preparation and Retention Initiatives in state universities. The funding request is for personnel to devote the time necessary to undertake this important institutional commitment, as well as for grants and awards to deserving common school and university students to enable them to take advantage of the services this proposal encompasses. This Program and Institutional Support Budget Request is a resubmission of the services this proposal encompasses. This Program and Institutional Support Budget Request is a resubmission of the Expanded/Improved Program Request that was approved by the IBHE for funding in both RAMP 91 and RAMP 92. It was resubmitted in RAMP 93.

TOTAL NEW STATE RESOURCES REQUESTED FOR PROGRAMS: FISCAL YEAR 1995SOUTHERN ILLINOIS UNIVERSITY AT EDWARDSVILLE

<u>New Program Request</u>	<u>Requested New State Appropriations</u>
Master of Social Work	<u>\$200,000</u>
Total New Program Request	\$ 200,000
<u>Program and Institutional Support Budget Requests</u>	
Excellence in Undergraduate Teaching/Honors Academy	\$500,000
B.S. in Business Administration	150,000
Enhancement of Nursing Graduate Programs	250,000
Improvement of the Undergraduate Program in Nursing	100,000
Minority Incentives	<u>150,000</u>
Total Program and Institutional Support Budget Requests	\$1,150,000
TOTAL PROGRAM REQUESTS FOR SIUE	<u>\$1,350,000</u>

RESOURCE ALLOCATION AND MANAGEMENT PROGRAM (RAMP) PLANNING
DOCUMENTS, FISCAL YEAR 1995 (PLANNING STATEMENTS, PROGRAM
REVIEWS, PROGRAM AND INSTITUTIONAL SUPPORT BUDGET REQUESTS),
SIUC, INCLUDING THE SCHOOL OF MEDICINE

Summary

The Fiscal Year 1995 RAMP Planning Documents summarized in this matter have been prepared in accordance with current guidelines promulgated by the Illinois Board of Higher Education (IBHE) and in conformity with University planning processes. They present the University's programmatic priorities and goals for Southern Illinois University at Carbondale (SIUC) including the School of Medicine for Fiscal Year 1995 along with a planned schedule of initiatives for the short-range future.

Planning Statements are included for Enhancing the Quality of Undergraduate Education; General Education and Cultural Diversity; College of Technical Careers Academic Program Planning Goals; College of Engineering Academic Program Planning Goals; Environmental Studies Programmatic Focus; Hazardous Waste Management; Earthquake Preparedness; Update on Assessment and Student Progress; and Undergraduate and Graduate Student Enrollment. The Planning Statements for the School of Medicine address the School's continued leadership in medical education; expansion of the biomedical, social science and humanities research base; strengthened commitment to providing health care, with an emphasis on primary care, to downstate Illinois; maintenance of the financial and facilities base.

Reviews of academic and support functions conducted during Academic Year 1992-93 are reported. Review schedules for academic and support functions and for organized research and public service units are also included. New Program Requests for the School of Medicine include the establishment of a Department of Neurology. No new state funds are requested for this department. The School of Medicine has completed an updated special analytical study of equipment, identified a substantial need, but no new state funds are being requested at this time.

The Program and Institutional Support Budget Requests for SIUC are: (1) Minority Retention; (2) Molecular Biology Initiative; (3) Aquaculture Research and Demonstration Center; (4) Environmental Health and Safety; and (5) Enhancement of Undergraduate Education in English and Foreign Languages in College of Liberal Arts, and Computer Science in College of Science. For the School of Medicine, the request is: (1) Minority Programs.

Rationale for Adoption

These documents provide a comprehensive and systematic plan for the utilization of resources and initiation of programming for Fiscal Year 1995 for SIUC. They are the official documents by which SIUC communicates its priorities, plans, and resource needs to the Chancellor and are used subsequently by the Chancellor in communicating University needs to the Board of Trustees and the IBHE. The documents originate from an ongoing planning process which identifies directions in which the institution may move while assessing the current status of existing programs.

Considerations Against Adoption

University officials are aware of none.

Constituency Involvement

The Planning Statements and Program and Institutional Support Budget Requests have been developed following broad involvement of students, faculty, and staff within the respective academic and support units. In all instances, the documents carry the recommendation of the various program directors and deans. In preparing the various requests, SIUC officials have followed the regular planning process to identify priorities and have sought the recommendations of the constituencies affected. Program requests from the School of Medicine have been recommended by the Executive Committee.

Resolution

BE IT RESOLVED, By the Board of Trustees of Southern Illinois University in regular meeting assembled, That, subject to authority reserved to this Board to make such modifications, changes, or refinements herein as it deems appropriate in reviewing RAMP Documents, the RAMP Planning Documents for Fiscal Year 1995 for Southern Illinois University at Carbondale, including the School of Medicine, be and are hereby approved as presented to the Board this date; and

BE IT FURTHER RESOLVED, That the Chancellor shall take appropriate steps to accomplish filing of the materials approved herein with the Illinois Board of Higher Education in accordance with policies of Southern Illinois University.

PROPOSED FY-95 PROGRAM AND INSTITUTIONAL SUPPORT BUDGET
REQUESTS, SOUTHERN ILLINOIS UNIVERSITY AT CARBONDALE
(INCLUDING THE SCHOOL OF MEDICINE)

Minority Retention	\$ 298,307
Molecular Biology Initiative	\$ 582,486
Aquaculture Research and Demonstration Center	\$ 367,532
Environmental Health and Safety	\$ 380,474
Enhancement of Undergraduate Education in English and Foreign Languages and Literatures in College of Liberal Arts and Computer Science in College of Science	\$ 191,134
<u>TOTAL - SIUC</u>	<u>\$1,819,933</u>
Recruitment and Preliminary Education, Entry, Facilitation, and Retention of Minority Students (SOM)	\$ 526,652
<u>TOTAL - SOM</u>	<u>\$ 526,652</u>
TOTAL PROPOSED FY-95 PROGRAM AND INSTITUTIONAL SUPPORT BUDGET REQUESTS - SIUC AND SCHOOL OF MEDICINE	<u>\$2,346,585</u>

SUMMARY OF PROPOSED FY-95 PROGRAM AND INSTITUTIONAL
SUPPORT BUDGET REQUESTS

Minority Retention

\$ 298,307

This Expansion Request was first submitted in the FY-90 RAMP Planning Documents. IBHE recommended funding for FY-92, but the dollars were not appropriated. Hence, the request is being resubmitted for FY-95. The program request is detailed on pages 397-406 of the FY-92 RAMP Planning Document.

Resources are requested to fund a comprehensive model retention program for Black and Hispanic students whose academic background and measurable skills suggest that they could profit from special services. The project represents a continuation of efforts to increase retention and enhance the graduation rate of minority students at SIUC. The strategies proposed in this request are based on findings and recommendations submitted by a committee commissioned by both the Vice-President for Academic Affairs and the Vice-President for Student Affairs during academic year 1986-87.

Molecular Biology Initiative

\$ 582,486

This proposal was first submitted in SIUC's FY-87 RAMP Planning Documents. IBHE recommended funding for this program in FY-87, FY-88, FY-89, and FY-90. Since \$270,000 was appropriated for this activity for FY-90, the balance of \$430,000 adjusted for inflation to a total request of \$582,486 is being resubmitted for FY-95. The program request is detailed on pages 202-204 of the FY-89 RAMP Planning Documents.

Aquaculture Research and Demonstration Center

\$ 367,532

SIUC continues to be a leader in the area of aquaculture and fish management. Since 1986 when the University increased the number of state supported faculty assigned .75 time to the Cooperative Fisheries Research Laboratory (CFRL) from two to four faculty, the amount of external funding support for fisheries research increased from \$488,000 in 1986 to \$1,035,000 in 1992. The Aquaculture Research and Demonstration Center was established by IBHE in 1992. Funding of the Center would expand the activities of the CFRL and provide a coordinated program of research, training, demonstration, and technology transfer which would be an outgrowth of SIUC's long-standing leadership in fisheries in general and aquaculture in particular.

Environmental Health and Safety

\$ 380,474

The State of Illinois and SIUC in particular are being faced with increasing regulation on environmental concerns affecting the health and safety of their employees and of the general public. Partial recognition of this is contained in the FY-92 capital budget recommendations made by the Illinois Board of Higher Education (IBHE) to the General Assembly and to the Governor. These recommendations contained two projects very similar in nature and which received IBHE statewide priorities of no. 3 for the University of Illinois and no. 4 for SIUC respectively. Further recognition of the importance of these environmental projects is found in the Governor's Capital Budget Plan for FY-92. These two projects were among a few projects to receive his endorsement.

With capital funding assured, the proposal presented herein requests that the State of Illinois should recognize the wider implications of environmental control of chemicals in the workplace and support the development at SIUC of a wide-ranging but coordinated effort in environmental health and safety encompassing not only hazardous waste disposal but also employee health and safety training and monitoring. These efforts would be housed in the proposed new building and, along with existing and proposed academic programs in occupational education and environmental studies, would constitute a coordinated and effective response to environmental health and safety in the university.

Enhancement of Undergraduate Education in English and Foreign Languages and Literatures in College of Liberal Arts, and Computer Science in College of Science

\$ 191,134

This Expansion Request was submitted in the FY-90 RAMP Planning Documents. Because IBHE did not make a recommendation, the request was resubmitted in the FY-91 RAMP Planning Documents and recommended for funding by IBHE.

Funds are being requested for: (1) more teaching staff in order to reduce class sizes in freshman-level composition courses; (2) augmenting computer-assisted instruction in the English Department's Writing Center; and (3) beginning an overdue upgrade of the language laboratory into a multifunction learning laboratory. The proposal is detailed on pages 614-620 of the University's FY-91 RAMP Planning Documents.

Approved without new state funding in 1986, Foreign Language and International Trade has since become one of the growth programs of SIUC. Federal grants and ad hoc internal funding have supported it up to now. Because such funding cannot be relied on systematically and because continuing base budget support is necessary for stability and planned growth, application is now being made for state funding. This program request is detailed on pages 447-455 of the FY-92 RAMP Planning Documents.

TOTAL - SIUC

\$1,819,933

Recruitment and Preliminary Education, Entry, Facilitation, and Retention of Minority Students (SOM)

\$ 526,652

Most medical schools successful in recruiting and retaining minority medical students have minority programs. In downstate Illinois there is no proactive systematic program pathway for minority students to enter the health professions. This proposal will build such a program at SIU-SM that will encompass recruitment, preliminary education, entry, facilitation, and retention of underrepresented minorities. Submitted originally in FY-93, but no funding was recommended by the IBHE.

TOTAL - SCHOOL OF MEDICINE

\$ 526,652

TOTAL PROGRAM AND INSTITUTIONAL SUPPORT BUDGET REQUESTS (SIUC AND SOM)

\$2,346,585

APPROVAL OF PLANS AND SPECIFICATIONS AND AWARD OF CONTRACT:
EXTERIOR PAINTING, STUDENT RECREATION CENTER, PHASE I, SIUC

Summary

This matter seeks the approval of plans and specifications and the award of contract for a project to paint and refurbish the exterior surfaces of the first phase of the Student Recreation Center.

The estimated cost of this project was \$200,000. The recommended bid is \$111,150. Funding for this work will come from student fees.

Rationale for Adoption

At its meeting on May 13, 1993, the Board of Trustees gave its approval to a proposal to paint and refurbish the exterior structural support system and the exterior metal walls of the Student Recreation Center.

A favorable bid of \$111,150 has been received and the award of contract is requested at this time.

Mr. Carl Bretscher, the Board's consulting architect, has reviewed the plans and specifications and recommends their approval.

Considerations Against Adoption

University officers are aware of none.

Constituency Involvement

Not pertinent to this matter.

Resolution

BE IT RESOLVED, By the Board of Trustees of Southern Illinois University in regular meeting assembled, That:

- (1) The contract to paint and refurbish the exterior surfaces of the Student Recreation Center be and is hereby awarded to Penrod Painting, Troy, Illinois, in the amount of \$111,150.
- (2) Final plans and specifications for this project are hereby approved as forwarded to the Board of Trustees via the Architecture and Design Committee for review, and shall be placed on file in accordance with I Bylaws 9.
- (3) The Chancellor of Southern Illinois University be and is hereby authorized to take whatever action may be required in the execution of this resolution in accordance with established policies and procedures.

Mr. Rowe moved the reception of Changes in Faculty-Administrative Payroll, SIUC; the reception of Reports of Purchase Orders and Contracts, May, 1993, SIUC and SIUE, and Information Report: Approval of New Programs, Reasonable and Moderate Extensions, Requests for Off-Campus Program Locations, and Academic Program Suspensions; and the approval of the Minutes of the Meetings held June 9 and 10, 1993; Master of Science in Accountancy Degree Program, School of Business, SIUE; Modification of the Major in General Science and Mathematics to General Science Education, Bachelor of Science Degree Program, Schools of Education and Sciences, SIUE; Establishment of New Educational Unit: Department of Neurology, School of Medicine, SIUC; Termination of the Certificate Programs in Pedodontics, Periodontology, and Prosthodontics, School of Dental Medicine, SIUE; Termination of the Master of Arts/Master of Science Degree Program, Major in Political Science, School of Social Sciences, SIUE; Termination of the Bachelor of Science Degree Program, Major in Recreation, School of Education, SIUE; Termination of the Master of Arts Degree Program, Major in Philosophy and the Specialization in Women's Studies, School of Humanities, SIUE; Termination of the Bachelor of Science Degree Program, Major in Physical Science Education, Schools of Education and Sciences, SIUE; Termination of the Doctor of Education Degree Program, Major in Instructional Process, School of Education, SIUE; Abolition of the Master of Science Degree in Statistics, Department of Mathematics, College of Science, SIUC; Abolition of the Master of Arts Degree in Zoology, Department of Zoology, College of Science, SIUC; Abolition of the Master of Arts Degree in Plant Biology, Department of Plant Biology, College of Science, SIUC; Abolition of the Renewal Institute for Practicing Educators, College of Education, SIUC; Abolition of the Ph.D. Degree in Higher Education, College of Education, SIUC; Abolition of the M.S. Degree in Community Development, College of Liberal Arts.

SIUC; Abolition of the Ph.D. Degree in Communication Disorders and Sciences, College of Communications and Fine Arts, SIUC; Abolition of the Ph.D. Degree in Molecular Science, Graduate School, SIUC; Abolition of the Law Enforcement Associate in Applied Science Degree, College of Technical Careers, SIUC; Abolition of the Avionics Technology Associate in Applied Science Degree, College of Technical Careers, SIUC; Abolition of the Computer Information Processing Associate in Applied Science Degree, College of Technical Careers, SIUC; Abolition of the College of Communications and Fine Arts; the Creation of a College of Mass Communication and Media Arts; and the Reallocation of Units to the College of Liberal Arts and the College of Education, SIUC; Reorganization of Public Service Units, SIUE; Operating RAMP Guidelines for Fiscal Year 1995; Resource Allocation and Management Program (RAMP) Planning Documents, Fiscal Year 1995: Executive Summary; Planning Statements, Program Reviews, Review of Undergraduate Education, New Program Request, Program and Institutional Budget Requests, SIUE; Planning Statements, Program Reviews, Program and Institutional Support Budget Requests, SIUC, including the School of Medicine; and Approval of Plans and Specifications and Award of Contract: Exterior Painting, Student Recreation Center, Phase I, SIUC. The motion was duly seconded. Student Trustee opinion in regard to this motion was indicated as follows: Aye, Mark Kochan; nay, none. The motion carried by the following recorded vote: Aye, B. Barnard Birger, Molly D'Esposito, William R. Norwood, Harris Rowe, A. D. VanMeter, Jr., George T. Wilkins, Jr.; nay, none.

The following matter was presented:

SCHEDULE OF MEETINGS OF THE BOARD OF TRUSTEES FOR 1994

As a traditional practice and for convenience in meeting certain provisions of the Open Meetings Act, Board meetings have been scheduled on an annual basis. Custom has called for scheduling alternate meetings on alternate campuses of the University, and recent practice has identified the second Thursday of each month as the regular meeting date. Approval is requested for the schedule listed below:

February 10, 1994	Southern Illinois University at Carbondale
March 10, 1994	Southern Illinois University at Edwardsville
April 14, 1994	Southern Illinois University at Carbondale
May 12, 1994	Southern Illinois University at Edwardsville, School of Dental Medicine, Alton
June 9, 1994	Southern Illinois University School of Medicine, Springfield
July 14, 1994	Southern Illinois University at Edwardsville
September 8, 1994	Southern Illinois University at Carbondale
October 13, 1994	Southern Illinois University at Edwardsville
November 10, 1994	Southern Illinois University at Carbondale
December 8, 1994	Southern Illinois University at Edwardsville

Southern Illinois University - Board of Trustees

CARBONDALE, ILLINOIS 62901-6801



July 8, 1993

The following schedule reflects the second Thursday of each month for the meetings of the Board of Trustees for 1994:

<u>Deadline Dates for 1994 Receipt of Agenda Items</u> (Due by 4:30 p.m.)	<u>1994 Mailing Dates Agenda and Matters</u>	<u>1994 Meeting Dates Board of Trustees</u> (Thursday)
*Friday, January 14	Friday, January 28	SIUC - February 10
Monday, February 14	Friday, February 25	SIUE - March 10
Monday, March 21	Friday, April 1	SIUC - April 14
Monday, April 18	Friday, April 29	SIUE School of Dental Medicine, Alton - May 12
Monday, May 16	Friday, May 27	SIU School of Medicine in Springfield - June 9
Monday, June 20	Friday, July 1	SIUE - July 14
Monday, August 15	Friday, August 26	SIUC - September 8
Monday, September 19	Friday, September 30	SIUE - October 13
Monday, October 17	Friday, October 28	SIUC - November 10
Monday, November 14	Wednesday, November 23	SIUE - December 8

*Due to holidays.

Meetings have not been scheduled for the months of January and August.

Mr. Norwood moved approval of the resolution as presented. The motion was duly seconded, and after a voice vote the Chairman declared the motion to have passed.

The Chairman explained that in order to consider a Current and Pending matter unanimous consent had to be given. Mr. Rowe moved that the Board consent to consider the Current and Pending matter. The motion was duly seconded, and after a voice vote the Chairman declared that there had been unanimous consent to consider.

The following matter was presented:

Recognition of

B. Barnard Birger

Resolution

WHEREAS, B. Barnard Birger, Chairman of the Board of B.B.B. Companies in Collinsville, was appointed by Illinois Governor James R. Thompson in October 1985 to serve on the Southern Illinois University Board of Trustees;

WHEREAS, Mr. Birger has served faithfully on the SIU Board for the past eight years;

WHEREAS, Mr. Birger brought to the SIU Board his decades of experience in construction, engineering, and real estate businesses and his experience as chairman of the Illinois Capital Development Board's architectural and engineering subcommittee;

WHEREAS, Mr. Birger has placed that valuable experience at the service of the University as a member of the Board's Architecture and Design Committee since February 1986;

WHEREAS, Mr. Birger also has cheerfully and successfully acted in various other capacities, such as the Board's representative to the Board of Directors of the Southern Illinois University at Edwardsville Foundation (since 1986); the Board's alternate representative to the Joint Trustees Committee for Springfield Medical Education Programs (1986, 1987); and a member of the Illinois Coalition (1991-1993);

WHEREAS, Mr. Birger established a presidential scholarship through the Southern Illinois University at Edwardsville Foundation; and

WHEREAS, Mr. Birger has carried out his stated intention, throughout his service to SIU, "to continually strive for improvement in our competitive position in the state and nation and (for SIU) to be recognized for the great University that we have;"

NOW, THEREFORE, BE IT RESOLVED, That the Southern Illinois University Board of Trustees expresses its sincerest gratitude and appreciation to B. Barnard Birger for his years of devoted and dedicated service on this Board and its various committees; and

BE IT FURTHER RESOLVED, That the SIU Board of Trustees offers B. Barnard Birger its best wishes for happiness and success in the years ahead in his business and civic endeavors.

Mr. Rowe moved approval of the resolution. The motion was duly seconded. Student Trustee opinion in regard to the motion was indicated as follows: Aye, Mark Kochan; nay, none. The motion carried by the following recorded vote: Aye, Molly D'Esposito, William R. Norwood, Harris Rowe, A. D. VanMeter, Jr., George T. Wilkins, Jr.; nay, none.

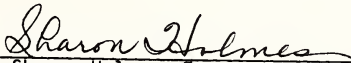
The Chairman stated that not only do we celebrate his service to the University, but we also celebrate the fact that he has just recently had a very serious operation and nothing can get him down. He stated that Board members appreciated his years of service on the Board.

The Chairman introduced Celeste Stiehl, the newly appointed member of the SIU Board of Trustees.

The Chairman stated that a news conference would be held in the International Room immediately following.

Mr. Norwood moved that the meeting be adjourned. The motion was duly seconded, and after a voice vote the Chair declared the motion to have passed unanimously.

The meeting adjourned at 11:55 a.m.


Sharon Holmes, Executive Secretary

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MINUTES OF THE SPECIAL MEETING OF THE BOARD OF TRUSTEES
SOUTHERN ILLINOIS UNIVERSITY
SEPTEMBER 8, 1993

A special meeting of the Board of Trustees of Southern Illinois University convened at 3:40 p.m., in the Indian Building, Touch of Nature, Southern Illinois University at Carbondale, Carbondale, Illinois. In the absence of the regular Secretary, the Chair appointed Harris Rowe to serve as Secretary pro tem. The following members of the Board were present:

John Brewster
Molly D'Esposito, Vice-Chair
Mark A. Kochan
William R. Norwood
Harris Rowe, Secretary pro tem
Celeste M. Stiehl
A. D. VanMeter, Jr., Chair

The following member was absent:

George T. Wilkins, Jr., Secretary

Also present were Dr. James M. Brown, Chancellor of Southern Illinois University, Dr. John C. Guyon, President, SIUC, and Mr. C. Richard Gruny, Board Legal Counsel.

A quorum was present.

Mr. Norwood moved that the Board go into closed session to consider information regarding the appointment, employment or dismissal of employees or officers, and adjourn directly from the closed session with no action having been taken. The motion was duly seconded. The motion carried by the following recorded vote: Aye, John Brewster, Molly D'Esposito, Mark Kochan, William R. Norwood, Harris Rowe, Celeste M. Stiehl, A. D. VanMeter, Jr.; nay, none.

The meeting adjourned at 5:32 p.m.


Harris Rowe, Secretary pro tem

MINUTES OF THE MEETING OF THE BOARD OF TRUSTEES
SOUTHERN ILLINOIS UNIVERSITY
SEPTEMBER 9, 1993

The regular monthly meeting of the Board of Trustees of Southern Illinois University convened on Thursday, September 9, 1993, at 11:15 a.m. in Ballroom "D" of the Student Center, Southern Illinois University at Carbondale, Carbondale, Illinois. The regular Chair and Secretary being present, the meeting was called to order. The following members of the Board were present:

John Brewster
Molly D'Esposito, Vice-Chair
Mark A. Kochan
William R. Norwood
Harris Rowe
Celeste M. Stiehl
A. D. VanMeter, Jr., Chair
George T. Wilkins, Jr., Secretary

Executive Officers present were:

James M. Brown, Chancellor of Southern Illinois University
John C. Guyon, President, SIUC
Earl E. Lazerson, President, SIUE

Also present were Sharon Holmes, Executive Secretary of the Board; C. Richard Gruny, Board Legal Counsel; and Donald W. Wilson, Board Treasurer.

The Secretary reported a quorum present.

NOTE: Copies of all background documents furnished to the Board in connection with the following matters have been placed on file in the Office of the Board of Trustees.

The Chair introduced Celeste M. Stiehl, newest member of the Board of Trustees. He stated that he had asked Mrs. Stiehl to serve as a member of the Architecture and Design Committee and as the Board's representative on the Southern Illinois University at Edwardsville Foundation. He also announced that he had asked Mark Kochan to serve as a member of the Academic Matters Committee.

The Chair announced that pursuant to notice the Board of Trustees had held a special meeting at approximately 3:30 p.m. in the Indian Building, Touch of Nature, Southern Illinois University at Carbondale, Carbondale, Illinois, on Wednesday, September 8, 1993. He continued that the only public portion of the meeting consisted of a motion to close the meeting to the public for the purpose of considering information regarding the appointment, employment or dismissal of employees or officers. He stated that the occasion was the continuation of the annual evaluation of President John Guyon, pursuant to the Statutes of the Board. He announced that it was anticipated that the second review of Chancellor Brown would precede the Board meeting in October, but that appropriate notice would be given.

The Chair stated that pursuant to notice members of the Board of Trustees had had breakfast with Mr. Don Wilson, Board Treasurer, and Mr. Joe Yusko, Director of University Risk Management and Self-Insurance Program. He continued that the breakfast had been held in the Friends' Room at Touch of Nature.

Under Trustee Reports, Mr. Norwood reported that he had attended the SIUC Commencement on August 7. He stated that this was one of the largest summer commencements on record, if not the largest.

Mrs. D'Esposito reported that she had attended the September 7 and 8 meetings of the Illinois Board of Higher Education on the campus of Chicago State University. She stated that the IBHE had convened as a Committee of the Whole to discuss faculty roles and responsibilities for PQP purposes. She explained that Mr. Quern had stated that this report was a key element in the PQP process because how a faculty spends its time reflects the goals of the institution. He continued to encourage teaching excellence and the use of the budget process to focus on this priority. She stated that Mr. Quern had also

stressed the quality of research and not the quantity. She said that Wilma Sutton, Chairman of the Board of Governors, had read a prepared statement about the information on one of the tables, table #4, page 17, item 5 of the IBHE agenda. She said that the table contained the characteristics of full-time public institution faculty for 1992. She gave the following statistics: within public institutions the racial/ethnic composition is white 86.7%, Black 3.7%, Hispanic, 1.9%, Asian or Pacific Islander 7.3%, and Native American 3/10ths of 1%. She continued that within the gender categories, males comprise 70% and females comprise 30%. She explained that Mrs. Sutton's prepared remarks were an impassioned plea that if there was one outcome of PQP that these numbers change and change dramatically so that those minorities and women are more represented within the ranks of full-time professors on the campuses of the twelve universities within the state. Mrs. D'Esposito reported that another item of discussion was the focus statements for Illinois public universities. She explained that these focus statements were descriptions of what each campus did specifically, but were not the mission statements for a campus. She said that SIU had worked very hard on the focus statements which were to be used by the IBHE to work on future PQP issues. Because of the contentious nature of the discussion over the statements, she stated that Mr. Quern had decided to table the issue until the January meeting. She reported that both she and John Haller had spoken about some of the specific recommendations made on health professions education regarding the SIU School of Medicine and the Dental School. She explained that there were some statewide capacity issues that they had disagreed with, but unfortunately the recommendations were left as is. She announced that a committee to study affordability of higher education in Illinois was appointed and that Molly Norwood is one of its members.

Under Committee Reports, Dr. Wilkins submitted the following Executive Committee Report:

EXECUTIVE COMMITTEE REPORT

By action at the June 10, 1993, meeting of the Board of Trustees, the Board authorized the members of the Executive Committee of the Board to award contracts in connection with that portion of the Student Residence Facilities project. The following matter was so approved and is reported to the Board at this time pursuant to III Bylaws 1:

AWARD OF CONTRACTS: STUDENT RESIDENCE HALL, SIUE

Summary

This matter approves the award of contracts in connection with the Student Residence Hall, SIUE. The Residence Hall is the major component of the Student Residence Facilities capital project which will involve construction of a 500-bed residence hall near the campus core, housing-related renovations to University Center Food Service facilities, and renovation of the Tower Lake Apartments. The approved budget for the Student Residence Facilities project is \$13.6 million, which will be funded from the sale of revenue bonds.

A summary of bids received is attached for information. Included with the bid summary for the General Construction category is a listing of the alternates for General Construction Work that University officers propose to not elect. The listing was prepared to reduce the bulk of the bid summary package. Alternates for the General Construction category were prioritized by the University and the priorities announced after bids were received, but prior to the bid opening. The selection of General Construction alternates proposed to be elected was based on the priority listing and judgments of alternates that would most add value to the facility given the funds available.

Rationale for Adoption

At its November 12, 1992 meeting, the Board approved the Student Residence Facilities project, and approved a budget of \$13.6 million for the project. At its December 10, 1992 meeting, the Board approved the recommendation of firms with which to negotiate a contract for architectural/engineering services. A contract was negotiated with the firm of Solomon, Cordwell, Buenz and Associates, Inc., Chicago, Illinois, to perform such services for the Student Residence Hall portion of the project. A contract was negotiated with the firm of FGM, Inc., Belleville, Illinois, to provide such services for the Food Service and the Tower Lake apartment renovation portions of the project. At its June 10, 1993 meeting, the Board approved the plans and specifications for the Student Residence Hall, and authorized the members of the Executive Committee of the Board to award contracts in connection with that portion of the Student Residence Facilities project.

Based on the contracts proposed herein for the residence hall, following is a summary of the budget for the Student Residence Facilities capital project.

Student Residence Hall:

Total of contracts proposed. A/E fees and construction contingency	\$11,427,649
Estimated cost of equipment (beds, furniture, and the like)	603,000
Costs for test borings, environmental and archaeological surveys, legal fees, and the like	<u>199,000</u>
Residence Hall subtotal	\$12,229,649

University Center Food Service renovations:

Architect's estimate of total cost of work, A/E fees and construction contingency	\$ 165,000
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Tower Lake Housing renovations:

Funds available for renovations	<u>\$ 1,205,351</u>
Total project budget	\$13,600,000

The bids received for the Student Residence Hall portion of the project are within budget and award of the contracts is now timely.

Considerations Against Adoption

University officers are aware of none.

Constituency Involvement

Not pertinent to this matter.

Resolution

BE IT RESOLVED, By the members of the Executive Committee of the Board of Trustees of Southern Illinois University, That:

(1) Contracts in connection with the Student Residence Hall portion of the capital project, Student Residence Facilities, SIUE, be awarded as follows:

(a) A contract in the amount of \$6,616,775 to S. M. Wilson & Company, Granite City, Illinois, for the General Construction Work.

- (b) A contract in the amount of \$721,000 to Kane Mechanical, Inc., Wood River, Illinois, for the Heating, Piping, Refrigeration, and Automatic Temperature Control Work.
 - (c) A contract in the amount of \$1,166,400 to Kane Mechanical, Inc., Wood River, Illinois, for the Plumbing Work.
 - (d) A contract in the amount of \$331,750 to Bi-State Fire Protection, St. Charles, Missouri, for the Fire Protection Work.
 - (e) A contract in the amount of \$263,215 to Fritz, Inc., Belleville, Illinois, for the Ventilating and Distribution System for Conditioned Air Work.
 - (f) A contract in the amount of \$1,055,000 to J. F. Electric, Edwardsville, Illinois, for the Electrical Work.
- (2) The Chancellor of Southern Illinois University be and is hereby authorized to take whatever action may be required in the execution of this resolution in accordance with established policies and procedures.

**BIDDING SUMMARY SHEET
STUDENT RESIDENCE HALL**

**ON THE
SOUTHERN ILLINOIS UNIVERSITY
AT EDWARDSVILLE CAMPUS**

Heating, Piping, Refrigeration, and Automatic Temperature Control; Ventilating and Distribution System for Conditioned Air; Electrical Plumbing; and Fire Protection bids were taken at 2:30 p.m., July 13, 1993; General Work bids were taken at 2:30 p.m. on July 14, 1993

PROPOSED AWARDEES

BID PRICE

General Work

S H Wilson & Co. P.O. Box 130, 1616 Cleveland Granite City, IL 62040	Base Only Alternates G2b, G2c, G1b, G3, G16, G14, G12, G27, G7a, G5b, G5a, G1a, G1d, G1f, G1c, G1g, G13, G24, G2e, G20b	\$ 6,350,000.00 \$ 266,775.00
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**Heating, Piping, Refrigeration, and
Automatic Temperature Control Work**

Kane Mechanical Inc. 263 South Sixth Street Wood River, IL 62095	Base Only	\$ 721,000.00
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Plumbing Work

Kane Mechanical Inc. 263 South Sixth Street Wood River, IL 62095	Base Only Alternate P2B	\$ 1,193,000.00 (\$ 26,600.00)
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Fire Protection Work

BI-State Fire Protection 1001 N. Second Street St. Charles, MO 63301	Base Only	\$ 331,750.00
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**Ventilating and Distribution System
for Conditioned Air Work**

Fritzt, Inc. 424 Lebanon Avenue Belleville, IL 62220	Base Only	\$ 263,215.00
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Electrical Work


J. F. Electric P.O. Box 570 Edwardsville, IL 62025	Base Only	\$ 1,055,000.00
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Total of Bids.	\$10,154,140.00
Plus Contingency	439,709.00
Plus Architect and Engineer Fees	\$ 833,800.00
TOTAL COST OF WORK\$11,427,649.00

Time to complete: 365 calendar days

NOTE: The priority of alternates was announced prior to the opening of the bids.


STUDENT RESIDENCE HALL
ON THE
SOUTHERN ILLINOIS UNIVERSITY
AT EDWARDSVILLE CAMPUS

	GENERAL WORK BASE BID	GENERAL WORK ALTERNATE G2B Clear Maple finish base in Meeting Room 1 & 2	GENERAL WORK ALTERNATE G2C Clear Maple finish base in Learning Resource - Center
S. H. Wilson & Co. P.O. Box 130, 1616 Cleveland Granite City, IL 62040	\$6,350,000.00	\$ 1,560.00	\$ 1,300.00
H. B. D. Contracting Inc. 5517 Manchester Avenue St. Louis, MO 63110	\$6,430,000.00	\$ 1,200.00	\$ 1,000.00
Korte Construction #7 Highland Ind. Ct. Highland, IL 62249	\$6,435,000.00	\$ 1,230.00	\$ 780.00
BSI Constructors Inc. 6767 Southwest Avenue St. Louis, MO 63143-2690	\$6,490,000.00	\$ 1,200.00	\$ 1,100.00
Altman-Charter Co. 2258 Schuertz Road St. Louis, MO 63146	\$6,565,000.00	\$ 1,031.00	\$ 775.00
Turner Construction Co. 319 H. Fourth Street, Ste 400 St. Louis, MO 63102	\$6,649,000.00	\$ 575.00	\$ 900.00
River City Construction 1107 West Church Street Benton, IL 62812	\$6,660,000.00	\$ 1,000.00	\$ 1,000.00
R. G. Ross Construction 4079 Bayless Avenue St. Louis, MO 63125	\$6,688,866.00	\$ 500.00	\$ 300.00


September 9, 1993

**STUDENT RESIDENCE HALL
ON THE
SOUTHERN ILLINOIS UNIVERSITY
AT EDWARDSVILLE CAMPUS**

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	GENERAL WORK ALTERNATE G1B Clear maple chair rail in Meeting Room 1 & 2	GENERAL WORK ALTERNATE G3 Bulletin boards	GENERAL WORK ALTERNATE G16 Sand textured paint in Main Corridor, Prefunction 1 & 2, Central Lobby, Entry Lobby, and Corridor, Front desk, and Mailroom
S. M. Wilson & Co. P.O. Box 130, 1616 Cleveland Granite City, IL 62040	\$ 820.00	\$ 2,450.00	\$ 550.00
J. B. D. Contracting Inc. 6517 Manchester Avenue St. Louis, MO 63110	\$ 550.00	No Bid	\$ 550.00
Forte Construction 17 Highland Ind. Ct. Highland, IL 62249	\$ 670.00	\$2,500.00	\$ 550.00
CSI Constructors Inc. 1767 Southwest Avenue St. Louis, MO 63143-2690	\$ 900.00	\$ 3,000.00	\$ 500.00
Altman-Charter Co. 258 Schuetz Road St. Louis, MO 63146	\$ 620.00	\$ 3,530.00	\$ 550.00
Turner Construction Co. 19 N. Fourth Street, Ste 400 St. Louis, MO 63102	\$ 650.00	\$ 3,150.00	\$ 1,275.00
River City Construction 107 West Church Street Benton, IL 62812	\$ 500.00	\$ 2,000.00	\$ 500.00
G. Ross Construction 879 Bayless Avenue St. Louis, MO 63125	\$ 143.00	\$ 1,109.00	\$ 540.00

STUDENT RESIDENCE HALL
ON THE
SOUTHERN ILLINOIS UNIVERSITY
AT EDWARDSVILLE CAMPUS

		GENERAL WORK ALTERNATE G14 Fabric wall covering in Multi-Function and East & West Parlors	GENERAL WORK ALTERNATE G12 Ceramic tile floor and base	GENERAL WORK ALTERNATE G27 5/8" Gypsum board
	S. M. Wilson & Co. P.O. Box 130, 1616 Cleveland Granite City, IL 62040		\$ 930.00	\$57,000.00
H. B. D. Contracting Inc. 5517 Manchester Avenue St. Louis, MO 63110		\$ 5,700.00	No Change	\$ 6,600.00
Korte Construction #7 Highland Ind. Ct. Highland, IL 62249		\$ 900.00	\$60,000.00	\$ 3,300.00
BSI Constructors Inc. 6767 Southwest Avenue St. Louis, MO 63143-2690		\$ 5,200.00	\$70,000.00	\$ 4,000.00
Altman-Charter Co. 2258 Schuetz Road St. Louis, MO 63146		\$ 930.00	(\$24,300.00)	\$ 3,520.00
Turner Construction Co. 319 N. Fourth Street, Ste 400 St. Louis, MO 63102		\$ 6,000.00	\$37,500.00	\$ 6,300.00
River City Construction 1107 West Church Street Benton, IL 62612		\$ 1,000.00	\$59,000.00	\$ 6,500.00
R. G. Ross Construction 4079 Bayless Avenue St. Louis, MO 63125		\$ 5,700.00	\$59,500.00	\$ 5,280.00

September 9, 1993

STUDENT RESIDENCE HALL


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ON THE
SOUTHERN ILLINOIS UNIVERSITY
AT EDWARDSVILLE CAMPUS



	<p>GENERAL WORK ALTERNATE G7A</p> <p>Maple-laminated plank flooring</p>	<p>GENERAL WORK ALTERNATE G5B</p> <p>Clear finish maple on window stool/ apron in Meeting Rooms 1&2, Learning Resource Center, Lobby, Corridor, Entry Lounge, and Hallroom</p>	<p>GENERAL WORK ALTERNATE G5A</p> <p>Clear finish maple on window stool/apron in Multi- function Room, East and West Parlors - Hallroom</p>
<p>S. M. Wilson & Co. P.O. Box 130, 1616 Cleveland Granite City, IL 62040</p>	<p>\$ 25,300.00</p>	<p>\$ 710.00</p>	<p>\$ 300.00</p>
<p>M. B. D. Contracting Inc. 5517 Manchester Avenue St. Louis, MO 63110</p>	<p>\$ 30,800.00</p>	<p>\$ 1,100.00</p>	<p>\$ 450.00</p>
<p>Korte Construction #7 Highland Ind. Ct. Highland, IL 62249</p>	<p>\$ 33,300.00</p>	<p>\$ 690.00</p>	<p>\$ 270.00</p>
<p>BSI Constructors Inc. 6767 Southwest Avenue St. Louis, MO 63143-2690</p>	<p>\$ 35,000.00</p>	<p>\$ 900.00</p>	<p>\$ 400.00</p>
<p>Altman-Charter Co. 2258 Schuetz Road St. Louis, MO 63146</p>	<p>\$ 30,803.00</p>	<p>\$ 1,265.00</p>	<p>\$ 500.00</p>
<p>Turner Construction Co. 319 N. Fourth Street, Ste 400 St. Louis, MO 63102</p>	<p>\$ 33,000.00</p>	<p>\$ 1,050.00</p>	<p>\$ 500.00</p>
<p>River City Construction 1107 West Church Street Benton, IL 62812</p>	<p>\$ 25,000.00</p>	<p>\$ 2,500.00</p>	<p>\$ 1,000.00</p>
<p>R. G. Ross Construction 4079 Bayless Avenue St. Louis, MO 63125</p>	<p>\$ 25,290.00</p>	<p>\$ 1,050.00</p>	<p>\$ 350.00</p>

STUDENT RESIDENCE HALL
ON THE
SOUTHERN ILLINOIS UNIVERSITY
AT EDWARDSVILLE CAMPUS

	GENERAL WORK ALTERNATE G1A Maple chair rail in Multi-function Room, East and West Parlors	GENERAL WORK ALTERNATE G1D Maple chair rail in East corridor, Prefunction 1&2, Entry Lounge, Mailroom and West Corridor	GENERAL WORK ALTERNATE G1F Maple chair rail in Lounges
	S. H. Wilson & Co. P.O. Box 130, 1616 Cleveland Granite City, IL 62040	\$ 1,225.00	\$ 2,850.00
H. B. D. Contracting Inc. 5517 Manchester Avenue St. Louis, MO 63110	\$ 814.00	\$ 1,700.00	\$ 3,400.00
Korte Construction #7 Highland Ind. Ct. Highland, IL 62249	\$ 970.00	\$ 3,100.00	\$ 4,300.00
BSI Constructors Inc. 6767 Southwest Avenue St. Louis, MO 63143-2690	\$ 1,200.00	\$ 2,800.00	\$ 5,000.00
Altman-Charter Co. 2258 Schuetz Road St. Louis, MO 63146	\$ 940.00	\$ 1,960.00	\$ 3,810.00
Turner Construction Co. 319 N. Fourth Street, Ste 400 St. Louis, MO 63102	\$ 960.00	\$ 2,250.00	\$ 3,450.00
River City Construction 1107 West Church Street Benton, IL 62812	\$ 1,000.00	\$ 2,000.00	\$ 3,500.00
R. G. Ross Construction 4079 Bayless Avenue St. Louis, MO 63125	\$ 226.00	\$ 1,080.00	\$ 1,690.00

September 9, 1993


STUDENT RESIDENCE HALL
ON THE
SOUTHERN ILLINOIS UNIVERSITY
AT EDWARDSVILLE CAMPUS

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	GENERAL WORK ALTERNATE G1C Maple chair rail in Learning Resource Center	GENERAL WORK ALTERNATE G1G Maple Chair rail in Central Lobby (south wall)	GENERAL WORK ALTERNATE G13 Suspended maple board ceiling in Multi-Function Room
S. M. Wilson & Co. P.O. Box 130, 1616 Cleveland Granite City, IL 62040	\$ 825.00	\$ 425.00	\$23,500.00
H. B. D. Contracting Inc. 5517 Manchester Avenue St. Louis, MO 63110	\$ 425.00	\$ 200.00	\$13,000.00
Korte Construction #7 Highland Ind. Ct. Highland, IL 62249	\$ 720.00	\$ 360.00	\$25,400.00
BSI Constructors Inc. 6767 Southwest Avenue St. Louis, MO 63143-2690	\$ 800.00	\$ 400.00	\$30,000.00
Altman-Charter Co. 2258 Schuetz Road St. Louis, MO 63146	\$ 540.00	\$ 270.00	\$26,780.00
Turner Construction Co. 319 N. Fourth Street, Ste 400 St. Louis, MO 63102	\$ 550.00	\$ 260.00	\$28,500.00
River City Construction 1107 West Church Street Benton, IL 62812	\$ 500.00	\$ 500.00	\$27,000.00
R. G. Ross Construction 4079 Bayless Avenue St. Louis, MO 63125	\$ 270.00	\$ 120.00	\$29,700.00

STUDENT RESIDENCE HALL
ON THE
SOUTHERN ILLINOIS UNIVERSITY
AT EDWARDSVILLE CAMPUS

		GENERAL WORK ALTERNATE G24 Raised Planter at pedestrian entry (center planter)	GENERAL WORK ALTERNATE G2A Clear maple finish base in Multi-function, East & West Parlors	GENERAL WORK ALTERNATE G20B Corian walls at shower stalls
	S. M. Wilson & Co. P.O. Box 130, 1616 Cleveland Granite City, IL 62040		\$ 9,400.00	\$ 2,680.00
H. B. D. Contracting Inc. 5517 Manchester Avenue St. Louis, MO 63110		\$20,500.00	\$ 2,200.00	No Bid
Korte Construction #7 Highland Ind. Ct. Highland, IL 62249		\$ 9,700.00	\$ 2,100.00	\$142,800.00
BSI Constructors Inc. 6767 Southwest Avenue St. Louis, MO 63143-2690		\$ 8,500.00	\$ 3,000.00	\$145,000.00
Altman-Charter Co. 2258 Schuetz Road St. Louis, MO 63146		\$ 9,400.00	\$ 1,781.00	\$126,000.00
Turner Construction Co. 319 N. Fourth Street, Ste 400 St. Louis, MO 63102		\$10,000.00	\$ 1,200.00	\$124,000.00
River City Construction 1107 West Church Street Benton, IL 62812		\$12,000.00	\$ 1,500.00	\$130,000.00
R. G. Ross Construction 4079 Bayless Avenue St. Louis, MO 63125		\$36,500.00	\$ 805.00	\$109,339.00

STUDENT RESIDENCE HALL
ON THE
SOUTHERN ILLINOIS UNIVERSITY
AT EDWARDSVILLE CAMPUS
GENERAL CONTRACTORS
ALTERNATES NOT ELECTED

- ALTERNATE G1E - Clear finish maple chair rail in Typical Student Wing Corridors (all floors)
- ALTERNATE G2D - Clear finish maple base in Corridors, Prefunction #1 and #2, Entry Lounge, and Mailroom
- ALTERNATE G2E - Clear finish maple base in Typical Student Wing Corridors (all floors)
- ALTERNATE G2F - Clear finish maple base in Lounges (all locations)
- ALTERNATE G4 - Corner guards in accent colors to match wall accent colors in Typical Student Wing Corridors (all floors)
- ALTERNATE G6 - Shower door (between Typical Shower and Typical Bath in typical student bathrooms) to match toilet partition door between Typical Shower and Typical Bath
- ALTERNATE G7B - Natural finish cork tile
- ALTERNATE G8 - Delete exposed-to-view layer of 1/2" Gypsum Wall Board and provide imperial plaster system
- ALTERNATE G9 - Raise all parapets by three brick courses around entire perimeter of building
- ALTERNATE G10 - Replace slate tile with carpet in Corridor, Vending, Prefunction #1 & #2 and Mailroom
- ALTERNATE G11 - 4" x 4" glazed ceramic tile on all walls full height in Men's Toilet & Women's Toilet at 1st floor
- ALTERNATE G15 - Green tinted glass
- ALTERNATE G18A - Service Court Concrete Pavement to be concrete
- ALTERNATE G18B - Service Court Entrance Road to be concrete

- ALTERNATE G18C - Entrance Road from Circle Drive to and including cul-de-sac and parking area to be concrete
- ALTERNATE G19 - Two additional asphalt walks from two exit stairs to Service Court
- ALTERNATE G20A - ABS plastic walls and ceilings at shower stalls
- ALTERNATE G21 - Canopy trees: Sugar Maple (*Acer rubrum*), Patmore Ash (*Fraxinum pennsylvania* "Patmore"), Red Oak (*Quercus ruba*); and Flowering Trees: Red Bud (*Cercis canadensis*), Winter King Hawthorn (*Crataegus viridis* "Winter King")
- ALTERNATE G22 - Canopy trees: Sugar Maple (*Acer rubrum*), Patmore Ash (*Fraxinum pennsylvania* "Patmore"), Red Oak (*Quercus ruba*), American Linden (*Tilia americana*)
- ALTERNATE G23 - Canopy trees: Patmore Ash (*Fraxinum pennsylvania* "Patmore"), Red Oak (*Quercus ruba*); and Flowering Trees: Winter King Hawthorn (*Crataegus viridis* "Winter King")
- ALTERNATE G25 - Raised planters - one at vehicular entry, two additional at pedestrian entry
- ALTERNATE G26 - Add lawn sprinkler heads in same two courts

September 9, 1993

STUDENT RESIDENCE HALL

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ON THE
SOUTHERN ILLINOIS UNIVERSITY
AT EDWARDSVILLE CAMPUS



HEATING, PIPING
REFRIGERATION,
AND AUTOMATIC
TEMPERATURE,
CONTROL WORK
BASE BID

Cane Mechanical Inc. 263 South Sixth Street Good River, IL 62095		\$721,000.00		
Granite Mechanical Inc. 1506 Johnson Road, Ste. 3 Granite City, IL 62040		\$765,948.00		
France Mechanical Corp. P.O. Box 646 Edwardsville, IL 62025		\$877,000.00		
General Installation Co. 500 Drilling Service Drive Maryland Heights, MO 63043		\$897,157.00		

September 9, 1993

STUDENT RESIDENCE HALL

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ON THE
SOUTHERN ILLINOIS UNIVERSITY
AT EDWARDSVILLE CAMPUS



PLUMBING WORK
ALTERNATE P2B
DEDUCT -
Terrazzo basin/
corian walls

PLUMBING WORK
ALTERNATE P3
ADD -
Extend water
main to
complete water
loop

PLUMBING WORK
ALTERNATE P4A
ADD -
Add two yard
hydrants, one
in entry court
and one in
student access

Kane Mechanical Inc.
263 South Sixth Street
Wood River, IL 62295

(\$ 26,600.00)

\$ 6,900.00

\$ 2,900.00

STUDENT RESIDENCE HALL
 ON THE
 SOUTHERN ILLINOIS UNIVERSITY
 AT EDWARDSVILLE CAMPUS




FIRE PROTECTION
 WORK
 BASE BID

BI-State Fire Protection
 1001 N. Second Street
 St. Charles, MO 63301

\$331,750.00

International Fire Sprinkler
 11664 Lilburn Road
 St. Louis, MO 63146

\$356,220.00

		FIRE PROTECTION WORK BASE BID		
BI-State Fire Protection 1001 N. Second Street St. Charles, MO 63301		\$331,750.00		
International Fire Sprinkler 11664 Lilburn Road St. Louis, MO 63146		\$356,220.00		

September 9, 1993

STUDENT RESIDENCE HALL
ON THE
SOUTHERN ILLINOIS UNIVERSITY
AT EDWARDSVILLE CAMPUS

283



VENTILATING AND
DISTRIBUTION
SYSTEM FOR
CONDITIONED
AIR WORK
BASE BID

Fritz, Inc.
424 Lebanon Avenue
Belleville, IL 62266

\$263,215.00

Westerheide Sheet Metal
2034 St. Clair Avenue
East St. Louis, IL 62205

\$310,203.00

France Mechanical Corp.
P.O. Box 646
Edwardsville, IL 62025

\$326,440.00

STUDENT RESIDENCE HALL
ON THE
SOUTHERN ILLINOIS UNIVERSITY
AT EDWARDSVILLE CAMPUS



ELECTRICAL
WORK
BASE BID

<p>J. F. Electric P.O. Box 570 Edwardsville, IL 62025</p>		<p>\$1,055,000.00</p>		
<p>Rakers Electric Contracting Inc. 104 S. Clinton Street Aviston, IL 62216</p>		<p>\$1,102,865.00</p>		
<p>Fritz, Inc. 424 Lebanon Avenue Belleville, IL 62220</p>		<p>\$1,118,000.00</p>		
<p>Pyramid Electric Inc. 300 Monticello Place Fairview Heights, IL 62208</p>		<p>\$1,154,449.00</p>		
<p>Rite Electric Box 309 Granite City, IL 62040</p>		<p>\$1,180,150.00</p>		

Mrs. D'Esposito, Chair of the Finance Committee, stated that the Committee had met this morning in Ballroom "D" of the Student Center. She gave the following report:

The Committee suggests that Items P, Annual Internal Budget for Operations, Fiscal Year 1994, and Q, Resource Allocation and Management Program (RAMP) Submissions, Fiscal Year 1995: Operating Budget Request, be included on the omnibus motion. The Committee recommends that Item Y, Salary Increase Plans for Fiscal Year 1994, as amended, be handled under separate action. There was discussion of the Carbondale hotel plans and the mass transportation system.

Dr. Wilkins, Chair of the Architecture and Design Committee, stated that the Committee had met following the Finance Committee meeting. He gave the following report:

The Committee asks that the following matters be placed on the omnibus motion: Items R, Resource Allocation and Management Program (RAMP) Submissions, Fiscal Year 1995: Capital Budget Priorities; S, Recommendation on Architects: Bursar Facilities Remodeling, SIUE; T, Approval of Plans and Specifications and Authority for Award of Contracts: Art and Design Building Equipment Installation, SIUE; U, Project Approval and Selection of Architect: Biological Sciences Building Addition, SIUC; V, Revised Project Approval, Approval of Plans and Specifications, and Award of Contract: Renovations of Morris Library Elevator Controls, SIUC; W, Project Approval and Selection of Engineer: Fire Alarm System Renovations, Phase II, University Housing, SIUC; and X, Approval of Easements to the Illinois Baptist State Association, SIUC.

Mr. Norwood, Chair of the Academic Matters Committee, stated that the Committee had met following the Architecture and Design Committee meeting. He gave the following report:

The Committee had one notice item that will come back. We ask that the following items be placed on the omnibus motion: L, Specialist Degree Program, Major in School Psychology, School of Education, SIUE; N, Master of Science Degree Program, Major in Computing and Information Systems, Schools of Business and Sciences, SIUE; and O, Change of Department Name, Department of Family Practice to Department of Family and Community Medicine, School of Medicine, SIUC. Items K, FY 1993-94 Productivity Report, Southern Illinois University at Carbondale, School of Medicine, and Southern Illinois University at Edwardsville, and M, Creation of a College of Arts and Sciences, SIUE, are not to be included on the omnibus motion. Also Item M was amended in Committee. We had an information report presented by Professor Myers in conjunction with Dr. Dorsey. Everyone was thoroughly impressed with how far they have gone in using technology in the instructional process of medicine. The Annual Report on Improved Participation and Success of Minority and Women and Disabled Students will come back as an agenda item in October.

Under Executive Officer Reports, President Lazerson announced that SIUE had received the final report of the North Central Association with regard to institutional review. He stated he thought it was an excellent report. He continued that it provides for the next visit of North Central to take place in the year 2002-2003. He reported that there had been an enormous amount of work that had gone into the calendar conversion process. He stated that he held the work of the conversion committee and particularly Sid Denny, who chaired it, in high esteem. He said that in his view SIUE had the best opening it has ever had in the 24 years he had been at the University. He continued that there were essentially no problems connected with beginning the term and given the amount of change that took place necessitated by calendar conversion he thought things went very, very smoothly. He apprised the Board of the role SIUE had played with regard to the tragic situation of the flood. He continued that SIUE had provided water and hygenic facilities for the people in the City of Alton through the School of Dental Medicine, and had worked out a plan for emergency evacuation of residents of Granite City to the campus in the event the levee did not hold. He reported that SIUE students were at the barricades filling sand bags, manning mobile food wagons, and things of that sort. He announced that the University community had really opened up its heart and put its muscle to work to help victims of the flood. He stated that the clean-up is now upon them, but SIUE will continue to work with the area to get things accomplished. He announced with regret that Ben Quillian, Vice-President for Administration, SIUE, had resigned to take the Vice-President for Administration position at California State University at Fresno. He wished him well on behalf of the University.

Mr. VanMeter received his announcement with regret, and on behalf of the Board wished Dr. Quillian the very best of success in this exciting new opportunity.

President Guyon reported that SIUC had also responded magnificently to the flood situation; everything from filling sand bags to providing emergency services, organizing volunteers, and being available with time and money and muscle when needed. He continued that the activity continues. He announced that Dr. James McGuire is the new Dean of Agriculture. He also reported that Dr. Carl Getto will assume the deanship of the School of Medicine on January 1, 1994. He continued that SIU was delighted to have him on board, and that there's also a sad note because this is Dean Moy's last Board meeting. He wished to acknowledge Dean Moy's 23 years of enormous contribution to the University.

Chancellor Brown reported that the search committee for the SIUE President has identified four candidates for the position. He stated that it was his understanding that the names and home locations of these candidates will be announced by the committee later today. He asked that a presentation regarding the economic impact of the University be presented. He stated that the presentation summarizes a project conducted by researchers from Carbondale and Edwardsville. He stated the project was led by Professor Donald Elliott, SIUE, who was joined by Professors John Meisel and Stanford Levin, SIUE, and Roger Beck, former SIUC researcher Patrick Curry, Rhonda Vinson, and Michael Wagner, SIUC.

Professor Elliott made the following presentation:

The mission of Southern Illinois University is education. In pursuing this mission, SIU enhances the quality of life of citizens of the state in many ways. SIU provides extensive academic programs at the undergraduate, master's, and doctoral levels, including professional programs in medicine, dental medicine, and law. Through their academic programs the

three campuses of SIU in Carbondale, Edwardsville, and Springfield serve over 36,000 students per year. Since its founding in 1869, SIU has produced over 280,000 graduates. In addition to formal academic programs, the campuses provide other cultural, artistic, professional, recreation, and sports programs serving over 1,600,000 people per year. SIU's outstanding faculty produces basic research which advances the frontiers of knowledge and applied research which benefits area businesses and governments. But beyond these impressive contributions which are central to its mission SIU further serves the citizens of the state in central and southern Illinois in particular by significantly enhancing the region's economic opportunities and performance.

How important is Southern Illinois University to the economy of central and southern Illinois? The purposes of this study were two: to describe the scope of activities by which SIU serves central and southern Illinois and to quantify conservatively and comprehensively the economic impact of SIU on central and southern Illinois. This study examines the impact of Southern Illinois University on the 40 counties of central and southern Illinois shown on the map. These counties represent the primary service areas of SIU's three campuses at Carbondale, Edwardsville, and the SIU School of Medicine in Springfield. In this region Southern Illinois University adds almost \$1 billion per year in economic activity. It adds the equivalent of over 19,000 full-time jobs. A recent study by the Department of Commerce and Community Affairs indicates that SIU is the 21st largest employer in the state. In addition, SIU adds almost \$600,000,000 to the region in personal income. The geographic service areas used in the study, the economic models used to estimate the impact, and the definitions of the impact are different from earlier studies conducted in the 1980s by the three individual campuses. For these reasons, results from the current study cannot easily be compared with those of earlier studies. The current study is very conservative in its measurement of impact. Consider, for example, our measure of direct economic impact. We define the direct economic impact as expenditures in the region which are directly attributable to the presence of the University. These expenditures were estimated conservatively by counting only the expenditures of those students and staff who would not otherwise have been present in the region. For example, expenditures by students who would have resided in the region anyway were excluded from the University's impact. These are students who would have lived in the region or attended college in the region even if SIU did not exist. The expenditures of these students would have been present in the region anyway and in our judgment should not be counted as part of SIU's impact on the region's economy. This conservative approach to the measurement of the University's direct economic impact suggests that these estimates are lower bound on the University's economic significance to the region. But despite this conservative approach the magnitude of the University's impact is impressive. SIU's direct economic impact on the 40 counties totals almost a half billion dollars per year. Of this half billion dollars almost \$200 million stems from the expenditures of students who would not otherwise have been present in the region. SIU faculty and staff add \$177 million of expenditures. The University's direct purchases and purchases by visitors and SIU retirees constitute the rest of the University's direct impact. We define total economic impact as the direct economic impact plus the estimated value of indirect regional economic activity as others not directly associated with the University benefit from the round by round creation and respending of income in the region. For example, suppose that SIU constructs a new Art and Design

Building at the Edwardsville campus. The region's economy will grow significantly more than the income received by the contractor and its employees. Purchases by the contractor and construction workers create yet additional jobs and income in the region. For grocery store clerks, car mechanics, boat dealerships, etc. These people in turn are then able to make additional purchases in the region creating further jobs and income for others. This magnification of the initial spending of the University, its students, and personnel is known as the multiplier effect. According to our computer model of the region each dollar of direct expenditure by the University, its personnel, and students generates a second dollar of economic activity through the multiplier effect on the region. So that SIU's total economic impact is twice as large as its direct economic impact. As we see on the slides, the direct economic impact is \$467 million, but the total impact is almost twice that at over \$933 million.

The economic influence of SIU extends beyond southern Illinois. The three maps that we will display here show SIU's extensive influence throughout the state in terms of employment, payroll, and purchases. This first map shows the geographical distribution of SIU employment. The number of SIU employees is shown county by county according to the permanent addresses of the employees. These direct employees include faculty, staff, graduate assistants, and student workers. The second map shows the geographic distribution of SIU's payroll; again, by permanent address of the employee. While much of SIU's employment and payroll benefits Illinois citizens from counties near one of the three campuses, as an employer SIU touches all of the counties of the state but three. This third map shows University purchases; again, the geographical distribution according to the address of the vendor. Through its purchases SIU directly stimulates business activity in all but two counties of Illinois. These maps demonstrate SIU's pervasive economic presence through the state. Nevertheless, the University's greatest impact is clearly on the regions surrounding its three campuses; that is, on the 40 counties of central and southern Illinois.

The results of this study leave little doubt that the University is a major economic catalyst for the region. But this is a public university supported by tax dollars and many of those tax dollars come from southern Illinois. How large an economic return do the citizens of central and southern Illinois get for Illinois tax dollars budgeted to SIU? On the average, SIU creates over \$5 of economic activity in the region for every \$1 it received in state revenue. The leveraging occurs in the following way. The University's direct spending from each dollar of tax revenue is supplemented by \$1.54 of direct spending funded by tuition, grants, pensions, visitors, and students who would not otherwise have been in the area. Thus the University leverages \$1 of tax revenue into \$2.54 of direct economic impact. As direct expenditures create additional income and spending in the region the multiplier effect further enhances the leveraging of state funds. The multiplier effect doubles the leveraging so that each dollar of state funds received by SIU creates \$5.07 of economic activity in the 40 counties of central and southern Illinois. Let me emphasize again. On the average \$1 of tax funding for SIU creates over \$5 of economic activity in the region. Let's look at leveraging yet another way. Some Illinois tax revenue comes from the citizens of central and southern Illinois. Some of the tax revenue contributed by these citizens goes to higher educational institutions other than SIU. Suppose we consider only tax revenue

from central and southern Illinois that is spent by the state on higher education. How large an economic return do citizens of central and southern Illinois get for their taxes that support all state universities and community colleges? The 40 counties of central and southern Illinois receive over \$4.50 in economic benefit for every \$1 of state taxes paid by the region in support of Illinois higher education. Illinois higher education is a sound economic investment for central and southern Illinois on the grounds of economic activity alone. But remember these figures do not even take into account the education, job skills, business advice, and enhancements to the quality of life that the University offers directly to the citizens of the community and which further attract additional economic development. Southern Illinois University, a sound investment, a powerful fiscal stimulus, and a stable economic foundation for southern Illinois.

I would like to recognize two of the research staff that are present today. Dr. Brown mentioned that Roger Beck and John Meisel participated. Unfortunately, they are not here, but Dr. Rhonda Vinson and Mr. Michael Wagner of SIUC are present in the audience.

Dr. Brown stated that Professor Elliott would be available at a press conference following the one by the Board Chairman, the Presidents, and the Chancellor.

The Chair explained the procedure for the Board's omnibus motion and he proposed that, after discussion, there would be taken up the following matters:

REPORTS OF PURCHASE ORDERS AND CONTRACTS,
JUNE AND JULY, 1993, SIUC AND SIUE

In accordance with III Bylaws 1 and 5 Policies of the Board C, summary reports of purchase orders and contracts awarded during the months of June and July, 1993, were mailed to the members of the Board in advance of this meeting, copies were placed on file in the Office of the Board of Trustees, and these reports are hereby submitted for information and entry upon the minutes of the Board with respect to the actions of the Executive Committee.

CHANGES IN FACULTY-ADMINISTRATIVE PAYROLL - SIUE

1. The following changes in faculty-administrative payroll are submitted to the Board of Trustees for ratification in accordance with the Board Policy on Personnel Approval (2. Policies of the Board B). Additional detailed information is on file in the Office of the President. Where appropriate, salary is reported on a monthly basis and on either an academic year (AY) or fiscal year (FY) basis.

A. Continuing Appointments

<u>Name</u>	<u>Title</u>	<u>Department</u>	<u>Effective Date</u>	<u>Salary</u>
1. Engel, George L.	Assistant Professor	Electrical Engineering	August 16, 1993	\$4,700.00/Mo
2. Gerritsen, Roy	Director ¹	WSIE-FM Radio Station	July 1, 1993	\$3,750.00/Mo.
3. Jewett, Thomas O.	Assistant Professor ²	Elementary Education	August 16, 1993	\$3,223.00/Mo.
4. Land, Martin F.	Associate Professor	SDM-Restorative Dent.	September 1, 1993	\$6,459.00/Mo.
5. Newton, Marguerite A.	Assistant Professor	Nursing	August 16, 1993	\$3,778.00/Mo.
6. Pallemans, Geert Steven	Assistant Professor	Foreign Lang. & Lit.	August 16, 1993	\$3,000.00/Mo.
7. Schaefer, Diane O.	Assistant Director	Labor & Mgt. Programs	July 1, 1993	\$2,232.00/Mo.
8. Vanzo, Robert A.	Director of Environ- mental Safety & Security ³	Off. of the VP for Admin.	July 1, 1993	\$5,000.00/Mo.

¹Previously Asst. Director of WSIE-FM Broadcasting Services

²Previously served as term faculty member

³Previously Assistant to the Vice President for Administration, change in title and responsibilities.

CHANGES IN FACULTY-ADMINISTRATIVE PAYROLL - SIUC

I. The following changes in faculty-administrative payroll are submitted to the Board of Trustees for ratification in accordance with the Board Policy on Personnel Approval (2 Policies of the Board B). Additional detailed information is on file in the Office of the President. Where appropriate, salary is reported on a monthly basis and on either an academic year (AY) or fiscal year (FY) basis.

A. Continuing Appointments

	Name	Title	Department	Effective Date	Salary
1.	Cody, Richard D.	Researcher III	Economic Development	07/01/93	\$2,673.84/mo
2.	Colella, Kerry	Field Representative	Admissions & Records	07/15/93	\$2,100.00/mo
3.	Dibooglu, Selahattin	Asst Professor	Economics	08/16/93	\$4,334.00/mo
4.	Esgar, James R.	Physician	Student Health Program	08/16/93	\$6,500.00/mo
5.	Gaskill, Thomas E.	Asst Professor	Philosophy	08/16/93	\$3,667.00/mo
6.	Gher, Leo A.	Asst Professor	Radio/TV	08/16/93	\$4,082.00/mo
7.	Halbrook, Richard	Asst Professor	Coop Wildlife (75%) Zoology (25%)	07/01/93	\$3,550.00/mo
8.	Henson, Harvey	Res Proj Spec	Geology	07/01/93	\$2,506.00/mo
9.	Hickman, Larry	Director (100%) Professor (0%)	Ctr for Dewey Studies	08/01/93	\$6,000.00/mo
10.	Jakubas, Walter J.	Asst Professor	Coop Wildlife (75%) Zoology (25%)	07/01/93	\$42,600.00/FY
11.	Johnston, Jan M.	Asst Professor	Theater	08/16/93	\$3,556.00/mo
12.	Kmieciak, Kip L.	Asst Instructor/ Charter Flight	Col of Tech Careers	07/01/93	\$3,550.00/mo
13.	Kohler, Charlotte	Res Proj Spec	Economic Development	07/01/93	\$2,724.56/mo
14.	Kuehl, Richard D.	Res Proj Spec	Int'l Econ Development	07/01/93	\$2,926.72/mo
15.	Labott, Susan M.	Asst Professor	Psychology	08/16/93	\$4,112.00/mo
16.	Linaberg, Lynn A.	Field Representative/ Researcher III	Economic Development	07/01/93	\$2,394.61/mo
17.	Linaberg, Lynn A.	Researcher III	Economic Development	07/01/93	\$4,107.66/mo

19.	McEathron, Scott	Asst Professor	English	08/16/93	\$33,003.00/AY
20.	Musumeci, James J.	Asst Professor	Finance	08/16/93	\$59,400.00/AY
21.	Paratore, Jean	Assoc Vice President/ Dean of Students	Vice President for Student Affairs	07/01/93	\$67,092.00/FY
22.	Shimada, Izumi	Asst Professor	Anthropology	01/01/94	\$4,000.00/mo
23.	Sun, Youli	Asst Professor	History	08/16/93	\$3,900.00/mo
24.	Szary, Agnieszka	Assoc Scientist	School of Medicine	07/01/93	\$2,932.00/mo
25.	Weeks, Theodore R.	Asst Professor	History	08/16/93	\$3,334.00/mo
26.	Wettstein, Eric J.	Asst Professor (50%)**	Library Affairs	07/01/93	\$1,233.50/mo
27.	Wilhelm, Kim H.	Asst Professor	Linguistics	08/16/93	\$3,333.00/mo
28.	Wissinger, Diane	Academic Advisor	Int'l Programs & Serv	07/01/93	\$2,453.07/mo
29.	Zhu, Xiaoyang	Asst Professor	Chemistry & Biochem	08/16/93	\$4,000.00/mo

B. Award of Tenure

<u>Name</u>	<u>Title on Effective Date of Tenure</u>	<u>Department</u>	<u>Effective Date</u>
Hickman, Larry A.	Professor	Philosophy	08/01/93

*Ten month fiscal appointment

**Appointment will change to 100% continuing fiscal effective 8/9/93.

II. The following changes in faculty-administrative payroll at the School of Medicine/Springfield campus are submitted to the Board of Trustees for ratification in accordance with the Board Policy on Personnel Approval (2 Policies of the Board, B). Additional detailed information is on file in the Office of the Dean and Provost. Where appropriate, salary is reported on a monthly basis and on either an academic year (AY) or fiscal year (FY) basis.

A. Continuing Appointments

<u>Name</u>	<u>Title</u>	<u>Department</u>	<u>Effective Date</u>	<u>Salary</u>
1. Ayoub, David*	Clin Asst Prof	Radiology	07/01/93	-----
2. Bleyer, John	Asst Prof of Clin Ped	Pediatrics	07/01/93	\$4666.66/mo \$55,999.92/FY-56% (\$8333.34/mo \$100,000.08-100%) Additional compensation may be derived through the Medical Service and Research Plan
3. Bleyer, Lori	Asst Prof of Clin Ped	Pediatrics	07/01/93	\$4666.66/mo \$55,999.92/FY-56% (\$8333.34/mo \$100,000.08-100%) Additional compensation may be derived through the Medical Service and Research Plan
4. Gleason, Theodore*	Clin Asst Prof	Radiology	07/01/93	-----
5. Hazelrigg, Stephen	Assoc Prof	Surgery	08/01/93	\$5250.00/mo \$63,000.92/FY-90% (\$5833.33/mo \$70,000.00-100%) Additional compensation may be derived through the Medical Service and Research Plan
6. Herrin Rodney J.*	Clin Asst Prof	Surgery	07/01/93	-----
7. Hubert, Bruce*	Clin Assoc	Fam Prac	07/01/93	-----
8. Jeffery, Christine	Biomed Res Admin	ADR	07/01/93	\$4100.25/mo \$49,203.00/FY
9. Johnson, Les*	Clin Asst Prof	Fam Prac	07/01/93	-----
10. Lake-Smith, Kathleen	Asst Prof of Clin Peds	Pediatrics	07/01/93	\$4166.67/mo \$50,000.04/FY-62% (\$6666.72/mo \$80,000.64/FY-100%) Additional compensation may be derived through the Medical Service and Research Plan

11. Lee, Karen	Asst Prof of Clin Psychiatry	Psychiatry	07/01/93	\$3797.80/mo	\$45,573.60/yr
12. Ludwig, Leo*	Clin Asst Prof	Surgery	07/01/93	-----	-----
13. Reda, Frank*	Clin Asst Prof	Radiology	07/01/93	-----	-----
14. Scott, Steven*	Clin Asst Prof	Family Practice	07/01/93	-----	-----
15. Speilman, Bethany	Asst Prof	Med. Humanities	07/01/93	\$4083.35/mo	49,000.20/yr
16. Tisdale, Florence	Director	Biomedical Comm.	07/01/93	\$4125.00/mo	49,500.00/yr
17. Van Patten, Peter	Asst Prof	Surgery	07/01/93	\$4500.00/mo	\$54,000.00/yr-90%

(5,000/mo \$60,000.00-100%)
Additional compensation may be derived through the Medical Services and Research Plan

B. Award of Tenure

Name

Title on Effective Date of Tenure

Department

Effective Date

1. Kienstra, Randy
2. Steward, David

Prof and Chair
Professor

Pediatrics
Int Med

10/01/93
10/01/93

*This appointment carries faculty privileges except that time in this appointment does not count toward tenure.

SPECIALIST DEGREE PROGRAM, MAJOR IN SCHOOL PSYCHOLOGY,
SCHOOL OF EDUCATION, SIUE

Summary

This matter proposes a new program, the Specialist degree program, major in School Psychology, School of Education, SIUE.

Rationale for Adoption

The Specialist degree in School Psychology is a relatively new degree designation that has recently been recommended by the National Association of School Psychologists (NASP) as the entry level degree for the field of school psychology. The most recent standards for school psychologist certification adopted by the National Council of Accreditation for Teacher Education (NCATE) and NASP specify a minimum of three years of full-time academic study, including a nine-month internship, beyond the baccalaureate degree.

The SIUE Psychology faculty concur with the recommendation of NASP that the Specialist degree in School Psychology should serve as the entry level degree for the profession. The degree program will impart to school psychology students knowledge and skills significantly greater than that typically required for the Master's degree. Graduates will have completed advanced requirements that they must fulfill for certification, and that are above and beyond those required for the Master of Science degree, major in Psychology. Finally, the addition of this degree program will promote and enhance the recruitment of high quality students who, upon completion of their program of academic study and certification, will meet a crucial need in the State for school psychologists.

In accordance with SIUE's Statement of Mission, the proposed Specialist degree program in School Psychology will provide a graduate education that meets regional needs and takes advantage of institutional strengths. It will foster further cooperation with neighboring educational institutions, especially the common schools. Furthermore, no new state resources are required for this new program.

Considerations Against Adoption

University officers are aware of none.

Constituency Involvement

The proposal was initiated by the Department of Psychology chairperson. The proposal has been reviewed and approved by the Curriculum Committee of the School of Education and by the Dean of that school. The proposal has the recommendation of the Graduate Council and the University Planning and Budget Council. The proposal is recommended for approval by the Provost and Vice-President for Academic Affairs and by the President, SIUE.

Resolution

BE IT RESOLVED, By the Board of Trustees of Southern Illinois University in regular meeting assembled, That the Specialist degree program, major in School Psychology, School of Education, SIUE, be and is hereby established effective January 10, 1994; and

BE IT FURTHER RESOLVED, That this action be reported to the staff of the Illinois Board of Higher Education.

REQUEST FOR NEW PROGRAM

(Replaces all forms prior to June 1990)

The Illinois Board of Higher Education has the responsibility to approve new degree programs and all new units of instruction, research, and public service, including the establishment of a school, department, division, institute, or center. A request to establish a new on-campus or off-campus program should include responses to questions appearing in this instruction form. Not all off-campus curricula require IBHE approval, notably cost recovery programs offered outside the state of Illinois. New program requests will be reviewed by the Program Expansion and Retrenchment Committee and by the Long Range Planning Committee of the University Planning and Budget Council. No program request will be considered by these groups until it has received thorough review and approval by the appropriate school or unit review bodies, including the dean or director, and by the Curriculum Council in the case of undergraduate programs and the Graduate Council in the case of graduate programs. All approved new programs must receive the approval of the SIU Board of Trustees.

Certain sections of this form are applicable to academic programs only (credit hours, course descriptions, student data, etc.) These will be omitted for research and public service requests and requests for new units.

SUBMIT ALL OF THE REQUIRED INFORMATION WITH A FORM 92A AS A COVER SHEET

PROGRAM IDENTIFICATION

1. Institution Southern Illinois University at Edwardsville Date 12-10-
Department or Administrative Unit Psychology
2. Program Title Specialists Degree in School Psychology
This is a (check one): New Program New Administrative Unit
Off-Campus Program:
Out-of-State, Cost Recovery*
Other Off-Campus Program
3. CIPS Classification Code _____
4. Inclusive dates of anticipated operation _____
5. New state resources required for Fiscal Year 1993 \$ _____
Contact Person Robert E. Lamp Phone 618-692-3542
6. The program will be carried out at SIUE campus
(location of proposed activity)

*Proposals for out-of-state, cost recovery programs should provide information on pp. 3 and 7 of this form (as well as Tables 1 and 2) along with a Form 92A.

Degree in School Psychology is a relatively new degree designation and has recently been recommended by NASP as the entry level for the field of school psychology. The Specialist Degree is designed to provide additional preparation beyond the Master's Degree but not to the extent of the Doctoral Degree. The most recent standards adopted by the National Council of Accreditation for Teacher Education (NCATE) and NASP specify a minimum of three years of full time academic study, including a nine month internship, beyond the baccalaureate (See Appendix B).

The Psychology Department at SIUE is requesting approval to offer the Specialist Degree in School Psychology. This degree will be a reasonable extension of the existing master's program that leads to certification in school psychology. The Master of Science Degree will be maintained with a minor change in its requirements. The M.S. program will continue to serve students seeking careers in community agencies and will develop basic psychological competencies for those students who will continue their graduate study through the Specialist Degree in School Psychology. Essentially, the only changes involve:

1. Transferring courses to the Specialist Degree that previously were additional requirements for certification beyond the master's degree.
2. Incorporating the internship into the Specialist Degree.
3. Requiring the thesis as the capstone of the Specialist Degree.

Since these components have already been developed and offered as an extension of the present master's program, no additional external resources will be required for this new program.

The Psychology faculty concur with the recommendation of NASP that the Specialist Degree in School Psychology should serve as the entry level into the profession. This new degree will recognize the fact that school psychology students must show mastery of knowledge and skills significantly greater than those typically required for the Master's degree. It will award students an appropriate degree designation that is reflective of the current requirements that they must meet for certification. Students will be given recognition for completion of the advanced requirements they must fulfill for certification that are above and beyond those required for the Master of Science Degree in Psychology. Finally, the addition of this new degree program will promote and enhance the recruitment of high quality students who, upon completion of their program of academic study, will meet a crucial need in the State of Illinois.

MISSION

Goals and Objectives of the Proposed Program

Consistent with SIUE's Statement of Mission, the proposed Specialist Degree Program in School Psychology will provide excellence in graduate education, meet regional and local needs and foster further cooperation with neighboring educational institutions, especially the common schools.

INTRODUCTION AND RATIONALE

The Psychology Department currently offers a Master's Degree with a specialization in Community School Psychology. This specialization has been designed to serve the needs of two groups of students. One group of students is prepared to work with children and their families in a variety of community agencies such as community mental health clinics, hospitals, residential treatment centers and detention centers. The second group is prepared to work with children and their families in the schools. While both groups of students must meet the minimum requirements of the Master of Science Degree (60 quarter hours of coursework including practica and thesis), the group pursuing careers in school psychology must fulfill additional requirements in order to meet certification standards. The State of Illinois requires completion of 90 quarter hours of graduate coursework including a full school year internship. Thus the curriculum leading to certification in school psychology requires 30 additional quarter hours over and above the requirements for the M.S. degree.

During the last decade the field of school psychology has undergone many changes. In addition to the more traditional functions of psychological assessment and counseling, the role of the school psychologist has expanded to include prevention, program development and evaluation, crisis intervention, consultation, and intervention with families. In the early 1970's, SIUE psychology faculty, together with other university trainers of school psychologists in Illinois, founded the Directors of University School Psychology Programs (DUSPP). This organization has dealt with a variety of common issues and concerns, such as the role and function of school psychologists, curriculum development, certification standards, recruitment and enrollment, employment trends, and ethical and legal concerns. DUSPP also represents the universities and serves as a liaison to the Illinois State Board of Education (ISBE) and the school psychology professional organizations. Over the years DUSPP has facilitated many improvements in the preparation of school psychologists. For example, in 1977 the internships were incorporated into the university programs. The following year the SIUE program was one of the first three programs to be approved by ISBE, thus entitling its graduates to the certificate in school psychology. In the early 1980's, the members of DUSPP, themselves active members of state and national professional organizations, agreed to adopt the training standards for school psychology recommended by the National Association of School Psychologists (NASP). During this time the SIUE school psychology faculty developed new courses, added modules to existing courses and required additional education courses for that group of students seeking certification in school psychology. Concurrently, the SIUE School Psychology faculty, through DUSPP, ISBE and the Illinois School Psychology Association (ISPA) developed new certification standards which were eventually adopted by the Illinois State Legislature in 1987 (See Appendix A).

Currently, Illinois university training programs in school psychology have adopted one of three models to meet these new certification standards. Five of the nine approved programs offer the doctoral degree. Two programs offer the master's degree with additional coursework required for certification. Four programs offer the Specialist Degree in School Psychology (sometimes referred to as "Sixth-Year/Specialist Program") as a means of obtaining certification. (Two of the universities offer the option of either the Specialist Degree or the Doctoral Degree.) The Specialist

Goals

- a. To provide professional training and an advanced degree beyond the master's level that leads to certification as a school psychologist.
- b. To provide additional professional training and an advanced degree beyond the master's level for school psychologists who received their education and certification prior to the adoption of the new standards and degree designation. In effect, the proposed specialist degree will provide continuing education in a structured program for school psychologists who completed their graduate education in the past.

Objectives

- a. To build upon the broad foundations of psychology that were presented in the baccalaureate and master's program.
- b. To build upon the assessment and intervention skills presented in the master's program with a special emphasis upon their application in the school setting.
- c. To develop an understanding and appreciation of the school system as an organization.
- d. To develop an understanding and appreciation of the educational activities that take place in the school setting, e.g. instruction and remedial techniques, education of exceptional learners, etc.
- e. To develop an understanding of the profession of school psychology including history, roles and functions, legal and ethical considerations, professional issues and an appreciation for the relationship of the school psychologist to the other personnel within the schools.
- f. To develop competencies in communication, collaboration and consultation with parents, teachers, administrators and other professionals within the school and community.
- g. To develop competencies in the interpretation and application of psychological and educational research.
- h. To obtain knowledge of issues relevant to the school psychologists' role in multicultural education, such as non-discriminatory assessment, cultural differences in school performance, and relevant legal and ethical issues.
- i. To develop skills in the provision of in-service training and the transmission of psychological knowledge to other school personnel.
- j. To apply knowledge and skills acquired from the academic setting to the school and other community settings through practica and internship experiences.
- k. To develop an indepth knowledge and specialized skills in a particular area of school psychology.

8. Relationship to Other University Programs

The proposed specialist degree will impact the present master's program in psychology most directly in that it will provide a structure for some of the advanced requirements for certification in school psychology. Further, the new program will provide an appropriate degree for students completing these requirements. Since new students will be drawn into this program, enrollment will increase. Enrollment in other programs will not be adversely affected. Some of the courses, such as Psychology 565 - Consultation: Theory and Practice, will be appropriate for graduate students in other psychology specializations and graduate students in education, including the doctoral program. Graduate students in the School Psychology Specialist Program will be required to enroll in some of the following education courses: Educational Foundations 505 - History of Education in the United States, Educational Foundations 506 - Contemporary Education Theory, Elementary Education 505 - Improvement of Reading Instruction, Elementary Education 506 - Classroom Corrective Reading Instruction, Special Education 400 - The Exceptional Child, Special Education 410 a, b, c, g or t - Problems and Characteristics of Behavior Disordered, Mentally Retarded, Gifted, Learning Disabled or Trainable Mentally Handicapped, Special Education 514 - Legal Aspects of Special Education. Thus, enrollments in these education courses will increase accordingly.

CURRICULUM

Catalog Description

The Psychology Department offers the Specialist Degree in School Psychology. This program provides advanced academic and professional training for students pursuing a career in school psychology. The program leads to certification as a school psychologist in the State of Illinois and follows the guidelines recommended by the National Association of School Psychologists. Admission to this program requires a master's degree in psychology or a related field. Students will complete a sequential set of courses, supervised practica and nine month internship in a school setting, and a thesis. Programs will be individualized based upon the applicant's previous academic training, professional experience, and career goals.

9. Key Components of the Program.

Students in the Specialist Program in School Psychology will be required to complete a minimum of 32 graduate semester hours beyond the master's degree. This will include coursework, practica, internship, and thesis. Typically students will complete this program in one and one-half years, although part-time students can be accommodated. The coursework, practica, and internship experiences have been designed to meet or exceed state and national professional standards for specialist degree programs in school psychology. This program should be considered to be an extension of the existing M.S. Degree in Psychology with a Specialization in Community School Psychology (see Appendix C).

Undergraduate and Graduate Coursework Leading to the Specialist Program

Prior to their entry into the specialist program, students will be required to have completed the following courses or their equivalents:

A. Undergraduate courses

Psyc 111	Introduction to Psychology
Psyc 211	Statistics
Psyc 311	Experimental Psychology
Psyc 201	Child Psychology
Psyc 440	Theories of Personality
Psyc 421	Psychological Tests and Measurements
Psyc 431	Psychopathology
Psyc 314	Biopsychology.
SPED 400	Psychology of the Exceptional Child

B. Masters level graduate courses

Psyc 520	Research Design and Inference I
Psyc 521	Research Design and Inference II
Psyc 556	Seminar in Community Psychology: Prevention Programs for Children and Families
Psyc 541a	Cognitive Assessment of Children and Adolescents
Psyc 537a	Counseling and Psychotherapy with Children, Adolescents, and Families
Psyc 539	Crisis Intervention and Crisis Therapy
Psyc 543a	Personality Assessment of Children and Adolescents
Psyc 514	Advanced Biopsychology
Psyc 553	Seminar in Clinical Child Psychology: Psychopathology of Children and Families
Psyc 557	Seminar in Developmental Psychology: Infancy and Early Childhood
Psyc 524	Practicum
Psyc 598	Research Project
Psyc 599	Thesis

Program of Study for the Specialist Degree in School Psychology

After completion of the above foundation courses at the baccalaureate and master's level, students will complete the following required courses:

	<u>Course</u>	<u>Semester</u>	<u>Hours</u>
Psyc 594	Seminar in School Psychology	3	
Psyc 565	Consultation: Theory and Practice	3	
Psyc 524	Practicum in School Psychology	4	
Psyc 599	Thesis	3	
Psyc 596	Internship in School Psychology	10	

In conjunction with their advisors, students will select a minimum of three education courses from the following:

EDFD 505	History of Education in the U.S.	3
EDFD 506	Contemporary Educational Theory	3
EDEL 505	Improvement of Reading Instruction	3
EDEL 506	Classroom Corrective Reading Instruction	3

SPE 410a,b,c,g or t	Problems & Characteristics of Behavior Disordered, Mentally Retarded, Gifted, Learning Disabled or Trainable Mentally Handicapped	3
SPE 514	Legal Aspects of Special Education	3

10. Relationship Between the Curriculum and the Objectives

Students entering the specialist program will have already completed a master's degree in psychology and thus will possess knowledge/skills in the following areas: psychological foundations, statistics and research design, assessment, and intervention. The major goal of the specialist program is to build upon this psychological knowledge base and to develop additional expertise in the application of psychological knowledge and skills to the educational setting. The curriculum provides students with knowledge regarding education of exceptional learners, instructional and remedial techniques, and organization and operation of schools. Psychological skills are extended and applied to the educational setting. Coursework includes psychoeducational assessment, non-discriminatory assessment, collaboration and consultation, parent and student counseling, and behavior management. Coursework will also focus upon professional school psychology with a particular emphasis upon the role of the school psychologist as a participant on the educational team. The thesis provides an opportunity to apply research and statistical techniques to issues in the school setting. As students become increasingly knowledgeable in the above mentioned areas, they practice their newly developed skills in supervised practicum and internship sites. Thus the emphasis of the specialist program is to impart knowledge and to develop skills that will be required of a certified school psychologist.

11 - 13. Admission Requirements, Transfer Credit and Retention Policies

The Specialist Degree program is designed to accommodate three main categories of students. One group will consist of those students who have just completed the Master's Degree in Psychology with a specialization in Community School Psychology at SIUE. Another group will include students who have completed a Master's Degree in Psychology at a university other than SIUE or who have completed a master's degree in a related field such as special education. A final group will consist of certified school psychologists who received their education prior to the most recent upgrading of the requirements for certification. Admission requirements will, of necessity, be different for these three groups.

For students enrolled in the SIUE master's program, the specialist program is viewed as a natural extension of their graduate training to become school psychologists. It is anticipated that students will move directly into the specialist program upon their completion of the master's degree requirements with no interruption. Thus the current admission requirements of the psychology department master's program will be employed. These requirements include the following:

1. Application to the SIUE Graduate School
2. Application to the Psychology Department
3. Completion of the Graduate Record Examination (Aptitude and Psychology Area Exam)

4. Submission of three letters of recommendation
5. Submission of autobiography and career goals statement
6. Submission of academic transcripts

Admission to the master's program is thus dependent upon approval by the graduate school and by the psychology department graduate admissions committee. The graduate admissions committee, consisting of three faculty members, reviews the application materials listed above and makes a determination as to whether to accept, reject or, in some cases, interview applicants. Students accepted into the program are expected to have at least a 4.0 (B) grade point average in their undergraduate coursework and GRE scores totaling 1000 in the aptitude area. While an undergraduate major in psychology is typical, qualified applicants from other related academic programs may be accepted, provided they have completed the afore-mentioned prerequisites.

Applications for the specialist program will be reviewed at the end of the Spring semester of the student's first year in the master's program. After a review of the student's previously submitted application materials and progress during the first two semesters of the master's program, the student will be interviewed by school psychology faculty members. Acceptance or rejection to the specialist program will require at least a 4.25 average in graduate coursework and a positive evaluation of academic performance, professional behavior and ethical conduct.

Applicants who have completed a Master's Degree in Psychology from other universities or a master's degree in a related field will be required to submit the same application materials described above to the school psychology faculty committee. All applicants will be interviewed and their transcripts will be carefully reviewed. The committee will determine the extent to which applicants have completed requirements comparable to those of the SIUE master's program. Additional coursework may be assigned as required and incorporated into their program of study. Their programs will be designed to ensure that, upon completion of the Specialist Degree in School Psychology, they will have acquired the same knowledge base and competencies as those students who complete all of their training at SIUE.

Applicants who have already been certified as school psychologists and have several years of experience will be required to submit the same admission materials as listed for the previous group of applicants. However, in addition, their transcripts will be carefully scrutinized to determine the extent to which they have successfully completed the current requirements for certification and any deficiencies will be noted. These applicants will also be interviewed and their previous professional experience, career goals and any specific academic training needs will be discussed. Information obtained from these sources will be transmitted to the school psychology faculty committee. The committee's decision will be determined by the degree of goodness-of-fit between the student's qualifications, special interests, and career goals and the ability of the specialist program to meet these needs.

Transfer of credit and credit for prior learning experience will only be pertinent to the latter group of applicants, i.e. those who are currently certified as school psychologists. For this group, university transfer of credit policies will be followed and a maximum of six post-

master's semester hours will be transferable to the specialist degree. In some instances, students may have already completed one or more of the requirements for the specialist degree and other courses or training experiences will be substituted. These decisions will be made by the school psychology faculty committee and approved by the Graduate Dean.

Retention policies that have already been developed for the other specialist programs in the School of Education will be followed. A grade-point average of 4.25 must be maintained and students must receive positive faculty evaluations based upon academic performance, professional behavior and ethical conduct. It is anticipated that full-time students will complete the specialist program in four semesters. A maximum time-limit of four years will be allowed. Any exceptions must be approved by the school psychology faculty committee and the Graduate Dean.

14. Course Descriptions

No new courses will be necessary for the specialist program. All graduate courses in psychology have recently been updated and expanded to accommodate the conversion to the semester system, including those that will be required in the specialist program.

Following are a list of course descriptions for the specialist program:

Psyc 594 SEMINAR IN SCHOOL PSYCHOLOGY. History, theory and practice of school psychology; psychoeducational assessment and remediation with variety of exceptionalities. Prerequisite: second-year graduate standing in psychology and consent of instructor.

Psyc 565 CONSULTATION: THEORY AND PRACTICE. Principles and methods of consulting in mental health, educational, and other human service organizations. Prerequisite: second-year graduate standing in psychology or other human service programs.

Psyc 524 PRACTICUM IN COMMUNITY SCHOOL PSYCHOLOGY. Practicum experience in professional setting under staff supervision. Prerequisite: graduate standing in psychology.

Psyc 599 THESIS. Design and implementation of psychological research study. Prerequisite: graduate standing in psychology.

Psyc 596 INTERNSHIP IN SCHOOL PSYCHOLOGY. Professional training in school settings; full time for one academic year. Prerequisite: graduate standing in psychology and consent of instructor.

EDFD 505 HISTORY OF EDUCATION IN THE UNITED STATES. Theory and practice of formal education since seventeenth century in perspective of contemporary issues.

EDFD 506 CONTEMPORARY EDUCATIONAL THEORY. Current practices in schools interpreted against background of recent social and intellectual movements. Identification and analysis of the nature of man.

EDEL 505 IMPROVEMENT OF READING INSTRUCTION. First course in reading sequence. Survey of reading problems, aspects of reading process, modern practices in teaching reading.

EDEL 506 CLASSROOM CORRECTIVE READING INSTRUCTION. Appraisal of reading difficulties through administration and interpretation of reading tests; establishment of instructional programs and generation of teaching prescriptions for less severe reading disabilities.

SPE 410a,b,c,g or t PROBLEMS & CHARACTERISTICS OF BEHAVIOR DISORDERED, MENTALLY RETARDED, GIFTED, LEARNING DISABLED OR TRAINABLE MENTALLY HANDICAPPED.

SPE 514 LEGAL ASPECTS OF SPECIAL EDUCATION. Regulations, statutes, and court cases affecting implementation of special education services for exceptional children.

15. Part-time Clientele

The proposed program is designed primarily to accommodate full-time students. For the occasional part-time students, programs will be tailored to the individual's needs in conjunction with the advisor and approval by the school psychology faculty committee. Every effort will be made to accommodate part-time students with flexible course scheduling.

ACADEMIC POLICIES

16. Academic Responsibility

The same policies governing the existing master's program will govern the specialist program. The specialist program will be housed in the Psychology Department in the School of Education and will be administered by the school psychology faculty committee, which reports to the chair of the Psychology Department. The department chair will be responsible for faculty assignments, class schedules, and assistantship allocation. Evaluation of student work will be the responsibility of those faculty assigned to the graduate courses and appointed to graduate committees. Curricular modifications must get the approval of the Psychology faculty, the School of Education, the Graduate School and the University level curriculum committees. School psychology students and interns require institutional approval from the School of Education's certification office in order to be in compliance with the policies of the Illinois State Board of Education.

STUDENT INFORMATION17. Projections of Student Enrollment

Table 1 contains enrollment and credit hour projections through the fifth year of the program. Projections are best estimates based upon past and current enrollments. No more than twelve students per year will be admitted to the program. Thus, a maximum of twenty-four students, including those who are completing internships, will be in the program at one time.

18. Courses Offered to Students in Other Programs

A large percentage of the coursework for the specialist degree is available only to those enrolled in the program due to the specialized professional training involved. This includes such courses as: Seminar in School Psychology, Practicum, Internship in School Psychology and Thesis. Three of the other required courses are offered by other departments in the School of Education. The remaining required course, Consultation: Theory and Practice, will be available to graduate students from other related disciplines, including the doctoral program.

19. Characteristics of Potential Students

The characteristics of students who were admitted to the master's program with a Specialization in Community School Psychology during the last five years (1987-1991) are as follows: the average class size was eleven students with five pursuing careers in school psychology and six in community agencies. The average class was made up of nine females and two males. Two-thirds of the students were within the 21 to 25 year age range and the remainder were evenly distributed up to age 50. During this time period, two foreign and three minority students were admitted. One-third of the total group completed their bachelor's degree at SIUE and the other two-thirds graduated from other universities. Approximately one-half of this group resided in Illinois and the other half came from other states. Similarly, one-half of the group resided outside of the immediate area (over 50 miles) and one-half resided within the St. Louis metropolitan area prior to their beginning the master's program. The vast majority of these students, 80%, were full-time (12 to 14 credit hours per quarter). During their graduate training very few of the students lived on campus; approximately one-half resided in and around Edwardsville and the remainder lived within the St. Louis metropolitan area.

It is anticipated that the characteristics of the students who will be admitted to the proposed specialist program directly from the SIUE master's program will approximate those of previous years. Overall student demographics should remain relatively the same as described above.

STATEWIDE NEEDS AND PRIORITIES20. Other School Psychology Training Programs

The school psychology program at SIUE is the only training program for school psychologists in the St. Louis metropolitan area and the southwest region of Illinois. It is one of nine state approved programs in school psychology in Illinois. These nine universities have cooperated with one

another over the last two decades by sending representatives to the Directors of University School Psychology Programs (DUSPP) organization. This organization was formed to monitor, modify, and develop uniform training standards for school psychology programs in the State of Illinois. DUSPP has cooperated with the professional organizations representing school psychologists and ISBE in developing certification standards. Thus, a great deal of similarity now exists among these programs. However, each has its own unique philosophy, theoretical orientation and/or emphasis. The school psychology program at SIUE is unique in that its philosophical base is grounded in the tenets of Community Psychology. It emphasizes prevention of psychopathology through early identification and intervention. Further, there is a strong emphasis upon field training in the schools and other community agencies. Practica and an internship are required throughout the three year program.

In response to ISBE's adoption of new certification standards and NASP's recommendation that the specialist degree serve as the entry level for school psychologists, most approved training programs in Illinois have either obtained, or are in the process of applying for, permission to offer the Specialist Degree in School Psychology. Thus, in order to stay in compliance with state and national professional standards, and to meet our students' needs, it is necessary that the specialist degree in school psychology be added to the master's program at SIUE.

21. Student Demand

Over the past five years interest in the Community School specialization has remained high. For example, last year (1990-91) ninety-six students requested formal application materials for the Community School Psychology specialization. Similarly, enrollment has remained high. Of those applying for this academic year, thirteen students were admitted. Several highly qualified students were not admitted as our maximum limit had already been surpassed. The enrollment in this program has remained relatively stable with an average of eleven new students admitted annually over the past five years. Reports from other school psychology programs throughout the state confirm the continuing demand for training in this area. According to Mark Swerdlik, chairman of DUSPP, enrollment in the nine approved programs has increased during the past three years.

22. Occupational Demand

Nationwide, the job market for school psychologists is excellent. Since the passage of PL 94-142 in 1975 and PL 99-457 in 1986 all public school districts have been required to hire school psychologists to assist in the identification of, assessment of, and educational programming for all handicapped youngsters from birth through 21 years of age. Currently, school psychologists provide services to children in both regular education and special education. In addition, as the roles of school psychologists have been expanded to include prevention programming, crisis intervention, counseling, consultation with teachers and parents, and program evaluation, the demand for school psychologists has increased. Leaders of NASP have stated that a major shortage of school psychologists now exists and the demand is expected to continue in the future. A similar situation exists in Illinois. According to Gayle Johnson, School Psychology Consultant for ISBE

"..... there is currently a shortage of Illinois certified school psychologists.... The shortage is projected to be with us for at least the next five years and most likely longer as we strive to establish a more viable staff-to-student ratio in all Illinois school districts."

Graduates of the SIUE school psychology program have been highly sought after as evidenced by a 100% employment rate for the past ten years. Each year phone calls, letters, and other inquiries are received from across the region and country requesting that students from the SIUE program apply for internships and positions as school psychologists. The majority of our graduates are serving the needs of children in the southwest region of Illinois, particularly in the metro-east area. Some have taken positions in other parts of Illinois. Others have taken jobs in various regions of the country. To the best of our knowledge, all have received appropriate certification.

In summary, the proposed program will meet the needs of students seeking specialized graduate education in school psychology, as well as the demand by school districts for well-trained certified school psychologists.

FACULTY AND STAFF

23 & 24. Faculty and Staff

No new positions will be needed to support the proposed Specialist Degree Program. The same faculty that currently teach in the Community School Psychology specialization will staff the proposed program.

The primary faculty include the following persons: Kenneth M. Kleinman, Emily J. Krohn, Robert E. Lamp, H. Russell Searight, and Anthony J. Traxler. A summary of the educational and professional achievements for each of the primary faculty follows:

Kenneth M. Kleinman (Ph.D., Washington University) is professor and chair of the Psychology Department at Southern Illinois University at Edwardsville. He has been with the university since 1969. As department chair, he also serves as director of graduate programs. He teaches undergraduate courses in statistics, research methods, and biopsychology and a graduate course in advanced biopsychology.

His research interests have included: a) the relationship between blood pressure and cognitive function, b) use of biofeedback techniques in hypertension and stroke, c) effects of brain damage and variables influencing recovery from brain damage, d) stress and e) the functioning of the two cerebral hemispheres. He has numerous publications and presentations at professional meetings.

Dr. Kleinman is a charter member of the American Psychological Society, a long-term member of the Society for Psychophysiological Research and a local representative of the Midwestern Psychological Association. He has been a consulting editor to several professional journals, and has reviewed research proposals for several federal agencies. He has been a consultant to a major pharmaceutical company, the St. Louis Veteran's Administration Medical Center, public schools and the United States Army.

Emily J. Krohn (Ph.D., Saint Louis University) is an Associate Professor of Psychology at Southern Illinois University at Edwardsville. She joined the faculty in 1981. Dr. Krohn is a full-time school psychology faculty member and teaches graduate courses in developmental psychology, psychological assessment, and professional issues in school psychology.

Dr. Krohn has worked in a variety of educational settings for the past twenty years. She was an elementary teacher at the kindergarten and primary level and served as a learning disabilities and behavior disorders consultant. She was certified as a school psychologist in 1976 and worked as a school psychologist for a public school district in southern Illinois for five years. Since joining the faculty at SIUE she has served as a consultant to several educational and community agencies, including the Mascoutah Public School, Chester Mental Health Center, Project Head Start, TENCO, Illinois Department of Vocational Rehabilitation, Illinois Transition Project, and Psychological Associates. Currently, she serves as consulting school psychologist for the orphanage program at the Chester Mental Health Center in Chester, IL.

Dr. Krohn's research interests have focused on psychological assessment, especially in the area of early childhood cognitive development. She has published articles and presented papers at state and national conferences on the validity of the McCarthy Scales of Children's Abilities, Kaufman Assessment Battery for Children, Stanford-Binet Intelligence Scale-Form L-M, and Stanford-Binet Intelligence Scale-Fourth Edition. Dr. Krohn and her colleague, Dr. Lamp, are currently conducting a longitudinal research study designed to assess the validity of two new assessment techniques for use with young black and white children from impoverished families. Dr. Krohn assisted the Illinois Department of Vocational Rehabilitation in its efforts to validate the IVISA-R, a vocational inventory designed for developmentally disabled individuals. She also served as Regional Director for the Illinois Transition Project, a research project that investigated the transition process for young handicapped children. Dr. Krohn has been the recipient of numerous research grants through the SIUE Office of Research and Projects.

Dr. Krohn is a member of the Illinois School Psychologists Association, National Association of School Psychologists, and American Psychological Association, Division of School Psychology. She served as Secretary and Trainer Representative to the Illinois School Psychologists Association in the mid 1980's. Dr. Krohn is actively involved with the Directors of University School Psychology Programs, an organization that addresses training and certification issues in the state of Illinois.

Robert E. Lamp (Ph.D., Washington University) is a Professor of Psychology at Southern Illinois University at Edwardsville, and joined the faculty in 1969. He serves as Coordinator of the Community School Psychology Specialization. In that capacity, he also serves as Practicum/Internship Coordinator for the program and teaches graduate courses in psychological assessment, crisis intervention, child & adolescent psychopathology, prevention, and consultation.

Dr. Lamp has 30 years of professional experience as a psychologist. He was certified as a school psychologist in 1962. He served as a school psychologist in the public schools in Illinois for several years. He also served as the chief psychologist of a Child Development Clinic and University Affiliated Center for the Developmentally Disabled at St. Louis University Medical School for several years. During that time he was an Assistant Professor in the Psychology Department at St. Louis University. Since joining the faculty at SIUE, he has served as a psychological consultant to a variety of schools and community agencies. These include: Illinois Department of Children and Family Services, Alton State Mental Health Center, East St. Louis Public Schools, Belleville Public Schools, Cahokia Public Schools, Family Services Visiting Nurses Association, Madison County Project Head Start, Creative Learning Center, and Beverly Farm Foundation. Currently, he provides psychological services to the SIUE St. Clair County Project Head Start and is director of Lamp Psychological Associates which provides psychological services to individuals and human service organizations including Intermediate Care Facilities for The Developmentally Disabled. He is a Licensed Clinical Psychologist in Illinois and Missouri and listed in The National Register of Health Service Providers in Psychology.

Dr. Lamp has presented papers at state and national professional conferences concerning professional issues in school psychology; validity of various psychological tests for use with specific populations; cognitive, academic, and social development of children with Down Syndrome, learning disabilities, mental retardation, and impoverished children. He has published articles on these topics in psychological journals. Currently, with his colleague, Emily Krohn, he is conducting a longitudinal investigation of the validity of two new measures of cognitive abilities for use with young black and white children. He is also investigating the relative usefulness of several intelligence tests for developmentally disabled adults.

Dr. Lamp is an active member of the American Psychological Association, the Illinois School Psychology Association, Illinois Psychological Association, Missouri Psychological Association and American Association of Mental Retardation. He also serves on DUSPP, the Directors of University School Psychology Programs. In the past he has served on several community boards and advisory committees including Children, Family and Youth Advocacy Council, Professional Advisory Committee of Family Services Visiting Nurses Association of Alton, Health Advisory Committee of Madison County Project Head Start and St. Clair County Project Head Start. He also serves on the Psychology Department Advisory Committee. Over the years he has been a speaker and presented workshops for a wide variety of community agencies and school systems.

H. Russell Searight (Ph.D., Saint Louis University) is an Assistant Professor of Psychology at Southern Illinois University at Edwardsville, and joined the faculty in 1988. Dr. Searight teaches graduate courses in child/adolescent personality assessment, consultation, child/adolescent and family therapy, and group psychotherapy. Dr. Searight is also Adjunct Associate Professor of Psychology at Saint Louis University, where he supervises doctoral research and clinical training in marital and family therapy. In addition, he is Director of Behavioral Sciences at the Deaconess Family Medicine Residency in St. Louis, Missouri.

Dr. Searight has been providing direct clinical services to children, adolescents and families for over ten years. Dr. Searight regularly consults with psychiatric inpatient facilities, as well as, provides outpatient evaluation and treatment in the St. Louis area. He is licensed as a clinical psychologist in Missouri and serves as a consultant to the Veteran's Administration Hospital's Psychology Internship Program.

Dr. Searight's current research and scholarly interests include: family assessment, family therapy, qualitative research methods, and gender issues. He has authored papers for refereed journals and presented papers at international, national, and regional conferences in psychology, primary health care, and family therapy. At present, he is directing a large scale project to validate and obtain clinical data for a family assessment tool for use with adolescents. In addition, he is developing new training material for behavioral science education with family physicians. Dr. Searight has received several research grants through the SIUE office of Research and Projects.

Dr. Searight is a member of the American Psychological Association, as well as, a member of the Society of Teachers of Family Medicine.

Anthony J. Traxler (Ph.D., Penn State University) is a Professor of Psychology at Southern Illinois University at Edwardsville. He joined the faculty in the developmental and school areas in 1969. In 1973, he and Professor Robert Lamp developed the university's Community-School Psychology Program and in 1976 wrote the proposal for program approval in school psychology which was submitted to the Illinois Office of Education. Professor Traxler did his internship in School Psychology at the LaGrange Area Department of Special Education, LaGrange, IL and received his certification as a school psychologist in 1966. He has served as a school psychologist consultant to various school districts and community agencies in southwestern Illinois, including Collinsville School District Unit #10, Paderborn Language Arts-Reading Center, Waterloo, Illinois, and CEMREL, Inc., a National Educational Laboratory in St. Louis, MO.

Professor Traxler has served as a member of the Illinois Directors of University School Psychology Training Programs, and the Qualifications and Professional Relations Committee, School Section, Illinois Psychological Association. He is a member of the Division on School Psychology of the

American Psychological Association and has published a number of articles on state certification requirements for school psychologists. He has also published articles on predicting academic achievement of disadvantaged grade school children, social class differences in free recall learning in black children, identity crises in late adolescence, and concurrent validity of the McCarthy Scales in Children's Abilities.

His current research focus is on sex and gender differences in psychological development across the life span.

SUPPORT SERVICES

25 & 26. Equipment and Library Resources

No additional outside support will be required inasmuch as the proposed Specialist Degree in School Psychology is simply a new academic structure for academic courses that are already in existence. The new program will continue to receive support and resources from the Psychology Department and the School of Education. Currently, the Lovejoy Library, Psychology Department Resource Center, School of Education Computer Laboratory, SIUE Audio-visual Services, and Psychology Department Experimental Laboratories are adequately accommodating the school psychology graduate students' academic needs. It is anticipated that this support will continue when the new program is initiated. As new resources, such as new test materials, journals, books, films, videos, computers, etc. are needed, a reallocation of existing funds within the department and school should be sufficient.

27. Practicum and Internship Sites

The public schools provide one of the best training laboratories for school psychology students. The Psychology Department has, over the years, developed close working relationships with many of the school districts that surround the SIUE campus in the Metro-east and St. Louis Metropolitan area. Students are given excellent professional practicum and internship training in the field settings. Over a dozen school districts in the Metro-east region have provided supervised practicum experiences for students in the master's program. In addition, a number of school districts and community agencies in the St. Louis Metropolitan area have participated in field training. The practicum typically consists of one day per week of field experience with supervision by a practicing school psychologist. The internship in school psychology is a full-time nine month training experience in a school setting. Sites and supervisors are approved by ISBE and the university approves the internship plan and monitors its implementation. Intern candidates from the SIUE program have been actively recruited by school districts locally and throughout the states. During the past decade every eligible student has obtained an internship. Actually, eligible interns usually have their choice from several sites, since each year many internship positions go unfilled. Practicum and internship supervisors in the schools have been highly cooperative with SIUE school psychology trainers in providing excellent field experiences. Many have highly endorsed the proposed specialist degree program.

The following is a partial listing of school districts which have selected our students as interns in recent years:

Alton Community Unit # 11
Belleville School District # 118
Belleville Special Education District
Bethalto Community Unit # 8
Elgin District U-46
Glenbard School District
Kendall County Special Education Cooperative
Madison County Special Education District Region # 3
South East Region III
Springfield Public School District # 186
West Aurora School District # 129

28. Off-campus Programs

No off-campus program is being proposed.

SPACE NEEDS

29. Space

No new space will be required for the proposed program.

ACCREDITATION AND LICENSURE

30 - 32. Current and Future Accreditation Plans

There are three accreditation bodies for school psychology: NCATE, NASP and ISBE. The master's program in school psychology is currently accredited by NCATE and ISBE. The next NCATE/ISBE review will occur in spring semester, 1994. Following that review and the initiation of the Specialist Degree program at SIUE, NASP accreditation will be sought. ISBE already considers the current master's program (including the additional courses required for certification) the equivalent to the specialist level. Thus, no problems with accreditation for the proposed program are anticipated, since the new program was designed to meet both ISBE and NASP standards. Funds for accreditation costs will be provided by the School of Education.

FINANCING

33. New Resources

No new resources are needed to implement this program. All of the components for the Specialist in School Psychology have already been developed and are operational. The new degree will provide an academic structure for coursework that is already being offered. Program needs will continue to be funded through the regular Psychology Department and School of Education budgets.

OFF-CAMPUS PROGRAMS

34. N.A.

APPROVAL STATUS35. Current Status

As of this date, the proposed program has been approved by the Psychology Department, the Dean of the School of Education, and the Academic Affairs Committee of the School of Education.

SUMMARY36. Abstract

The Psychology Department requests approval to offer the Specialist Degree in School Psychology (SSP) as an extension of its existing Master of Science Degree in Psychology with a Specialization in Community School Psychology. The current master's program that leads to certification in school psychology requires ninety quarter hours (sixty semester hours) including two years of academic coursework and a nine month full-time internship in the public schools. The program is presently approved by ISBE and NCATE and follows the recommended guidelines of state and national professional organizations. The specialist degree, which is beyond the master's level but not as advanced as the doctoral degree, is now the accepted entry level into the field of school psychology. The primary reasons for seeking the Specialist Degree in School Psychology are: 1) To award graduate students the appropriate degree that reflects the advanced level of training required for certification in school psychology, 2) To align SIUE's degree designation with other specialist programs in the State of Illinois and nationwide, and 3) To comply with recommendations of NASP. Since the addition of this new degree program is simply a formalization of current requirements, no new resources will be necessary.

Table I
ENROLLMENT AND CREDIT HOUR PROJECTIONS
FOR THE NEW PROGRAM*

<u>Line Code</u>	<u>Budget Year</u>	<u>2nd Year</u>	<u>3rd Year</u>	<u>4th Year</u>	<u>5th Year</u>
01 Number of Program Majors (Fall Term Headcount)	<u>8</u>	<u>10</u>	<u>12</u>	<u>12</u>	<u>12</u>
02 Annual Full-Time Equivalent (FTE) Majors	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>9</u>
03 Annual Number of Credit Hours Generated by Majors and Non-Majors in <u>Existing</u> Courses That Are Needed to Support the Proposed Curriculum**	<u>77¹</u>	<u>253</u>	<u>340</u>	<u>397</u>	<u>415</u>
04 Annual Number of Credit Hours Generated by Majors and Non-Majors in <u>New</u> Courses That Are Needed to Support the Proposed Curriculum**	<u>0²</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
05 Annual Number of Degrees Awarded	<u>--</u>	<u>6</u>	<u>8</u>	<u>9</u>	<u>10</u>

*Enrollment and credit hour projections should be provided for each off-campus site for which approval is requested; and/or for each option or specialization within the proposed program.

**include only those credit hours that are offered by the academic unit directly responsible for the proposed program.

¹ Program begins in Spring semester. Thus, Budget Year total reflects only one semester.

² There will be no credit hours from new courses, since no new courses were added.

Requirements for the Certification of School Psychologists in Illinois

Educational Requirements:

A. Must have graduated with a master's degree or higher degree in psychology or educational psychology with specialization in school psychology, including a minimum of sixty (60) semester hours of coursework, field experiences, and internship at the graduate level. All academic work listed in subsection (B) of this Section is required and may be met through completion of field courses, seminars, or practica. The requirements designated by asterisks must be met at the graduate level, while completion of the other areas is acceptable at either the graduate or undergraduate level. Graduate credit may also be earned for academic work in related fields such as special education and educational psychology.

B. Content Areas and Courses

	Graduate Semester Hours
1. Educational Foundations	3
a. Exceptional Individuals	
b. Regular and/or Special Education Methods	
c. Foundations/Supervision/Administration of Regular and/or Special Education*	
2. Psychological Foundations	9
a. Learning/Cognitive Processes*	
b. Child/Developmental Psychology*	
c. Child Psychopathology/Behaviorally Disturbed	
d. Biological Bases of Behavior (e.g., neurological, physiological, and biochemical)	
e. Personality	
3. Professional School Psychology	2
School Psychology*	
4. Assessment (Ages 0-21)	8
a. Individual Nondiscriminatory Intellectual Assessment*	
b. Nondiscriminatory Personality Assessment (Personal/Social/Adaptive Behaviors)*	
c. Nondiscriminatory Psychoeducational Assessment*	
5. Intervention (from 2 of the following)	6
a. Behavior Management/Modification	
b. Counseling and/or Psychotherapeutic Methods	
c. Consultation	
6. Statistics/Measurement Research	3
a. Statistical Methods	
b. Research Methods	
c. Psychological Measurement Tests and Measurement	

7. Field Experiences (must include a minimum of 250 clock hours in a school setting and/or child student center) 2
Practicum*

8. Internship 4
The internship shall be a full school year in duration and include at least 1,200 clock hours under the direction of an intern supervisor.

C. Must have had at least one year of supervised professional psychological experience with children of school age, preferably in a school setting and under the supervision of an individual qualified as a supervising psychologist.

1. Interpretation of Terms

- a. "One year" means a school year as defined by Section 10-19 of *The School Code*. Periods of less than three (3) consecutive months may not be included.
- b. "Full-time" means full-time as defined by the board of education in the system in which the individual is employed, but in no case less than twenty-five (25) hours per week.
- c. "Supervised experience" means full-time work, acquired after the satisfactory completion of all academic requirements except thesis and/or internship for the master's degree or higher degree, with school children of all ages, including work with exceptional children under the supervision of a school psychologist or other psychologist who would qualify as a school psychologist and who has a minimum of three years of experience in the psychological assessment of children of school age.

D. Additional Qualifications Required

- 1. Proficiency in individual psychological examination of children including educational diagnostic techniques; ability to plan and carry out a diagnosis adequate for each particular case; ability to handle staff conferences, interpret data, and write adequate reports; proficiency in counseling and other functions that may be needed to supplement the psychological assessment of children.
- 2. Ability and willingness to work according to high standards of competence and comply with the code of ethics of recognized professional associations.
- 3. Good character, good health, citizen of the United States and at least nineteen (19) years of age, in accordance with Section 21-1 of *The School Code*.

APPENDIX B

National Association of School Psychologists

STANDARDS FOR TRAINING AND FIELD PLACEMENT
PROGRAMS IN SCHOOL PSYCHOLOGYI. STRUCTURE OF PROGRAMS IN SCHOOL
PSYCHOLOGY

Training programs in school psychology lead to a recognized degree at the doctoral level, or to a sixth-year credential granted by the university or state. Graduate credentials are customarily based upon satisfactory completion of a minimum number of course credits. In each instance there is a planned, supervised and integrated program of graduate study. Programs are titled School Psychology and are clearly identifiable as organizational units.

1. Doctoral Program Requirements

- 1.1. *Standard:* Doctoral programs shall consist of a minimum of four years of full-time academic study or its equivalent beyond the baccalaureate degree. The program shall include a minimum of 84 graduate semester hours or the equivalent, at least 72 hours of which are exclusive of credit for the predoctoral supervised internship experience and any terminal doctoral project (e.g., dissertation) and shall culminate in institutional documentation.
- 1.2. *Standard:* The program shall limit the number of credit hours acquired through courses, seminars, and other learning experiences not open exclusively to graduate students to no more than one-third of the student's program.
- 1.3. *Standard:* Doctoral program requirements exclude credit for undergraduate study, study which is remedial, or study which is designed to remove deficiencies in meeting requirements for program admission.
- 1.4. *Standard:* Doctoral programs shall include at least one academic year of predoctoral supervised internship experience consisting of a minimum of 1200 clock hours, at least 600 hours of which must be in a school setting.
- 1.5. *Standard:* No more than 12 graduate semester hours awarded as credit for the predoctoral supervised internship experience shall be counted toward the required minimum of 84 graduate semester hours.
- 1.6. *Standard:* A full-time continuous residency or an alternate planned experience is required for all doctoral candidates. Programs allowing alternate planned experiences as a substitute for full-time residency must demonstrate how those experiences are equivalent to those commonly associated with residency requirements for the doctoral degree.

2. Sixth-Year Specialist Program Requirements

- 2.1. *Standard:* Sixth-Year Specialist programs shall consist of a minimum of three years of full-time academic study or the equivalent beyond the baccalaureate degree, including at least 60 graduate semester hours or the equivalent, and shall culminate in institutional documentation.

- 2.2. *Standard:* The program shall limit the number of credit hours acquired through courses, seminars and other learning experiences not open exclusively to graduate students to no more than one-third of the student's program.
- 2.3. *Standard:* Sixth-Year/Specialist program requirements exclude credit for undergraduate study, study which is remedial, or study which is designed to remove deficiencies in meeting requirements for program admission.
- 2.4. *Standard:* Sixth-Year/Specialist programs shall include at least one academic year of supervised internship experience consisting of a minimum of 1200 clock hours, at least 600 hours of which must be in a school setting.
- 2.5. *Standard:* No more than 12 graduate semester hours awarded as credit for the supervised internship experience shall be counted toward the required minimum of 60 graduate semester hours.
- 2.6. *Standard:* A full-time continuous residency or an alternate planned experience is required for all Sixth-Year/Specialist candidates. Programs allowing alternate planned experiences as a substitute for full-time residency must demonstrate how those experiences are equivalent to those commonly associated with residency requirements for the Sixth-Year/Specialist degree.

3. Content of School Psychology Program

- 3.1. *Standard:* The curriculum shall be based on explicitly specified objectives that reflect the program's conception of the professional roles for which the school psychology trainee is being prepared. There shall be a direct and obvious relationship between those objectives and the components of the curriculum. (Foundation areas in which all school psychology trainees must be prepared are presented in Standard 3.4). The curriculum shall differentiate the level of preparation for Doctoral study as being advanced in breadth and/or beyond that for Sixth-Year/Specialist study.
- 3.2. *Standard:* Through multicultural education for all school psychology trainees, the program shall promote understanding of respect for, and responsiveness to cultural diversity.
- 3.3. *Standard:* The program shall promote understanding of and responsiveness to the special needs of exceptional persons in all school psychology trainees.
- 3.4. *Standard:* The program shall insure the substantial preparation of all school psychology trainees in each of the following areas through courses, course content or other appropriate means:

Psychological Foundations

- Biological Bases of Behavior
- Cultural Diversity
- Child and Adolescent Development (Normal and Abnormal)
- Human Exceptionalities
- Human Learning
- Social Bases of Behavior

Educational Foundations

Education of Exceptional Learners
 Instructional and Remedial Techniques
 Organization and Operation of Schools

Assessment**Interventions (Direct and Indirect)**

Consultation
 Counseling
 Behavior Management

Statistics and Research Design**Professional School Psychology**

History and Foundations of School Psychology
 Legal and Ethical Issues
 Professional Issues and Standards
 Roles and Functions of the School Psychologist

4. Orientation to the Educational Process

- 4.1. *Standard:* Programs shall employ a systematic and reasoned sequential plan to orient school psychology students to the educational institutions they will ultimately serve.
- 4.2. *Standard:* Programs shall provide students with a planned program of directed observations and participation in educational settings.
- 4.3. *Standard:* Programs shall acquaint students with roles, responsibilities, and functions of other pupil service personnel, including the operation of interdisciplinary teams.
- 4.4. *Standard:* Programs shall familiarize students with available school and community resources.

5. Practica Experiences

(For a description of suggested practices, see Appendix A)

- 5.1. *Standard:* Practica experiences shall be distinct from and occur prior to the internship.
- 5.2. *Standard:* Practica experiences shall occur at the time(s) appropriate to the specific training objectives of the program.
- 5.3. *Standard:* Practica experiences shall be of sufficient length of time to be appropriate to the specific training objectives of the program.
- 5.4. *Standard:* There shall be a direct and obvious relationship between the practica experiences and the objectives for which the practica are intended.
- 5.5. *Standard:* Practica experiences shall occur under conditions of supervision appropriate to the specific training objectives of the program.
- 5.6. *Standard:* Practica experiences shall be provided appropriate recognition through the awarding of academic credit.
- 5.7. *Standard:* Practica experiences shall be provided in settings supportive of the specific training objectives of the program.
- 5.8. *Standard:* Practica experiences shall occur with university involvement appropriate to the specific training objectives of the program.

- 5.9. *Standard:* Practica experiences shall be systematically evaluated in a manner consistent with the specific training objectives of the program.

6. Internship Experiences

(For a description of suggested practices, see Appendix B)

- 6.1. *Standard:* The internship experience shall be provided at or near the end of the formal training period.
- 6.2. *Standard:* The internship experience shall occur on a full-time basis over a period of one academic year, or on a half-time basis over a period of two consecutive academic years.
- 6.3. *Standard:* The internship experience shall be consistent with a written plan and shall meet the specific training objectives of the program.
- 6.4. *Standard:* The internship experience shall occur in a setting appropriate to the specific training objectives of the program.
- 6.5. *Standard:* At least 600 clock hours of the internship experience shall occur in a school setting and shall provide a balanced exposure to regular and special educational programs.
- 6.6. *Standard:* The internship experience shall be provided appropriate recognition through the awarding of academic credit.
- 6.7. *Standard:* The internship experience shall occur under conditions of appropriate supervision. Field-based internship supervisors shall hold a valid credential as a school psychologist for that portion of the internship that is in a school setting. That portion of the internship which appropriately may be in a non-school setting shall require supervision by an appropriately credentialed psychologist.
- 6.8. *Standard:* Field-based internship supervisors shall be responsible for no more than two interns at any given time. University internship supervisors shall be responsible for no more than twelve interns at any given time.
- 6.9. *Standard:* Field-based internship supervisors shall provide at least two hours per week of direct supervision for each intern. University internship supervisors shall maintain an on-going relationship with field-based internship supervisors and shall provide at least one field-based contact per semester with each intern.
- 6.10. *Standard:* The internship placement agency shall provide appropriate support for the internship experience which shall include: a) a written contractual agreement specifying the period of appointment and the terms of compensation, b) a schedule of appointment consistent with that of agency school psychologists (e.g., calendar, participation in in-service meetings, etc.), c) provision for participation in continuing professional development activities, d) expense reimbursement consistent with policies pertaining to agency school psychologists, e) an appropriate work environment including adequate supplies, materials, secretarial services, and office space.

release time for internship supervisors, and g) a commitment to the internship as a training experience.

6.11. *Standard:* The internship experience shall be systematically evaluated in a manner consistent with the specific training objectives of the program.

6.12. *Standard:* The internship experiences shall be conducted in a manner consistent with the current legal-ethical standards of the profession.

7. Continuing Professional Development

7.1. *Standard:* The program shall provide an active continuing professional development program for practicing school psychologists.

8. Program Approval

8.1. *Standard:* Programs shall meet established approval standards for the state department of education in whose jurisdiction the program is located.

APPENDIX C

MASTER OF SCIENCE IN PSYCHOLOGY
SPECIALIZATION IN COMMUNITY SCHOOL PSYCHOLOGY

Name _____ Date Admitted _____

Master's study by the student here named is approved subject to the plan and conditions indicated below.

Advisor's signature _____ Date _____

Area Coordinator's signature _____ Date _____

Chair's signature _____ Date _____

	<u>Course Title</u>	<u>Cr.</u>	<u>Sem.</u>	<u>Grade</u>
A. CORE COURSES - 6 HOURS				
1.	Psyc 520 - Research Design & Inference I	3	_____	_____
2.	Psyc 521 - Research Design & Inference II	3	_____	_____
B. CONCENTRATION - 24 HOURS				
1.	Psyc 556 - Seminar in Community Psychology: Prevention Program	3	_____	_____
2.	Psyc 541a - Cognitive Assessment of Children and Families	3	_____	_____
3.	Psyc 537a - Counseling and Psychotherapy with Children, Adolescents and Families	3	_____	_____
4.	Psyc 539 - Crisis Intervention and Crisis Therapy	3	_____	_____
5.	Psyc 543a - Personality Assessment of Children and Adolescents	3	_____	_____
6.	Psyc 514 - Advanced Biopsychology	3	_____	_____
7.	Psyc 553 - Seminar in Clinical Child Psychology: Psychopathology of Children and Families	3	_____	_____
8.	Psyc 557 - Seminar in Developmental Psychology: Infancy and Early Childhood	3	_____	_____
C. PRACTICUM - Minimum of 7 hours in schools and agencies that serve children, adolescents, and families.				
1.	Psyc 524 - Practicum	1	_____	_____
2.	Psyc 524 - Practicum	2	_____	_____
3.	Psyc 524 - Practicum	2	_____	_____
4.	Psyc 524 - Practicum	2	_____	_____
D. *THESIS/RESEARCH PAPER				
1.	Psyc 599 - Thesis/Research Paper	3	_____	_____

* Students pursuing the Specialist Degree in School Psychology will complete a research paper as their final requirement for the Master's Degree. A thesis will be required as part of the Specialist Degree. All other students will complete the thesis as part of the Master's program.

APPENDIX D

SPECIALIST DEGREE IN SCHOOL PSYCHOLOGY

Name _____ Date Admitted _____

Specialist study by the student here named is approved subject to the plan and conditions indicated below.

Advisor's signature _____ Date _____

Area Coordinator's signature _____ Date _____

Chair's signature _____ Date _____

	<u>Course Title</u>	<u>Cr.</u>	<u>Sem.</u>	<u>Grade</u>
A. CONCENTRATION				
1.	Psyc 594 - Seminar in School Psychology	3	_____	_____
2.	Psyc 565 - Consultation: Theory and Practice	3	_____	_____
3.	_____ Required Education Course	3	_____	_____
4.	_____ Required Education Course	3	_____	_____
5.	_____ Required Education Course	3	_____	_____
B. PRACTICUM				
1.	Psyc 524 - Practicum in School Psychology	2	_____	_____
2.	Psyc 524 - Practicum in School Psychology	2	_____	_____
C. THESIS				
1.	Psyc 599 - Thesis	3	_____	_____
D. INTERNSHIP IN SCHOOL PSYCHOLOGY (10 Hours)				
Full time internship in the public schools that lasts one academic year (9 or 10 months) is individually arranged. School programs and supervising psychologists are approved by the Illinois State Board of Education. Supervision is provided on site by the supervising psychologist. Internship plans are approved by the C.S. coordinator who also monitors and evaluates the student's progress in fulfilling the objectives of the individualized internship plan.				
1.	Psyc 596 - Internship in School Psychology	5	_____	_____
2.	Psyc 596 - Internship in School Psychology	5	_____	_____
E. TESTS				
1.	Illinois State Board of Education School Psychology Proficiency Test			
2.	Illinois State Board of Education Basic Skills Test			
3.	The University and the State of Illinois require successful completion of coursework to pass the Illinois constitution test.			

NOTE: All persons seeking certification in Illinois either must be United States citizens or must have filed a declaration of intent to become a citizen on forms provided by the federal government.

No changes may be made in this program without the initialed approval of your advisor. In such an event, a new program must be filed.

September 9, 1993

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UE Southern Illinois University at Edwardsville

Interoffice Communication

Speech Communication

DATE: May 22, 1992

TO: William Slattery, Chairperson
Graduate Programs Committee

FROM: Kevin McClearey, Chairperson 
Ralph Giacobbe
Martha Welch

-Ad Hoc Review Committee -- Program Proposal for the
Specialist Degree in School Psychology

SUBJECT: Review of Program Proposal

We are writing in response to your memo of April 28, 1992. We have reviewed carefully the proposal for a new Specialist degree in School Psychology and we enthusiastically endorse it.

Our assessment is based on matching the proposal's narrative against the criterion statements and questions appearing in the guidelines for completing a "Request for a New Program." In every case, the Department of Psychology has responded thoroughly and persuasively to the needs for data and arguments in support of the new program. We think that the proposed program is especially deserving of support for the following four reasons:

-No new resources are needed to implement and maintain this new program.

-There is a stable, long-term market for the new program.

-The new program responds proactively to emerging academic and professional accreditation standards.

-The new program coherently organizes existing courses into a curriculum that responds effectively to students' needs.

The only change to the proposal that might serve to make it stronger would be to preview the expected enrollment increases when discussing (on page 4) the new program's relationship to Other University Programs." The discussion of that relationship is centered around the argument that "enrollment will increase," but no mention is made of the size of the increase. A statement of the modest size of the increase (approximately 12 new students per year) might serve to allay any fears that an enrollment surge would overburden the existing resources.

We are also concerned about the effects that current and anticipated reductions in university, school and department resources might have on the new program and the existing programs with which it is (and would become) interdependent. While these concerns do not need to be addressed in the text of the proposal, we recommend that the Graduate Programs Committee engage the department and the school in dialogue about the new program's status in relation to other priorities for resource allocation.

Thank you for the opportunity to review the proposal. Please contact us if you have any questions about our procedures or findings.

September 9, 1993

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UE Southern Illinois University at Edwardsville

Interoffice Communication

DEPARTMENT OF PSYCHOLOGY

MEMO TO: Steve Hansen ^{KMK}
FROM: Ken Kleinman, Bob Lamp and Emily Krohn ^{REL}
SUBJECT: Specialist Degree in School Psychology ^{EX}

July 13, 1992

Thank you for forwarding the Ad Hoc Review Committee's Report on the Specialist Degree in School Psychology. We are especially encouraged both by the overall favorable review of the committee and their recommendation that it be approved. Below are responses to the four points raised in your memo of June 4:

- Point 1. Based upon past and current enrollments in the Master's Degree program in Community School Psychology, we anticipate that approximately six of the twelve students admitted each year will be admitted to the specialist degree program. No more than four to six additional students (not from our M.S. degree program) will be accepted into the specialist program. Thus, the possible increase in enrollment will be limited to approximately 12 students. We will be able to accommodate these additional students without adding new class sections or expending additional resources.
- Point 2. Professors Robert Lamp, Emily Krohn and Russell Searight will be most closely involved with the specialist degree program. Approximately 30% of their time will be devoted to the new program, which translates to a total of approximately \$33,000. Approximately 3% of the department's support line budget, or \$1000, will be devoted to the new program. Thus, total resources for the specialist program will equal approximately \$34,000. As has been stated repeatedly in the proposal, the course work for the specialist degree is currently being offered to meet Illinois certification requirements. Therefore, the costs of the new program are, and will continue to be, met from existing resources.
- Point 3. As discussed on pages 1 and 2 of the proposal, in accordance with the training standards of NASP, the majority of approved school psychology training programs in Illinois have already adopted either the specialist or doctoral degree for their school psychology programs. Appendix A, which specifies Illinois certification requirements, states that "a master's degree or higher . . . including a minimum of 60 semester hours . . . is required for certification." Thus the specialist degree will provide recognition for the requirements they must now fulfill for certification that are beyond those required for the master's degree.
- Point 4. As discussed on page 1 of the proposal, the master's degree not only serves the needs of students pursuing careers in school psychology, but also those who will be working with children and their families in a variety of other community agencies. Based upon past enrollments, these two groups of graduate students have been approximately equal in number. Thus, we must continue to provide the master's degree for those students who desire to work in community agencies other than schools. Further, the master's degree is a prerequisite to the more advanced specialist degree. Thus, the master's program cannot be dropped.

MASTER OF SCIENCE DEGREE PROGRAM, MAJOR IN COMPUTING AND
INFORMATION SYSTEMS, SCHOOLS OF BUSINESS AND SCIENCES, SIUE

Summary

This matter proposes a new program, the Master of Science degree program, major in Computing and Information Systems (CIS), Schools of Business and Sciences, SIUE.

Rationale for Adoption

The primary purpose of the CIS program will be to advance the regional economy by providing graduates who can assist businesses to integrate knowledge of contemporary computing technology and develop new applications. The nature of the economy of Southwestern Illinois is such that successful transfer of computing technology to firms in the region can have major benefits by increasing their competitiveness and productivity and thus helping to ensure their survival. The only barrier to making effective use of computing technology is a knowledge barrier. Even advanced supercomputing can be accessible via networks to a small company at reasonable cost. The problems a company faces are determining what it needs, determining how to get what it needs, and adapting its personnel to make use of new technology. The graduate of the CIS program will be capable of helping small companies solve these problems and thereby will serve regional needs in southwestern Illinois.

The CIS program is an applied computing program focusing on the areas of information systems, software engineering, user and application interfaces, computer system architectures, and networks. The program will prepare students for such positions as software developer, consultant, system integrator, technology manager, systems programmer, and application software specialist. The degree requirements will be sufficiently comprehensive and thorough to ensure that a graduate will have the background to function as a computing generalist in a small company environment.

The proposed program will require no new state resources. The program is not an interdisciplinary program, nor is it the merging of two separate disciplines in a single graduate program. Rather, it recognizes that the Management Information Systems and Computer Science faculties represent different aspects of the same discipline. By combining the strengths of the two departments, the proposed program will offer a comprehensive curriculum that covers both managerial and technical areas of the discipline of computing. The most important implications are for the future--the combined capabilities of the two faculties will make it much easier to incorporate new computing technology into the program. Upon approval of this degree by the IBHE, a proposal will be submitted to this Board to terminate the existing Master of Science degree program, major in Management Information Systems.

Considerations Against Adoption

University officers are aware of none.

Constituency Involvement

The proposal was initiated by the Departments of Computer Science and Management Information Systems. The proposal has been reviewed and approved by the Curriculum Committees of the Schools of Business and Sciences and by the Deans of those schools. The proposal has the recommendation of the Graduate Council and the University Planning and Budget Council. The proposal is recommended for approval by the Provost and Vice-President for Academic Affairs and by the President, SIUE.

Resolution

BE IT RESOLVED, By the Board of Trustees of Southern Illinois University in regular meeting assembled, That the Master of Science degree program, major in Computing and Information Systems, Schools of Business and Sciences, SIUE, be and is hereby established effective January 10, 1994; and

BE IT FURTHER RESOLVED, That this action be reported to the staff of the Illinois Board of Higher Education.

REQUEST FOR A NEW PROGRAM

February 5, 1993

Title of the New Program: Master of Science, major in Computing and Information Systems

Departments: Management Information Systems, School of Business
Computer Science, School of Sciences

Date of anticipated operation: January 1994

New state resources required for Fiscal Year 1994: None

Contact Persons:

Robert Klepper, Department of Management Information Systems,
(618) 692-2504

Gregory Stephen, Department of Computer Science, (618) 692-2386

This is a proposal for a Master of Science, major in Computing and Information Systems. The program will be a joint offering of the graduate faculties in Management Information Systems and Computer Science. No new resources will be required for the program. Upon its approval by the IBHE, a proposal terminating the Master of Science, major in Management Information Systems will be submitted.

The Management Information Systems Program has always had an applied research emphasis and an industrial advisory board which provides a direct link to local industry. The new program preserves the applied research and applied computing emphasis of the MIS program while broadening the coverage of computing in a way that is necessary because of the continuing development of computing technology. The new program can be implemented without new resources because the faculties of the two cooperating departments have both the technical expertise and the applied expertise to implement the program.

1. MISSION

Ernest Boyer, writing in a recent report of the Carnegie Foundation for the Advancement of Teaching, has concisely summarized how applied research became part of the mission of American higher education:

"The practical side of higher learning was remarkably enhanced by the Morrill Act of 1862, later called the Land Grant College Act. This historic piece of legislation gave federal land to each state, with proceeds from the sale of the land to support both education in the liberal arts and training in the skills that ultimately would undergird the emerging agricultural and mechanical revolutions. The Hatch Act of 1887 added energy to the effort by providing federal funds to create university-sponsored agricultural experiment stations that brought learning to the farmer, and the idea of education as a democratic function to serve the common good was planted on the prairies."

As a result of these landmark events, the agricultural sciences developed at a rapid pace. The success of our country in the agricultural and manufacturing revolution was due in large part to these programs. During those times it became clear that the goal of university service is not only to serve society but to reshape it by applying knowledge to practical problems. The idea that professors could spread knowledge which would improve agriculture and manufacturing gave momentum to what later became known as applied research.

Southern Illinois University at Edwardsville and other regional comprehensive universities exist because of public attitudes toward higher education which were formed by the success of the land grant colleges and the agricultural experiment stations. Today, we are in the midst of another revolution, a computing technology revolution, and the economy of Southwestern Illinois must play a part in it. To ensure that this will happen, the Management Information Systems faculty and the Computer Science faculty are cooperating in a revision of the Master of Science, major in Management Information Systems program. To signal the revision, the name of the degree will be changed to Master of Science, major in Computing and Information Systems (CIS).

The primary purpose of the CIS program will be to advance the regional economy by providing graduates who can assist businesses to integrate knowledge of contemporary computing technology and develop new applications. The economy of Southwestern Illinois is lagging seriously and the nature of that economy is such that successful transfer of computing technology to firms in the region can have a major reviving effect by increasing their competitiveness and productivity and thus helping to ensure their survival. The public university in the region can best stimulate this transfer through the efforts of its faculty who focus on computing technology. The barrier to making effective use of computing technology is a knowledge barrier. Even high-end supercomputing can be accessible via networks to a small company at reasonable cost. The problems a company faces are determining what it needs, how to get what it needs, and adapting its personnel to new technology. The graduates of the

CIS program will be major carriers of the technology being transferred. They will be capable of acting as agents of change in the local economy.

The CIS program is an applied computing program which focuses on the areas of information systems, software engineering, user and application interfaces, computer system architectures, and networks. The program will prepare students to be practitioners in positions such as software developer, consultant, system integrator, technology manager, systems programmer, and application software specialist. The coverage will be comprehensive and thorough enough so that a graduate of the program should have sufficient background and confidence to function as a computing generalist in a small company environment. A small company cannot afford a range of specialists to match its range of computing needs nor can it provide training to develop the specialists it needs. Rather, if it is to make competitive use of computing technology, it needs individuals with a sound grasp of current technology, practices, and industry trends.

Computing Programs at SIUE

The history of computing programs at SIUE has been influenced by the organizational structure of the University in the 1960's and by the employment opportunities available to residents of Southwestern Illinois. Parallels can be found in many regional comprehensive universities.

By 1967, there were a few computing courses in both the Division of Business and the Division of Science and Technology.

The 1969 University catalog describes a computer science "track" in the undergraduate major offered by the Faculty of Mathematical Studies. In its early days, the primary mission of that Faculty was to supply high school mathematics teachers for Southwestern Illinois. As enrollments at the university increased, the mission broadened to providing programs which would prepare students for the employment opportunities available to residents of the region. Since there was no engineering school at SIUE at that time, Mathematical Studies was the natural home for a technical computing track. Today, most of the courses in the 1969 computer science track would be classified as applied mathematics or operations research.

The nature of the required courses in the computer science track changed as the discipline of computing evolved. The first Association for Computing Machinery (ACM) curriculum recommendation for undergraduate computer science was published in 1968 and provided direction for the Faculty. As new courses were added for the undergraduate program, some advanced graduate-level courses were also created for students in the applied track of the mathematical studies graduate program.

Planning for the management systems graduate program, the forerunner of the present MIS graduate program, began in 1974. The initial program had a management science (operations research) orientation. The only evidence in the Graduate School archives of interaction between the Faculty of Mathematical Studies and the faculty

developing the new management systems program is a letter expressing concern that the new program would duplicate operations research courses taught by Mathematical Studies.

By the mid 1970's the unit name Faculty (later Department) of Mathematical Studies had changed to Department of Mathematics, Statistics, and Computer Science.

Through the years, the direction of development of computer science offerings was influenced by the employment opportunities available to graduates who completed the computer science track and by ACM curriculum recommendations. For many years, the primary employers of graduates were major defense contractors in the St. Louis area who were developing aircraft and missile systems and other weapons systems. Consequently, the computer science offerings did not emphasize business data processing applications.

In 1984, the computer science track in the undergraduate mathematical studies major became a major in computer science.

Within the School of Business, the evolution of information systems curricula addressed the demands of students for education in the business applications of information technology. At the undergraduate level, the School of Business offers an MIS specialization (similar to a minor) for business majors. This specialization prepares students in the area of information systems analysis, design, and implementation. Demand has been consistently high. In 1991, 203 students were enrolled in the MIS specialization, approximately 25% of the undergraduate business majors. Many graduates of the MIS specialization are employed as programmer-analysts, end-user computing analysts, business systems analysts, and technical consultants in businesses throughout the metropolitan area.

The graduate program offered by the Management Information Systems faculty was initiated in 1976. The program is designed to educate students in information technology, and in structured methods in information systems analysis and design. The program consists of a core in the business foundations, an MIS core, advanced business electives, and a capstone course involving the design and implementation of an information system. The graduates of the program have succeeded in roles as systems analysts, project managers, database designers, and systems consultants.

Until 1985, the MIS faculty were members of the Department of Management Systems and Sciences within the School of Business. In 1985, the Department of Management Information Systems was established.

In 1986, the Department of Mathematics, Statistics, and Computer Science was split into the Department of Mathematics and Statistics and the Department of Computer Science.

The result of this evolution is that SIUE has two faculty groups with computing as their main focus. One, MIS, offers a graduate program, and the other, CS, an undergraduate major. Both departments have responsibilities beyond their respective major programs. They cooperate in sponsoring the 108 General Education skills course. MIS provides courses for the undergraduate business major and for the MBA program. CS provides service courses for the Schools of Science and Engineering and CS faculty teach courses and direct research projects in the graduate program of the Department of Mathematics and Statistics. Graduate-level computer science courses have been available in the mathematical studies graduate program since the early 1970's. In recent years, many electrical engineering graduate students have used computer science courses as electives in their programs of study.

The Economy and Computing Technology

Two related external factors motivate this proposal. One is the economy and the other is the change that continues to occur in computing technology.

a) The Economy

Industry in the United States is having a difficult time competing in international markets. The resulting economic problems are compounded because of the major reductions that are occurring in defense spending. Defense spending during the past 40 years has served as a de facto industrial policy — it has been a prop that has enabled the country to maintain a lead in science and technology. There is little agreement on where (or even whether) this prop should be repositioned in the civilian sector. National publications such as *Business Week* and the *New York Times* regularly report on these facts. Local newspapers document the impact of these economic changes on the region.

At the end of World War II, Southwest Illinois was a major industrial center. Some of the most prominent industries were glass manufacture, steel, petrochemicals, oil refining, meat packing, railroad services, and automobile components. Because of shifting markets, obsolescence, and a variety of other factors, there has been a steady erosion in this base since that time. One of the results of this shift has been a decline in the number of relatively highly paid "blue collar" jobs supported by the industrial sector. When new jobs have been created, they are often in lower-paid service occupations.

While some heavy industries, such as Shell, Monsanto, Granite City Steel, and Laclede Steel remain, one of the features of the area is that it has retained many of the companies and skills which once supplied the more numerous heavy industries of the area. The core skills utilized by these companies are still in old industrial crafts such as tool and die making and machining. The technologies are often those of the 1940's, 1950's, and 1960's.

Although some local markets remain, many of these companies now rely on purchasers in other areas and find themselves in much more direct competition with other suppliers. Particularly when they come into competition with foreign suppliers, Southwest Illinois producers confront newer technologies, higher production efficiencies, improved business methods, and superior product design. This weakened competitive position is the harbinger of further decline.

The immediate local impact of the changes in defense spending is a major reduction of employment opportunities for residents of Southwest Illinois as defense contractors in the St. Louis metropolitan area stop new hiring and furlough current employees.

Now and in the immediate future, job opportunities for residents of Southwest Illinois are primarily in the smaller companies in the region, both older companies struggling to survive in a new competitive environment and new companies created to respond to opportunities such as the expansion occurring in the Scott Air Force Base area. Computing technology will have a central role in the future of these companies.

b) Computing Technology

National studies agree that computing technology is a critical technology for the development of new products and services and for restoring national competitiveness in existing industries. As a consequence, employment projections continue to report that relative demand will remain strong for people in computing, particularly those with software development skills.

Computing technology has the characteristic of rapid change. What is high-performance computing today will be run-of-the-mill computing in 5 to 10 years. Small to mid-sized companies — and even large companies — have a difficult time tracking changes in computing technology and adapting the changes to their benefit. Most small and mid-sized organizations cannot afford to employ a research and development team to track and evaluate the potential impact of new computing products and technology. This can result in two types of costly errors: failure to move to new appropriate technology and the adoption of inappropriate technology.

In the past, it was easier. A substantial portion of commercial computing involved a few categories of application programs running on centralized IBM mainframe computers. In such a setting, many managers were able to safely rely on the dominant vendor, IBM, for advice and support. The technical skills and knowledge needed by an applications developer were modest: ability to use COBOL and IBM assembler, some knowledge of file structures, and some familiarity with development methodologies.

In the last 10 years, commercial computing has become substantially more complex. Changes have occurred in the technology, the range of applications, the size of the user community, and even the role of the previously dominant vendor. In technology, significant happenings include the rapid growth in the capabilities of personal

computers, the maturing of network technology, the development of reliable software techniques for distributing computations and data, and the development of sophisticated user interfaces. The growth in both the range of applications and the size of the user community has been driven by the technology changes and by the fact that previously expensive hardware has become inexpensive.

The barrier to making effective use of today's computing technology is a knowledge barrier. Even high-end supercomputing can be accessible via networks to a small company at reasonable cost. The High-Performance Computing Act, sponsored by Albert Gore and passed in 1991, authorized financing over five years for the development of a National Research and Education Network. This network and the technology developed for it will be the basis for an evolving national "data superhighway" system. Individual states, including Illinois, are planning regional networks that will provide schools and businesses with low-cost access to the national network. The problems a company faces are determining what it needs, how to get what it needs, and adapting its personnel to new technology. The CS and MIS faculty track this technology and are proposing the CIS program as one way to help companies with these problems.

In 1988, the undergraduate computer science program, with help from National Science Foundation funding, became one of the first in the country to include courses in parallel computing. The faculty have been aided by staff members of the National Center for Supercomputing Applications (NCSA) in Champaign as they have integrated other aspects of high-performance computing into the curriculum. In 1991 and 1992, computer science faculty received National Science Foundation grants to establish a distributed computing laboratory and to support research in computer network technology.

In the spring of 1991, the CS and MIS faculties, along with members of the Electrical Engineering faculty, developed a plan for a Computing Technology Consortium whose goal is to promote regional use of newer computing technology. An informal advisory committee with representatives from local firms of various sizes assisted. The long-range plan is to establish a computing resource center on campus which can work with local firms. Members of the CIS Industrial Advisory Board will be enlisted to work on this initiative. Graduate assistants who are students in the CIS program will help to staff the center.

The CIS Program

The Computing Technology Consortium concept envisions that students of our existing programs will play a major role in technology transfer. However, the separate programs are limited in the ways they can address computing technology. The MIS program would need new resources to broaden its coverage of computing beyond the current emphasis on software engineering and information systems design. The computer

science faculty have been providing graduate-level courses in complementary areas for the mathematics and electrical engineering programs for many years.

The University has been carefully examining how it can fulfill its mission during a time of very strict resource limitations. In the School of Business and the School of Sciences, this examination has led to questions about the ability of the University to continue to provide adequate graduate-level work in computing with no prospect of new resources. The proposed program will allow the University to respond in an effective way to the need we have identified to promote computing technology transfer and do it with our current level of resources. The program is not an interdisciplinary program nor is it the merging of two separate disciplines in a single graduate program. Rather, it recognizes that the MIS and CS faculties represent different aspects of the same discipline. In the past, MIS did not have the resources to teach the more technical courses in such areas as data communications and operating systems. CS did not have the resources to provide full coverage of database systems, software engineering methodology, and information systems design. By combining the strengths of the two departments, the proposed program will offer a comprehensive curriculum that covers both managerial and technical areas of the discipline of computing and provides students with a high-quality program. The most important implications are for the future — the combined resources of the two faculties will make it much easier to incorporate new computing technology into the program. The program will continue the industrial advisory board established for the management information systems program and its faculty are committed to ensuring that it remain a regional resource for computing technology transfer.

Planning for the program began in 1991. After the proposal was developed, it was reviewed by consultants. One review was done by Edward Stohr and Zvi Kedem, chairs of the Information Systems Department and the Computer Science Department at New York University. These two departments, one in the Stern School of Management and the other in the Courant Institute of Mathematical Sciences, are in the process of establishing a similar program. A second review was provided by Alan Hevner, the chair of the Information Systems Faculty in the College of Business and Management at the University of Maryland (College Park). Hevner is also co-director of the Master of Science in Systems Engineering program in the School of Engineering at Maryland. The reviewers provided valuable advice concerning curriculum and governance and several of their suggestions have been incorporated into the proposal.

2. EFFECT ON OTHER PROGRAMS

Approximately 60% of the students who would enroll in the current management information systems major would enroll in the CIS major. The other 40% would choose the MBA program. Approximately 30% of the students who currently would enroll in the mathematics graduate program would choose the CIS program. At present, those

mathematics students enroll in a curriculum in mathematics which has a computer science emphasis. That curriculum is being discontinued.

CIS courses will also serve students enrolled in other graduate programs. Several of the courses can be used as electives by graduate students in Electrical Engineering who are pursuing programs with a computer engineering emphasis and by graduate students in mathematics who are pursuing programs with a computational mathematics emphasis. The MBA program permits students to include predefined sets of elective courses called *specializations*. A four-course management information systems specialization has been approved for the MBA program. The courses for that specialization are CIS courses. The MBA program with the MIS specialization will appeal to technically-qualified people whose primary interest is management.

3. PROGRAM OF STUDY

The program requires 33 semester hours and consists of six core courses, four elective courses, and a culminating software design project.

a) Computing and Information Systems Core

- CIS 515-3 Algorithms
- CIS 518-3 Computer System Architecture
- CIS 520-3 Networks and Distributed Systems
- CIS 540-3 Management of Information Systems Development
- CIS 564-3 Database Management Systems
- CIS 570-3 Software Systems Design

b) Elective Courses

The four elective courses chosen by the student will build on the competencies developed in the core. A list of acceptable courses can be obtained from the Computer Science Department office. The student's adviser must approve the selections. The available courses focus on advanced design and management strategies and computing technologies.

c) Culminating Project

The culminating project is a software design project which is independently accomplished by the student. The project will involve the analysis, design, and possibly implementation of a system using technologies and methodologies which are covered in the program. The project will be overseen by a faculty advisory committee consisting of a chairperson and two additional committee members. The student will receive three hours of credit in CIS 595, Special Project. The project will normally be completed

during the student's final semester in the program, but selection of the advisory committee and planning for the project must be done before the final semester.

The documentation for the design project must meet standards defined by the CIS Graduate Committee. At the conclusion of the project, the student must present the project and defend it orally before the advisory committee and other interested members of the University community. The advisory committee will determine when the project is acceptable and assign a final grade.

d) Transfer, Proficiency, and Prior Learning Experience Credit

Transfer credit can be applied to the program subject to the rules of the Graduate School and subject to approval of the CIS Graduate Committee. Proficiency examination credit and prior experience credit will not be granted.

e) Substitutions

A student may request permission to substitute another course for a core course or to substitute other courses for those on the acceptable elective list. The request must be a written petition to the CIS Graduate Committee. For a core course substitution, the petition must document that the student has acquired recent and equivalent background and is qualified for the substitute course, which should be a more advanced course in the same area as the course it replaces. Substitute elective courses must build on the core and be appropriate for the student's background and career plans. Prior approval of the CIS Graduate Committee is required for all substitutions. When a substitution is approved for a student, a copy of the approval letter will be sent to the Graduate School.

4. ADMISSION REQUIREMENTS

The requirements for admission to the graduate major in Computing and Information Systems are:

1. A bachelor's degree from an accredited college or university. The undergraduate major should be in business, science, engineering, mathematics, or computing. Individuals with other backgrounds who are interested in the program are invited to discuss their career objectives with the program director. The undergraduate major requirement can be waived by the CIS Graduate Committee for individuals whose background and goals are consistent with the program objectives.
2. An undergraduate GPA of 2.5 or above.

3. Completion of the prerequisite courses detailed below (or their equivalents) with a GPA of 3.0 or above.
4. Submission of Graduate Management Admission Test (GMAT) or Graduate Record Exam (GRE) scores.
5. Submission of a statement detailing the applicant's background and career plans.

Admission decisions will be made by the CIS Graduate Committee. Initially, the verbal and quantitative GMAT score cut-off's being used for admission to the management information systems graduate program will be used for the new program. (GRE equivalents of the GMAT scores will be established.) As experience is gained with students in the program, the level will be adjusted as necessary.

Prerequisite Courses

A student entering the program will need the specific background detailed below. This background could be acquired as part of a baccalaureate program or in post-baccalaureate studies. The computing background must have been acquired within the past six years. A student who meets other requirements for admission can be conditionally admitted to the program while completing prerequisite courses.

Knowledge of:

C language
 Programming proficiency
 Data structures
 Computer systems
 Management information systems
 Accounting fundamentals
 Calculus
 Statistics
 Ethics, the law, and social responsibilities

Courses to Achieve:

CS 140 or CS 402
 CS 402 or MIS 360
 CS 151 or CS 403
 CS 312
 MIS 342
 ACCT 501
 MATH 150 or MATH 130
 STAT 380 or MS 251
 PHIL 320 or 323

Some undergraduate programs in business, engineering, and computing integrate material on ethics, the law and social responsibilities into core courses. Students who are graduates of such programs will be considered as having adequate background in the area.

5. DEGREE COMPLETION REQUIREMENTS

All regulations of the Graduate School apply. Students must earn a minimum grade of C in all courses which are used to meet program requirements and must have an overall grade-point average of at least 3.00.

6. RELATIONSHIP OF THE CURRICULUM TO PROGRAM OBJECTIVES

This program is a modification of the management information systems major which continues the applied computing emphasis of that program while broadening the coverage of computing. The best way to demonstrate this is to compare the program and its admission requirements to the MIS program.

a) The new program replaces the foundation courses of the management information system major with a set of prerequisite courses. The foundation courses ensured certain quantitative and computing competencies and covered basic concepts in accounting, economics, and marketing. The prerequisite courses for the CIS major place greater emphasis on computing competencies. Economics and marketing are not required.

b) Three core courses in the CIS program are revisions of courses in the management information system program. These courses concentrate on the fundamental concepts and techniques of application software design and development from management-, data-, and process-oriented perspectives.

CIS 540 is a course in the management of information systems development. Students learn theory and techniques for managing software development projects within the constraints of time and resources. Topics include project planning, cost estimating, human resource management issues, and quality control issues.

CIS 564 is a course in database design from an enterprise-wide perspective. Students will develop competence in conceptual data modeling using a variety of modeling approaches and in converting conceptual models to implementation models. They will apply database technology in a rapid application development approach to develop an application system. The course includes data administration concepts relevant to backup, recovery, concurrency control, and data dictionary management.

CIS 570 is a course in software systems analysis and design. Students learn process-oriented modeling and structured design concepts and techniques. The focus is on re-engineering, restructuring, and simplifying business processes and on quality assurance, reliability, and flexibility in software systems.

c) The other three core courses replace two MIS courses. These core courses provide a thorough technical coverage of algorithms and computer systems architecture. All three approach computing from the viewpoint of a software specialist and thus complement the other core courses. They focus on current and applicable technology and describe the economic and technological reasons for trends. Specifically:

CIS 515 is a course in algorithms and associated data structures. Systems analysts develop algorithms for, or tailor them to, specific applications. This course covers fundamental classes of algorithms and strategies for deriving algorithms. Parallel and distributed algorithms are included. Students will learn to balance the ever-present trade-offs of speed, cost, and size.

CIS 518 is a course in computer systems architecture. The underlying hardware and operating system are major factors in the performance of application software. A software specialist must understand the effect of various hardware options on performance and cost and must be aware of hardware trends and the changing relationship between hardware and software in newer systems. The software specialist must also understand the application program and user interfaces of operating systems, since these serve as the base for application systems. This course provides a survey of hardware and operating system concepts, analyzes commercially important systems, and examines trends in this technology.

CIS 520 extends the material of CIS 518 to systems of multiple computers linked by a communications network. Today, very few computing systems are isolated systems and an increasing number of applications involve distributed data and computations. The course covers the fundamental data communications and network concepts that are the basis of distributed applications.

- d) The management information system major requires that a student include certain business courses if they have not been taken previously and offers a relatively narrow selection of computing electives. In the new program, the elective courses offer a much wider range of computing topics, all of which build on the competencies developed in the core.
- e) The culminating project in the management information system major and in the new major are essentially the same. The only change is that the credit hours the project carries have been reduced.

7. COURSES

a) Elective Course Areas

Here is the initial elective course list. The seminar and topics courses are an essential mechanism for introducing new strategies and technologies. A few 400-level computer science courses are appropriate electives for some students in the program, but it is unlikely that a student will take more than two of these.

- CIS 525-3 Principles of Simulation
- CIS 537-3 Expert Systems
- CIS 547-3 Network Programming
- CIS 567-3 Network Planning and Management
- CIS 572-3 Rapid Application Development and Prototyping
- CIS 582-3 Topics in Computer Graphics (Human-computer interface design)
- CIS 588-3 Seminar in Information Systems (Software Engineering)
- CIS 588-3 Seminar in Information Systems (Database Systems)

- CS 407-3 Ada Programming
- CS 416-3 High Performance Computer Systems
- CS 438-3 Artificial Intelligence
- CS 444-3 Parallel Computing
- CS 482-3 Computer Graphics

b) Catalog Course Descriptions

CIS 515-3 ALGORITHMS. Sorting, searching, geometric, and graph algorithms. Selection and performance issues. Parallel and distributed algorithms. Prerequisite: CS 151 or 403 or consent of instructor.

CIS 518-3 COMPUTER SYSTEM ARCHITECTURE. Architecture of contemporary computer systems; processor, memory, and I/O structures; performance and cost comparisons; operating system structure, implementation, and use. Prerequisite: CS 312 or consent of instructor.

CIS 520-3 NETWORKS AND DISTRIBUTED SYSTEMS. Data communication and computer network concepts and technologies; structure of distributed systems; issues in distributed application design. Prerequisite: 518.

CIS 525-3 PRINCIPLES OF SIMULATION. Survey of systems modeling and simulation techniques; data generation and testing, construction of simulation models, Petri nets and applications, model experimentation, and optimization. Prerequisites: CS 151 and STAT 380; or consent of instructor.

CIS 537-3 EXPERT SYSTEMS. Introduction to knowledge-based systems; design principles for expert systems, Prolog language, and implementation of expert systems. Prerequisite: 570 or consent of instructor.

CIS 540-3 MANAGEMENT OF INFORMATION SYSTEMS DEVELOPMENT. Theory and techniques for managing software development projects within constraints of time and resources. Topics include planning, scheduling, human resource management, and quality control. Prerequisite: 570.

CIS 547-3 NETWORK PROGRAMMING. Design and implementation of application software for computer networks; includes case studies of existing network applications; emphasis on UNIX systems and TCP/IP. Prerequisite: 520.

CIS 564-3 DATABASE DESIGN. Enterprise-wide data modeling. Conceptual database design, entity-relationship and object-oriented models. Physical database design, relational model, and normalization theory. Prerequisite: 570.

CIS 567-3 NETWORK PLANNING AND MANAGEMENT. Issues, problems, and solutions in planning, managing, operating, and controlling local, wide area, and international networks. Use of networks to achieve strategic business objectives. Prerequisite: 520.

CIS 570-3 SOFTWARE SYSTEMS DESIGN. Techniques and tools for information systems analysis and design. Process-oriented modeling and structured design concepts and techniques; re-engineering business processes; quality-assurance and reliability.

CIS 572-3 RAPID APPLICATION DEVELOPMENT AND PROTOTYPING. Combining software development methods, tools, and management techniques to achieve rapid application development. Emphasizes user involvement through joint requirements planning and prototyping. Prerequisite: 570.

CIS 582-3 TOPICS IN COMPUTER GRAPHICS. Selected topics in areas such as human-computer interfaces, advanced image generation techniques, modeling methods, visualization techniques. May be repeated for a maximum of 6 hours provided that no topic is repeated. Prerequisite: permit required.

CIS 588-1 to 3 SEMINAR IN COMPUTING AND INFORMATION SYSTEMS. Concepts not emphasized in current courses. May be repeated to a maximum of 12 hours if topics differ. Prerequisite: permit required.

CIS 595-1 to 6 SPECIAL PROJECT. Independent research in computing and information systems, software design project, or combination of both. May be repeated for a maximum of 6 hours. Prerequisite: permit required.

Here are descriptions of the 400-level computer science courses on the initial elective list:

CS 407-3 ADA PROGRAMMING. Emphasis on features which make the language unique, e.g., packages, exception handling, generics, and tasking. Previous knowledge of Ada not required. Prerequisite: CS 250 or consent of instructor.

CS 416-3 HIGH-PERFORMANCE COMPUTER SYSTEMS. Overview of scientific supercomputing, floating point arithmetic issues, high performance architectures, software engineering tools for scientific computing, code optimization, benchmarking, support for visualization. Prerequisite: 314 or consent of instructor.

CS 438-3 ARTIFICIAL INTELLIGENCE. History and survey of field. Topics include heuristic search, natural language, knowledge representation, machine learning, expert systems, neural networks, use of logic. Prerequisite: 250 or consent of instructor.

CS 444-3 PARALLEL COMPUTING. Fundamental issues such as architectural classifications and models of parallel computation; algorithm design, analysis, and implementation on currently available parallel computers. Prerequisites: 312 and 320 or consent of instructor.

CS 482-3 COMPUTER GRAPHICS. Review of basic graphics material; mathematics for modeling curves and surfaces, and performing transformations; algorithms for scan-conversion, clipping, hidden component removal, and rendering. Prerequisites: 312, 320, MATH 135, and MATH 151; or consent of instructor.

8. SCHEDULING OF COURSES

Most courses will be scheduled in the evening to accommodate part-time students. The number and variety of courses offered each year will be sufficient to support full-time students. The core courses will be offered every year. Some courses will be offered during the summer. A full-time student should be able to complete the program in two consecutive academic years plus one summer (5 semesters). A part-time student who completes three courses per year should be able to complete the program in 3.5 consecutive calendar years.

9. GOVERNANCE AND ADMINISTRATION

The program will be housed in the Department of Computer Science in the School of Sciences. Student records will be maintained in the Computer Science Department office. Students in the program will be subject to the rules and policies of the School of Sciences.

The program faculty will consist of the graduate faculty of the Department of Management Information Systems in the School of Business and the graduate faculty of the Department of Computer Science in the School of Sciences. Governance and administration, including student advising, will be the responsibility of the program faculty.

The Program Director position will rotate from one department to the other every two years. The CIS Graduate Committee will have four members, two from each department. The members will include the two department chairs and the Program Director. All four committee members must be members of the program faculty. The Program Director will chair the Committee. The Committee will be responsible for administrative and curriculum matters including admission and retention decisions, assigning students to faculty advisers, approving transfer credit and elective substitutions, approving faculty advisory committees for culminating projects, creating and maintaining the lists of acceptable elective courses, defining design project standards, and program evaluation.

The Committee will make recommendations to the program faculty concerning policy and curriculum matters. The respective chairs of Computer Science and Management Information Systems will make faculty teaching assignments. Appointments to the Committee will be made by the department chairs, subject to ratification by the program faculty.

Modifications to the program, courses, and admission requirements and retention standards will require approval by the program faculty. Modifications which require external review will be submitted for School and University-level approval after they are approved by the program faculty.

Advisory Board

The range and membership of the current MIS Industrial Advisory Board will be expanded to support the new CIS program. The expanded board will be known as the CIS Industrial Advisory Board. The Board will facilitate the personal contact between program faculty and local business and industry leaders which will be required to market the program. The Board will assist the CIS Graduate Committee with program evaluation.

Staff Support

Staff time will be required to handle inquiries, maintain records, and handle routine correspondence. This will increase the work load in the Computer Science Department office. A 12-month, 20-hour-per-week student worker position in the Computer Science office will be funded from the MIS Department student wages budget.

10. STUDENT INFORMATION

a) Size of the Proposed Program.

The size of the proposed program is estimated at 70 students. This estimate is based upon a survey of current students in the Master of Science in MIS program and upon estimates of current students who are currently taking graduate courses in Computer Science. Of the current 70 students in the MIS program, approximately 60 percent would select the CIS program, and the others would select the MIS specialization within the MBA program. This would create an enrollment of about 40 Master's students from the School of Business, along with the 30 students who are currently enrolled in a graduate curriculum in mathematics with a computer science emphasis. To be conservative, the CIS program would be able to attract approximately 60 students from those currently enrolled in other programs. The additional ten students could be recruited because of the increased breadth and depth of the program and its offerings.

b) How the Proposed Program will Support Students in Other Degree Programs.

CIS courses will be used for the MIS specialization within the MBA program and will serve as graduate electives for some accounting, electrical engineering, and mathematics students.

c) Student Characteristics to be served by the proposed program.

The proposed MS in CIS is appropriate for several categories of students: (1) SIUE graduates in business, computer science, and electrical engineering; (2) computing professionals who need to upgrade their knowledge and skills; (3) people with non-computing backgrounds who wish to retrain. Category (2) will serve existing employees of companies in the region. Upgrading of existing personnel is a key step in the technology transfer we are promoting. The number in category (3) appears to be increasing as general employment continues to lag. These people will have to complete prerequisite courses to prepare for the program.

Of course, a potential student group already exists. Most of the students in the current MS in MIS program are qualified for the new program. There are approximately 70 students in the MS in MIS program at the current time. It is estimated that about 40 of these students would choose to enroll in the proposed CIS program and that the other 30 students would select the MBA specialization in Management Information Systems.

Also, most of the students who have studied computer science as part of the mathematics graduate program were seeking applied computing skills even though the courses offered for mathematics by the Computer Science faculty did not have an explicit applied computing focus. Those students would find the MS in CIS attractive. It

is estimated that approximately 30 to 35 of them would select the MS in CIS to obtain an applied computing focus within a graduate program.

The characteristics to be served by the proposed MS in CIS program have been projected on the basis of the past enrollment in the MS in MIS and the graduate program in mathematics. These projections indicate that students with the following characteristics are likely to enroll in the program:

Student Status:

Full-time students	40%
Part-time students	60%

Minority/ethnic/gender demographics:

Male white	35%
Female white	35%
Male black	5%
Female black	5%
Male non-US citizen	10%
Female non-US	10%

11. STATEWIDE NEEDS AND PRIORITIES

a) **Similar Programs Offered by Illinois and St. Louis Region Institutions.**

The proposed CIS program is a unique academic program in the region served by Southern Illinois University at Edwardsville. The proposed program combines the strengths of the management-oriented information systems curriculum which is currently part of the MS in MIS graduate program with the technology focus of graduate courses in Computer Science.

Strong student demand (see below) and strong employer demand (also see below) for such a program provide the university with an opportunity to serve the region. The MS in MIS program has already developed a reputation for producing highly qualified graduates. Input from members of the MIS advisory board who represent twenty-seven area businesses and government organizations indicates that the proposed program will enable Southern Illinois University at Edwardsville to contribute to the current and projected needs for qualified information systems professionals.

Within the State of Illinois, one other graduate program — the applied computer science program at Illinois State University — combines a management information systems and computer science focus.

In the St. Louis region, graduate programs in management information systems are offered by the University of Missouri at St. Louis and Washington University. The UM

St. Louis program is offered within the School of Business and has a managerial focus. The Washington University program is housed in the School of Technology and Information Management, which is part of the School of Engineering and has a technical focus.

SIUE maintains an excellent reputation with respect to the quality of its faculty, the quality of its curricula, and the quality of its graduates in the information systems and computer science fields. The proposed program will enable SIUE to continue to play this role in the region.

b) Documentation of the Student Demand for the Proposed Program.

The need for a graduate program in computing can be justified in terms of student demand, occupational demand, and industry demand for SIUE graduates. The curriculum of the proposed CIS program provides students with the technical and managerial competencies they need to meet occupational and industry demands — to successfully perform as systems analysts, technical support consultants, and software engineers. The technical competencies include knowledge of computer systems architecture, networking, and program design. The managerial competencies include knowledge of information systems analysis and design methodologies, software project management skills, and database design.

Student Demand.

Student demand for graduate education in information systems is consistently high. The current major in management information systems attracts approximately 100 applications per year. There are currently 70 active students in the program. Because of competitive admissions criteria, the program maintains a quality student population. Between 35 and 40 of the students currently enrolled in the mathematics graduate program would enroll in this program if it were available.

It is expected that the proposed program will maintain an enrollment of approximately 70 to 75 students. An estimated 40 students who would normally seek a graduate degree in Management Information Systems will select the MS in CIS, and approximately 30 to 35 students who would currently enroll in the mathematics graduate program will select CIS.

Market Research Study for the Master's Degree

In spring, 1990, the management information systems faculty conducted a market research study to determine the desired focus for graduate education in information systems. The MIS faculty were interested in surveying the advanced degree preferences of both MIS professionals and individuals working in functional business units, such as Accounting, Sales, Marketing, and Personnel Administration.

The population for this study included graduates of undergraduate Business programs at Southern Illinois University at Edwardsville with three to five years of business experience. A sample of 50 respondents was selected from this population. Of these respondents, 25 held positions in the information systems field, and the other 25 worked in functional areas of business organizations. The 25 respondents who were information systems professionals reported a variety of position titles:

Exhibit 2: POSITION TITLES OF MIS RESPONDENTS

<u>Position Title:</u>	<u>Percentage:</u>
Programmer/Analyst	35%
Manager, Information Systems Development	24%
Senior Systems Analyst	15%
Systems Administration (incl. Security)	8%
Manager, PC Systems	4%
Other	14%

One of the objectives of the market research study was to determine the managerial and technical competencies to be stressed within the graduate information systems program. The interviewers used a paired-comparison technique to get the respondents to identify the highest-ranked technical skills. Both the MIS professionals and the functional area managers ranked their preferences for technical skills to be covered in a graduate program in the same order. The highest-priority skills were "information systems design" and "advanced development tools."

<u>Competency Area:</u>	<u>Rank</u>
Information Systems Design	1
Advanced Development Tools	2
Technical Knowledge (Hardware/Software)	3
Programming	4

In terms of skills related to the management of information systems, the respondents ranked "strategic management" and "managing the systems development life cycle" the highest in value. This was true for both the MIS professionals and the functional area professionals in the survey.

<u>Competency Area:</u>	<u>Rank</u>
Strategic Management for MIS	1
Managing the Systems Dev. Life Cycle	2
Evaluating Alternative Dev. Methods	3
Organizing MIS	4

These findings demonstrate that the emphasis on the areas of information systems design, software development, and software engineering in the proposed Master's program in CIS will meet the needs expressed by information systems professionals. The proposed areas of emphasis will also serve the needs of functional area professionals who seek a graduate degree program in the information systems discipline.

The proposed MS in CIS program will also provide students with knowledge of systems development methodologies, tools for application development, and strategies for management of the systems development life cycle. Graduates will be prepared to assume roles as managers of information systems development projects, as directors of software engineering teams in contract software development firms, and as technology planners and facilitators.

Occupational Demand.

Occupational demand for information systems graduates is strong. In a study sponsored by the Association for Systems Management, 1,092 alumni of information systems programs were surveyed (Beise, Padgett, and Gance, 1991). The results of the study showed that the most frequently mentioned positions held by respondents were systems analyst, systems programmer, end-user support analyst, information systems manager, and consultant.

The top job responsibilities ranked by systems analysts were (1) analyzing systems, (2) interfacing with users, (3) problem-solving, (4) documentation of systems, and (5) programming. The most common job duties of the end-user support analysts were: (1) interfacing with users, (2) assisting customers, (3) problem-solving, (4) analyzing systems, and (5) hardware/software evaluation. Two of the skill areas to be emphasized were an understanding of fourth generation tools and the development of effective communications skills. The following table summarizes the major job responsibilities of individuals in various information systems positions:

Exhibit 3: WORK ACTIVITIES BY TYPE OF POSITION HELD
(ranked in order of frequency performed)

<u>Major Job Duty</u>	<u>Programmer</u>	<u>Systems Analyst</u>	<u>End-User Support</u>
Programming	1	5	8
Problem-Solving	2	3	3
Analyzing Systems	3	1	4
Interfacing with Users	4	2	1
Documenting Systems	5	4	6
Assisting Customers	6	7	2

The positions assumed by information systems graduates of SIUE's programs are similar to those reported in the national study. The majority of entry-level opportunities include positions as programmer/analysts, end-user computing analysts and technical

support specialists. Positions of emerging importance include communications and networking, database design, and microcomputer support. These findings are similar to the findings of a study of information systems opportunities and skill requirements for positions in the Southwestern Illinois and St. Louis metropolitan areas.

Results of the Survey of Employers

In May, 1989, the MIS faculty conducted a survey of 170 employers of information systems graduates in the St. Louis and Southwestern Illinois metropolitan areas. The employers surveyed were members of the MIS Advisory Board and information systems executives listed in the Directory of Top Computer Executives. Thirty-four employers returned the questionnaire, representing a response rate of approximately 20 percent.

The objectives of the survey were to determine the number of information systems positions available for entry-level college graduates, to identify information systems positions of emerging importance, and to determine the importance of various competencies taught in the undergraduate program to successful job performance in entry-level positions in the information systems field.

The projected labor market demand for information systems graduates is favorable. National and local studies show that the computer field is one of the most rapidly growing fields of employment. Data collected from the follow-up study depicts a good employment outlook for information systems graduates in the Southwestern Illinois region. Exhibit 4 shows the responses of employers pertaining to present and projected entry-level positions in information systems. These data are based upon a 20 percent response rate.

These data can be used to forecast anticipated openings for the entire sample of 170 employers. A multiplier of four was used instead of five (e.g. the respondents represented 20 percent of the firms surveyed) to be conservative. In this case, the projected number of firms with openings in programming/analysis will be 84 organizations with an average of four positions each. This represents a total of 336 positions for entry-level graduates in programming and analysis. In the next largest category of need, technical support programming, a projected total of 32 firms will have four positions each. This represents 128 programming positions. In the area of end-user computing, a projected 40 organizations will have an average of two positions each. This represents an additional 80 positions in end-user computing. In data communications, a total of 20 positions was projected. In total, in all areas of need, there are approximately 564 openings for entry-level information systems professionals in the population surveyed.

Exhibit 4: EMPLOYER NEEDS FOR ENTRY-LEVEL
INFORMATION SYSTEMS PROFESSIONALS

	Last Year	This Year	Next Year
Technical support programming			
Number of firms with any:	9	8	8
Avg. openings, if at least one opening exists	3.8	5.6	3.6
Programming analysis			
Number of firms with any:	19	14	21
Avg. openings, if at least one opening exists	3.8	4.4	3.9
End-User computing			
Number of firms with any:	10	7	10
Avg. openings, if at least one opening exists	1.6	1.9	1.7
Data communications			
Number of firms with any:	4	4	5
Avg. openings, if at least one opening exists	1	1.25	1
Other openings			
Number of firms with any:	2	1	0
Avg. openings, if at least one opening exists	3.5	2	0

The projected number of positions represents the traditional market for information systems graduates. This traditional market includes the larger employers in the Southwestern Illinois region. Many additional positions in information systems exist in the approximately 400 smaller firms in the region. Educational institutions, consulting firms, hospitals, not-for-profit organizations and governmental agencies also represent employers of information systems graduates.

The proposed MS in CIS program will address the need for systems analysts, software engineers, end-user computing analysts, technical support specialists, and data communications professionals. The projected market demand for positions in the information systems field overall is strong. National and regional studies show that the computer field is one of the most rapidly growing fields of employment. In 1988, computer systems analysts held about 403,000 jobs; computer programmers held 519,000

jobs; and data processing managers held about 258,000 jobs. The employment of systems analysts, programmers, and managers is expected to grow much faster than the average for all occupations through the year 2000. (See Occupational Outlook Handbook, 1990-1991). The Illinois Occupational Information Coordinating Committee statewide projections also report a strong demand for information systems professionals.

Positions of Emerging Importance

The information systems profession is rapidly changing as a result of new technologies, the growth of telecommunications and networking, and the emerging importance of end-user computing. Employers who were surveyed were asked to identify information systems positions of emerging importance within their respective firms. Their responses are shown in Exhibit 5:

Exhibit 5: POSITIONS OF EMERGING IMPORTANCE

Category of Position	Times Category Nominated
Communications/Networking	12
Management of Information Systems	11
System Development/Implementation	11
Database/Database Administration	10
Microcomputer and End-User Computing Support	9

Competencies Needed by Information Systems Graduates

Employers responding to the survey were asked to identify competencies which are important for successful performance in entry-level business computer positions within their respective firms. They were asked to use a 1 to 5 scale in evaluating the importance of these competencies, with 5 equal to very important and 1 equal to not important. The average ratings of these competencies are shown below:

Exhibit 6: EMPLOYER RATINGS OF COMPETENCIES

	Average Rating
Interpersonal Skills	4.5
Written Communication	4.4
Programming (Third Generation Languages)	4.4
Systems Analysis	4.3
Programming (Fourth Generation Languages)	3.6
Database Design	3.2
Data Communications	3.1
Operating Systems	2.9

Interpersonal and communications skills are integrated throughout the proposed MS in CIS curriculum. In most of the courses, students will work in teams on course projects, prepare written reports, and give presentations. By focusing on information systems analysis and design, the proposed graduate program will address an important market need.

The program will also afford students the opportunity to select electives which will enable them to develop proficiency in areas such as network design, graphics, software engineering, and expert systems development. This combination of general knowledge of software development and specialized knowledge of computing technologies will provide graduates with optimum flexibility with respect to meeting the computing needs of the future.

12. FACULTY AND STAFF

The program faculty will be composed of members of the Computer Science faculty of the School of Sciences and members of the Management Information Systems faculty of the School of Business. At present, there are two vacant assistant professor positions, one in MIS and one in CS. These will be filled with recent Ph.D. recipients whose education and research will qualify them to participate in the program. One will be a specialist in software engineering who will be qualified to teach CIS 570 and 572. The other will be a specialist in operating systems and networks who will be qualified to teach CIS 518 and 547. The combined graduate faculty of the two departments will participate in the review of candidates for these positions. Additional faculty will not be needed for the proposed program.

The following persons are the full-time, continuing line, graduate faculty in the two departments:

Bennewitz, William

William C. Bennewitz earned a Ph.D. degree under the direction of Professor Harry Levy, Department of Mathematics, University of Illinois at Urbana/Champaign. He wrote text materials a few years ago titled "Deductive Reasoning" that continue to be used as the primary text for the Mathematics course in Reasoning and Problem Solving. During the last fourteen years he has been concentrating on computer science. He is especially interested in the theory of computation. His paper presentations include: "An Elementary Proof That Validity is Not Computable" Illinois Academy of Science, 1982; "SMAL: A Structured Minimal Adequate Language," Illinois Academy of Science, 1983 (with G. Stephen); "Limited Nesting is Possible," Illinois State Academy of Sciences, 1984 (with G. Stephen); "Recursion and Stacks," Illinois State Academy of Sciences, 1985 (with C. Mohme); "An Improved Algorithm for Replacing a Stack Problem with a Recursive One", Illinois State Academy of Sciences, 1986.

Bock, Douglas

Douglas B. Bock received his B.S., M.B.A., and Ph.D. from the School of Business, Indiana University. He taught at Indiana University and Indiana Vocational/Technical College prior to receiving his doctorate in management information systems under Professor James H. Patterson in 1987. He has published articles in *Decision Sciences*, *Communications of the ACM*, *Journal of Systems and Software*, *Journal of Business Forecasting*, *The Journal of Computer Information Systems*, *Data Resource Management*, *Interfaces: The Computer Educational Quarterly*, and *Journal of Systems Management*. He has presented papers at ten conferences and his paper, "A Model of Variables Affecting Computer Based Project Due Dates," was awarded the Best Application Paper for the 1988 Midwest Decision Sciences Institute meeting. His case book, *Integrated Cases for Managers*, with Irwin accompanies Schultheis and Sumner's *Management Information Systems: The Manager's View*. He serves on the editorial board of the *Journal of Business and Economic Perspectives* in the area of management information systems. He will teach primarily data base management systems courses and courses in information systems for managers.

Hattemer, Jimmie

Jimmie Ray Hattemer earned a Ph.D. in mathematical analysis under the tutelage of Guido Weiss at Washington University. After two years as a mathematician at Princeton University, he came to SIUE in 1966 and taught both graduate and undergraduate courses in mathematics for several years. He studied computer science at SIUE prior to spending a developmental leave of nine months duration as a visiting scholar in the Department of Computer Science at Vanderbilt University in 1979-80. He has taught a wide range of computer science courses in the undergraduate curriculum as well as graduate level courses in software development, database systems, and programming languages.

Isaacson, Joel

Joel D. Isaacson, Ph.D. (1963), Michigan State University, has been in the computer field for over twenty-five years. He had substantial grant and research support during the Sixties relating to a number of computer science application areas, including simulation and image processing in biomedicine, computer modeling in ecology, and computer-based design in engineering. Before joining SIUE in 1969, he held research and teaching positions at the National Biomedical Research Foundation, the Division of Computer Research & Science, Washington University. He has been instrumental in the development of computer science at SIUE. He has taught courses in programming, heuristic programming and artificial intelligence. Since the late Sixties he has been working in machine intelligence.

Klepper, Robert

Robert Klepper received a B.A. degree (magna cum laude) from Westminster College, an M.A. and Ph.D. from the University of Chicago and a Masters of Information Management from Washington University. Prior to coming to SIUE, Dr. Klepper directed data processing at Fontbonne College and was a Senior Associate with the Center for Data Processing at Washington University. He has published a number of articles on end-user computing issues. He teaches courses dealing with end-user computing techniques and management.

Livingston, Marilyn

Marilynn Livingston, Ph.D., University of Alberta, came to SIUE as an assistant professor in 1969 with a research specialty in number theory. Her more recent work as a mathematician is in the areas of discrete mathematics and combinatorics. In 1986-87, she spent a professional development leave at the University of Michigan studying the area of algorithm analysis, especially algorithms involved with parallel processing. She has published two papers in this area: "Embeddings in Hypercubes" (invited presentation) Sixth International Conference on Mathematical Modeling, August 1987, St. Louis, Missouri (work co-authored by Q. Stout), published in *Mathematics of Computational Modeling*, volume 11, 1988; and "Distributing resources in hypercube multicomputers" (with Q. Stout), *Proceedings of the 3rd Conference on Hypercube Concurrent Computers and Applications*, 1988. A third paper, "Subcube fault-tolerance in hypercubes" (with N. Graham, F. Harary, and Q. Stout), has been submitted for publication. She received two grants from the National Science Foundation in 1988: \$45,875 from the Instrumentation and Laboratory Improvement Program to partially fund the purchase of an Intel iPSC/2 parallel computer, and \$12,000 for research in parallel computing. In 1991, she and Nora Sabelli (National Center for Supercomputing Applications) received a National Science Foundation grant to support a program for mentoring of women students in computing.

Schrage, John

John Schrage received his B.S. and M.S. from Southern Illinois University at Edwardsville and his Ph.D. from Michigan State University. Prior to his assignment at SIUE, Dr. Schrage taught at Muskegon Community College and Purdue University. He was awarded professional CSP (Certified Systems Professional) certification by the Association for Systems Management in 1985. He has published in the systems, programming, and EDP management areas. He has also participated in the development of information systems curricula for four-year schools through the ACM (Association for Computing Machinery) and DPMA (Data Processing Management Association) and has participated in the development of interfaces with computer science, two-year schools, and elementary and secondary schools through the ACM. He is currently serving as Book Review Editor for *DATABASE*, a publication of the ACM. He teaches courses in programming, information systems administration, and EDP auditing.

Schultheis, Robert

Robert Schultheis holds a B.S. (cum laude) and an M.S. from the State University of New York at Albany and a Ph.D. from the School of Business, Indiana University. Prior to his tenure at SIUE, Dr. Schultheis was on the faculty of the State University of New York and Temple University. He is the author of ten textbooks, numerous grants, and over 30 articles. He has presented over 250 speeches, seminars, and papers in the field and has been an officer of several national, state, and area organizations. His primary teaching assignments will be data communications design, network management, database management systems, and EDP auditing. He has served on doctoral committees both at Temple University and Southern Illinois University at Edwardsville.

Stephen, G. Gregory

Gregory Stephen, Ph.D., University of New Mexico, came to SIUE in 1968 as a mathematical analyst with a research specialty in functional analysis. He spent a sabbatical year as a visiting scholar in the graduate computer science department at SUNY-Buffalo in 1975-76. Since his return from leave, Dr. Stephen has played a significant role in the continued development of computer science at SIUE. He was instrumental in the formation of the computer science laboratory at SIUE and its continued growth and development to its current level. Dr. Stephen has taught a wide variety of courses in computer science and has vigorously promoted faculty development in computer science. He has directed student projects in problems relating to operating systems, computer networks, and graphics. He has served as Chair of the Academic Computing Council, Acting Director of Academic Computing, and chair of the Department of Computer Science.

Sumner, Mary

Mary Sumner received a B.A. from Syracuse University, an M.A. from the University of Chicago, an M.A. from Columbia University, and an Ed.D. from Rutgers University. Prior to joining the MIS faculty, Dr. Sumner was a Senior Associate with the Center for the Study of Data Processing at Washington University and an Assistant Professor at New York University. Mary Sumner is the author of three textbooks (*Automated Office Systems* with Wiley, *Computers: Concepts and Uses* with Prentice-Hall, and *Management Information Systems: The Manager's View* with Irwin, co-authored with Robert Schultheis). Dr. Sumner's primary teaching areas will be systems analysis and design and introductory management information systems. She has published more than 25 articles and made numerous presentations to both industry and professional groups. She has received several awards for her articles, including the Outstanding Article Award for her 1985 Decision Sciences article.

Wu, Trong

Trong Wu, Ph.D., University of Southwestern Louisiana, came to SIUE in 1986. His research specialties are system reliability, Petri nets and simulation, and numerical algorithms. He has taught a full range of courses in the undergraduate computer science curriculum as well as courses at the graduate level in programming languages, operating systems, analytical models, and principles of simulation. His recent papers include: "On the proof of continued fraction expansions for irrationals," *Journal of Number Theory*, 1986; "Correlation measures for corner detection," *Proc. IEEE Conference on Computer Vision and Pattern Recognition*, 1986 (with X. Li, R. Madhavan, and C. Shanmugamani); "Built-in reliability in the Ada programming language," *Proc. IEEE 1990 National Aerospace and Electronics Conference*; "An accurate computation of the hypergeometric distribution function," to appear *ACM Transactions on Mathematical Software*. He has served as a reviewer for *IEEE Transactions on Software Engineering* and the *Proc. ACM 1992 Computer Science Conference*.

Waxman, Bernard

Bernard W. Waxman, Ph.D., Washington University, joined the SIUE faculty in September, 1989. His dissertation advisor was Jonathan Turner and his work has been in the areas of algorithms and complexity, graph theory, and communications networks. His publications include: "Worst case performance of Rayward-Smith's Steiner tree approximation algorithm," *Information Processing Letters*, 1988; "Routing of multipoint connections," *IEEE Journal on Selected Areas of Communications*, 1988; "Dynamic Steiner Tree Problem," *SIAM Journal on Discrete Mathematics*, 1991; "Can Steiner tree approximation algorithms do better than two?" *Congressus Numerantium*, in press. In 1991, he (and Chong-wei Xu) received a \$24,000 National Science Foundation grant to equip a distributed computing laboratory. In 1992, he received a \$57,000 National Science Foundation grant to support his networks research.

13. SUPPORT SERVICES

a) Computing Resources

The computing resources for the M.S. in Computing and Information Systems Program will be provided by the Office of Academic Computing. Campus academic computing facilities are organized into five clusters to enhance resource sharing. The Schools of Sciences and Engineering along with the Department of Management Information Systems in the School of Business form one cluster. This cluster groups together all campus users of high-end computing. This grouping makes it easier to provide adequate staff support and to plan for and justify the acquisition of equipment needed by the cooperating units.

Facilities of the Sciences, Engineering, and MIS cluster consist of an open-access laboratory equipped with IBM 486DX personal computers and IBM RS/6000 UNIX workstations, a computer-equipped classroom, and several compute servers. All the computers in the classroom and laboratory are connected to the University's local area network. The classroom is equipped with IBM-compatible 386 computers and a 486 Novell file server. The compute servers are DEC and IBM UNIX systems and an Intel iPSC/2 parallel computer. The personal computers, workstations, and servers support instruction in software engineering, operating systems, database management systems, distributed computing, and graphics.

Oracle database software on the classroom file server can be accessed by the classroom computers. Other specialized software includes a range of computer-assisted software engineering (CASE) tools which have been donated by McDonnell Douglas Corporation and Texas Instruments, and graphics software.

The University's local area network is linked to MIDnet, a regional National Science Foundation network which provides access to external data and research networks such as the Internet. Faculty and students also utilize resources of the National Center for Supercomputing Applications which they access via the Internet link.

The Office of Academic Computing operates and maintains the facilities of the Sciences, Engineering, and MIS cluster. A full-time Assistant Coordinator of Academic Computing is assigned to the cluster and is responsible for hardware/software upgrades, installation, maintenance, and system security. The cluster has a faculty coordinating committee consisting of representatives of the disciplines making up the cluster. The committee is responsible for recommending hardware, software, and networking facilities which support instruction; developing proposals for upgrading cluster resources; and providing faculty with training in instructional applications.

The Academic Computing Plan provides a stable, recurring source of funds to support instructional computing facilities. The proposed CIS program will not require any greater investment in instructional computing resources than the existing undergraduate and graduate programs in MIS and CS.

b) Library

Lovejoy Library maintains good resources in the area of computing technology and information systems. Each year, journal holdings are updated. At the current time, the most important journals in the field are maintained. Other technical journals can be obtained via inter-library loan and through CD-ROM databases. The faculties of MIS and CS can effectively utilize technical journals and other publications available by using CD-ROM database resources, the Illinet On-line network, and regional research libraries. Access to these resources is facilitated by the Internet network link, the facsimile system in Lovejoy library, and the ability to query statewide and national card catalogs. The faculty members also have access to other research libraries in the St. Louis metropolitan area, including the McDonnell Douglas and Washington University library facilities.

14. SPACE NEEDS

The current facilities for the MIS and Computer Science programs are adequate to support the needs of the proposed M.S. in CIS program.

15. CATALOG DESCRIPTION FOR THE NEW PROGRAM

School of Sciences

COMPUTING AND INFORMATION SYSTEMS

The Department of Computer Science in the School of Sciences offers a Master of Science degree in Computing and Information Systems (CIS). The faculty for this degree program includes the graduate faculty of the Department of Management Information Systems in the School of Business. The CIS Graduate Committee which oversees operation of the degree program has members from both departments.

The CIS program is an applied computing program which focuses on the areas of information systems, software engineering, computer system architectures, data communications, and related management issues. The program will prepare students to be practitioners in positions such as software developer, consultant, system integrator, technology manager, systems programmer, and application software specialist.

PROGRAM OF STUDY

The program requires 33 semester hours and consists of six core courses, four elective courses, and a culminating software design project.

a) Computing and Information Systems Core

CIS 515-3	Algorithms
CIS 518-3	Computer System Architecture
CIS 520-3	Networks and Distributed Systems
CIS 540-3	Management of Information Systems Development
CIS 564-3	Database Management Systems
CIS 570-3	Software Systems Design

b) Elective Courses

The four elective courses chosen by the student will build on the competencies developed in the core. A list of acceptable courses can be obtained from the Computer Science Department office. The student's adviser must approve the selections. The available courses focus on advanced design and management strategies and computing technologies.

c) Culminating Project

The culminating project is a software design project which is independently accomplished by the student. The project will involve the analysis, design, and possibly implementation of a system using technologies and methodologies which are covered in the program. The project will be overseen by a faculty advisory committee consisting of a chairperson and two additional committee members. The student will receive three hours of credit in CIS 595, Special Project. The project will normally be completed during the student's final semester in the program, but selection of the advisory committee and planning for the project must be done before the final semester.

The documentation for the design project must meet standards defined by the CIS Graduate Committee. At the conclusion of the project, the student must present the project and defend it orally before the advisory committee and other interested members of the University community. The advisory committee will determine when the project is acceptable and assign a final grade.

d) Transfer, Proficiency, and Prior Learning Experience Credit

Transfer credit can be applied to the program subject to the rules of the Graduate School and subject to approval of the CIS Graduate Committee. Proficiency examination credit and prior experience credit will not be granted.

e) Substitutions

A student may request permission to substitute another course for a core course or substitute other courses for those on the acceptable elective list. The request must be a written petition to the CIS Graduate Committee. For a core course substitution, the petition must document that the student has acquired recent and equivalent background and is qualified for the substitute course which should be a more advanced course in the same area as the course it replaces. Substitute elective courses must build on the core and be appropriate for the student's background and career plans. Prior approval of the CIS Graduate Committee is required for all substitutions.

ADMISSION AND RETENTION

The requirements for admission to the graduate major in Computing and Information Systems are:

1. A bachelor's degree from an accredited college or university. The undergraduate major should be in business, science, engineering, mathematics, or computing. Individuals with

other backgrounds who are interested in the program are invited to discuss their career objectives with the program director. The undergraduate major requirement can be waived by the CIS Graduate Committee for individuals whose background and goals are consistent with the program objectives.

2. An undergraduate GPA of 2.5 or above.
3. Completion of the prerequisite courses detailed below (or their equivalents) with a GPA of 3.0 or above.
4. Submission of Graduate Management Admission Test (GMAT) or Graduate Record Exam (GRE) scores.
5. Submission of a statement detailing the applicant's background and career plans.

Students in the program must maintain a grade point average of 3.0 in all graduate courses. In addition, students must earn a minimum grade of C in all courses which are used to meet graduation requirements.

PREREQUISITE COURSES

A student entering the program will need the specific background detailed below. This background could be acquired as part of a baccalaureate program or in post-baccalaureate studies. The computing background must have been acquired within the past six years.

Knowledge of:

C language
 Programming proficiency
 Data structures
 Computer systems
 Management information systems
 Accounting fundamentals
 Calculus
 Statistics
 Ethics, the law, and social responsibilities

Courses to Achieve:

CS 140 or 402
 CS 402 or MIS 360
 CS 151 or 403
 CS 312
 MIS 342
 ACCT 501
 MATH 150 or MATH 130
 STAT 380 or MS 251
 PHIL 320 or 323

Some undergraduate programs in business, engineering, and computing integrate material on ethics, the law and social responsibilities into core courses. Students who are graduates of such programs will be considered as having adequate background in the area.

CHANGE OF DEPARTMENT NAME, DEPARTMENT OF FAMILY
PRACTICE TO DEPARTMENT OF FAMILY AND COMMUNITY
MEDICINE, SCHOOL OF MEDICINE, SIUC

Summary

On November 9, 1978, the Board of Trustees of Southern Illinois University approved Family Practice as a specific clinical academic unit within the School of Medicine, SIUC, for purposes of tenure. On September 11, 1979, the IBHE approved the designation of departmental status for the Department of Family Practice. This matter proposes changing the title of the present department and tenure unit within the School of Medicine, SIUC, from Department of Family Practice to Department of Family and Community Medicine.

Rationale for Adoption

The term "Family Practice" has evolved to a fairly restricted connotation of describing a type of clinical activity and its related technical training. While this descriptor is appropriate for referring to the activities associated with the current residency program offered in Family Practice, it does not adequately describe the full scope of activities undertaken by the department and its faculty. The work of the Department involves much more than its residency programs. "Family Medicine" is now generally accepted to describe the academic discipline that encompasses Family Practice and embraces the scholarly activity, as well as its intellectual basis.

The proposal to add "Community Medicine" is intended to capture and identify the scope and to target the outreach dimensions of the work of the Department. This change is appropriate considering the mission of the Department, the broad span of its programs, and its opportunities within the overall focus of the medical school.

Additionally, the change in title for the department serves as a crystallization of the renewed focus for the Department, including new leadership with intensified efforts and a rebuilding of organization and infrastructure. In an era of health reform and increased emphasis on primary care, the broadening of scope from Family Practice to Family and Community Medicine is appropriate.

Considerations Against Adoption

University officers are aware of no major considerations against the adoption.

Constituency Involvement

This proposal was initiated by the Department of Family Practice. The Chair of the Department of Family Practice, the Dean and Provost of the School of Medicine, the Executive Committee of the School of Medicine, and the President of SIUC support the proposed change.

Resolution

BE IT RESOLVED, By the Board of Trustees of Southern Illinois University in regular meeting assembled, That the title of the Department be changed from Family Practice to Family and Community Medicine.

BE IT FURTHER RESOLVED, That the Chancellor of Southern Illinois University is authorized to take those actions necessary to implement this change without further action by this Board.



Southern Illinois University
School of Medicine

REQUEST FOR REASONABLE AND MODERATE EXTENSION

Change in Title

from:

Department of Family Practice

to:

Department of Family & Community Medicine

Submitted to the SIU Board of Trustees

September 1993

**SIU School of Medicine
Department of Family Practice**

CHANGE IN DEPARTMENT TITLE

Proposal

This matter proposes retitling the Department of Family Practice to the ***Department of Family and Community Medicine***. This change would be in name only and will allow the department to better communicate its mission. There are no curricular or financial considerations involved. Before proposing the rationale for this change, a brief background on the department and a summary of its mission and goals, organization and finances follows.

Background

The Department of Family Practice was the first department established at the School of Medicine in the early 1970's. Since that time, the department has established five family practice residency training programs in Belleville, Carbondale, Decatur, Quincy and Springfield. It has developed an undergraduate program that is nationally recognized for its attraction of medical students into the field of family medicine, and, the department has coordinated, in concert with local communities, an extensive outreach system composed of family physician preceptors and community organizations/institutions. Collaborative programs exist with community health agencies in substance abuse, geriatrics, and mental health. Rural outreach programs such as the Alzheimer Satellite Diagnostic and Treatment Clinics and special clinics such as the Maternal/Child Health clinic have been developed in conjunction with community public health agencies. This year, the department has collaborated with the Illinois Department of Public Health and Sangamon State University to develop a preventive medicine track for residents.

Mission & Goals

The mission of the Department is to provide central and southern Illinois with exemplary academic programs in the discipline of Family Medicine. Because the education of students and residents demands an appropriate environment for the delivery of clinical care, the Department's mission includes the provision of quality medical care in settings that enhance educational opportunity. Through our residency and preceptorship sites located in communities across the state, the Department offers its trainees and its patients a model of clinical practice with the following characteristics:

- a) Integrated health care which combines medical management with attention to Psychosocial aspects of health;
- b) Care for the individual in the context of the family;
- c) Involvement of the patient in decision-making;
- d) Preventive medicine including health screening, risk assessment, and counseling intervention;
- e) Continuity and coordination of health care services for individuals and their families.

The Department must not only teach but also must conduct research which helps to further knowledge about the clinical practice, the environment in which the practice of Family Medicine takes place, and the effectiveness of the discipline's educational programs and strategies.

In support of the successful accomplishment of its mission, the Department has established the following goals as a guide to program development.

1. Teach students the principles and practice of Family Medicine.
2. Promote the choice of careers in Family Medicine by SIU students and help those who choose other specialty training to understand the role and function of family physicians in the provision of health care services.
3. Train residents to become board certified in the practice of Family Medicine.
4. Provide excellent clinical care for patients.
5. Enhance the integration of faculty at various sites as a single departmental faculty.
6. Enhance collaboration between residency faculty and faculty in other specialties.
7. Develop research and scholarly productivity within the domain of Family Medicine.
8. Enhance the development of specialty clinical expertise among departmental faculty.

9. Enhance interaction and encourage linkages with graduates of our Family Practice programs and with other family physicians practicing in the community/region.
10. Undertake an active continuing education role in central and southern Illinois.
11. Promote active faculty and department participation in national, regional and local groups who share common interests with Family Practice
12. Enhance departmental resources to stabilize current activities and plan for future growth through mechanisms such as legislative activities, grant awards, clinical practice and foundation support.
13. Carry out systematic evaluation of the Department's success in meeting its responsibilities for teaching, research, and service.

This proposed change in title will place additional emphasis on the community aspect of the curriculum in the residency program and complements the regionalization of the undergraduate program. The change also reflects the scope of research and scholarly activity of the discipline.

Organization

The Department is geographically separated into five regional campuses with three satellite rural health clinics (see attached map). Its service area is composed of 75 counties in the State of Illinois. It is affiliated with eight community hospitals, serves as a clinical training site for four other institutions of higher education, and is involved with five county health departments. There are 45 full-time faculty members, 28 part-time faculty members, 78 residents, and 95 civil service employees (see attached organizational chart). The Department is involved in some capacity with each year of the medical student curriculum and has 385 clinical faculty preceptors.

This proposed name change will place additional emphasis on community outreach in each of our five campuses. Regional directors will establish stronger ties to the volunteer clinical faculty (regional faculty) using them as a resource in their educational and service programs.

Finances & Facilities

The Department's current finances for all five campuses, including resident stipends and fringe benefits, is approximately \$10,000,000 annually. Its programs are currently housed in various locations totaling approximately 40,000 net square feet. New family practice centers are being developed in conjunction with their affiliated hospitals in Belleville, Carbondale, and

Springfield. This proposed name change, however, will **not** require additional finances or facilities.

Rationale

The rationale for this request has three major components. First, the term "Family Practice" has evolved to a more restricted connotation; that is, to describe a type of clinical activity and its related technical training. Thus, "Family Practice" is still appropriate for referring to the residency program. The work of the Department, however, involves much more than its residency programs. "Family Medicine" is now generally accepted to describe the academic discipline that encompasses Family Practice and embraces the scholarly activity as well as its intellectual basis.

Second, the proposal to add "Community Medicine" to the title is requested in order to capture and identify the scope and target the outreach dimensions of the Department's work. This is appropriate considering the mission of the Department, the broad span of its programs, and its opportunities within the overall focus of the medical school.

Third, there is a national and state trend to place increased emphasis on training additional primary care physicians to meet the health care needs of rural America. The family practitioner is clearly the best trained generalist to meet these needs. The Department will be involved in the planning and implementation of community oriented primary care centers as well as the development of other alternative models to rural health care delivery. This change in title will reflect that involvement.

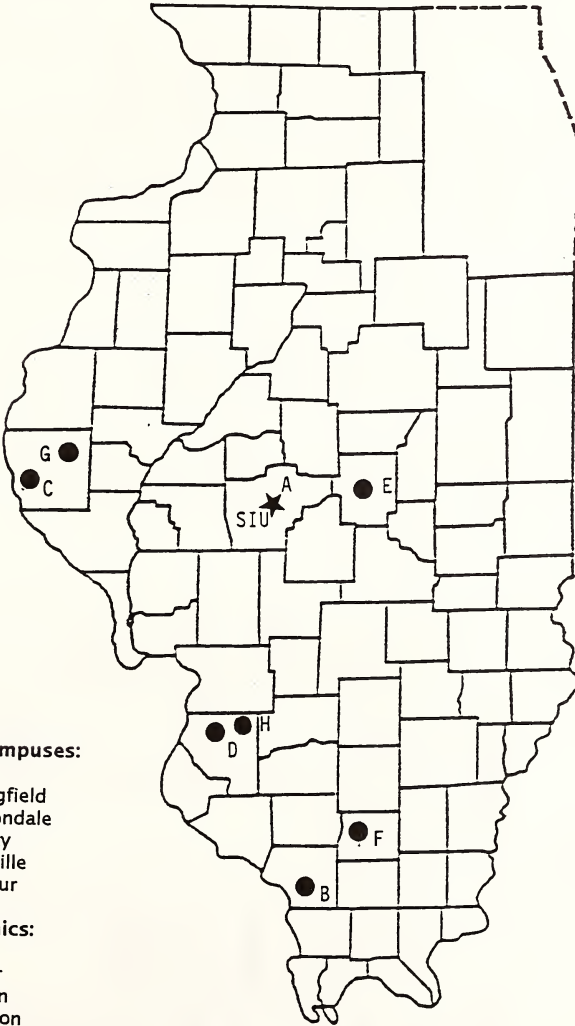
Summary

In summary, it is with the unanimous support of the faculty that the department requests its name be changed to the ***Department of Family and Community Medicine***. This change in title better describes the academic discipline of family medicine and allows the department to better communicate its mission in the State of Illinois.



SIU School of Medicine
Department of Family Practice

Regional Campuses and Satellite Clinics



Regional Campuses:

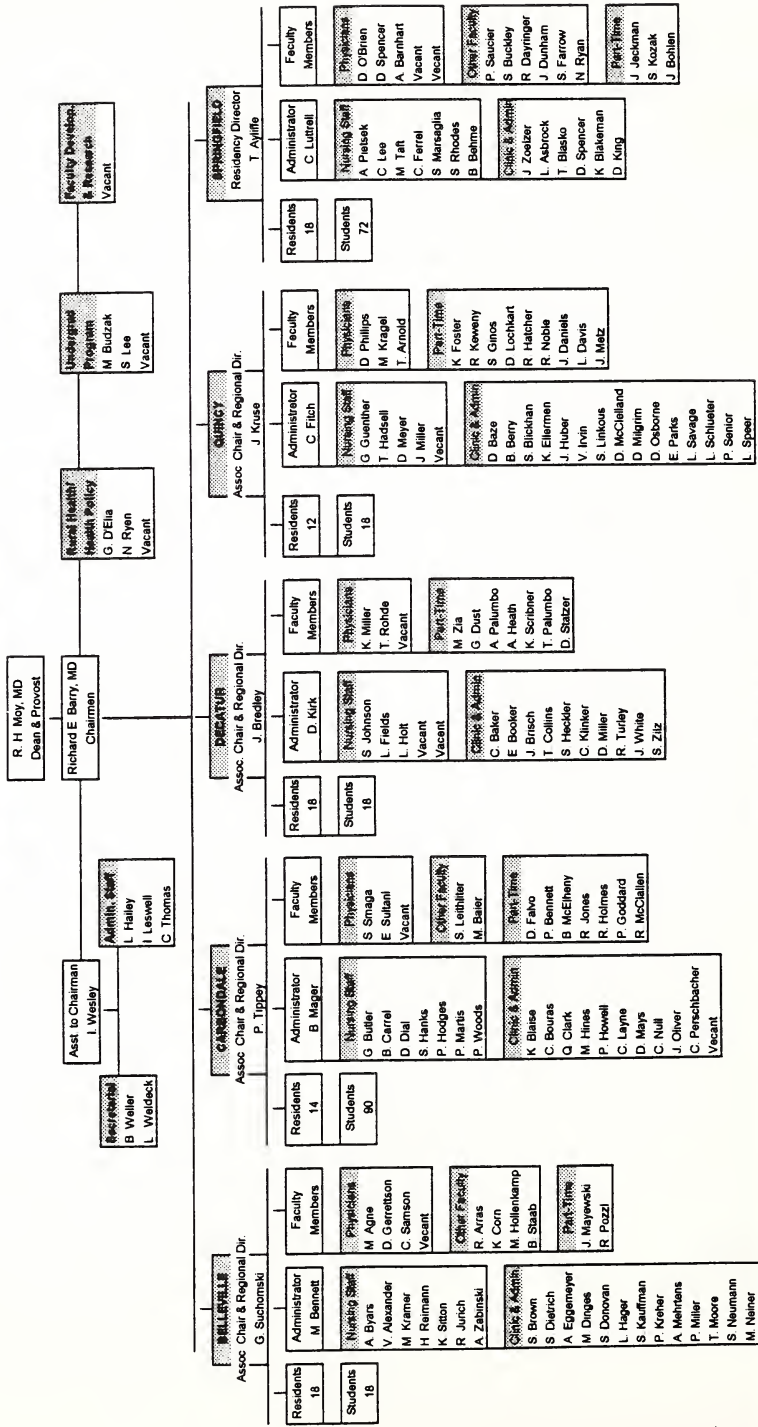
- A. Springfield
- B. Carbondale
- C. Quincy
- D. Belleville
- E. Decatur

Satellite Clinics:

- F. Sesser
- G. Golden
- H. Lebanon



SIU DEPARTMENT OF FAMILY PRACTICE
Organizational & Programmatic Chart



Clinical Faculty/Preceptors
395

ANNUAL INTERNAL BUDGET FOR OPERATIONS, FISCAL YEAR 1994Summary

This matter submits for approval the Annual Internal Budget for Operations, Fiscal Year 1994. The document includes estimates of all funds expected to be available during the fiscal year for Southern Illinois University and makes allocations for the use of these funds. A review describing the contents of the document in some detail is attached.

Submission of the Annual Internal Budget for Operations, Fiscal Year 1994, at this meeting is in accordance with the Board of Trustees schedule for budget matters. A printed and bound copy of the document was mailed to each member of the Board of Trustees in advance of this meeting and, upon approval by the Board, a copy will be placed on file in the Office of the Board of Trustees.

Rationale for Adoption

The Board of Trustees is the legal custodian for all funds belonging to and under the control of the University and its constituent institutions and offices. As such, and in accordance with the Statutes of the Board of Trustees, approval of the Annual Internal Budget for Operations is a Board action necessary to meet established responsibilities.

Considerations Against Adoption

None is known to exist.

Constituency Involvement

Campus recommendations, as they were prepared for submission to the Office of the Chancellor for approval, were developed in accordance with the intent of the appropriation act and the applicable policies of the Board of Trustees, as was the section for University administration which includes the Office of the Board of Trustees, the Office of the Chancellor, Internal Auditing, and University Risk Management. In addition, SIUC reviewed its proposed budget recommendation with the President's Budget Advisory Committee, and SIUE developed its budget recommendations with the participation of the University Planning and Budget Council.

Resolution

BE IT RESOLVED, By the Board of Trustees of Southern Illinois University in regular meeting assembled, That the Southern Illinois University Annual Internal Budget for Operations, Fiscal Year 1994, as presented and described in the printed copy of the Internal Budget document in Schedules A-1 through A-5, be approved.

REVIEW OF ANNUAL INTERNAL BUDGET FOR OPERATIONS, FISCAL YEAR 1994

The Annual Internal Budget for Operations describes the estimated total revenue sources and the spending plans of Southern Illinois University by major functions and activities for Fiscal Year 1994. Appropriations from the State of Illinois, excluding retirement, accounts for about 52.8% of the total operating budget. State appropriated funds consist of general funds (General Revenue Fund and Education Assistance Fund, both of which come from tax dollars) and income fund collections (derived primarily from tuition and fees). General Revenue Fund dollars will support about 34.0% of the projected Fiscal Year 1994 budget, Education Assistance Fund dollars about 3.5%, thus tax dollars will support only 37.5% of our FY-94 operating budget. Income Fund collections are expected to support about 15.3%. The remaining 47.2% of expected revenue comes from nonappropriated funds. These funds include revenues received in support of research and other programs sponsored by governmental entities and private foundations and corporations; revenues received from operation of revenue bond financed auxiliary enterprises, principally housing and student and university center operations; and revenues received from other self-supporting auxiliary enterprises and activities which were funded primarily by student fees and operating charges.

The Southern Illinois University Internal Budget for Operations for Fiscal Year 1994 estimates revenue from all sources, except retirement contributions to be \$463,498,487, an increase of \$21,286,545, or 4.8% over Fiscal Year 1993 budget revenues. (Retirement contributions are budgeted at \$9,164,200, a decrease of \$170,100 or 1.8% from FY-93.) Following is information for each campus and the University administration which summarizes changes in budget levels for appropriated and nonappropriated funds:

	University Administration	SIUC	SIUE	Total
State Appropriated Operating Funds				
FY 94	\$ 1,784,600	\$174,173,600	\$ 68,880,100	\$244,838,300
FY 93	1,839,600	170,888,000	66,890,600	239,618,200
Change	(55,000)	3,285,600	1,989,500	5,220,100
% Change	-2.99%	1.92%	2.97%	2.18%
Nonappropriated Funds				
FY 94	\$12,119,959 ^a	\$158,677,450	\$ 47,862,778	\$218,660,187
FY 93	10,293,081	148,420,810	43,879,851	202,593,742
Change	1,826,878	10,256,640	3,982,927	16,066,445
% Change	17.75%	6.91%	9.08%	7.93%
Combined Funds				
FY 94	\$13,904,559	\$332,851,050	\$116,742,878	\$463,498,487
FY 93	12,132,681	319,308,810	110,770,451	442,211,942
Change	1,771,878	13,542,240	5,972,427	21,286,545
% Change	14.60%	4.24%	5.39%	4.81%
Retirement				
FY 94	\$ 67,800	\$ 6,561,600	\$ 2,534,800	\$ 9,164,200
FY 93	72,500	6,633,900	2,627,900	9,334,300
Change	(4,700)	(72,300)	(93,100)	(170,100)
% Change	-6.48%	-1.09%	-3.54%	-1.82%
Total				
FY 94	\$13,972,359	\$339,412,650	\$119,277,678	\$472,662,687
FY 93	12,205,181	325,942,710	113,398,351	451,546,242
Change	1,767,178	13,469,940	5,879,327	21,116,445
% Change	14.48%	4.13%	5.18%	4.68%

^aFunds for University Risk Management activities. These funds are under the fiscal officership of the Board Treasurer for support of SIUC and SIUE self-insurance needs.

Appropriated Funds

Schedule A-1 of the 1993-1994 Internal Budget for Operations presents the income budget allocation of the state appropriation among University Administration, SIUC, and SIUE. A comparison of the FY-93 with FY-94 funding by entity and fund shows the following:

	University Administration	SIUC	SIUE	Total
Appropriations by				
Fund*				
FY 94	\$ 1,733,100	\$110,656,000	\$ 45,188,300	\$157,577,400
FY 93	1,719,800	109,249,000	44,810,600	155,779,400
Change	13,300	1,407,000	377,700	1,798,000
% Change	0.77%	1.29%	0.84%	1.15%
Education Assistance				
FY 94	\$ 51,500	\$ 10,911,400	\$ 5,302,200	\$ 16,265,100
FY 93	119,800	7,881,700	3,386,400	11,387,900
Change	(68,300)	3,029,700	1,915,800	4,877,200
% Change	-57.01%	38.44%	56.57%	42.83%
Income Fund				
FY 94	\$ 0	\$ 52,606,200	\$ 18,389,600	\$ 70,995,800
FY 93	0	53,757,300	18,693,600	72,450,900
Change	0	(1,151,100)	(304,000)	(1,455,100)
% Change	0.00%	-2.44%	-1.63%	-2.01%
Total*				
FY 94	\$ 1,784,600	\$174,173,600	\$ 68,880,100	\$244,838,300
FY 93	1,839,600	170,888,000	66,890,600	239,618,200
Change	(55,000)	3,285,600	1,989,500	5,220,100
% Change	-2.99%	1.92%	2.97%	2.18%

*Does not include Retirement.

ADJUSTMENTS TO THE FY 1993 APPROPRIATION BASE

Implementation of Financial Guidelines

These adjustments reflect changes in the scope of certain self-supporting University activities, such as instructional programs purchased by a corporation or offered on a military base. Since Fiscal Year 1980, such activities have been included in the appropriations process in order to implement the Financial Guidelines of the Legislative Audit Committee. Revenues from these activities are deposited into the appropriate University Income Funds and expenditures are made from appropriations passed by the General Assembly. Adjustment to the appropriations base and to the estimated revenues to be deposited into the Income Fund are frequently required when these programs become larger or smaller. SIUC was recommended for a positive adjustment of \$150,700.

Tuition Waiver Adjustment

A Board of Higher Education policy adopted in 1971, and amended in 1989, limits the amount of undergraduate institutional waivers a campus may grant to 3% of undergraduate enrollment. Statutory waivers and waivers for

Civil Service staff are excluded from this limitation. This budget includes a positive adjustment of \$40,600 to SIUC to restore resources to the institution that has reduced the value of waivers in excess of 3%. SIUE was recommended for a negative adjustment of \$1,700 for exceeding the 3% limit.

Other Adjustments

A negative adjustment for SIUC of \$72,600 for Cost Recovery Instruction at various locations is included in this budget.

This budget also includes the transfer from the base of the University Administration to SIUC of \$75,000 related to the transfer of personnel.

A positive adjustment was recommended for SIUE expenses incurred in the conversion from quarters to semesters. This is a one-time adjustment which will be reversed in FY 1995.

VARIOUS RECOMMENDED INCREASES

As is customary, the bill which appropriates funds for the normal operations of the University is introduced at the level recommended by the Illinois Board of Higher Education. The Senate, the chamber in which the bill originates, amended the bill to the level recommended by the Governor and added funds for a 1% salary increase. The House of Representatives further amended the bill which sent it to conference committee. The conference committee collapsed the entire budget for the State into one bill, S.B. 946, which the Governor signed as Public Act 88-0090.

Our appropriation included salary increase funds of \$1,259,000; library cost increases of \$513,800; O & M needs of \$544,600; and PQP initiatives of \$1,887,200.

In another article of the bill, Southern Illinois University was appropriated \$512,100 to develop primary care clinics and establish the first Obstetrical Care Center and \$15,000 to monitor and review progress toward the goals of the Rural/Downstate Health Act.

Retirement Contributions

This appropriation reflects funding at the level recommended by the Governor of \$9,164,200, a reduction of \$170,100 or 1.8%.

Nonappropriated Funds

Nonappropriated funds estimated to be available in Fiscal Year 1994 amount to \$218,660,187, an increase of \$16,066,445 (7.9%) over such revenues budgeted in Fiscal Year 1993. Nonappropriated funds consist of the fund groups, the budgets for which are contained in Schedules A-2 through A-5 of the 1993-1994 Internal Budget for Operations. Schedule A-2 (Restricted Nonappropriated Funds) contains an estimate of revenues expected from governmental entities and private foundations and corporations for the support of various research, instructional, and other programs. The specific use of these funds is restricted by contractual agreement with the sponsoring agency. Schedule

A-3 (Unrestricted Nonappropriated Funds) includes revenues received by the University for which no specific use is intended. Primarily, these revenues represent reimbursement of indirect costs of sponsored programs included in Schedule A-2. Schedule A-4 (Revenue Bond Auxiliary Enterprises) identifies estimated revenues from operation of revenue bond financed facilities, primarily housing, student/university center operations, and student recreation operations. Schedule A-5 (Other Auxiliary Enterprises and Activities) includes estimated revenues from other self-supporting auxiliary enterprises and activities which were funded primarily from student fees and/or operating charges. A summary of these funds by Schedule and by campus, along with comparison of budgets of the previous year, is shown below.

	Budgeted FY 1994	Budgeted FY 1993	Change	Percent of Change
University Administration Other Auxiliary Enterprises and Activities (Schedule A-5)	\$ 12,119,959 ^a	\$ 10,293,081	\$ 1,826,878	17.75%
SIUC				
Restricted Nonappropriated Funds (Schedule A-2)	\$ 53,220,000	\$ 53,442,000	\$ (222,000)	-0.42%
Unrestricted Nonappropriated Funds (Schedule A-3)	30,430,300	29,861,700	568,600	1.90%
Revenue Bond Auxiliary Enterprises (Schedule A-4)	31,646,730	28,845,650	2,801,080	9.71%
Other Auxiliary Enterprises and Activities (Schedule A-5)	43,380,420	36,271,460	7,108,960	19.60%
Total - SIUC	\$158,677,450	\$148,420,810	\$10,256,640	6.91%
SIUE				
Restricted Nonappropriated Funds (Schedule A-2)	\$ 24,750,000	\$ 22,700,000	\$ 2,050,000	9.03%
Unrestricted Nonappropriated Funds (Schedule A-3)	1,585,798	1,396,265	189,533	13.57%
Revenue Bond Auxiliary Enterprises (Schedule A-4)	10,166,415	9,704,040	462,375	4.76%
Other Auxiliary Enterprises and Activities (Schedule A-5)	11,360,565	10,079,546	1,281,019	12.71%
Total - SIUE	\$ 47,862,778	\$ 43,879,851	\$ 3,982,927	9.08%
Total - University	\$218,660,187	\$202,593,742	\$16,066,445	7.93%

^aFunds for University Risk Management activities. These funds are under the fiscal officership of the Board Treasurer for support of SIUC and SIUE self-insurance needs.

Funds in Schedules A-3, A-4, and A-5 are those most affected by the Financial Guidelines of the Legislative Audit Commission. The guidelines include the requirement that these funds be budgeted in entities that are similar and rationally related; that funding of nonindentured reserves for equipment replacement and development be by plan and incorporated in each entity's budget; and that excess funds resulting from the operation of any auxiliary enterprise or activity shall be deposited in the SIU Income Fund in the State Treasury. Schedule A-5 was developed and first used in the Fiscal Year 1978 Internal Budget for Operations. The Schedule includes footnotes that describe all reserves for which a current allocation of revenue is proposed. The beginning balance of each entity reported in Schedule A-5, when such balance exists, has been examined by the campus to which it belongs for the existence of excess funds and for compliance with other guidelines. On the basis of this examination, these balances represent funds that may appropriately be rebudgeted.

Table 1
SUMMARY OF FY-94 STATE APPROPRIATED OPERATING BUDGET FOR
SOUTHERN ILLINOIS UNIVERSITY^a

(In thousands of dollars)	University Administration	SIUC	SIUE	Total
FY-93 Budget Base	\$1,839.6	\$170,888.0	\$66,890.6	\$239,618.2
Base Adjustments				
Financial Guidelines Adjustment	0.0	150.7	0.0	150.7
Tuition Waiver Adjustment	0.0	40.6	(1.7)	38.9
Cost Recovery Instruction	0.0	(72.6)	0.0	(72.6)
Semester Conversion Adjustment	0.0	0.0	359.5	359.5
Personnel Transfer	(75.0)	75.0	0.0	0.0
Total Adjustments	(75.0)	193.7	357.8	476.5
Percent of Adjustments	-4.08%	0.11%	0.53%	0.20%
Adjusted Base FY-93	\$1,764.6	\$171,081.7	\$67,248.4	\$240,094.7
PQP Initiatives				
Improvement in Undergraduate Education	0.0	271.4	280.0	551.4
Minority Educational Achievement Initiatives	0.0	200.0	70.0	270.0
Undergraduate Equipment	0.0	150.0	80.0	230.0
Faculty/Staff Initiatives	6.7	588.1	241.0	835.8
Other Increases				
Salary	13.2	871.6	374.2	1,259.0
General Price	0.0	0.0	0.0	0.0
Unavoidable Costs				
Sick Leave Payout	0.0	0.0	0.0	0.0
Social Security	0.1	8.3	3.5	11.9
Utilities	0.0	0.0	0.0	0.0
Library Materials	0.0	413.8	100.0	513.8
O & M Needs	0.0	61.6	483.0	544.6
Obstetrical Care Center	0.0	512.1	0.0	512.1
Rural/Downstate Health	0.0	15.0	0.0	15.0
Total Increases	\$ 20.0	\$ 3,091.9	\$ 1,631.7	\$ 4,743.6
Total Change	\$ (55.0)	\$ 3,285.6	\$ 1,989.5	\$ 5,220.1
Percent Change	-2.99%	1.92%	2.97%	2.18%
Total FY-94 Operating Budget	\$1,784.6	\$174,173.6	\$68,880.1	\$244,838.3

^aDoes not include retirement funding.

RESOURCE ALLOCATION AND MANAGEMENT PROGRAM (RAMP) SUBMISSIONS,
FISCAL YEAR 1995: OPERATING BUDGET REQUEST

Summary

Assessments of the state's fiscal condition suggest that higher education will receive little or no augmentation in its budget over the next few years and that University priorities must be funded through a combination of internal reallocation and self-help measures, such as increased external funding and tuition increases. Success in obtaining new state funding for higher education will depend on a healthier budgetary situation in Illinois, a situation which is not very likely in the foreseeable future; and a concerted effort on our part to keep the legislature and governor apprised of the necessity of making higher education one of the state's top funding priorities.

Considering these factors, and following the direction set by the Illinois Board of Higher Education which initiated in October, 1991, a process for considering the "Productivity, Quality, and Priorities" of higher education in the state, SIU has developed a set of budget guidelines similar to those used in developing Fiscal Year 1994 RAMP documents.

The attached tables present three different funding request options, each conditioned by the state's fiscal situation. The budget base used in developing the request for all three tables is the FY-94 appropriated funding level.

Option 1 includes an overall increase of .66% and represents a stringent budget request which identifies one area for inflation increase--library materials (10%). In addition, the only other request is for funds for the Operation and Maintenance of New Space. Essentially, this option is one which does not address maintaining priorities and quality at SIU but merely keeps the libraries of the University from losing further ground in their national rankings and allows the University to open new space without having to reallocate funds to do so.

Option 2 includes an overall increase of 3.95% and represents a conservative budget request which, in addition to the above, identifies three more areas for inflationary increases--salary increases (3.5%), general price increases (3.5%), and utilities (3.5% for SIUC and SIUE and 10% for the School of Medicine at Springfield). This option represents a maintenance budget and does not provide funds for any programmatic enhancements. Any funding of programmatic enhancements would need to come from funds provided through internal reallocation.

Option 3 includes an overall increase of 5.46%, contains all of the above requested funds and adds a modest request of \$3.7 million for programmatic enhancements. This is well below the 3% allowable maximum guidelines established in prior years which for FY-95 would have been \$7.3 million. These programmatic enhancements re in keeping with Southern Illinois University's PQP initiatives.

Details relating to the Programmatic and Other Requests included in Option 3 were set forth in back-up materials to Item HH on the July 8, 1993 agenda.

Other Comments

The requests for employer retirement contributions and Financial Guidelines Programs are not included in the attached summary. These requests will be included in the final RAMP documents, based upon guidelines provided by the State Universities Retirement System of Illinois and IBHE guidelines, respectively.

Rationale for Adoption

The RAMP Operating Budget submission is the document required by the IBHE for communicating the University's planning decisions and resource requirements for Fiscal Year 1995. One condition of this acceptance by the IBHE is its approval by the SIU Board of Trustees.

Considerations Against Adoption

None are known to exist.

Constituency Involvement

The University request was developed using the guidelines approved by the Board of Trustees at the July 8, 1993, meeting. These guidelines have been reviewed by various constituency groups from both SIUC and SIUE.

Resolution

WHEREAS, The Illinois Board of Higher Education requires the annual submission of the Resource Allocation and Management Program (RAMP) Operating Budget Request;

NOW, THEREFORE, BE IT RESOLVED, By the Board of Trustees of Southern Illinois University in regular meeting assembled, That the Resource Allocation and Management Program (RAMP) Operating Budget Request of Southern Illinois University for Fiscal Year 1995 as summarized in Option 2 be and is hereby approved and is to be transmitted to the Illinois Board of Higher Education; and

BE IT FURTHER RESOLVED, That the Chancellor (using Options 2 and 3 as guidelines) be and is hereby authorized to adjust this Budget Request to include funding for employer retirement contributions based upon guidelines provided by the State Universities Retirement System of Illinois, and to make such adjustments that are necessary for Financial Guidelines Programs as per Illinois Board of Higher Education guidelines, and to make such other adjustments as are necessary to reflect actions of this Board, the Illinois Board of Higher Education, the General Assembly, and the Governor of the State of Illinois.

Option 1

SIU FY 1995 OPERATING BUDGET REQUESTS⁽¹⁾

(in thousands of dollars)

	SIUC	SIUE	University Adminis- tration	Total
FY-94 Budget Base (Public Act 88-0090)	\$174,173.6	\$68,880.1	\$1,784.6	\$244,838.3
Requested incremental increases:				
Salary	0.0	0.0	0.0	0.0
General Price	0.0	0.0	0.0	0.0
Utilities	0.0	0.0	0.0	0.0
Library Materials (10%)	450.2	120.0	0.0	570.2
Total Incremental Increases	\$ 450.2	\$ 120.0	\$ 0.0	\$ 570.2
O & M Needs	\$ 794.5	\$ 250.7	0.0	\$ 1,045.2
Programmatic and Other				
New Program Requests	0.0	0.0	0.0	0.0
Expanded/Improved Program Requests	0.0	0.0	0.0	0.0
Special Analytical Studies	0.0	0.0	0.0	0.0
Total Programmatic and Other	\$ 0.0	\$ 0.0	\$ 0.0	\$ 0.0
Net Change	\$ 1,244.7	\$ 370.7	\$ 0.0	\$ 1,614.4
Percent Increase	0.71%	0.54%	0.00%	0.66%
Total FY-95 Operating Budget Request	\$175,418.3	\$69,250.8	\$1,784.6	\$246,453.7

(1) Does not include retirement contributions, Social Security increases, sick leave payout, or LAC activities.

Option 2

SIU FY 1995 OPERATING BUDGET REQUESTS⁽¹⁾

(in thousands of dollars)

	SIUC	SIUE	University Adminis- tration	Total
FY-94 Budget Base (Public Act 88-0090)	\$174,173.6	\$68,880.1	\$1,784.6	\$244,838.3
Requested incremental increases:				
Salary (3.5%)	4,404.4	1,683.8	45.3	6,133.5
General Price (3.5%)	1,011.1	460.8	14.3	1,486.2
Utilities (3.5% SIUC & SIUE, 10% SM)	335.4	99.8	0.0	435.2
Library Materials (10%)	450.2	120.0	0.0	570.2
Total Incremental Increases \$	\$ 6,201.1	\$ 2,364.4	\$ 59.6	\$ 8,625.1
O & M Needs	\$ 794.5	\$ 250.7	0.0	\$ 1,045.2
Programmatic and Other				
New Program Requests	0.0	0.0	0.0	0.0
Expanded/Improved Program Requests	0.0	0.0	0.0	0.0
Special Analytical Studies	0.0	0.0	0.0	0.0
Total Programmatic and Other	\$ 0.0	\$ 0.0	\$ 0.0	\$ 0.0
Net Change	\$ 6,995.6	\$ 2,615.1	\$ 59.6	\$ 9,670.3
Percent Increase	4.02%	3.80%	3.34%	3.95%
Total FY-95 Operating Budget Request	\$181,169.2	\$71,495.2	\$1,844.2	\$254,508.6

(1) Does not include retirement contributions, Social Security increases, sick leave payout, or LAC activities.

Option 3

SIU FY 1995 OPERATING BUDGET REQUESTS⁽¹⁾

(in thousands of dollars)

	SIUC	SIUE	University Adminis- tration	Total
FY-94 Budget Base (Public Act 88-0090)	\$174,173.6	\$68,880.1	\$1,784.6	\$244,838.3
Requested incremental increases:				
Salary (3.5%)	4,404.4	1,683.8	45.3	6,133.5
General Price (3.5%)	1,011.1	460.8	14.3	1,486.2
Utilities (3.5% SIUC & SIUE, 10% SM)	335.4	99.8	0.0	435.2
Library Materials (10%)	450.2	120.0	0.0	570.2
Total Incremental Increases	\$ 6,201.1	\$ 2,364.4	\$ 59.6	\$ 8,625.1
O & M Needs	\$ 794.5	\$ 250.7	0.0	\$ 1,045.2
Programmatic and Other				
New Program Requests	\$ 0.0	\$ 200.0	\$ 0.0	\$ 200.0
Expanded/Improved Program Requests	2,346.6	1,150.0	0.0	3,496.6
Special Analytical Studies	0.0	0.0	0.0	0.0
Total Programmatic and Other	\$ 2,346.6	\$ 1,350.0	\$ 0.0	\$ 3,696.6
Net Change	\$ 9,342.2	\$ 3,965.1	\$ 59.6	\$ 13,366.9
Percent Increase	5.36%	5.76%	3.34%	5.46%
Total FY-95 Operating Budget Request	\$183,515.8	\$72,845.2	\$1,844.2	\$258,205.2

(1) Does not include retirement contributions, Social Security increases, sick leave payout, or LAC activities.

RESOURCE ALLOCATION AND MANAGEMENT PROGRAM (RAMP) SUBMISSIONS,
FISCAL YEAR 1995: CAPITAL BUDGET PRIORITIES

Summary

The following capital projects for FY 1995 have been prioritized into a University-wide list presented for the consideration and approval of the Board.

Rationale for Adoption

Projects proposed for the campuses were developed recognizing the need to capitalize upon advances in technology to deliver instruction and to provide for capital renewal to preserve existing facilities.

In reformulating the campus requests into priority listings by categories, the following project priority considerations were recognized:

- A. Projects of an emergency nature.
- B. Projects for which planning funds have previously been appropriated.
- C. Projects to provide equipment to complete state-funded facilities.
- D. Previous priority accorded to projects carried over from the past.
- E. Projects providing for accessibility for the handicapped and for rehabilitation, remodeling, and realignment of existing facilities, with special consideration given when preservation of the facility is a factor.
- F. Capital renewal projects to address critical infrastructure needs and to update academic and research space.

Considerations Against Adoption

None is known.

Constituency Involvement

Each campus administration has worked with appropriate groups to develop its request for capital budget projects.

Resolution

BE IT RESOLVED, By the Board of Trustees of Southern Illinois University in regular meeting assembled, That subject to minor technical changes as may be deemed necessary by the Chancellor, the attached lists of Capital Projects consisting of:

Regular Projects	\$42,169.2
Capital Renewal Projects	37,448.7
Total Capital Projects	<u>\$79,617.9</u>

be approved as the University-wide Priority List for Southern Illinois University for Fiscal Year 1995.

Southern Illinois University
University-wide Capital Budget Priority List

REGULAR CAPITAL PROJECTS
Fiscal Year 1995

<u>Priority University-wide</u>	<u>Project Description</u>	(Thousands)	
		<u>SIUC</u>	<u>SIUE</u>
1	<u>Biological Sciences Building - Equipment</u>	\$ 2,870.0	
	The construction of this building is proceeding on a schedule that projects the need for movable equipment funds to be provided in the FY 1995 capital appropriations. Most of this equipment will be scientific and highly technical in nature, and many items have production schedules of 12 to 18 months.		
2	<u>Engineering Building Addition - Construction</u>	\$12,853.0	
	This project provides for construction of an addition to the Engineering Building at SIUC primarily for the Department of Electrical Engineering. The new 52,970 gross square feet (GSF) facility will provide approximately 31,390 net assignable square feet (NASF), including 10,000 NASF for classroom laboratories, 15,030 NASF for research laboratories, and 6,360 NASF for offices. The total estimated cost of this project is \$15,212,000, including future year allocations for equipment and utilities extensions. Planning funds of \$817,100 were appropriated and approved in the FY-90 Science and Technology initiative.		

Priority University- wide	Project Description	(Thousands)	
		SIUC	SIUE
3	<u>Engineering Facility Planning and Construction</u>		\$20,649.8
	<p>Funding for this project will provide for the completion of planning and for the construction of a facility to house laboratories, classrooms, and offices of the School of Engineering. Detailed plans and specifications are complete, funded by a FY-90 appropriation of \$843,500 for planning. Cost of the total project, including planning, construction, and equipment is estimated to be \$25,986,900.</p>		
4	<u>Morris Library Annex - Planning</u>		\$ 1,000.0
	<p>This project provides the first part of planning funds for construction of an annex building containing 340,000 gross square feet and 200,000 net assignable square feet. The total estimated cost of the project is \$60,000,000. Final estimates of costs will be determined upon the completion of the building program statement.</p>		
5	<u>Supporting Services Annex</u>		\$ 2,700.1
	<p>Funding for this initiative will provide for construction of additional supporting services facilities on the Edwardsville Campus to accommodate the activities of two units: Contract Archaeology and the University Museum. The new facilities also will include general-purpose storage space. Plans call for construction of 17,057 gross square feet (12,758 net assignable square feet) of space. (12,758 NASF).</p>		

6 Planning - Research and Education Facility \$ 1,247.5

As the School of Medicine reaches full maturity, resolutions of space allocation conflicts among research and instructional programs have become progressively more difficult. Leased facilities are increasingly ineffective and costly. This request will support design of a building to permit expansion of grant supported research, ensure compatible development of educational resource capabilities and maximize future opportunities to consolidate related functions. The total cost of design, construction, and equipment for the building is estimated at \$27,620,200.

7 Land Acquisition and Construction of Day-Care Facility \$ 848.8

Funds are requested to support the planning, land acquisition, construction, and equipping of a day-care center for the School of Medicine at Springfield. The operation costs of the completed day-care facility are expected to be supported from the operating revenues of the center. The availability of a day-care facility will enable the School to more effectively compete for high quality employees in the Springfield job market. Recent legislation passed by the Illinois General Assembly is aimed at encouraging the development of day-care facilities on university campuses.

Campus Totals \$18,819.3 \$23,349.9

University-wide Total \$42,169.2

Southern Illinois University

CAPITAL RENEWAL PROJECTS

Fiscal Year 1995

(Thousands)

SIUCProject DescriptionAsbestos Abatement, Phase II

\$ 1,000.0

This request will provide funding for additional work to replace building materials containing asbestos with other materials of similar insulating qualities.

Replace Domestic Water Lines, Life Science II

\$ 300.0

The galvanized piping that was used in the construction of the Life Science II building has corroded in many places throughout the system so that water supply is significantly reduced.

Replace Domestic Water Lines, Agriculture and Pulliam Hall Buildings

\$ 700.0

The galvanized lines in both buildings are also corroded and restricting water supply. The reduced budget to renovate Pulliam Hall in 1985-89 caused much of the planned pipe replacement to be eliminated.

Chiller - Refrigerant Replacement and Cooling Tower Replacement

\$ 466.3

These funds are requested to replace the R11 and R12 refrigerants in four chillers (1 - 200 ton, 2 - 300 ton, 1 - 800 ton) in the Medical Instructional Facility and the Springfield Combined Laboratory at Springfield with environmentally safe refrigerants. The manufacture of R11 and R12 refrigerants will cease prior to December 31, 1995. The chillers must be adjusted and many of the components of the chillers replaced to accept alternative refrigerants specified by the manufacturer. An air monitoring system may be required for some of the new refrigerants. This request also replaces the 20-year old cooling towers that serve the 800 ton and 200 ton chiller.

Replacement Roofs, Agriculture, Morris, and Communications Buildings

\$ 300.0

The routine replacement of roofs on campus buildings is caused by ultraviolet rays of the sun and temperature extremes of heat and cold. These funds will be used to replace the oldest parts of the roofs on each building.

Fire Alarms, Phase VII

\$ 800.0

The campus-wide program to replace the electronic heat and smoke sensors and the building annunciator panels has been affected significantly by new regulations that require audio and video alarms in many more building locations than previously planned. The Communications Building and Woody Hall are the buildings most in need of upgrading to their systems.

ADA Compliance

\$20,230.0

An initial survey of campus academic buildings has determined that funds in this amount will provide signs, graphics, elevator controls, exterior ramps, toilet modifications, and many other items to campus facilities in order to achieve full compliance with the new standards.

Total SIUC

\$23,796.3

SIUE

(Thousands)

Project Description

Roof Repair and Replacement, Phase II

\$ 299.0

The University received \$243,700 in FY-94 to begin addressing deteriorating roofs on several facilities at the Alton and Edwardsville Campuses and the East St. Louis Center. The current project will continue this initiative by replacing roofs on nine additional facilities at all three locations.

Science Laboratory Casework Renovation and Replacement

\$ 3,350.0

Funding for this project will be used to renovate or replace laboratory casework and fixtures in the Science Laboratory Building on the Edwardsville Campus. Facilities to be renovated serve the instructional and research activities of the Departments of Biology, Chemistry, and Physics.

Chilled Water Unit Replacement

\$ 3,283.0

This project involves the replacement of four obsolescent chiller units in the Edwardsville Campus Heating and Refrigeration Plant. All units to be replaced are more than twenty-five years old. They are 750 ton-per-hour, single-stage lithium bromide units. They will be replaced by similar capacity, two-stage units. The new chillers are expected to operate with at least 30% greater energy efficiency than the equipment being replaced.

Door and Window Hardware Repair and Replacement \$ 739.0

Doors, windows, and associated hardware in a number of facilities at both campuses and the East St. Louis Center have deteriorated significantly, making it prohibitively expensive to accommodate problems on a case-by-case basis. Funding for this project will provide for the repair or replacement of complete locking systems, door frames, hinges, closers, panic bars, and other accessories as well as windows and window frames.

Mechanical Systems Renovation \$ 666.3

Mechanical systems in many facilities at both campuses and the East St. Louis Center are obsolescent or becoming increasingly unreliable because of wear. Funding for this project will provide for upgrades or replacements of air compressors, heat exchangers, generators, motors, supply and return fans and HVAC systems.

Campus Infrastructure Repairs, Phase II \$ 742.0

The University received \$321,000 in FY-94 to fund the first phase in a multi-phase infrastructure modernization effort. The current project will extend this initiative to upgrade power circuits in several central Edwardsville Campus facilities, provide a non-interruptible power supply for the University's central computing facility, and renovate HVAC systems in two buildings at the Alton Campus.

ADA Compliance \$ 4,573.1

The University is developing plans for a multi-year initiative aimed at bringing all of its facilities into compliance with provisions of the Americans with Disabilities Act (ADA). These plans are guided by language of the act: to "... ensure that the operation of each service, program, and activity is operating so that each, when viewed in its entirety, is readily accessible and usable by individuals with disabilities." This project will be focused on the Edwardsville Campus, the School of Dental Medicine at Alton, and the East St. Louis Center; involving buildings built in the 1920's at the latter two sites. It will address pathways, signage, assembly areas, restrooms, elevators, alarm systems, doors and associated hardware, and drinking fountains.

Total SIUE \$13,652.4

Total for SIUC and SIUE \$37,448.7

RECOMMENDATION ON ARCHITECTS: BURSAR FACILITIES REMODELING, SIUESummary

This matter would designate the architectural firms to be negotiated with to select a firm with which to contract to develop plans and specifications for the capital project, Bursar Facilities Remodeling, SIUE. The project will involve remodeling Bursar's Office facilities to accommodate present operational needs. The project will be funded from a FY-91 Build Illinois appropriation to the Capital Development Board for the University.

Rationale for Adoption

The project as approved, as a part of the University's RAMP 91 Capital Budget at an estimated cost of \$217,200, at the September 13, 1990 Board of Trustees meeting. At its February 13, 1992 meeting, the Board approved the recommendation of By Design, Inc., Belleville, Illinois, to the Capital Development Board for retention as the architect for the project. In October 1992, the University was informed by the Capital Development Board that it could not contract with By Design, Inc., because the firm at that time no longer maintained an office in Illinois. The Architectural, Engineering, and Land Surveying Qualifications Based Selection Act (QBS) was not in effect at the time of this architect selection; therefore, the University did not have available a second choice with which the Capital Development Board could negotiate a contract. A second selection process was initiated by the University in May 1993.

The identification of the firms to be considered for retention as architect for the project conformed with the Architectural, Engineering, and Land Surveying Qualifications Based Selection (QBS) requirements and established University procedures. The process involved: the identification of prequalified firms based on the Illinois Capital Development Board's prequalified list; 14 days' public notice of intent to seek architectural and engineering services; composition of an appropriate review committee; communication with the Architecture and Design Committee about the respondents to the public notice, the members of the review committee and the project; review of credentials of interested firms; communication with the Architecture and Design Committee about the firms to be interviewed; interviews with selected firms; evaluation of selected firms' qualification based factors and ranking of the finalist firms; recommendation to the Vice-President for Administration of three finalist firms in order of preference; a review of the recommendation by the Vice-President for Administration; and recommendation to the President of three finalist firms in order of preference.

Factors weighed in the review process for each firm included Capital Development Board prequalification status, quality of the written materials submitted, availability of appropriate disciplines, experience with related projects, size of staff and anticipated workload, willingness and ability to meet time requirements, minority and female business enterprise status, location of offices, and adequacy of performance for SIUE and other clients.

Considerations Against Adoption

University officers are aware of none.

Constituency Involvement

The review committee for the Bursar Facilities Remodeling project was chaired by the Budget Director and included the Assistant to the Vice-President for Administration, the Coordinator of Construction, Plant Operations, the Business Manager for Disbursements and Payroll, and the Coordinator for Risk Management.

This matter was recommended to the Chancellor for adoption by the Vice-President for Administration and the President, SIUE.

Resolution

BE IT RESOLVED, By the Board of Trustees of Southern Illinois University in regular meeting assembled, That:

- (1) The firms of FGM, Inc., Belleville, Illinois; Yarger Associates, Inc., Fairview Heights, Illinois; and Walton and Associates Architects, Springfield, Illinois, are designated as qualified to provide design and engineering services in connection with the capital project, Bursar Facilities Remodeling, SIUE, and that these firms be recommended to the Capital Development Board, in the order in which the firms are listed above, for negotiations leading to a contract for services with one of the firms.
- (2) The Chancellor of Southern Illinois University is hereby authorized to take whatever action may be required in the execution of this resolution in accordance with established policies and procedures.

APPROVAL OF PLANS AND SPECIFICATIONS AND AUTHORITY FOR
AWARD OF CONTRACTS: ART AND DESIGN BUILDING
EQUIPMENT INSTALLATION, SIUE

Summary

This matter would approve the plans and specifications and would authorize the members of the Executive Committee of the Board to award contracts in connection with the capital project, Art and Design Building Equipment Installation, SIUE. The project is estimated to cost \$175,000, and will be funded from SIUE FY-93 and FY-94 state appropriations allocated for reallocation of the Art and Design Department from the Wagner Center to the Art and Design Building.

Rationale for Adoption

At its meeting of June 10, 1993, the Board granted approval for the project and authorized selection of AAI/Campbell, Inc., as the architect for the project. AAI/Campbell, Inc., also serves as the architect for the Capital Development Board project to construct the Art and Design Building. The equipment installation project will install additional utility connections, fume and dust collectors, controls, casework, counters, and associated fixtures to accommodate installation of existing and new equipment.

During construction of the Art and Design Building, many of the elements of work involved in the equipment installation project were considered for inclusion during the construction through the change order process. To develop cost estimates so that change orders could be evaluated, the architect prepared plans and specifications for the work. The work involved in the equipment installation project could not be accommodated through change orders because contingency funds in the construction budget had been obligated to the extent that CDB would allow. It is because plans and specifications had already been developed for such work that complete plans and specifications for the equipment installation project could be completed rapidly.

Copies of the proposed plans and specifications have been submitted for review by the Office of the Chancellor and by the Architecture and Design Committee of the Board and for filing with the Office of the Board of Trustees.

Authority for the members of the Executive Committee of the Board to award contracts is sought in order to expedite completion of the project. The equipment installation project will make the Art and Design Building fully functional so that the relocation of Department of Art and Design programs from the Wagner Center can be completed.

Considerations Against Adoption

University officers are aware of none.

Constituency Involvement

Not pertinent to this matter.

Resolution

BE IT RESOLVED, By the Board of Trustees of Southern Illinois University in regular meeting assembled, That:

- (1) The plans and specifications for the capital project, Art and Design Building Equipment Installation, SIUE, be and are hereby approved as presented to the Board this date, and officers of Southern Illinois University at Edwardsville are authorized to proceed with bidding the project in accordance with the plans and specifications approved.

- (2) The members of the Executive Committee of the Board be and are hereby authorized to award contracts in connection with the capital project, Art and Design Building Equipment Installation, SIUE.
- (3) The Chancellor of Southern Illinois University is hereby authorized to take whatever action may be required in the execution of this resolution in accordance with established policies and procedures.

PROJECT APPROVAL AND SELECTION OF ARCHITECT: BIOLOGICAL
SCIENCES BUILDING ADDITION, SIUC

Summary

This matter requests project approval to construct an addition to the Biological Sciences building on the Carbondale campus and to reaffirm its previous recommendation to the Capital Development Board (CDB) regarding an architectural firm for this project.

Rationale for Adoption

The project to plan and construct the Biological Sciences building was presented to the Board of Trustees for informational purposes as parts of the FY 1990 and 1991 RAMP capital requests. Project approval was given and the selection of an architectural firm was made at the Board's meeting on December 14, 1989. The firm of Schmidt, Garden, and Erikson (SGE) was then recommended to the CDB. Planning funds in the amount of \$1,065,800 were released by the Governor on April 25, 1990, and the construction funds in the amount of \$14,664,600 were released on January 15, 1993.

The first estimates prepared on December 11, 1990, indicated funds were significantly less than the projected cost by approximately \$3,100,000. Over a period of the next two years, University personnel and SGE met frequently to plan the building. Estimates of cost became more detailed over time, and by March 5, 1992, the project was estimated to be \$4,674,329 over the budget. It became necessary to reduce significantly the size of the building and to delete academic departments that had been a part of the original planning document.

Bids for the six divisions of work were opened by the CDB on December 17 and 23, 1992. The net result of all bids came in at \$2,500,000 below the estimates. The CDB agreed that these funds could be placed back into the project. However, it was mutually agreed that the start of construction should not be delayed by any plans to move deleted academic units back into the project. After consultations with SGE, it was requested by the University that: (1) certain floor and wall finishes, (2) a connecting passageway to the existing Life Science Building, and (3) a 100 seat lecture facility could all be added to the main structure without causing delays. However, efforts to also include the Electron Microscopy Center and the Research Photography Center met significant obstacles. Magnetic fields from nearby underground electrical feeders, intolerable levels of floor vibration, and underground steamlines,

chilled water lines, and sanitary and storm sewers would all have to be relocated if the two Centers were to be added to the main facility. After thorough consideration, it is believed that the construction of a separate and free-standing structure located nearby provided the most practical solution for accommodating the two Centers. SGE is developing preliminary plans that would support this suggestion, and the plans should be available sometime in late August, 1993. The members of the Board of Trustees will be informed of these plans upon their arrival from SGE.

In addition to project approval, the Board is herein requested to approve and to reaffirm its earlier action of recommending to the CDB that the SGE firm be commissioned to prepare the plans and specifications for this additional structure.

Considerations Against Adoption

University officers are aware of none.

Constituency Involvement

Not pertinent to this matter.

Resolution

BE IT RESOLVED, By the Board of Trustees of Southern Illinois University in regular meeting assembled, That:

- (1) The project to construct an addition to the Biological Sciences Building, be and is hereby approved at an estimated cost of \$1,200,000, and the firm of Schmidt, Garden, and Erikson, Champaign, Illinois, be and is hereby recommended to the Capital Development Board to prepare the plans and specifications for this project.
- (2) The Chancellor of Southern Illinois University be and is hereby authorized to take whatever action may be required in the execution of this resolution in accordance with established policies and procedures.

REVISED PROJECT APPROVAL, APPROVAL OF PLANS AND SPECIFICATIONS, AND AWARD OF CONTRACT: RENOVATIONS OF MORRIS LIBRARY ELEVATOR CONTROLS, SIUC

Summary

This matter seeks a revised project approval, the approval of plans and specifications, and the award of contract to make renovations to the electronic and manual controls of passenger elevators #3 and #4 in Morris Library.

The original budget for this project was \$130,000. The low bid was \$147,900. A revised budget of \$155,000 is requested herein to provide for the

higher cost of the project and to provide a small contingency fund, both totaling an increase of \$25,000 and 19.2% above the original budget.

Funds for this work will come from state appropriations through the Physical Plant maintenance budget.

Rationale for Adoption

At its meeting on February 11, 1993, the Board of Trustees gave project and budget approval to make renovations to the controls of elevators #3 and #4 in Morris Library at an estimated cost of \$130,000. These elevators were put into service in 1964, and their heavy use and the new requirements of federal legislation make these renovations necessary.

Bid opening was conducted on June 24. The low base bid for the project was \$143,600. In addition, an alternate bid was requested giving the contractor's cost to provide a second shift of workers in order to expedite the project. This was done to keep passenger inconvenience at a minimum. The low bid for this alternate #1 was \$4,300, which then gives a total bid of \$147,900, or \$17,900 and 13.8% over the original budget.

In addition to the higher bid, this matter also requests approval to establish a small contingency fund of \$7,100. This fund and the higher bid costs would then combine to become a total of \$25,000 and 19.2% above the original budget.

Mr. Carl Bretscher, the Board's consulting architect, has reviewed the plans and specifications and recommends their approval.

Considerations Against Adoption

University officers are aware of none.

Constituency Involvement

Not pertinent to this matter.

Resolution

BE IT RESOLVED, By the Board of Trustees of Southern Illinois University in regular meeting assembled, That:

- (1) The request for a revision in the project and budget approval given on February 11, 1993, to the project to renovate elevator controls in Morris Library, be and is hereby approved at a higher cost of \$155,000.
- (2) Funding for this revised project will be from state appropriations through the Physical Plant maintenance budget.
- (3) The contract for this work be and is hereby awarded to Dover Elevator Co., Evansville, Indiana, in the amount of \$147,900.

- (4) Final plans and specifications for this project be and are hereby approved as submitted to the Board of Trustees for review, and shall be placed on file in accordance with I Bylaws 9, contingent upon favorable recommendation of the Architecture and Design Committee.
- (5) The Chancellor of Southern Illinois University be and is hereby authorized to take whatever action may be required in the execution of this resolution in accordance with established policies and procedures.

PROJECT APPROVAL AND SELECTION OF ENGINEER: FIRE ALARM
SYSTEM RENOVATIONS, PHASE II, UNIVERSITY HOUSING, STUC

Summary

This matter seeks project and budget approval to make renovations to the fire alarm systems in Neely and Allen Halls, which are in the University Park residential area.

The estimated cost of the work in Neely Hall is \$300,000 and in Allen Hall it is \$125,000 for a total cost of \$425,000. Funding for this work will come from housing revenue.

This matter further requests approval for the plans and specifications for the Neely Hall portion of this project to be prepared by a professional engineering firm, and for Allen Hall to be prepared by the Physical Plant Engineering Services.

Rationale for Adoption

The regulations for fire protection have undergone significant changes in several areas. One such area requires additional detection devices and additional audio and video alarms. The Physical Plant staff are aware of these changes, and they are incorporating each change as it occurs into the various phases of the campus-wide project to upgrade the fire alarm system.

University Housing is now taking a second step to make the necessary changes in that portion of the fire alarm system that is within the residence halls. The second phase will renovate the systems in Neely and Allen Halls dormitories. The project schedule calls for the Allen Hall work to be done during the summer of 1994 and for the Neely Hall work to be done during the summer of 1995.

The engineering firm of Buchanan and Bellows of Bloomington, Illinois, is recommended for the preparation of plans and specifications for the Neely Hall work. The Board of Trustees has approved the Buchanan and Bellows firm for all five phases of fire alarm renovations to the main campus. The Board also gave approval at its May 9, 1991, meeting to use the firm for Phase I of fire alarm renovations for University housing.

Physical Plant Engineering Services will be used for the work in Allen Hall. The use of Physical Plant Engineering Services for the Allen project is made possible through the in-house use of prior plans and specifications for fire alarm renovations which were prepared for two other residence halls which are identical to Allen Hall.

Considerations Against Adoption

University officers are aware of none.

Constituency Involvement

This matter has been shared with the Residence Hall Association as part of the discussion on the housing rate increases. No action was taken concerning this project.

Resolution

BE IT RESOLVED, By the Board of Trustees of Southern Illinois University in regular meeting assembled, That:

- (1) The project to renovate the fire alarm system in Neely and Allen Halls be and is hereby approved at an estimated cost of \$425,000.
- (2) Funding for this project shall come from housing revenue.
- (3) Upon recommendation of the Architecture and Design Committee, the firm of Buchanan and Bellows, Bloomington, Illinois, be and is hereby authorized to prepare the plans and specifications for the Neely Hall portion of this project.
- (4) Upon recommendation of the Architecture and Design Committee, the Physical Plant Engineering Services be and is hereby authorized to prepare the plans and specifications for the Allen Hall portion of this project.
- (5) The Chancellor of Southern Illinois University be and is hereby authorized to take whatever action may be required in the execution of this resolution in accordance with established policies and procedures.

APPROVAL OF EASEMENTS TO THE ILLINOIS BAPTIST
STATE ASSOCIATION, SIUC

Summary

This matter seeks approval to grant permanent easements to the Illinois Baptist State Association for the purposes of crossing University land to access its own land, and to make certain specific minor improvements on University land in order to accommodate that access.

Rationale for Adoption

At its meeting on February 11, 1993, the Board of Trustees gave its approval to the project to acquire the buildings and land of the Baptist Student Center from the Illinois Baptist State Association. It also approved of the conveyance of land to the Association, the selection of which was to be determined through negotiations. Subsequent to those approvals, it was determined during negotiations that land in a portion of tract 77-L and all of

tracts 77-M through 77-P would be conveyed to the Association. This exchange of land was concluded on July 1, 1993.

Within a short period of time after that exchange, the Association commissioned a local engineering firm to survey its land as a first step in planning a new facility and parking lot. As a result of that survey, it became evident that two relatively minor items should be resolved. First, it was determined that all of South Forest Street lying south of Mill Street had been vacated by the City of Carbondale in its ordinance #79-45. Consequently, that action made the University the sole owner of the street, which would then potentially deny access to the Association's land. As a remedy from that position, the Association is requesting a permanent easement that will provide convenient access to all of its property through the continued use of South Forest Street. It is noted that this easement will have no effect upon University programs, its facilities, or any long-range planning for that area.

The second item to be resolved concerns a relatively narrow strip of land that lies between the west edge of the Association's land and the east edge of South Forest Street. This 20 foot wide strip, or right-of-way, was acquired by the University at the same time the street was acquired. Currently, the Association's site development plans require the removal of a few bushes and trees off of this land. Also, the construction of driveways and pedestrian walks are also planned to cross it. The Association is requesting a permanent easement that will authorize it to enter upon this land for construction and maintenance purposes and to have access across it to its property beyond.

Considerations Against Adoption

University officers are aware of none.

Constituency Involvement

Not pertinent to this matter.

Resolution

BE IT RESOLVED, By the Board of Trustees of Southern Illinois University in regular meeting assembled, That:

- (1) The request to grant a permanent easement to the Illinois Baptist State Association for the purpose of using University-owned land within South Forest Street and the east right-of-way thereof as access to its property be and is hereby approved.
- (2) The request to grant a permanent easement to the Association for the purposes of tree removal, construction of driveways and pedestrian walks, and continuous access for maintenance purposes and access across to its property be and is hereby approved.
- (3) The easements given to the Association shall be as described in documents on file in the Office of the Board of Trustees in accordance with I Bylaws 9.

- (4) The Chancellor of Southern Illinois University be and is hereby authorized to take whatever action may be required in the execution of this resolution in accordance with established policies and procedures.

Mr. Norwood moved the reception of Changes in Faculty-Administrative Payroll, SIUE and SIUC; the reception of Reports of Purchase Orders and Contracts, June and July, 1993, SIUC and SIUE; and the approval of the Minutes of the Meetings held July 7 and 8, 1993; Specialist Degree Program, Major in School Psychology, School of Education, SIUE; Master of Science Degree Program, Major in Computing and Information Systems, Schools of Business and Sciences, SIUE; Change of Department Name, Department of Family Practice to Department of Family and Community Medicine, School of Medicine, SIUC; Annual Internal Budget for Operations, Fiscal Year 1994; Resource Allocation and Management Program (RAMP) Submissions, Fiscal Year 1995: Operating Budget Request; Resource Allocation and Management Program (RAMP) Submissions, Fiscal Year 1995: Capital Budget Priorities; Recommendation on Architects: Bursar Facilities Remodeling, SIUE; Approval of Plans and Specifications and Authority for Award of Contracts: Art and Design Building Equipment Installation, SIUE; Project Approval and Selection of Architect: Biological Sciences Building Addition, SIUC; Revised Project Approval, Approval of Plans and Specifications, and Award of Contract: Renovations of Morris Library Elevator Controls, SIUC; Project Approval and Selection of Engineer: Fire Alarm System Renovations, Phase II, University Housing, SIUC; and Approval of Easements to the Illinois Baptist State Association, SIUC. The motion was duly seconded. Student Trustee opinion in regard to this motion was indicated as follows: Aye, Mark Kochan; nay, none. The motion carried by the following recorded vote: Aye, John Brewster, Molly D'Esposito, William R. Norwood, Harris Rowe, Celeste M. Stiehl, A. D. VanMeter, Jr., George T. Wilkins, Jr.; nay, none.

The following matter was presented for notice only:

NOTICE OF PROPOSED CHANGE: CREATION OF SUMMER TERM
FEE SCHEDULE, SIUE
[AMENDMENT TO 4 POLICIES OF THE BOARD C-5]

Summary

This matter would amend SIUE's general student fee schedule to create a separate schedule of fees for the summer term. The changes would be effective for summer, 1994. Creation of the summer term schedule corrects an oversight in the conversion of fees for the semester calendar.

Rationale for Adoption

At its July 9, 1992 meeting, the Board approved the conversion of SIUE's tuition and fee policies to a semester basis, effective with fall term 1993. In preparing the tuition and fee conversion, one of the principles followed was that the conversion would not result in additional costs to students. The conversion approved did not differentiate between fees that would be assessed for a semester and those to be assessed for the summer session.

As a result, a student attending the summer session would pay the same amount in fees as for a semester (an amount equal to the fees that had been assessed for 1.5 academic quarters). Such a conversion is inappropriate for activity and facility fees (Athletic, University Center, Student Welfare and Activity, and Student Fitness Center Fees) because the functions supported by those fees would be provided for a 10-week (summer) period rather than a 15-week (semester) period. The cost of these functions is time-related and not related to a particular academic calendar.

The Textbook Rental and the Student-to-Student Grant Fees are exceptions because the cost of the functions they support are directly related to the semester academic calendar. The S-T-S Grant Fee will have to support offsetting the semester-based tuition rates which apply to all courses regardless of the academic term in which the courses are taken. Similarly, the Textbook Rental Fee will provide texts for semester-based courses taken in the summer. For any given semester-based courseload, the cost of providing the texts is the same whether the courses are taken during the summer or during an academic year semester.

This matter corrects the earlier oversight by creating a separate fee schedule for the summer session with activity and facility fee rates equal to those previously assessed for a summer quarter, and Textbook Rental and S-T-S Grant Fees remaining at the semester rates. With the correction, a student who attends during the summer would pay \$16.25 more in fees than under the quarter-based fee rates. The added costs are due to the Textbook Rental and S-T-S Grant Fees remaining on a semester rate basis, and are justified by the added value that students will received from these functions in the summer.

Considerations Against Adoption

University officers are aware of none.

Constituency Involvement

This corrective action was discussed with SIUE student leaders during fall 1992.

Resolution

BE IT RESOLVED, By the Board of Trustees of Southern Illinois University in regular meeting assembled, That, effective with the collection of fees for summer term, 1994, 4 Policies of the Board C-5 be and is hereby amended as follows:

5. General student fee schedule for Southern Illinois University at Edwardsville in effect Fall ~~1993~~ Summer term, ~~1993~~ 1994:

a. Fall and Spring Semester Fee Rates

<u>Credit Hours</u>	<u>Athletic Fee</u>	<u>Textbook Rental Fee</u>	<u>University Center Fee</u>	<u>Student-to-Student Grant Fee</u>	<u>Student Welfare & Activity Fee</u>	<u>Student Fitness Center Fee</u>
1	\$ 3.15	\$ 4.30	\$14.70	\$ 0	\$32.00	\$42.75
2	6.30	8.60	29.40	0	33.40	42.75
3	9.45	12.90	44.10	0	34.80	42.75
4	12.60	17.20	58.80	0	36.20	42.75
5	15.75	21.50	72.00	0	37.60	42.75
6	18.90	25.80	72.00	2.25	42.10	42.75
7	22.05	30.10	72.00	2.25	42.10	42.75
8	25.20	34.40	72.00	2.25	42.10	42.75
9	28.35	38.70	72.00	2.25	42.10	42.75
10	30.55	43.00	72.00	2.25	42.10	42.75
11	30.55	46.50	72.00	2.25	42.10	42.75
12 and over	30.55	46.50	72.00	2.25	42.10	42.75

b. Summer Session Fee Rates

Credit Hours	Athletic Fee	Textbook Rental Fee	University Center Fee	Student-to-Student Grant Fee	Student Welfare & Activity Fee	Student Fitness Center Fee
1	\$ 2.10	\$ 4.30	\$ 9.80	\$ 0	\$21.30	\$28.50
2	4.20	8.60	19.60	0	22.20	28.50
3	6.30	12.90	29.40	0	23.10	28.50
4	8.40	17.20	39.20	0	24.00	28.50
5	10.50	21.50	48.00	0	24.90	28.50
6	12.60	25.80	48.00	2.25	28.05	28.50
7	14.70	30.10	48.00	2.25	28.05	28.50
8	16.80	34.40	48.00	2.25	28.05	28.50
9	18.90	38.70	48.00	2.25	28.05	28.50
10	20.35	43.00	48.00	2.25	28.05	28.50
11	20.35	46.50	48.00	2.25	28.05	28.50
<u>12 and over</u>	20.35	46.50	48.00	2.25	28.05	28.50

BE IT FURTHER RESOLVED, That the Chancellor of Southern Illinois University be and is hereby authorized to take all actions necessary to implement this resolution in accordance with established policies and procedures.

The following matter was presented:

FY 1993-94 PRODUCTIVITY REPORT
SOUTHERN ILLINOIS UNIVERSITY AT CARBONDALE, SCHOOL OF
MEDICINE, AND SOUTHERN ILLINOIS UNIVERSITY AT EDWARDSVILLE

Summary

This matter seeks authorization to submit the 1993-94 Southern Illinois University Productivity Report to the Illinois Board of Higher Education. The report has been prepared in accordance with IBHE Guidelines for Productivity Improvements in Illinois Higher Education and addresses program and structural changes and productivity improvements aimed at focusing efforts on the University's highest priorities, strengthening the quality of the educational experience, and reinvesting staff and resources in areas which most directly support the missions of SIU and its constituent universities.

Rationale for Adoption

The productivity initiatives detailed in the 1993-94 Report are the result of deliberative action on the part of SIU faculty, staff, and administrators, and have been reviewed, and where appropriate, approved by the Board of Trustees in previous action on individual programmatic and other related matters.

Considerations Against Adoption

None are known.

Constituency Involvement

The 1993-94 Productivity Report, as well as the individual items which comprise it, have been considered, and where necessary, approved by the appropriate constituency bodies within SIUC, SIUE, and the School of Medicine.

Resolution

BE IT RESOLVED, By the Board of Trustees of Southern Illinois University in regular meeting assembled, That the Chancellor be and is hereby authorized to submit the 1993-94 Productivity Report to the Illinois Board of Higher Education in accordance with the IBHE timelines for submission of the report.

SOUTHERN ILLINOIS UNIVERSITY

PRODUCTIVITY REPORT

FY 1993 - FY 1994

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PREFACE

This coming academic year marks the 125th birthday of Southern Illinois University which was chartered in 1869 as Southern Illinois Normal University and which changed to Southern Illinois University in 1947. The University comprises two institutions, Southern Illinois University at Carbondale, with a School of Medicine in Springfield and a campus in Niigata, Japan, and Southern Illinois University at Edwardsville, with a School of Dental Medicine at Alton and a center in East St. Louis.

Serving the southernmost portion of the state, Southern Illinois University at Carbondale is the only Carnegie Research II University located in the State of Illinois, and ranks with the University of Illinois at Chicago in the north, and the University of Illinois at Urbana-Champaign in the central part of the state as one of the three public research universities in Illinois.

Southern Illinois University at Edwardsville, with a mission and focus that lie in the area of baccalaureate education and select graduate and professional education through the masters degree, is one of seven public universities in Illinois with this designation.

With the support and encouragement of our Board of Trustees, SIU has entered into the P*Q*P process believing that not only could useful lessons be drawn from the planning process but that opportunities were ours to seize. In addressing the many decisions that were placed before it, the University community was governed by several objectives:

First, Believing that the great bulk of students who are enrolled in American universities are at the undergraduate level, this fact imposes an inescapable and high-priority obligation to provide for those students a high quality experience.

Second, Believing that graduate education at both the master's and doctoral level is essential to the purposes of higher education, the appropriate tests for its authorization and support must depend on:

- a. whether there is a genuine need for such a program and meets the priority needs of the institution;
- b. whether the institution has the capacity to deliver a high quality program;
- c. whether there is the essential state or other financial support available for the program; and
- d. whether this will be an economical use of the state's resources.

Third, That institutions of higher education are bound by a compelling social and moral obligation to extend the benefits of higher education by increasing its access at all levels.

Fourth, That in order to achieve a more efficient use of the state's resources, good management is essential, particularly in the application of priorities, and thus in the judicious use of resources, whether they be dollars, people, or facilities.

We know that public resources have been and will continue to be a scarce commodity in Illinois. We also know that the counterpart of change is the courage and determination to make tough decisions. In this regard, SIU and its constituent institutions have pursued their task in a responsive and responsible manner. This has meant that while we have pared away old and redundant activities as well as good programs of lesser priority, we have begun to look at new ventures, new partnerships, and new and better ways of doing things.

Recognizing that SIU exerts its most profound effect on the state's economic development through the delivery of high quality education, research, and training, our academic community and our Board of Trustees have chosen to pursue vigorously the R*Q*P process. This has meant maintaining a clear appreciation of values accrued over 125 years of history while setting our sights on a distant future. It is, therefore, of great importance to us that the public, the executive and legislative branches of state government, and the Illinois Board of Higher Education recognize that we have pursued the task before us with diligence, with a clear sense of our past, with vision toward the future, and with a trust accepted by the University's many constituencies in the fairness of the process.

EXECUTIVE SUMMARY
FY 1993-94 PRODUCTIVITY REPORT
SOUTHERN ILLINOIS UNIVERSITY

The Southern Illinois University FY 93-94 Productivity Report detailed in the pages that follow is the second annual report of the University prepared in response to the statewide Priorities, Quality, and Productivity initiative begun by the Illinois Board of Higher Education in October 1991. This report builds on actions taken by the University and reported in 1992 which included elimination of two baccalaureate programs, one master's program, 2 specialist degree programs, and a number of specializations and concentrations; consolidation and restructuring of instructional units; reduction of research and public service functions and services; and a host of structural and reorganizational changes involving staffing reductions, consolidation and reallocation of positions, and reallocation and reassignment of duties among existing positions, allowing more than \$8.9 million in FY 93 to be reinvested in higher priorities.

Like the first report, the 1993-94 report was developed through a long and deliberative process involving constituency groups from all levels within SIU, and represents a significant effort on the part of the University, its faculty and staff, administrators, and Board of Trustees to effect quality and productivity improvements and to respond meaningfully to the IBHE staff recommendations issued on October 6, 1992, for program consolidation, reduction, and elimination. The report addresses program and structural changes and productivity improvements aimed at focusing efforts on the University's highest priorities, strengthening the quality of the educational experience, and reinvesting staff and resources in areas which most directly support the missions of SIU and its constituent universities. Also included is a rationale to support campus actions which differ from the IBHE recommendations on program eliminations.

This report identifies the short and long-term savings/reallocations associated with the productivity initiatives undertaken. It is important to recognize, however, that it does not identify those numerous other actions which take place within the University on a daily basis which result in improved quality and productivity and for which dollar savings are not easily quantified.

The productivity improvement initiatives undertaken by SIUC, SIUE, and the School of Medicine and reported herein are undergirded by a set of planning assumptions unique to each institution and consistent with its focus and mission. These planning assumptions provide the framework for productivity measures which already have been accomplished and for those indicated in the report for forthcoming review and consideration. Productivity initiatives accomplished by each campus during FY 1993 are described in the pages that follow.

1. Elimination of Academic Programs**SIUC:**

3 Ph.D. Programs

5 Master's Degree Programs

2 Specialist Degree Programs

7 Baccalaureate Degree Programs

3 Associate Degree Programs

19 Specializations and Concentrations

FY 93 Savings \$10,092

FY 94 Savings \$45,000

Long-Term Savings \$616,827

SIUE:

1 Ed.D. Program

2 Master's Degree Programs

2 Bachelor's Degree Programs

3 Specialty Certificate Programs

2 Specializations

FY 94 Savings \$76,000

Long-Term Savings \$278,200

2. Consolidation and Restructuring of Instructional Units**SIUC:**

Realignment of Degree Programs in CTC

FY 94 Savings \$20,000

SIUE:Modification of Family Practice Residency Program
in Dentistry

Merger of 2 Specializations

Consolidation of Academic Units-Proposed Formation of
College of Arts and Sciences

Long-Term Savings \$300,000

Consolidation and Restructuring of Instructional Units (continued)**SCHOOL OF MEDICINE:**

Reduction of Contractual Arrangements with Hospital Based
Clinical Departments
Reduction in Clinical Departments' Appropriated Budgets
Reduction in Non-Clinical Departments' Appropriated Budgets
FY 94 Savings \$354,000
Long-Term Savings \$1,039,000

3. Elimination of Research and Public Service Units**SIUC:**

Elimination of Renewal Institute
Elimination of College of Engineering & Technology
Applied Research Center
Elimination of Service Functions
Reductions in Research Support
Consolidation of Service Functions in Graduate School
FY 93 Savings \$431,630
FY 94 Savings 0
Long-Term Savings \$280,758

SIUE:

2 Centers Eliminated
Elimination of Broadcasting Services
Elimination of Papers on Language and Literature
FY 94 Savings \$111,254
Long-Term Savings \$126,254

4. Consolidation & Restructuring of Research & Public Service Units**SIUC:**

Professional Positions Consolidated in Several Areas
FY 93 Savings \$28,349
FY 94 Savings \$20,000
Long-Term Savings \$91,699

Consolidation & Restructuring of Research & Public Service Units (continued)**SIUE:**

2 Public Service Centers Consolidated
 Budget Reductions in Remaining Public Service Units
 FY 94 Savings \$358,300
 Long-Term Savings \$600,900

5. Academic Productivity**SIUC:**

Reduction in academic positions
 FY 93 Savings \$95,000
 FY 94 Savings \$671,229
 Long-Term Savings \$1,569,845

SCHOOL OF MEDICINE:

Reallocation of non-appropriated growth revenues to
 instructional units
 FY 94 Savings \$3,738,000
 Long-Term Savings \$5,184,000

SIUE:

Conversion to semesters
 Increased teaching efforts by administrators
 FY 94 Savings \$27,687

6. Productivity of Administrative Functions**SIUC:**

Merger of 2 Vice Presidential Positions
 Reductions in Professional, Civil Service, and Graduate
 Assistant Positions
 Consolidation and elimination of administrative functions
 and reallocation of duties to remaining personnel

Productivity of Administrative Functions (continued)

SIUC:

Reductions & reallocations within Intercollegiate Athletics
 Reductions in Service Enterprise Operations
 Reductions in supplies & services in various units

FY 93 Savings	\$1,203,473
FY 94 Savings	\$1,543,464
Long-Term Savings	\$2,713,924

SCHOOL OF MEDICINE:

Position eliminations and reductions
 Budget reductions in various units
 Reductions in travel, commodities, and contractual services
 Recovery of service cash costs

FY 94 Savings	\$695,000
Long-Term Savings	\$2,207,000

SIUE:

Reductions in Professional Staff and Civil Service Positions
 Restructuring of Academic Departments in the School
 of Dental Medicine
 Reductions in appropriated funds to University Park
 Budget reductions in various units
 Discontinuation and/or transfer of functions among units
 Other miscellaneous reductions/reallocations

FY 94 Savings	\$693,063
Long-Term Savings	\$892,113

7. Savings/Reallocation Summary

	FY 1994	LONG-TERM
SIUE	\$1,266,304	\$2,177,067
SOM	\$4,787,000	\$8,430,000
SIUC	\$2,615,909	\$5,916,246
TTL.	\$8,669,213	\$16,523,313

8. Actions in Process

There remain within SIUC, the School of Medicine, and SIUE a number of programmatic and other actions under consideration which, when completed, will provide additional resources for reinvestment in higher priorities. For example, SIUC has under consideration the elimination of all remaining AAS degrees, with identification of some for enhancement to the baccalaureate, along with a number of other reduction/reallocation initiatives. In addition, the Provost's 2 percent reduction plan will reallocate approximately \$1 million in FY 94 to programs yet to be designated. The School of Medicine expects to continue its productivity efforts while positioning educational and clinical programs to respond to health care reform initiatives, preserving an adequate patient base for teaching and research, and maintaining its emphasis on primary care training. SIUE will continue its review of academic programs, and will review school structure to ascertain whether departments or schools can be combined; will consolidate a number of specializations within the arts, music, and theater; and will complete its review of intercollegiate athletics and make recommendations to the President at the end of the Fall 1993 semester.

9. Productivity Improvements in the Office of the Chancellor

Well before the statewide emphasis on Priorities, Quality, and Productivity of higher education initiated by IBHE and Chairman Quern, activities were being set in motion within the Office of the Chancellor at SIU to review the priorities, functions, and staffing within the Office and to streamline where possible. At the beginning of FY 1992, there were 31.5 positions budgeted at \$1,361,723 in support of the Office of the Chancellor (excluding the Internal Auditing Function). A reduction of 10 positions made during FY 1992 resulted in an annual budget reduction of \$354,799. In keeping with the P*Q*P initiatives, in FY 1993 the Office of the Chancellor reduced an additional 2.7 positions, a reduction of \$123,386, making the total reduction 12.8 positions budgeted at \$478,185. Following these reductions, the FY 1994 budget for the Office of the Chancellor was less than one-third of one percent of the entire Southern Illinois University budget.

**SOUTHERN ILLINOIS UNIVERSITY AT CARBONDALE
PRODUCTIVITY REPORT
FY 1993/FY 1994**

INTRODUCTION

The attached report presents the current actions, plans, and proposals which have been taken or are underway as the Campus response in reporting its productivity efforts to the Board of Higher Education. This report reflects the Campus' application of the "Guidelines for Productivity Improvement in Illinois Higher Education" which were presented to the Board of Higher Education on March 3, 1992, and Campus actions taken to address the Board of Higher Education's Staff Recommendations on Productivity Improvements at Public Universities issued on October 6, 1992. The report addresses productivity improvements in instruction, research and public service, overall academic functions, and administrative functions.

The report contains some proposed changes which are in various stages of the Campus approval process, and if approved at the Campus-level, will require final approval by the Chancellor and the Board of Trustees.

The productivity improvements reported herein have been made in conformity with the Campus' focus on a full range of baccalaureate programs, graduate education through the doctorate degree, and a high priority to research.

Productivity results will be reported in terms of internal reallocation within the unit and in terms of campus priorities which are identified in the Academic Productivity section of the report.

FOCUS STATEMENT

As one of the major public university campuses in Illinois, Southern Illinois University at Carbondale offers a full range of baccalaureate programs, is committed to graduate education through the doctorate degree, and gives high priority to research. It receives substantial federal support for research and development and annually awards a significant number of doctoral degrees balanced among selected liberal arts and sciences disciplines and professional programs.

Within this programmatic context, Southern Illinois University has identified six areas of special focus. The University strives to maintain and continually enhance the quality of undergraduate education in both general education and the major and to develop the professional, social, and leadership skills expected of college students. The University supports the economic, social, and cultural development of rural central and southern Illinois through appropriate undergraduate, graduate, and professional education and research, partnerships with communities, business, and other colleges and universities, and utilization of telecommunications technologies. The University cultivates and sustains a commitment in research and instruction to problems and policy issues related to the region and state's natural resources and environment. The University strives to meet the health care needs of central and southern Illinois through appropriate health-related programs, services, and public health policy. The University cultivates and sustains diversity through a commitment to affirmative action, international programming, and a global perspective. The University also strives to improve retention and graduation rates.

All program and program-support areas of the University are encouraged to distinguish themselves by their contributions to this programmatic context and these special areas of focus.

PLANNING ASSUMPTIONS

Several planning assumptions underlie the report continued herein; the major assumptions are:

1. A need continues for programmatic and structural change.
2. The Campus must rationalize its academic inventory and the plethora of services offered within existing budgetary constraints.
3. Emphasis must continue to be focussed on the improvement of undergraduate education and maintaining a comprehensive master's graduate program and a balanced doctoral program among the six areas of the doctoral program complement.
4. Quality and productivity must be increased at all levels.
5. Restructuring and reallocation should produce dividends for new program initiatives and salary enhancement.

PRODUCTIVITY OF INSTRUCTIONAL UNITS

Elimination of the Instructional Units

Elimination of the M.S. in Agricultural Education and Mechanization: Merger of the Department of Agricultural Education and Mechanization (AGEM) with Plant and Soil Science (PLSS) to create a new Department of Plant, Soil, and General Agriculture will initially reduce the inventory of undergraduate specializations by two, the number of M.S. degrees by one, and the graduate level concentrations by one. The consolidation was accomplished by the reduction of .5 FTE assigned to AGEM. Resources from the merger will be reallocated to fund an environmental studies minor in the College of Agriculture. The IBHE recommended elimination of the M.S. in Agriculture Education and Mechanics and the M.S. in Plant and Soil Science. Long-term savings will be reallocated to items of higher priority within the College of Agriculture.

FY 1994 Cost Savings:	\$0
Long-Term Savings Per Year:	\$25,700

Elimination of Forest Science Specialization: Refocusing of curriculum to higher demand specializations of Forest Resource Management and Outdoor Recreation Resource Management will improve the quality of instruction by directing undergraduate resources on two rather than three specializations.

FY 1994 Cost Savings:	\$0
Long-Term Cost Savings:	\$0

Elimination of the Ph.D. in Communication Disorders and Sciences: Was accomplished in FY93. This program was recommended for elimination by the IBHE. Savings are being reallocated for the College's budget challenge and internal reallocation.

FY 1994 Cost Savings:	\$45,000
Long-Term Cost Savings:	\$55,446

Elimination of the B.S. in Classics, the B.S. in Geography, and the B.S. in Physics in the College of Education: These three degree programs were eliminated due to the historically low enrollments.

FY 1994 Cost Savings:	\$0
Long-Term Cost Savings:	\$0

Elimination of the Ph.D. in Higher Education: This decision was made in response to the IBHE's recommendation to abolish the program. Long-term savings will be reallocated to higher priorities within the College of Education.

FY 1994 Cost Savings:	\$0
Long-Term Cost Savings:	\$70,460

Elimination of the Curriculum and Instruction Specialist Program: This elimination occurred because of very low student demand and other program options available in the Department of Curriculum and Instruction. Long-term savings will be reallocated to higher priorities in the College of Education.

FY 1994 Cost Savings:	\$0
Long-Term Cost Savings:	\$4,000

Elimination of the Educational Psychology Specialist degree program: This elimination occurred because the demand has been limited in recent years. In the past, this degree provided training for counselors and school psychologists. The degree requirements in the specialist degree program have been shifted to the Ph.D. in Education concentration in Educational Psychology. Long-term savings will be reallocated to higher priorities in the College of Education.

FY 1994 Cost Savings:	\$0
Long-Term Cost Savings:	\$4,000

Elimination of the B.S. Degree in Language Arts: This decision was made because the program has limited enrollment and does not meet IBHE guidelines for the minimum number of graduates over the last three years. The long-term resources will be allocated to other programs in the College of Education.

FY 1994 Cost Savings:	\$0
Long-Term Cost Savings:	\$8,000

Updating specializations in Curriculum and Instruction: This change was made to accommodate rapid changes in the field of Early Childhood Education. There has been a significant increase in the number of students seeking admission to this major. In order to better utilize the faculty in this major, the decision has been made to consolidate the specialization Kindergarten through Grade 3 into the other specializations in the B.S. in Early Childhood Education.

FY 1994 Cost Savings:	\$0
Long-Term Cost Savings:	\$0

Updating concentrations in Education Administration: The faculty have recommended and the administration has supported the consolidation of the concentrations Educational Administration and Instructional Supervision into the general academic major in Educational Administration in the M.S. in Educational Administration program. Faculty retirements without replacement during the last two years have caused a problem in staffing the specific concentrations. The academic area is rapidly changing and the general core area is expanding as a result of educational reforms in public education.

FY 1994 Cost Savings:	\$0
Long-Term Cost Savings:	\$0

Updating concentrations in Physical Education: In the last program review, the external team recommended a consolidation or elimination of the current concentrations because the profession is changing. This recommendation, along with a loss in the last three years of a faculty position, has prompted this change. Fewer specialty courses can be taught because of the limited number of staff available. The quality of the M.S. in Education major in Physical Education will not be negatively impacted by the elimination of the concentrations Applied Physical Education, Experimental Physical Education, and Professional Physical Education. There are no anticipated cost savings since most of the courses in these concentrations will continue to be taught.

FY 1994 Cost Savings:	\$0
Long-Term Cost Savings:	\$0

Updating concentrations in Health Education: The field of health education has been rapidly changing in recent years. The faculty have decided to respond to these rapid changes by eliminating the four concentrations in the M.S. in Education in Health Education and retaining the general academic major. This will allow the faculty to more quickly respond to the changes in the discipline. The concentrations that will be eliminated are School Health Education, Community Health Education, Safety Education, and Industrial Education. There are no anticipated cost savings since most of the courses in these concentrations will continue to be taught.

FY 1994 Cost Savings:	\$0
Long-Term Cost Savings:	\$0

Updating concentrations in Recreation: The faculty in the Department of Recreation have chosen to respond to the efforts to use faculty resources at the graduate level in a more efficient manner by having an increase in the core requirements of the general M.S. in Education in Recreation and eliminating the concentrations of Administration of Recreation and Park Systems, Recreation Resource Administration, and Therapeutic Recreation. There are no cost savings anticipated since most of the courses in these concentrations will continue to be offered.

FY 1994 Cost Savings:	\$0
Long-Term Cost Savings:	\$0

Updating concentrations in Higher Education: In recent years, some retirements have not been replaced in Higher Education. This reduction has caused the program faculty to eliminate the concentrations of Academic Administration and Fiscal Affairs Administration and to reallocate faculty resources to the remaining two concentrations.

FY 1994 Cost Savings:	\$0
Long-Term Cost Savings:	\$0

Elimination of the Civil Engineering Technology (CET) Specialization: The teaching-out of Civil Engineering Technology Specialization has been approved by the Board of

Trustees. No new students have been admitted to the specialization since fall semester 1992. All the students in the program will be given the opportunity to graduate before fall semester 1995. Three faculty members in CET have been transferred to the Department of Civil Engineering and Mechanics effective fall semester 1993. This recommendation was also approved by the Board of Trustees. Long-term savings will be reallocated internally within the College of Engineering.

FY 1993 Cost Savings:	\$0
Long-Term Cost Savings:	\$50,000

Elimination of the Ph.D. in Molecular Science (in process): The program was initiated to provide doctoral level instruction and research training to students in molecular-level interdisciplinary studies involving engineering, mathematics, biological sciences and physics. Although this program has evolved to accommodate curricular and research diversity, it is considered of less priority than the planning now in progress for a doctoral program in Physics. This factor, plus the lack of domestic student diversity and demand, has lessened the need for a Ph.D. in Molecular Science. The IBHE recommended that the program be eliminated. The short- and long-term savings will be reallocated to support the planned Ph.D. in Physics.

FY 1993 Cost Savings:	\$9,592
Long-Term Cost Savings:	\$51,776

Elimination of the Department of Religious Studies and the B.A. Degree Program in Religious Studies: Past program reviews have characterized this program as weak academically, with low enrollments, an inadequate budget, and with little prospect for improvement. The one tenured faculty member has been transferred to the English department and two other non-tenured faculty have been transferred to the History department. Short- and long-term cost savings listed below will be available for reallocation to other departments within COLA. The IBHE recommended the elimination of this program.

FY 1993 Cost Savings:	\$0
Long-Term Cost Savings:	\$325,945

Elimination of the Concentration in German in the Master's Degree in Foreign Languages and the Concentration in Conservation Archaeology in the Master's Degree in Anthropology: These two concentrations no longer serve the programmatic purposes for which they were designed. While the direct savings are small, the elimination of these two concentrations is important in paring the program inventory down to a more realistic list of options. Both short- and long-term savings will be reallocated to higher priorities within the College.

FY 1993 Cost Savings:	\$500
Long-Term Cost Savings:	\$2,500

Elimination of Specific Courses in Various COLA Departments: Each department systematically reviewed its catalog course offerings and determined where listed courses were no longer being taught on a regular basis and for which there were no faculty currently available to teach the courses. These courses are being eliminated from the catalog. Approximately 72 courses have been so identified. While the direct savings are negligible, the elimination of these courses from the catalog is an important step in presenting students with a more realistic accounting of what is currently available to them in the course inventory.

FY 1993 Cost Savings:	\$0
Long-Term Cost Savings:	\$0

Elimination of the B.A./B.S. in Special Major Program: The Illinois Board of Higher Education criticized this program for lack of focus and low numbers of students enrolled. The Special Major program was designed to be flexible and to allow students the opportunity to tailor specific majors to their interests and career plans in areas where faculty resources existed but there was not adequate demand to create a regular academic major. This optional degree path was never intended to have a specific focus or to attract many students. Nevertheless, in light of the suggestion from the IBHE, the College of Liberal Arts decided to delete this program from the inventory.

There are no material savings to be realized from this deletion. When the program was moved to COLA approximately three years ago, administration of the Special Major was simply added to the duties of the Honors Director. No new resources were added for this duty and thus, other than a modest amount of the Director's time, no savings will be realized by the elimination.

FY 1993 Cost Savings:	\$0
Long-Term Cost Savings:	\$0

Elimination of M.S. in Statistics: Student demand for the Master of Science degree in Statistics has never been strong. The present master's program in the Department of Mathematics can more than adequately handle the demand for this specialization. Therefore, the Board of Trustees has approved its abolition. There are no savings anticipated in this change.

FY 1994 Cost Savings:	\$0
Long-Term Cost Savings:	\$0

Elimination of M.A. in Plant Biology: While the M.S. in Plant Biology is strong in student demand and enrollment, student demand for the Master of Arts degree in Plant Biology reveals a continuing decrease over the last five years. The Board of Trustees has therefore approved its abolition.

FY 1994 Cost Savings:	\$0
Long-Term Cost Savings:	\$0

Elimination of M.A. in Zoology: Student demand for the Master of Arts degree in Zoology remains low because the M.S. degree has become the degree of choice allowing easier entrance to a doctoral program or the possibility of employment. The Board of Trustees has approved the abolition of the Master of Arts Degree in Zoology, Department of Zoology, College of Science, SIUC.

FY 1994 Cost Savings:	\$0
Long-Term Cost Savings:	\$0

Elimination of B.A. in Computer Science: The Department of Computer Science's move to the College of Science in the Fall of 1990 essentially eliminated the difference in the science requirements for the Bachelor of Arts and Bachelor of Science degree programs. The B.A. in Computer Science is a redundant degree and has been approved for elimination by the Board of Trustees.

FY 1994 Cost Savings:	\$0
Long-Term Cost Savings:	\$0

Elimination of the Associate in Applied Science in Avionics Technology: The faculty in the Department of Aviation Technologies is proposing a merger of its two programs to better serve student needs and address the federal regulations which control the aviation industry. The elimination of the A.A.S. in Avionics Technology is phase one of the merger. Additionally, entry-level job announcements in the aviation industry require that new employees possess skills in both maintenance and avionics. Any long-term savings will be reallocated internally within CTC for other-than-salaries lines.

FY 1994 Cost Savings:	\$0
Long-Term Cost Savings:	\$7,000

Elimination of the Associate in Applied Science in Computer Information Processing: The Illinois Board of Higher Education in its PQP initiative recommended abolition of this program because community colleges in the Southern Illinois Collegiate Common Market (SICCM) offer similar programs. Within SIUC, the College of Science offers a baccalaureate degree in Computer Science. Selected courses in this degree which are required by other programs within CTC and SIUC will be retained; the remaining courses will be eliminated. Long-term cost savings will be reallocated to higher priorities within CTC for other-than-salaries lines.

FY 1994 Cost Savings:	\$0
Long-Term Cost Savings:	\$9,000

Elimination of the Associate in Applied Science in Law Enforcement: The Illinois Board of Higher Education in its PQP initiative recommended abolition of this program since community colleges in the Southern Illinois Collegiate Common Market (SICCM) offer similar programs. Within SIUC, the College of Liberal Arts (COLA) offers a baccalaureate degree in Administration of Justice. Elimination of this program will

reduce duplication of effort between these two programs. Subsequent to the teach out of this program, selected courses will be transferred to COLA and the remaining courses will be dropped. Long-term savings will be reallocated internally within CTC for the Provost's budget challenge and a combined faculty position.

FY 1994 Cost Savings:	\$0
Long-Term Cost Savings:	\$3,000

ACTIONS REGARDING OTHER ACADEMIC PROGRAMS

The **Ph.D. in Geography**, in the College of Liberal Arts, was recommended for termination by the IBHE. The program's centrality, particularly in the interdisciplinary area of environmental planning and water resources management, and its recent and successful efforts to correct its weaknesses have resulted in the University's disagreeing with the IBHE recommendation. The Department has responded to the IBHE rationalizations by sponsoring the merger of the Community Development program with Geography. The Master's degree in Community Development has been eliminated, increasing faculty size in Geography from 6.25 to 9.25 FTE. Recent retirements have allowed recruitment of additional, research-oriented faculty, who have sharpened the focus of the department's mission at both the undergraduate and graduate levels by emphasizing environmental planning. The Department has achieved an international reputation in water resources planning, and SIUC sponsors the Universities Council on Water Resources through the Department. The Department has awarded 15 doctoral degrees during the past decade--four more than the University of Illinois at Champaign-Urbana. Nine of these graduates are employed by universities, six by the government or private industry. Four work and live in Illinois.

The **Ph.D in Sociology**, in the College of Liberal Arts, was recommended for termination by the IBHE. The IBHE noted that degree production fell in 1990 and 1991 and argued that Illinois had an excess capacity in graduate programs in the field. After a detailed review of the evidence, the SIUC Graduate Council voted overwhelmingly against eliminating this program, and the President concurred. Sociology has a long record of successfully training Ph.D. students, placing them in professional positions, and launching them on successful careers. Everyone who has completed the program has entered a professional position, and the program's graduates have strong records of scholarly productivity and accomplishment. Degree production has returned to its normal level in 1992 and 1993, and there have been increases in graduate enrollment, faculty publications, and applications for external funding. Sociology has a solid Ph.D. program whose graduates are in demand.

The **Ph.D. in Historical Studies**, in the College of Liberal Arts, was recommended for termination by the IBHE. The Department of History and its programs underwent a formal program review in 1992-93. That review concluded that the Department has been transformed in recent years by the addition of nine new faculty. Furthermore, the weaknesses identified in earlier reviews have been addressed vigorously by the Department. The internal and external reviewers judged the Ph.D. in Historical Studies to be a high-quality program with growing enrollments that is central to the overall graduate mission of

the university. The College of Liberal Arts, the Graduate School, and the central administration concur in this assessment and have determined to maintain the degree program.

The **Ph.D. in Political Science**, in the College of Liberal Arts, was recommended for termination by the IBHE. Noting rising numbers of doctoral students and doctoral degree recipients (eight Ph.D.'s already in 1993), an excellent placement record for graduating Ph.D.'s, and the Department's need of graduate assistants to help teach high-demand undergraduate courses, the Department of Political Science and College of Liberal Arts did not agree. The doctoral program is essential for continuing research, grant and contract productivity, and for maintaining a high quality faculty. Virtually all Political Science faculty have been very successful in securing grants and contracts, including an Aspen Institute grant, the Institute for Local Government Affairs (funded by the Illinois Comptroller's office) the USIA-funded Institute in the American Political Process, as well as USIA training grants to support international education efforts in Bulgaria. The department also houses the Policy Studies Journal.

The **M.S. in Administration of Justice**, in the College of Liberal Arts, was recommended for termination by the IBHE. Despite IBHE claims of low productivity, the program is actually very productive when the size of the full-time faculty (11 members) and the number of undergraduate majors (ca. 575) are taken into account. That is, the same 11 faculty members who support the modest-sized graduate program also support a very large and exceptionally productive undergraduate program. Furthermore, recent assessments of Administration of Justice, including the Department's 1992-93 Program Review (reported in RAMP 95), have been very favorable. The reports of the Internal and External Program Review Teams, the Deans' responses to those reports, and Vice President Shepherd's response to the IBHE recommendations were all very supportive of the Administration of Justice program. The Master's program is entering a period of modest but significant growth at a time when the job market for graduates, especially in southern Illinois, is increasing very steadily.

The **B.A./B.S. in Classics**, in the College of Liberal Arts, was recommended for termination by the IBHE. Because of increasing enrollments, the centrality of classical literature to so many other disciplines, and the relatively low cost of the program, the Department of Foreign Languages and Literatures and the College of Liberal Arts disagree. Recent figures indicate eight majors currently pursuing degrees, with five B.A. degrees awarded in FY 1992. The excellence of the faculty is undisputed, as is the importance of the program in providing an historical and cultural dimension to the study of Art, Architecture, Anthropology, History, Modern Languages and Literatures, Philosophy, Music and even Mathematics and the life sciences, which still use Latin and Greek as a basis for much of their professional terminology.

The **B.A./B.S. in Russian**, in the College of Liberal Arts, was recommended for termination by the IBHE. Because of recent growth in the program, the excellence of the faculty, and the increasingly important place of Russian in the University's curriculum, the Department of Foreign Languages and Literatures and the College of Liberal Arts disagree. According to

Fall 1992 figures, 15 undergraduate majors are pursuing Bachelor's degrees in Russian, while 11 more are pursuing degrees through the Foreign Languages and International Trade major in Russian. CY92 showed a significant increase in degrees awarded (five). The faculty are among the strongest in a strong teaching department. With the fall of Communism, the former Soviet republics are necessarily entering the world trade arena and will surely become an important presence. This will create the need for many more speakers of Russian in the United States to serve as consultants, partners, and participants in the Russian economy.

The **M.S. Ed. in Higher Education** was recommended for termination by the IBHE. This proposal was made before the SIU Board of Trustees voted on the faculty and Graduate Council recommendation to significantly reduce the program inventory by eliminating the concentration in fiscal affairs and the concentration in organization and administration of higher education. It is now believed by the faculty within the department and by the College of Education that the programming areas are appropriately aligned with faculty expertise and student demand. The President has concurred with the faculty and Graduate Council actions and the reduced program will continue to be reviewed in the cycle identified by the IBHE.

The **Ph.D. in Education (Educational Administration)** was recommended for termination by the IBHE. This recommendation was not supported by the department and by the College of Education. The proposal was not considered by the Graduate Council. The program has historically been the largest doctoral program at SIUC and enjoys a reputation for high quality throughout the region. This program consistently receives quality program reviews and is accredited by the National Council for the Accreditation of Teacher Education. The elimination of this program would be a serious loss to educational reform and restructuring initiatives for the entire southern region of the state of Illinois and the President concurs that no valid reason for its elimination exists at this time.

The **Ph.D. in Education (Physical Education)** was recommended for termination by the IBHE. The graduate faculty of the department unanimously agrees that the program should be retained. The program has the support of the College of Education and the Graduate Council chose not to abolish the program. The program is conducted at a minimal expense. Therefore, no significant financial savings would accrue from its discontinuation. The department possesses a maturing faculty who have increased the number of persons eligible to advise doctoral students and direct dissertations. There has been steady increase in faculty productivity resulting in a record number of publications and grant proposals submitted this year. The department has the highest number of doctoral students entering the program for the 1993-94 academic year than it has ever experienced in a single year. Graduates have enjoyed 100 percent employment in academia, private agencies and in post-doctoral research appointments in prestigious university program. External reviews consistently have been strong since the inception of the program about thirty years ago. For these reasons, the President has concurred with the faculty and the program has not been recommended for elimination.

The **Ph.D. in Engineering Science** in the College of Engineering was recommended for elimination by the Illinois Board of Higher Education partly on the basis of low productivity.

The program was initiated in FY 1985 and has taken several years to become fully developed. The program graduated seven Ph.D. students in 1990 and ten in 1991, which has greatly enhanced the yearly graduation rate.

The Ph.D. in Engineering Science program is the only one in the southern one-third of the State. The program continues to contribute to the region's economic development and to assist the State in the solution of problems related to coal, energy, and the environment.

The College of Engineering, with its 52 dynamic, young engineering faculty, has been able to increase its annual external research grants and contracts to 3.18 million dollars, which makes the College one of the leading units for research on the SIUC campus. Further, the scholarly contributions of the engineering faculty have also been increased significantly. This level of productivity enhances the College's ability to recruit high-quality faculty members, maintain excellent educational programs, and strive for excellence in the future. Equally important, the Ph.D. program in Engineering Science, with its excellent faculty and their scholarly activities, will strongly support the University's goal of maintaining its Carnegie Research II University status.

The Ph.D. program in Engineering Science is implementing a plan to increase the number of domestic students participating in the program, especially women and minorities. We are applying for external funds to increase the annual compensation to domestic students.

The graduates of the Ph.D. program have found appropriate positions in universities, research laboratories, and in industry. These graduates are making significant contributions to the technological and economic health of this nation.

The Ph.D. program in Engineering is of high quality. The productivity is excellent. It will continue to be an important element in achieving the missions of the University.

The **M.S. in Physics** was recommended for elimination by the IBHE. This program resides within the Physical Sciences and Engineering area and currently serves as a feeder program to the Ph.D. in Molecular Science which will remain open until 1995. Doctoral program realignment provides justification for maintaining the M.S. in Physics, and a College of Science in a comprehensive research university should have graduate programming in Physics.

The College of Technical Careers: In conjunction with appropriate campus constituencies, the College is developing plans to eliminate, if appropriate, all A.A.S. degrees. The ultimate goal is to offer 12 to 13 baccalaureate degrees. The plans include the following:

- Evaluate and review current baccalaureate degree programs for future status in the college.
- Identification and selection of some A.A.S. degrees for enhancement to baccalaureate degrees.

- Possible transfer of some A.A.S. degrees to community colleges.
- Elimination of the remaining A.A.S. degrees, those which will not be enhanced to baccalaureate degrees or transferred to community colleges unless these degrees are determined to be essential to the needs of southern Illinois but cannot be transferred because of student demand, space, or resource restrictions.
- The Faculty Senate has approved the abolition of Avionics Technology, Law Enforcement, and Computer Information Processing.

This plan for the College of Technical Careers will require close cooperation between the IBHE staff and the Campus. Agreements between and among IBHE, ICCB, and Governing Boards of SIUC, and participating community colleges (SICCM) must be developed. Such agreements should allow for the delivery of degrees required to meet regional needs for trained professionals, especially in the allied health related programs.

The following recommended objectives have been established:

<u>Major</u>	<u>Objective</u>
Mortuary Science and Funeral Service	Convert to B.S.
Architectural Technology	Convert to B.S.
Automotive Technology	Convert to B.S.
Aviation Maintenance Technology	Convert to B.S. in Aviation Technologies
Aviation Flight	Convert to B.S. or a specialization in Aviation Management
Radiologic Technology	Convert to B.S. in Radiologic Technologies
Office Systems and Specialties	Convert to B.S. in Information Systems
Photographic Production Technology	Convert to a specialization in Imaging Technologies
Electronics Technologies	Convert to a specialization in Electronics Management
Construction Technology	Convert to a B.S. in Construction Management or convert to a specialization in Architectural Studies or transfer to a community college
Tool and Manufacturing Technology	Convert to a specialization in Advanced Technical Studies or transfer to a community college
Commercial Graphics-Design	Convert to a specialization in Imaging Technologies
Dental Hygiene	Convert to a B.S. or transfer to a community college

Dental Technology	Convert to a specialization in Advanced Technical Studies or transfer to a community college
Physical Therapist Assistant	Transfer to Rehabilitation Institute
Respiratory Therapy Technology	Convert to a specialization in Health Care Management
Allied Health Career Specialties	Transfer to community college or eliminate

FY 1994 Cost Savings: \$20,000

Long-Term Cost Savings: To be determined

Savings will be reallocated to the Provost's budget challenge, other-than-salaries, and new chair positions.

The following section presents a rationale for retaining those degree programs in CTC which were recommended for elimination by the IBHE.

A.A.S. in Architectural Technology: The Illinois Department of Employment Security states that the occupational category of architects will experience a 31.9 percent growth rate annually through the year 2000. According to the Illinois Department of Employment Security, demand accounts to 323 new positions per year while degrees conferred, according to IBHE, is less than 100 per year from Illinois public universities. The Illinois Department of Professional Regulation recognizes the A.A.S. in Architectural Technology combined with the B.S. in Advanced Technical Studies as a four-year pre-professional degree in Architectural Studies. The program has strong support from the southern Illinois chapter of the American Institute of Architects.

A.A.S. in Commercial Graphics-Design: The Illinois Department of Employment Security, according to information supplied by the IBHE, states that the occupational category of artists and commercial artists will experience a 13 percent growth rate annually through the year 2000. This growth rate is greater than the number of program graduates per year. The graphic design occupation is projected to grow 18.6 percent annually, or 516 new jobs per year. This program is only one of two in the southern one-third of Illinois, and participates in the DOE funded Cooperative Education Program. Imaging Technology is one of the fastest growing industries in the United States. (Occupational Outlook Handbook, 1991)

A.A.S. in Construction Technology: The program has strong regional as well as industrial support. There is a national demand for approximately 10,000 new construction managers each year according to the Construction Industry Institute. An administrative recommendation to eliminate the program was overturned by the SIUC Faculty Senate on the basis of regional need.

A.A.S. in Photographic Production Technology: This program is the only one of its type in Illinois; has strong support, in terms of equipment donations and scholarships, from national industries; is recognized by the three leading national professional associations; and participates in the DOE funded Cooperative Education Program. Imaging Technology is one of the fastest growing industries in the United States. (Occupational Outlook Handbook, 1991)

A.A.S. in Automotive Technology: The SIUC/General Motors (GM) Automotive Service Education Program (ASEP) is the only program of this type in the central or southern regions of Illinois, and receives over \$500,000 in equipment donations each year of which GM donates \$200,000 of this amount. It is a GM Satellite Training Center and is the only Automotive Services Excellence Master Certified Automotive Technology program in Illinois. This program was honored, in 1991, as the number one automotive program in the United States by the American Vocational Association and the Motor Vehicle Manufacturer's Association of the United States. The graduation rate is over 70 percent with 90 percent of these graduates employed in the automotive industry; has, since 1985, provided technical update training and information to teachers in Illinois community colleges and high schools through the continuing Summer Workshops for Educators program; participates in the DOE funded Cooperative Education Program; and has strong industrial support, as well as a solid advisory committee foundation.

A.A.S. in Tool and Manufacturing Technology: The Illinois Board of Education Labor Market Analysis reports that manufacturing's shift to high technology production will result in a need for highly-skilled professional and technical workers for the 21st century. This is the only program in southern Illinois which trains students with skills necessary to produce precision parts. A follow-up study of graduates reports that over 71 percent of program graduates, over the last five years, are employed in manufacturing and related fields. This program is the only one in Illinois that offers clock hours necessary to gain enough hands-on experience to perform effectively in a machine shop. This program serves Illinois high schools and metal working and manufacturing programs by offering technical update workshops. An administrative recommendation to eliminate the program was overturned by the SIUC Faculty Senate on the basis of regional need.

A.A.S. in Allied Health Careers Specialties: The associate degree program will be phased out and faculty will be reallocated to the Health Care Management, Radiologic Technology, and Respiratory Therapy programs.

A.A.S. in Dental Hygiene: There is a demand for dental hygienists throughout the region, state, and nation. The Illinois Department of Employment has projected a 26.3 percent increase in the demand for dental hygienists in Illinois. This program maintains over a 90 percent retention rate with almost 100 percent of the graduates either continuing their education or entering the workforce as hygienists. The Pew Foundation has identified Dental Hygiene as one of the allied health professions capable of assuming more responsibilities in order to meet demands for access to care in the year 200 and beyond. Dental Hygiene has been targeted to assume increased responsibility in providing care to rural populations, the geriatric population, and to other underserved

segments of the country. This recommendation of the American Dental Hygienists Association which is supported by the American Dental Association is for baccalaureate entry level. This program has a strong outreach mission to the southern Illinois region. The program's clinic provides oral health care and education to hundreds of southern Illinois residents each year. Also, this program provides needed services to long-term care facilities in southern Illinois, Head Start programs, area elementary schools, and the local VA hospital.

A.A.S. in Dental Technology: This is one of only two such programs in Illinois and has strong industry and advisory committee support. The Illinois Department of Employment Security reported in its Occupational Projections 1988-2000 that the annual job openings for dental technicians is about twice the number of graduates from the two programs in the state. This program has been a training site for faculty from other countries in the establishment of new programs.

A.A.S. in Mortuary Science and Funeral Service: This is the only program in Illinois in a public institution located south of Chicago. This program has above an 80 percent retention and graduation rate, with equal or greater success on licensure examinations and initial placement. The Illinois Funeral Directors Association initiated the process for development of the program and have continued to provide strong support. There is an identified shortage for licensed funeral service professionals both in Illinois and the nation.

A.A.S. in Physical Therapist Assistant: In May, 1993 the IBHE recommended increasing the capacity of physical therapist assistant programs in Illinois through both expansion of existing programs and addition of new programs. This is the only program of its type in the southern third of Illinois. Forty-four percent of the current class of students originate from community colleges in southern Illinois. This is a result of formalized articulation agreements with these colleges. Almost 50 percent of the program graduates in the last three years were placed in facilities south of Springfield. Almost 100 percent of the program graduates are either employed within the profession or are in graduate programs. Each year, over 100 qualified students apply for the 24 open slots in the program.

A.A.S. in Radiologic Technology: The Occupational Outlook Quarterly has listed the "radiologic sciences" as one of the top ten growth fields through the year 2010. The Pew Health Professions Report (February, 1993) addresses linkages among allied health practitioners with allied health education. (Strategy #3, pg. 42) This program has affiliation agreements with 12 hospitals and clinics and has formal linkage agreements with nine area community colleges and universities. The American Society of Radiologic Technologists, American Registry of Radiologic Technologists, and the American Medical Association have stated that the entry level to the field of Radiological Technology will be a baccalaureate degree by the year 2000.

A.A.S. in Respiratory Therapy: This program is the only respiratory therapist program in the southern third of Illinois. Area hospitals have budgeted vacancies and are currently paying tuition of students in this program for the promise of taking initial

employment with that hospital. The Council of Medical Education cited the need for a 20 percent increase in respiratory care practitioners by 1995. Almost 70 percent of entering classes come from the articulation agreements with area community colleges. The program has strong support from area hospitals and its advisory committee. Both the professional organization and the Pew Foundation support the need for baccalaureate level education for entry into the field.

A.A.S. in Electronics Technology: The southern Illinois region has a large number of jobs requiring electronic skills. This is a Perkins targeted program and participates in the DOE funded Cooperative Education program.

A.A.S. in Office Systems and Specialties: Over 50 percent of this programs annual enrollment (200) are females from the southern Illinois region. Minority participation in the program is high. This program participates in the DOE funded Cooperative Education program, and offers the only accredited Court Reporting program in southern Illinois, which includes real time close captioning. This program offers a medical office assistant specialization which is one of the fastest growing occupations in health care and has been approved to provide three of the Office Systems Research Association's advanced courses.

The following section will provide justification for maintaining the baccalaureate program in the College of Technical Careers which was recommended for elimination.

B.S. in Consumer Economics and Family Management: This program, since its relocation to CTC in 1986, has demonstrated a continual and significant increase in enrollment--from 2 to 85. This program provides significant service to the southern Illinois community through its internship program, and accommodates a strong industry demand (automotive, health care, retail) for graduates of this program. This program has strong commitment from its advisory committee which represents several southern Illinois businesses--GTE, the Jackson County Housing Authority, the Jackson County Cooperative Extension, and the Attorney General's office and has articulation agreements with a Capstone option with southern Illinois community colleges.

PRODUCTIVITY OF PUBLIC SERVICE AND RESEARCH UNITS

Elimination of Research and Public Service Centers and Institutes

Elimination of Renewal Institute for Practicing Educators: The Renewal Institute for Practicing Educators was established as a non-degree service program. The Institute was initiated six years ago for the purpose of offering public school teachers a means of upgrading their competencies in mathematics, science, writing across the curriculum, and advanced methodologies.

Since the Institute produced no graduates and the participating faculty had other continuing assignments, the decision was taken to abolish the Institute and reallocate the resources within the College to programs of higher priority.

FY 1993 Cost Savings:	\$221,000
Long-Term Cost Savings:	\$0

Elimination of Participation at Sangamon State University in the Cooperative Master's Degree in Educational Administration: Southern Illinois University at Carbondale cooperated with Sangamon State University, Western Illinois University, and Illinois State University in providing course work at Sangamon State University which would lead to completion of the Master's Degree in Educational Administration. During recent years, the courses had low enrollment and did not pay for themselves in terms of the cost of transportation of faculty to the site. As a result of a retirement in the Department of Educational Administration and Higher Education, it is necessary that the faculty member who has been providing a course per semester return to campus for the purpose of meeting on-campus needs. Short-term savings were reallocated internally to support higher priority programs in the College.

FY 1993 Cost Savings:	\$8,000
Long-Term Cost Savings:	\$0

Elimination of College of Engineering and Technology Applied Research Center (CETARC): The service functions of CETARC were transferred to the Office of Outreach Programs (supported by soft money) and the applied research activities were distributed to the departments. The short- and long-term savings will be reallocated internally for higher program priorities in the College.

FY 1993 Cost Savings:	\$5,000
Long-Term Cost Savings:	\$10,000

Reduction of Research Support Facility Function of the Graduate School: The greater availability of specialized instrumentation, increased reliance on instrument service contracts within the university and decreased cost recovery in the Machine Electronics Research Shop have all reduced the need for research equipment fabrication, maintenance and repair. The staff of this facility will be reduced by one position in FY93. The cost savings will be reallocated to meet the unit's budgetary challenge.

FY 1993 Cost Savings:	\$32,812
Long-Term Cost Savings:	\$37,500

Reduction in the Research Support Function of the Coal Research Center: Consolidation of staff and field representatives' functions in this center, combined with changes in the nature of coal-related research has allowed a small decrease in staff. Greater efficiency with increased computerization will ensure that the high quality of this important center

ill not be diminished. The short- and long-term savings will be reallocated to meet the unit's budgetary challenge.

FY 1993 Cost Savings:	\$24,288
Long-Term Cost Savings:	\$24,288

Reduction in Research Support Facility Function of the Graduate School: A greatly diminished demand for amino acid analyses by university researchers and the greater availability of alternative methods of analysis has allowed a reduction in staff appointment to the Amino Acid Analysis Facility. This reduction will not affect the overall quality of support services to the faculty, staff, and students. The short- and long-term savings will be reallocated to the Special Projects (Faculty Development Program of ORDA).

FY 1993 Cost Savings:	\$8,690
Long-Term Cost Savings:	\$10,428

Consolidation of Service Functions of the Graduate School: The continuing consolidation of functions and position responsibilities in the Admissions and Records Office of the Graduate School has allowed a further reduction in staff. The position is that of Account Technician I. This reduction will permit reallocation of salary dollars to higher priority activities in the Graduate School. In addition, decentralization of the admissions process has made possible an additional reduction in the staff with restructuring of responsibilities among the remaining staff. The reduction involves one Staff Clerk in this unit.

FY 1993 Cost Savings:	\$25,840
Long-Term Cost Savings:	\$38,542

Elimination of the College of Engineering Electronics and Machine Shops: The short- and long-term savings will be reallocate to higher priorities in the College of Engineering.

FY 1993 Cost Savings:	\$75,000
Long-Term Cost Savings:	\$120,000

Elimination of the College of Engineering Word-Processing Facility and Duplication Facility: The short- and long-term savings will be reallocated to higher priorities in the College.

FY 1993 Cost Savings:	\$31,000
Long-Term Cost Savings:	\$40,000

Consolidation and Restructuring of Research and Public Service Units

The Legal Clinic of the SIU School of Law: The School of Law undertook, during FY 1993, a major restructuring of professional positions in the Legal Clinic. The changes involved the elimination of two staff attorney positions, the creation of two clinical faculty positions, and the filling of those clinical faculty positions effective July 1, 1993. This restructuring may not result in direct cost savings, but will result in greater

flexibility in Clinic operations, and in different and expanded expectations for professional employees of the Legal Clinic.

FY 1994 Cost Savings:	To be determined
Long-Term Cost Savings:	To be determined

The School of Law Library: Upon retirement of a senior faculty member during FY 1993, the Law Library will recast the position in a manner which allows it to be filled by a less senior faculty member. Short- and long-term savings will be reallocated to meet the unit's budgetary challenge.

FY 1993 Cost Savings:	\$18,000
FY 1994 Cost Savings:	\$20,000
Long-Term Cost Savings:	\$20,000/annually

Office of Economic and Regional Development: The incubator program responsibilities of this office were merged into the Small Business Development Center (SBDC). This allowed for the elimination of the incubator manager position (\$80,000 per year from external grants and fees), which was necessary to accommodate the reductions in Department of Commerce and Community Affairs (DCCA) grant funding for incubator operations and the increases in DCCA matching requirements from 50 to 100 percent for SBDC grants. This change was initiated in September 1992.

First steps to phase out redundant areas, especially in the Office of Regional Research and Service, were taken in April 1993. Research Project Specialist and Assistant Director for Area Services positions became open in late FY93 (a total of \$71,699 per year from a state account). These positions will not be filled in FY94. Responsibilities will be absorbed by other staff, transferred to graduate assistants paid on grants and referred to other service providers such as the Regional Planning Commissions, UIUC Cooperative Extension Service, and private consulting firms.

Funds recaptured from changes in these programmatic areas will be reallocated in FY94 to meet internal reallocation requirements and lapse targets, to cover salaries of staff previously funded through funds provided by the Provost as match on grants, and to fund salaries of graduate assistants required as matching requirements on new grants.

FY 1993 Reallocation:	\$10,349
Long-Term Reallocation:	\$71,699

ACADEMIC PRODUCTIVITY OF THE INSTITUTION

College of Business and Administration's elimination of four tenure-track positions: Provided funds to meet the unit's budgetary challenge.

FY 1994 Cost Savings:	\$165,904
Long-Term Cost Savings:	\$829,520

College of Engineering: Eight faculty resigned or retired, only four of whom will be replaced. The savings will be reallocated internally within the College and to enhance the other-than-salary budget.

FY 1993 Cost Savings:	\$60,000
Long-Term Cost Savings:	\$200,000

College of Engineering: Eliminated five half-time graduate assistantships from the state budget and transferred them to soft money accounts. Short- and long-term savings will be reallocated to higher priorities within the College.

FY 1993 Cost Savings:	\$35,000
Long-Term Cost Savings:	\$35,000

College of Science: Positions have been eliminated in seven of the eight departments of the College of Science over the past three years. The funds realized from these several actions have been utilized to meet the budget reductions assigned to the College of Science. It is expected that this will continue through FY94, FY95, and FY96.

Personnel reductions have been made to meet the Personnel Budget Challenge for FY94. The Department of Chemistry and Biochemistry has eliminated three positions and reduced one position. The Department of Mathematics has eliminated one position and reduced another. The Department of Microbiology has reduced a position. The Department of Physics has reduced one position. The Department of Plant Biology has eliminated two positions, and the Department of Zoology has eliminated one position. Both short- and long-term savings will be reallocated to the Provost for campus priorities.

FY 1994 Cost Savings:	\$274,873
Long-Term Cost Savings:	\$274,873.50/annually

College of Technical Careers: Faculty positions have been eliminated, or reduced, by retirements or resignations during the past three years. Money realized from these positions has been used to meet the budget challenge assigned to the College of Technical Careers. This pattern will continue for the next three fiscal years.

After FY94, the "old" Division of Applied Technologies will have eliminated two positions. The "old" Division of Architectural Studies, Interior, and Graphics Design will have eliminated three positions. The "old" Division of Allied Health and Public Services will have eliminated one position. The "old" Division of Aviation Technologies will have eliminated one position. The "old" Division of Graphic Communications will have eliminated five positions. Savings will be reallocated toward Provost's budget challenge and for new department chairperson positions.

FY 1994 Cost Savings:	\$230,451.80
Long-Term Cost Savings:	\$230,451.80

Academic Affairs: Has initiated a within-responsibility-area reallocation initiative to address improved program quality of existing programs. Resources identified by this process will be used to fund new initiatives required for the University to remain competitive and to fulfill its mission in teaching, research and service. The process is necessary in order for the Campus to be in a position to respond to highest priorities at a time when new state funding is inadequate.

This initiative is consistent with the state-mandated PQP activity, and it is anticipated that its implementation will result in further programmatic reduction. The existing resource base is inadequate to support the existing complement of degree programs at an acceptable level of quality. In such an environment, it is not possible to evolve new programs or to respond to program quality issues without either a net increase in resources or a reallocation plan coupled with program reduction.

The planned reallocation spans FY93-FY95 and targets the personnel base budgets of the Colleges and Schools. It is projected to make available approximately 2% of the personnel budgets each year. The following allocations are tentative at this time.

The Graduate School will receive \$60,000 on a recurring basis for the PROMPT minority recruitment initiative and \$55,000 to coordinate the evaluation and implementation of an academic program in Environmental Sciences.

The School of Social Work will receive \$50,000 on a recurring basis for new hires.

The College of Mass Communication and Media Arts will receive \$53,000 for program development.

The Honors Program will receive \$27,200 for the Presidential scholars.

The Center for Rural Health and Social Service Development has been slated to receive \$50,000 in FY94.

The College of Agriculture will receive \$50,000 in FY94 and \$94,000 in FY95 to bring on-line the M.S. in Food and Nutrition which was approved by the IBHE but not funded.

The College of Liberal Arts will receive \$309,000 to support teaching and \$55,000 for General Education oversight.

The College of Education will receive \$108,000 to support the Communication Disorders and Sciences program which was transferred from the College of Communications and Fine Arts.

PRODUCTIVITY OF ADMINISTRATIVE FUNCTIONS

Consolidation and Restructuring of Instructional Units

Merger of the Department of Educational Psychology and the Department of Special Education, and the merger of the Department of Health Education and the Department of Recreation: These administrative mergers will allow for the reallocation of administrative costs to teaching in order to address the increased demand for academic programs and courses in the departments involved. The two new departments should be in a better position to address further staffing needs for instruction. Long-term savings will be reallocated internally to meet higher priorities within the College.

FY 1994 Cost Savings:	\$0
Long-Term Cost Savings:	To be determined

Merger of the Department of Geography and the Community Development Program and Elimination of the Community Development M.S. Degree Program: The Community Development program has only three continuing faculty members and it has experienced difficulty in maintaining a "critical mass" of faculty although student interest in the program is steady. The Department of Geography has seven continuing faculty slots authorized and has recently concentrated its efforts in Environmental Planning and National Resources management. The two units can be strengthened by this merger and by an emphasis on the areas where their programs complement one another. After an initial plan to simply merge the two units and preserve the C.D. degree program, it was decided in FY93 to eliminate the C.D. program completely; however, we still have a "teach out" obligation of two years. The IBHE recommended the elimination of the M.S. in Community Development. Both short- and long-term savings will be reallocated internally to support higher priorities within the College.

FY 1993 Cost Savings:	\$6,990.98
Long-Term Cost Savings (FY94-98):	To be determined

Elimination of College of Business and Administration Assistant Dean for Student Affairs and Merger of its two remaining assistant dean positions into one: Provided for the reallocation of funds within the Dean's Office and to meet the Provost's budget challenge.

FY 1994 Cost Savings:	\$89,000
Long-Term Cost Savings:	\$435,000

Replacement of College of Business and Administration Dean's Office of civil service personnel with student workers and graduate assistants: Resulted in further economics of scale. Both short- and long-term savings were allocated to higher priorities within the College.

FY 1994 Cost Savings:	\$15,000
Long-Term Cost Savings:	\$75,000

Elimination of support of the Small Business Development Center and SBDC director's salary by the College of Business and Administration: Freed up salary dollars for internal reallocation to meet the Provost's budget challenge and for higher priorities in the College.

FY 1994 Cost Savings:	\$47,000
Long-Term Cost Savings:	\$235,000

The SIU School of Law during Academic Year 1991-92: Took steps to consolidate the placement, alumni, development functions under a single officer, the Assistant Dean for External Relations. This consolidation results in the elimination of one professional position. Both short- and long-term savings will be reallocated internally to serve higher priorities of the School.

FY 1993 Cost Savings:	\$32,600
Long-Term Cost Savings:	\$32,600/annually

The SIU School of Law during early Fiscal Year 1994: Will eliminate one Associate Dean position held currently by a tenured faculty member. This elimination will result in a savings as indicated below, but will further increase the workload of existing administrative personnel. Both short- and long-term savings will be reallocated to meet the unit's budget challenge.

FY 1994 Cost Savings:	\$8,000
Long-Term Cost Savings:	\$16,000/annually

The School of Law in mid-Fiscal Year 1993: Eliminated one full-time secretary assigned to the administrative area. This elimination resulted in additional workload for remaining personnel. Savings indicated below will be reallocated to meet areas of higher priority in the School.

FY 1993 Cost Savings:	\$6,750
FY 1994 Cost Savings:	\$9,000
Long-Term Cost Savings:	\$9,000/annually

Library Affairs: Reallocated Learning Resources Services into four other director areas resulting in the elimination of a director-level position. Eliminated, automated or streamlined cataloging functions resulting in the elimination of two cataloger positions. Savings were applied to direct public support positions. Created four Library Technical Assistant III positions to work public service desks. The need to train and instruct the public in new technologies increases with every new, successful technology product we introduce.

FY 1994 Cost Savings:	\$100,512
Reallocated:	\$100,512

Library Affairs: Reallocated the remaining 50% of the Assistant to the Dean position to Library systems training and development efforts. The first 50% was transferred last year. The duties formerly performed by the Assistant to the Dean have been absorbed by other staff or have been streamlined through the appropriate use of technology. The need to train our faculty and staff in the most current information technologies, and the growing number of high priority technology development initiatives have made this reallocation mandatory.

FY 1994 Cost Savings:	\$17,500
Reallocated:	\$17,500

Library Affairs: A faculty position will be reassigned from the Cataloging Department to the Access Services Department to allow for the development of technology-based document delivery programs. Research libraries have found it increasingly difficult to meet all the needs of their faculty and students because of the rapid rise in the cost of library materials. The emerging possibilities of electronic document delivery not only suggests possible solutions for the cost difficulties, but promises a number of improved services. The Library again reduced cataloging functions in order to reallocate a faculty position to direct this initiative.

FY 1994 Cost Savings:	\$33,510
Reallocated:	\$33,510

Library Affairs: Reallocated funds resulting from the redefinition of positions in order to fill with less senior people and from the elimination of a faculty position in the cataloging department. Position created to work with Geographic Information Systems. Government Depository libraries are now the recipients of a large amount of mapping and census data in digital format. In order to make this material usable, "user friendly" computing facilities need to be established. This new position will help evaluate our needs and create the systems and services required for the use of these valuable resources--valuable to our faculty and staff and to the entire region.

FY 1994 Cost Savings:	\$28,000
Reallocated:	\$28,000

Library Affairs: A reassessment of the Library's offering of CI 199 in the College of Education has resulted in a revamped program that reduces the number of sections from six to two. The consolidation of these units will allow Library Faculty to redirect their efforts to individual consultation with students and faculty.

FY 1994 Cost Savings:	\$2,000
FY 1994 Reallocation:	\$2,000

The College of Technical Careers: As a result of the reorganization of the College of Technical Careers, the reconfiguration of programs, the elimination of three programs, the number of 12-month program coordinator positions has been reduced. Most of the recovered funds is earmarked for reallocation for campus priorities designed by the Provost and President and for new department chairperson positions.

FY 1994 Cost Savings:	\$68,752
Long-Term Cost Savings:	\$68,752

The Office of Admissions and Records: Consolidated the Director and Associate Director positions and eliminated one civil service and several graduate assistant positions in FY93. The cost savings which resulted from these personnel changes were used to absorb a 3 percent budget recision and a 1.25% budget reallocation within the University. The remainder of the cost savings was reallocated within the office to fund the initial phase of the desktop computing/publishing initiative and to fund the pilot phase of degree auditing and the Community College Two Plus Two Program. Specific details of the cost savings which resulted from these personnel changes are listed below.

Consolidation of Administrative Functions in Admissions and Records: The retirement of the previous Director of Admissions and Records permitted a consolidation of the responsibilities of the position of Director and Associate Director for Registration and Records.

FY 1993 Cost Savings:	\$60,000
Long-Term Cost Savings:	\$300,000

Staff Reduction in Admissions and Records: A civil service position in the Scheduling Section was not refilled after the employee resigned.

FY 1993 Cost Savings:	\$17,866
Long-Term Cost Savings:	\$89,330

Elimination of Graduate Assistants in Admissions and Records: Three (3) Graduate Assistant positions (1.5 FTE) were eliminated.

FY 1993 Cost Savings:	\$26,140
Long-Term Cost Savings:	\$130,700

Elimination of personnel positions in Admissions and Records: Two employees will be retiring in FY 1994. The positions will not be refilled. The 2 percent and 1.25% budget reallocations from Admissions and Records will probably take most if not all of these cost savings. The loss of these funds to Admissions and Records will place on hold for FY 1994 any expansion of Degree Auditing and Two Plus Two Community College initiatives beyond their current pilot phase.

FY 1994 Cost Savings:	\$58,400
Long-Term Cost Savings:	\$331,450

Reorganization to eliminate the Office of the Dean of Student Services: Has resulted in two fewer positions reporting to the Vice President for Student Affairs and the elimination of two Administrative/Professional and one Civil Service position. Savings from this reorganization will be allocated to meet the unit's budget challenge.

FY 1994 Cost Savings:	\$162,258
Long-Term Cost Savings:	\$162,258

Consolidation of University Placement, Career Development, and Testing units into University Career Services: Eliminated the need to fill an unfunded vacant position (Director of University Placement) and permits the reduction of one vacated during FY93 and fully annualized for FY94. Further, the installation of a computer-base telephone response system to announce job opportunities and schedule interviews is expected to eliminate the need for printed publications with an estimated savings of \$18,000. Savings will be allocated for information technology.

FY 1994 Cost Savings:	\$59,620*
Long-Term Cost Savings:	\$75,986

*Does not include savings from the unfunded position, but does include some savings that were realized, but not reported, in FY93.

Intercollegiate Athletics: Reallocated 2.5% of state dollars in FY93 and will reallocate 2.5% of state dollars in FY94 in keeping with the reallocation process devised by the Long Range Planning Committee. Besides funds for salary increases in FY93, intercollegiate athletics has received no reallocated funds.

FY 1993 Cost Savings:	\$34,929
Personnel changes & cuts	\$19,593
Scholarship reductions (3)	\$15,336
FY 1994 Cost Savings:	\$70,912
Academic coordinator not replaced	\$19,290
Scholarship reductions (N=7.8)	
football (2), basketball (1), all other	
men's sports 10% (4.8):	\$31,122
Reduce sports operating budgets	
in selected non-revenue sports	
and basketball:	\$20,500
Long-Term Cost Savings:	\$100,000 (Annually)

In addition to the above, a Committee has been appointed to make recommendations concerning long-term funding for Intercollegiate Athletics in light of the IBHE recommendation that all state funding be removed from Intercollegiate Athletics.

Office of International and Economic Development: On January 1, 1993, the position of Administrative Assistant in the Office was vacated by virtue of retirement. A portion of the duties were reassigned and the balance of the funds was reallocated to the graduate assistant lines. Savings were reallocated for higher priorities.

FY 1993 Cost Savings:	\$9,106.68
Long-Term Cost Savings:	\$13,338.92

International Programs and Services reallocation of Associate Director's salary for one month: The involvement of the IPS Associate Director as a consultant for the TIPAN project in Pakistan allowed reallocation of those salary dollars to support several graduate assistants for that time period. The total amount involved was \$3,558. This reallocation freed up the same amount for support of contractual service and commodities lines for office operations which otherwise would have been impossible or delayed. Savings were reallocated for higher priorities.

FY 1993 Cost Savings:	\$3,558
Long-Term Cost Savings:	\$0

International Programs and Services increased fixed cost obligation with no corresponding increase in funding: Because of new Immigration and Naturalization Service regulations, universities nationwide have had to implement additional record keeping and reporting mechanisms to verify the eligibility of international visa holders to work. This involves a requirement that all international visa holders who have a contract with the university must have their eligibility verified by this office (IPS). While it remains to be seen how much of an additional workload this represents, we are estimating approximately five percent increase in traffic and paperwork just for this new requirement. This represents an increase in productivity since there are no additional funds available to cover this additional work.

FY 1994 Cost Savings:	\$0
Long-Term Cost Savings:	\$0

International Programs and Services indirect cost dollars generated: Two programs sponsored by this office and directed by Dr. Linz Brown have begun to generate indirect costs which are used to offset contractual and commodities expenditures as well telecommunications and transportation dollars. The two programs are the Thailand Education and Travel Program and the Education and Travel Program--Edogawa University. Savings are reallocated for higher priorities.

FY 1993 Cost Savings:	\$3,630
Long-Term Cost Savings:	\$10,890

International Programs and Services alternate sponsorship of IPS activities: This office has begun soliciting advertising from local Carbondale businesses to offset publication costs for brochures. Savings are reallocated for higher priorities.

FY 1993 Cost Savings:	\$1,000
Long-Term Cost Savings:	\$4,500

International Programs and Services reduction of supplies required: This office has implemented a policy of double-sided copying for all documentation except formal letters and proposals. The cost savings in this case refers only to paper costs. Any savings is reallocated internally for higher priorities in IPS.

FY 1993 Cost Savings:	\$300
Long-Term Cost Savings:	\$1,000

Touch of Nature: The FY 1992 PQP document submitted by Touch of Nature eliminated all of the positions that the Center could afford to lose without eliminating entire programs or jeopardizing program income. The reorganization resulting from the FY 1992 PQP initiative allowed the Center to be more efficient while continuing to provide quality service and programs. The net result has been increased program activity and income. Savings were reallocated to meet the unit's budget challenge.

FY 1993 Cost Savings:	\$134,000
Long-Term Cost Savings:	To be determined

Administration: The offices of the Vice President for Campus Services and the Vice President for Financial Affairs have been merged. The new structure eliminates one Vice President position and two support staff positions (reducing staffing level from nine to six employees). The positions of Director of Physical Plant and the Director of Service Enterprises have been consolidated, thus eliminating one Director's position. Short- and long-term savings have been reallocated to support campus operations.

FY 1993 Cost Savings:	\$158,119
Long-Term Cost Savings:	\$158,119

Shryock Auditorium and Arena: Both the publicity and promotions activities for special events held at both facilities have been consolidated. In addition, the custodial responsibilities for Shryock will be shifted to the physical plant. Savings will be reallocated to support campus operations.

FY 1994 Cost Savings:	\$28,000
Long-Term Cost Savings:	\$28,000

Campus Services, including Physical Plant: Several open positions including clerks, custodians, carpenters, engineers, and supervisory personnel have been left unfilled. The operation of the Power Plant, and its employees, has been assigned to the Superintendent of Building Maintenance, and the Central Control operation and Communications Services have been assigned to the Physical Plant Director. Custodial services and grounds maintenance activities have been curtailed. Short- and long-term savings have been reallocated to support campus operations.

FY 1993 Cost Savings:	\$617,133
FY 1994 Cost Savings:	\$550,000

Purchasing/Disbursements: The University has implemented a Local Area Network (LAN) to serve Disbursements, Purchasing and the Controller's Office. This new system will allow for more efficient processing of purchase orders, requisitions, bids and disbursement of funds. This system will require the creation of a position of "network administrator" to oversee the implementation and maintenance of the system for all areas; however, the anticipated efficiency of the system will result in the elimination of several staff positions. Following an initial investment, short- and long-term savings will be reallocated to support higher priorities in the unit.

FY 1993 Cost:	\$90,000
FY 1994 Cost Savings:	\$32,000
Long-Term Cost Savings:	\$16,000

Personnel Services/Payroll/Disbursements: The current Personnel/Payroll Information System is inefficient and lacks flexibility and will be replaced. Following an initial investment, the new system will result in slight reductions in staff and significant reductions in liability resulting from non-compliance with state and federal regulations.

FY 1994 Cost:	\$400,000
Long-Term Cost Savings:	\$269,000

Bursar's Office: The Statement of Account form has been redesigned to streamline the processing of payments on account by reducing overtime and the cost of using a three-part carbonized collection reports. The addition of a proof/processing system machine to encode checks prior to sending them to the bank has reduced bank service charges. Two staff positions that are currently being paid out of a state account will be shifted to payment out of local accounts, one of which is revenue generating and one administrative position has been eliminated. Savings will be reallocated to support information technology.

FY 1993 Cost Savings:	\$49,350
FY 1994 Cost Savings:	\$50,000

Personnel Services: The University currently interviews applicants and administers numerous civil service examinations for positions for which there are no openings. It is estimated that as many as one-third to one-half of all interviewing and testing activities fall in this category. By reducing the hours during which applications are accepted and limiting testing to classifications where there are openings, significant economies can be realized. Eliminated two testing positions. Individual retirement counseling will be eliminated and telephone employment verification will be discontinued. Savings will be reallocated for higher priorities.

FY 1993 Cost Savings:	\$42,000
Long-Term Cost Savings:	\$58,000

Service Enterprises: This unit has reduced its operations by some 25 percent. Handicapped van service will be cutback to one afternoon van, afternoon mail deliveries from campus mail will be eliminated, and bus service from the Carbondale campus to Southern Illinois Airport and the Carterville campus will be eliminated. Savings will be reallocated to support campus operations.

FY 1994 Cost Savings:	\$94,000
Long-Term Cost Savings:	\$94,000

PROGRAMMATIC ACTIONS IN PROGRESS

Elimination of two master's programs in the new College of Mass Communication and Media Arts: The College will reduce its program inventory and yield some cost savings which cannot be assessed now. Savings will be reallocated to support program development.

FY 1994 Cost Savings:	\$0
Long-Term Cost Savings:	To be determined

The School of Journalism, the Department of Cinema and Photography, and the Department of Radio-Television: The Board of Trustees approved elimination of the College of Communication and Fine Arts and creation of a new College of Mass Communication and Media Arts. Plans are underway for consolidating undergraduate mass communication and media arts in the proposed new collegiate unit, the College of Mass Communication and Media Arts. Savings will be reallocated for program development.

FY 1994 Cost Savings:	\$250,000
Long-Term Cost Savings:	\$300,000

Downgrade and reduction in Agribusiness Economics, Forestry, and Plant, Soil, and General Agriculture faculty FTE: Will result in the reallocation of resources from lower demand programs to higher demand programs.

FY 1994 Cost Savings:	\$40,400
FY 1995 Cost Savings:	\$54,500
Long-Term Cost Savings: Per Year in FY96 and Beyond	\$149,400

Increase in the use of research funds to support some University Farm, research station, and support personnel: Will be gradual and will depend upon the continued growth in research grants. Savings will be reallocated to support existing programs.

FY 1994 Cost Savings:	\$10,000
FY 1995 Cost Savings:	\$20,000
FY 1996 Cost Savings:	\$20,000
Long-Term Cost Savings:	To be determined

Merger of Departments of Agricultural Education and Mechanization and Plant and Soil Science: Permits the reallocation of administrative resources to instruction. After a teach-out period, administrative costs will be reduced.

FY 1994 Cost Savings:	\$0
Long-Term Cost Savings:	\$35,000 per year after 1997

Elimination of the M.A. in Rehabilitation Counseling, the M.A. in Rehabilitation Administration and Services, the M.A. in Behavioral Analysis and Therapy, and the elimination of the Alcohol Specialist, Adjustment Services, Vocational Education, Job Development and Placement, and Rehabilitation Administration concentrations: These changes will be proposed to the Board of Trustees in early fall because the decision has been made to no longer offer both the M.S. and M.A. degrees in the same discipline.

FY 1994 Cost Savings:	\$0
Long-Term Cost Savings:	\$0

Elimination of the B.S. in Education Program in Vocational Education Studies in Mount Vernon: Although the program is well appreciated by Mount Vernon citizens, faculty resources are needed more to teach classes on campus because of the heavy on-campus enrollment. This viable program will be phased out (teach out through FY93) and eliminated. The savings of the instructional costs will be available after that for reallocation.

FY 1994 Cost Savings:	\$0
Long-Term Cost Savings:	\$8,000

Elimination of the B.S. Degree in Health Occupations: This abolition will be recommended because there has been only one student enrolled in this program in the last three years. Resources will be reallocated to meet internal and campus priorities.

FY 1994 Cost Savings:	\$0
Long-Term Cost Savings:	\$4,000

Elimination of the B.S. Degree in Industrial Education: Demand for this program has decreased sharply with the new high school requirements for graduation and new requirements for admission to most colleges and universities. The Department of Vocational Education Studies has demands in other areas; the savings will be reallocated for other programs in the department.

FY 1994 Cost Savings:	\$0
Long-Term Cost Savings:	\$8,000

Elimination of the M.S. Degree in Adult Education: This is necessary because of limited enrollment. Students can meet the requirements for specialization in adult education while completing Educational Administration, Higher Education, or Vocational Education Studies Programs. Savings will be reallocated to support existing programs.

FY 1994 Cost Savings:	\$0
Long-Term Cost Savings:	\$8,000

Close Electronics Support Facility and terminate the Principal Electronics Technician: Savings will be reallocated to higher priorities within the Graduate School

FY 1994 Cost Savings:	\$15,816
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Close Fine Instruments Research Shop: This will mean termination of the facility's long-term positions, i.e., the Tool and Instrument Mechanic and the Fine Instrument Design and Fabrication Specialist. One position will require a one-year's notice and will result in \$45,348 not being available for reallocation until FY95. Savings will be reallocated to higher priorities in the Graduate School.

Long-Term Cost Savings:	\$78,977
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Close Research Shop: This will occur either in FY 1994 (pending retirement by the shop director) or FY 1995. Savings will be reallocated to higher priorities in the Graduate School.

Long-Term Cost Savings:	\$51,816
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SUMMARY

Productivity of Instructional Units

FY 1993 Cost Savings:	\$10,092.00
FY 1994 Cost Savings:	\$45,000.00
Long-Term Cost Savings:	\$616,827.00

Actions Regarding Other Academic Programs

FY 1993 Cost Savings:	\$0.00
FY 1994 Cost Savings:	\$20,000.00
Long-Term Cost Savings:	\$0.00

Productivity of Public Service and Research Units

FY 1993 Cost Savings:	\$459,979.00
FY 1994 Cost Savings:	\$20,000.00
Long-Term Cost Savings:	\$372,457.00

Academic Productivity of the Institution

FY 1993 Cost Savings:	\$95,000.00
FY 1994 Cost Savings:	\$671,228.80
Long-Term Cost Savings:	\$1,569,845.30

Productivity of Administrative Functions

FY 1993 Cost Savings:	\$1,203,472.66
FY 1994 Cost Savings:	\$1,543,464.00
Long-Term Cost Savings:	\$2,713,923.92

Programmatic Actions in Progress*

FY 1993 Cost Savings:	\$0.00
FY 1994 Cost Savings:	\$316,216.00
Long-Term Cost Savings:	\$643,193.00

Total FY 1993 Cost Savings:	\$1,768,543.66
Total FY 1994 Cost Savings:	\$2,615,908.80
Total Long-Term Cost Savings:	\$5,916,246.22

The amounts of money identified above have been and will be retained in the respective responsibility areas for reallocation to higher priorities.

* These actions are in different states of the approval process by the constituency groups.

**PRODUCTIVITY REPORT
SOUTHERN ILLINOIS UNIVERSITY SCHOOL OF MEDICINE
FY93/94**

INTRODUCTION

The report contained herein chronicles the School of Medicine's application of the "Guidelines for Productivity Improvement in Illinois Higher Education," presented to the Board of Higher Education on March 3, 1992, as reflected by those actions taken in compliance with the three-year reallocation plan developed by the School and approved for implementation by the SIU Board of Trustees in FY92. The report addresses productivity improvements in academic programs and administrative functions. Additionally, this report presents the School's responses or plans for response to contingencies which develop during FY93 or are projected to develop during FY94.

The reallocation plan developed by the School is focused upon real reductions in administrative function and the directed expenditure of growth revenues. The administrative reductions have resulted in the need for academic units to provide a variety of support services within their own budgets, seek services outside the institution, or simply without services. Reductions made to appropriated budgets of both the clinical and non-clinical instructional units of the School must be taken in the context of the ability of those units to replace appropriated revenues with non-appropriated revenues in amount sufficient to guarantee the soundness of the educational experience given to medical students, the School's single largest group of learners. At this time, however, the School's curriculum and general academic grounding remain strong, and the administrative structure supporting it remains adequate as witnessed by the accreditation approval received by the School following the FY93 review and site-visit by a team from the Liaison Committee for Medical Education (LCME). The LCME granted a seven-year accreditation approval at the maximum allowable.

FOCUS STATEMENT

The School of Medicine's mission and specific focus is encompassed within three of the six points comprising the University's focus statement.

1. Maintain and continually enhance the quality of undergraduate [medical] education in both general education and the major and to develop the professional, social and leadership skills expected of college students.

Within this statement of special focus, the School of Medicine continues its efforts in the following ways.

- a. maintain its commitment to continually improving educational and evaluative techniques used in its physician training program.
- b. identify an appropriate place and role within the evolving State and national health care system. Recognizing the fact that much of medical education occurs within a clinical setting, the School must ensure a stable clinical learning environment. Other programs in research and service are dependent upon the growth of clinical revenues; thus, in a circumstance of reduced State revenues, the School must guarantee the currency of its clinical programs and methods of operating.

Support the economic, social, and cultural development of rural central and southern Illinois through appropriate undergraduate, graduate, and professional education and research, partnerships with communities, businesses, and other colleges and universities, and utilization of telecommunications technologies.

Within this statement of special focus, the School of Medicine continues its efforts, in the following ways.

a. assume a leadership role in planning and influencing health policy in downstate Illinois. Included in this goal is the commitment to explore modern communications technology as a tool for maximizing health care services in rural communities.

b. strengthen and expand hospital and community affiliations to become a comprehensive university medical center with extensive outreach programs to serve the people of central and southern Illinois.

Meet the health care needs of central and southern Illinois through appropriate health-related programs, services, and public-health policy.

Within this statement of special focus, the School of Medicine continues its efforts, in the following ways.

a. continue its commitment to primary care for the region and strive to maintain a reasonable percentage (50%) of its graduates who choose primary care specialties. This effort will continue to occur within the context of commitment to responding to the needs of Illinois' rural communities through support of the Rural Health Care Initiative.

b. seek to identify an appropriate blend of primary care and specialty physicians to support the clinical care needs of central and southern Illinois. This means strengthening the primary care programs and developing a 'full complement' of specialties in pediatrics, internal medicine, and surgery, with special programs in ophthalmology, oncology, nutrition/endocrinology, and the neurosciences.

c. seek to expand the biomedical, social science, and humanities research base of the School by correlating these efforts with the characteristics of the population served by the School in downstate Illinois, i.e., degenerative neurologic disease, oncology, auditory defects, heart disease, reproductive biology, occupational health, and respiratory disease. Establishing programs within the clinical departments in these areas will serve the dual function of furthering the School's development as an academic medical center, while enhancing the health care services available within the downstate regions of Illinois.

The School expects its programs and support functions to consider all activities within this context and these special areas of focus.

PLANNING ASSUMPTIONS

Several planning assumptions underlie the report contained herein; the major assumptions are as follow:

1. There will be no significant changes in the special requirements for undergraduate medical education during the period of time covered by this plan.
2. There will be no significant change in the annual class enrollment size during the period of time covered by this plan.
3. There will be relative stability in the budget appropriated to the School of Medicine by the State of Illinois.
4. The School's ability to recruit a new Dean and Provost will not require significant reallocation of resources beyond that already in progress.
5. Health care reform will not manifest a significant negative effect upon the non-appropriated revenue stream now projected by the School from clinical sources.
6. The productivity measures contained herein will not produce unforeseen negative effects upon the quality of the educational experiences offered to the School's medical student, graduate student, and resident physician Learner groups.
7. The need for primary care practitioners in central and southern Illinois will continue, and the State of Illinois will continue to view this as a priority health care mission for the School.
8. The newly forged affiliation agreements with Memorial Medical Center and St. John's Hospital will result in increasingly greater programmatic and resource cooperation among the three involved institutions.
9. The School of Medicine will continue, in cooperation with the University's affiliated hospitals, to develop itself as an academic medical center of excellence.
10. In the foreseeable future, most growth revenues available to the School will continue to come from non-appropriated sources.

PRODUCTIVITY OF INSTRUCTIONAL UNITS

Reduction of Contractual Arrangements with Hospital Based Clinical Departments. During FY93, the School implemented its plan to restructure its long-standing contractual relationships with three hospital-based clinical departments: Anesthesiology, Radiology, and Pathology. Faculty in Anesthesiology and Radiology now offer curricular experience to medical students on an uncompensated basis per their appointments as clinical associate faculty in the School. Additionally, the Learning Resources in Pathologic Disease Center, operated by the Department of Pathology was eliminated. This restructuring resulted in substantial permanent savings to the School; there are no additional savings anticipated from this source in the future.

FY94 Savings	\$	0
Long Term Annual Savings	\$	438,000

Reduction in Clinical Departments' Appropriated Budgets. As decided in the FY92 School of Medicine Reallocation Plan, the appropriated budgets in the clinical departments (Departments of Surgery, Internal Medicine, Obstetrics/Gynecology, Psychiatry, Pediatrics and Family Practice) were reduced, collectively, by \$100,000 during FY93. Departmental growth revenues for each were directed toward maintaining instructional program offerings.

at their current levels, thus instructional offerings did not change. Additional reductions to clinical departments' appropriated budgets will occur in FY94.

FY94 Savings	\$	266,000
Long Term Annual Savings	\$	366,000

Reduction in Non-Clinical Departments' Appropriated Budgets. A modest reduction in the appropriated budgets of \$7,000 for certain non-clinical departments (Departments of Behavioral/Social Sciences, Medical Humanities, Medical Education and Physiology) was implemented during FY93. Instructional offerings from these departments did not change; the FY93 reduction, and those scheduled for implementation during FY94 and FY95 will result from retirements and termination of non-tenure positions. Direction of non-appropriated funds toward the current program structure will insure the continued ability of these departments to meet their curricular responsibilities.

FY94 Savings	\$	88,000
Long Term Annual Savings	\$	235,000

CTIONS REGARDING OTHER ACADEMIC PROGRAMS:

The MS and PHD in Pharmacology was recommended for termination by the IBHE staff. In considering this recommendation, the School took into account that enrollments continue to be strong and stable in both programs and that graduates of these two programs have been placed in prestigious positions in both educational and private research settings. The amount of appropriated revenues dedicated to this program is relatively small (\$40,500 annually).

The impact upon the quality and strength of the Department of Pharmacology is significant.

- 1) A program in Pharmacology is required for medical school accreditation and the presence of this graduate program has enhanced faculty productivity.
- 2) Graduate assistants assist faculty members in teaching, research, and grant writing.
- 3) In FY92, Pharmacology generated 19% of Springfield School of Medicine research awards. Pharmacology and the Alzheimer Center combined generated over 50% of the total. The ratio of Pharmacology external research funding to net State funding averaged 1.80 during FY88 - FY92, or \$1.4 million in external awards.
- 4) Pharmacology bridges the clinical and basic sciences in medicine. Maintaining a quality pharmacology faculty is vital to medical education programs. A graduate program draws high quality faculty whose research contributes to medical advances in many disciplines.
- 5) A graduate program in Pharmacology also provides elective opportunities for undergraduate medical students. Given the participation of graduate assistants in instruction, termination of the graduate programs would result in the addition of one more full-time faculty member, thus adding to the cost of the program.

The IBHE recommended that the School consider eliminating residency programs with low match rates and/or high costs. IBHE further indicated that, 'Residency programs

in specialty areas are a lower priority than family practice. These recommendations are problematic for the School of Medicine for a variety of reasons.

1) The School of Medicine has always been committed to training primary care physicians with a special emphasis upon producing physicians who choose the specialty of Family Practice. This remains a priority consideration in everything the School does with developing programs. However, primary care is not solely a Family Practice domain; primary care refers to General Internal Medicine and General Pediatrics as well as Family Practice.

2) According to a study recently released by the Association of American Medical Colleges, the School ranks number one nationally (tied with East Carolina University School of Medicine) in graduates practicing primary care (Family Practice, General Internal Medicine, and General Pediatrics). Over 50% of our graduates in practice are practicing primary care. It would be futile for the School to expand its residency programs in Family Practice since it is difficult to fill existing programs. For reasons explained later in this document, nationally, only 60% of Family Practice residency slots are filling.

3) The residency and fellowship programs are operated in collaboration with major teaching hospitals with whom the School has binding affiliation agreements. The School of Medicine cannot make a unilateral decision to initiate or discontinue a residency program without the approval of the affiliated hospitals.

The School of Medicine, in cooperation with its affiliated hospitals, will continue to monitor its residency programs. This it must do in order to ensure quality in its programs.

ACADEMIC PRODUCTIVITY OF THE INSTITUTION

Growth Revenues. Substantial revenues, totalling \$1,427,000, from non-appropriated growth revenues were included in the School's Reallocation Plan for implementation during FY93. These revenues have two primary sources: 1) the natural growth in clinical educational activity by the Medical Service and Research Plan; and, 2) an institutional policy directing faculty to claim salaries as direct support for the time spent conducting grant funded research and service projects. Revenues thus gained provided instructional units with resources sufficient to replace reallocated appropriated funds and to provide funds to meet institutional support obligations; for instance, the clinical practice provided an additional \$158,000 in direct support of its clinical computing costs.

FY94 Savings	\$ 3,738,000
Long Term Annual Savings	\$ 5,184,000

PRODUCTIVITY OF THE ADMINISTRATIVE FUNCTIONS

Reductions in the Office of the Executive Associate Dean. FY93 saw the total implementation of a staff and budget reduction plan within the administrative area of the Executive Associate Dean (Financial Affairs, Facilities and Services, Assistant Dean for Administration/Carbondale, and Computing Services); these reductions in personnel (24 service and management positions), travel, commodities, and contractual services resulted in savings of \$637,000 annually. The implementation of this plan was undertaken in its entirety during FY93. Continued directed growth in clinical practice and research efforts coupled with new state and federal reporting requirements cause the Executive Associate

Dean's area to define additional ways to address these requirements in the context of reduced staff support. Although actual cost savings are not realized, staff, of necessity, have become more productive.

FY94 Savings	\$	0
Long Term Annual Savings	\$	637,000

Reductions in the Office of the Dean and Provost. During FY93, a total of \$216,000 was reallocated from units administered within the Office of the Dean and Provost (the Dean's executive office, Residency Affairs, Personnel, Public Affairs, Records Management, the Development Office and the Word Processing Center). Position eliminations and reductions in other line items were made to meet the budget reallocations. Additional reductions are scheduled for implementation during FY94.

FY94 Savings	\$	307,000
Long Term Annual Savings	\$	528,000

Reductions in the Office of the Associate Dean for Research and Academic Affairs. During FY93 the first half of the budget reduction plan for the Office of the Associate Dean for Research was implemented; a total of \$159,000 of appropriated funds used to support clinical research technicians was reallocated to institutional priorities. Services provided by personnel paid from these funds will be provided by departments or will not be available. The second half of this reallocation effort will be implemented during FY94.

FY94 Savings	\$	141,000
Long Term Annual Savings	\$	300,000

Full Recovery of Existing "Service Cash" Operations and New Operations. During FY93, the first phase of an expected three-year conversion plan was implemented which will result in, as much as is reasonably possible, full recovery of costs incurred by service units in producing goods and services for other units in the School; also additional service cash operations were developed during this period. Implementation of the first phase and developing new units in FY93 resulted in a savings of \$206,000 in appropriated funds. Implementation of this plan will continue during FY94 and FY95.

FY94 Savings	\$	247,000
Long Term Annual Savings	\$	742,000

PRODUCTIVITY REPORT SUMMARY

Productivity of Instructional Units	FY94 Savings	\$	354,000
	Long Term Savings	\$	1,039,000
Academic Productivity of the Institution	FY94 Savings	\$	3,738,000
	Long Term Savings	\$	5,184,000
Productivity of Administrative Functions	FY94 Savings	\$	695,000
	Long Term Savings	\$	2,207,000

ACTIONS IN PROGRESS BUT NOT COMPLETED

"As the School of Medicine addresses its mission and continues to develop an academic medical center, among the pressing issues are two that require attention in the immediate future. These are the role and development of the Family Practice Department, and particular, its residency training programs, and the Rural Health Initiative of the State of Illinois. These two issues, though separate, are related." This quote is taken from the School's FY93 Productivity Report and is accurate for FY94 as well.

Both issues have received clarification during FY93, and action is expected during FY94 which will begin to produce clear and identifiable results. More explanation is provided below for each issue. However, these two programs are developing during a period of general uncertainty in health care circles. Health care reform will be the dominant force shaping both health care education and health care delivery in the latter half of the 1990's. The proposed managed competition model will redistribute patients to optimize value by maximizing quality and minimizing cost. Maintaining an adequate patient base is essential to our education, clinical, and research programs. Therefore, the success of these programs will depend upon our ability to respond in concert with our teaching hospitals to health care reform initiatives. A major goal of the School involves positioning our educational and clinical programs in concert with our affiliates to meet the practice realities resulting from state and national health care reform, while preserving an adequate patient base for teaching and research, maintaining our emphasis on primary care training and increasing our responsiveness to community health needs in the region.

Thus the realities of the current health care environment, both locally and nationally, the mission of the School and its emphasis upon primary care, and the University's focus upon generally improving the quality of life (specifically, the quality of health care in the School of Medicine's case) are in dynamic synchrony. Given the inevitability of major health care reform during this time, there will be significant changes, including hazards and opportunities, that cannot be fully predicted but will almost certainly bring about changes in both medical education and health care delivery. With these thoughts in mind, the School is making significant progress in developing Family Practice and Rural Health.

Family Practice: Since its inception, the School has specifically nurtured primary care. The Family Practice program remains a key element of the primary care programs of the School of Medicine. Its success in this arena recently received national note when a study published by the Association of American Medical Colleges (AAMC) identified the School of Medicine as the leader of 126 American medical colleges in producing primary care physicians; the AAMC found that more than 50% of the School's graduates chose a primary care specialty (Family Practice, General Internal Medicine, and General Pediatrics) for their specialty training.

As noted in last year's productivity report, family practice residency programs nationally are experiencing difficulty in recruiting newly graduated physicians to their programs. The SIU School of Medicine has encountered similar difficulties with recruiting to its family practice residency programs. Part of the solution to the shortage of physicians applying to Family Practice residencies involves incorporating innovative training programs, novel and aggressive recruitment techniques, and the creation of outlying practice sites which eliminate the isolation characteristic of the typical downstate clinical practice sites. The School is committed to developing new educational programs and program structures to ameliorate many of these problems, but additional funds are required.

It was also noted in last year's productivity report that family physicians earn significantly less than physicians of most other specialties and exist in an arduous professional environment. Alleviating the demands of the professional lifestyle now characteristic of Family Practice along with an increase in the professional compensation customary for physicians of this type are necessary before greater numbers of medical school graduates can reasonably be expected to choose primary care specialties. These issues are beyond the pale of educational institutions but must be recognized as powerful disincentives for physicians who consider entering Family Practice.

However, the School continues its efforts to develop the Department of Family Practice and has taken a major step during FY93. The Department of Family Practice was without a permanent chairman for approximately three years; a permanent chairman with an extensive background in academic medicine, departmental and school administration experience, and experience with academic family practice in rural environments was recruited and is now with the Department and will spend FY94 planning to restructure and reorient the Department.

Though health care reform is not yet close to being clearly defined or accepted, it is clear that enhanced primary care is a major component of the deliberations. It cannot be said with certainty that novel practice modalities or generally increased compensation levels for primary care physicians will be included as part of the reform package, but both are highly likely in some form.

Rural Health Initiative: By FY92, the need for medical services in downstate Illinois had reached such critical proportions that the General Assembly mandated active measures to address this need. Known as the Rural Health Initiative, the central thrust of this initiative is to provide routine primary care and specialty referral services to underserved downstate areas. A key piece of this mandate was the intention to strengthen SIU's Family Practice program. As of FY93, no funds were appropriated for this mandate. Since the cost of the School's component of the initiative is far greater than can be found by reallocation, development of the envisioned programs was not possible during FY93.

However, as of this writing, the Rural Health Initiative funding bill is in conference committee in the General Assembly. A total of \$1.4 million has been identified for Southern Illinois University, a significant portion of which is identified for the medical school's role in the plan. Although funding is not a certainty, this initiative does appear to be gaining momentum and support. Planning internal to the School continues and is focused on the development of primary care expansion and obstetric care centers in central and southern Illinois.

Leadership: Dean and Provost Richard H. Moy will retire at the end of September, 1993. The search for a new Dean and Provost appears to be entering its final phase as the initial interviews of candidates have been completed. One, perhaps two, of the initial candidates will soon be invited back for further discussion. It is anticipated that one of the list of finalists will be appointed as the new Dean and Provost before Dean Moy's departure. Obviously, further program planning must incorporate the directions of the new Dean and Provost. There are several important matters that await the presence of the new Dean. These include: 1) the results of an excellent outcome to the accreditation visit of the Liaison Committee for Medical Education. The LCME recommended a full, seven-year accreditation period for the School, nevertheless, there are several issues at will require an interim report reflecting resource allocations. Probably the most important of these relates to the resources required for teaching two curriculum tracks simultaneously. 2) The Committee empaneled by Dean Moy to make recommendations regarding administration and governance is just now completing its work. Its report will be an early issue for the new Dean. 3) The recently re-negotiated affiliation agreements between

the School and Memorial Medical Center and St. John's Hospital present new and critically important strategic opportunities to the School. However, the specific content and direction of these will be a matter of first importance for the new Dean and Provost. In this connection, it will fall to the new Dean and Provost to give final articulation to the priorities developed in the School's long range plan.

Health Care Reform: Although it is apparent to all that health care reform is a subject whose time has come, it is far from clear what the nature of that reform will be and, hence, far from clear what its impact upon the School will be. It is generally considered that some sort of managed care will be the norm following health care reform. The School's ability to respond to this sort of environmental change is mixed: it's emphasis on primary care is a distinct plus while it's practice plan makes effective positioning of the faculty awkward. Close cooperation with the School's affiliated hospitals will be essential to successful positioning of the School to meet the new conditions. The challenge to planning is to remain adaptable while moving in the direction of marshalling resources to meet the School's mission in a rapidly changing environment.

ALLOCATION OF 'PRODUCTIVITY' RESOURCES

FY93 Appropriation Recision (3%). A temporary recision of 3% of the state appropriate base occurred in FY92 and was made permanent in FY93. Reallocated resources were used to offset this shortfall in FY93 and the budgetary reduction was made permanent.

FY94 Cost	\$	0
Long Term Cost	\$	832,000

FY92 Salary Increase Program. As approved by the Southern Illinois University Board of Trustees, the School of Medicine identified \$676,000 of the total scheduled for reallocation to provide a modest salary increase for its employees during the final portion of FY92. Civil Service employees were the major beneficiaries of this decision.

FY94 Cost	\$	0
Long Term Cost	\$	659,000

Civil Service Salary and Range Adjustment Program. As documented in the FY93 Productivity Report, School of Medicine Civil Service employees have been paid less on the average than employees with similar responsibilities in the State of Illinois and University Civil Service Systems for some time. The School included a plan to address this inequity as its highest priority for reallocation during FY93 and FY94. By the end of this two year period, School of Medicine Civil Service employee salary and salary ranges will be more competitive with those paid to State Civil Service employees.

FY94 Cost	\$	846,000
Long Term Cost	\$	1,490,000

Basic Science Faculty Salary Adjustments. As documented in the FY93 Productivity Report, the School of Medicine's basic science faculty are underpaid relative to national norms. Last year, comparison data indicated that 87% of the non-physician faculty at the School of Medicine fall below the 50th percentile for the Midwest Region. During FY93 and FY94, subject to approval by the SIU Board of Trustees, the School plans to use reallocated resources to address this issue.

FY94 Cost	\$	295,000
Long Term Cost	\$	614,000

Researcher, Graduate Assistant/PA Salary Adjustment Program. The Dean's Advisory Group revisited the three-year budget priority and reallocation plan in January, 1993 in order to assess progress to date and to consider revisions to the plan. The Group determined that it was important to allocate a modest amount to this employee group so that they do not fall behind any more rapidly than is presently occurring.

FY94 Cost	\$ 187,000
Long Term Cost	\$ 207,000

Expansion of the Department of Internal Medicine. Providing the Department of Internal Medicine with sufficient funds to develop into a full-fledged academic unit has been a priority of the School for a number of years. The reallocation plan included resources to complete this rebuilding of the Department by FY95.

FY94 Cost	\$ 150,000
Long Term Cost	\$ 450,000

Replenishment of the Operating Reserves. For a number of years, the School has been forced to deplete funds from its principal operating reserves: the Equipment Reserve, the Recruitment and Development Reserve, and the Contingency Reserve. FY93 estimates were that over the period covered by the reallocation fund, approximately \$1.2 million in annual reserves would become available to the School.

FY94 Cost	\$ 270,000
Long Term Cost	\$ 1,139,000

Outpatient Care Center and Educational Facility (Support and O & M). Occupancy of the facility was delayed until FY94 due to construction delays. Hence the projected costs for FY93 were not incurred. Projected costs for FY94 include the original facility identified in the FY93 Productivity Report and additional facilities recently leased; an increase in non-appropriated revenues from the Medical Service and Practice has been assessed and will meet the costs for FY94 and beyond.

FY94 Cost	\$ 2,505,000
Long Term Cost	\$ 2,505,000

In addition to those priorities identified in the FY93 Productivity Report, new ones were selected for implementation during FY94. These will be funded from operating reserves until the new Dean and Provost is recruited and makes his/her own decision in this regard.

Recruitment Package for the Dean and Provost. Recruiting the new Dean and Provost is projected to cost an additional \$100,000 per year beyond what is now committed, beginning in FY94.

FY94 Cost	\$ 100,000
Long Term Cost	\$ 100,000

Research Equipment Purchase. A flow cytometer was identified as an institutional priority for purchase in FY94.

FY94 Cost	\$ 50,000
Long Term Cost	\$ 50,000

Meeting the Terms of an Infectious Disease Control Mandate. An expenditure for equipment necessary to meet the terms of a 'blood borne pathogen' preventive mandate was considered a necessary expenditure for FY94.

FY94 Cost	\$	18,000
Long Term Cost	\$	18,000

Increased Operating Expenses for the Department of Medical Biochemistry. The School of Medicine will assume additional costs associated with a new arrangement with the Graduate School in relation to the Department of Medical Biochemistry in FY94.

FY94 Cost	\$	150,000
Long Term Cost	\$	150,000

Enhancement of the Department of Family Practice. Programmatic costs associated with the recruitment of the Chairman of the Department will begin in FY94.

FY94 Cost	\$	141,000
Long Term Cost	\$	141,000

New Instructional Responsibility for Internal Medicine. The Department of Internal Medicine will assume responsibility for instructing all second-year medical students in the Introduction to Clinical Medicine sequence of the medical curriculum. Funds allocated will cover personnel costs.

FY94 Cost	\$	75,000
Long Term Costs	\$	75,000

FY94 SAVINGS AND ALLOCATION SUMMARY

TOTAL FY94 SAVINGS	\$	4,787,000
TOTAL LONG TERM SAVINGS	\$	8,430,000
TOTAL FY94 COSTS	\$	4,787,000
TOTAL LONG TERM COSTS	\$	8,430,000

PRODUCTIVITY REPORT: FY93/FY94

Southern Illinois University at Edwardsville

INTRODUCTION

Throughout academic year 1992-93, SIUE addressed the application of the IBHE P*Q*P guidelines to all units and activities. This examination was fully consistent with continuing review and planning activities. Throughout the process of ongoing review of its operations, the University has sought to assure that changes are guided by the University's *Statement of Mission* and do not result in abridgment of services that are essential to its students and to the broader University constituency. In this endeavor, the University is also guided by the focus statement proposed for SIUE by the IBHE in its meeting of October 6, 1992. The statement confirms much of SIUE's mission and refines its uniqueness within state higher education in Illinois:

The Edwardsville campus of Southern Illinois University opened in 1965. The undergraduate students at Southern Illinois University at Edwardsville are primarily traditional college-aged, with many commuting from the surrounding area. Older, part-time, and minority students enroll at about the state average. The campus offers a balance of instruction, research, and public service programs consonant with its mission as the only public university in southwestern Illinois. Southern Illinois University at Edwardsville also administers the School of Dental Medicine at Alton and operates a center in East St. Louis.

SIUE's strength lies in its high quality undergraduate and master's programs that provide career-oriented instruction in education, social services, business, engineering, and the health professions in order to improve the quality of life, economy, health care, and environment in the greater St. Louis metropolitan area. The University's highest priority at the graduate level should be to prepare practitioners and professionals in those fields that are particularly relevant to addressing the social economic, and health care needs of the region. Off-campus programs should be limited to southwestern Illinois, except in fields such as nursing in which the University is distinctly positioned to offer off-campus completion programs for the entire southern Illinois area. The School of Dental Medicine should continue to address the need for dentists in the central and southern regions of the state.

SUIE'S FOUR-YEAR PLAN

The University Planning and Budget Council has devised a four-year plan to serve as a framework for review of University programs. The aim is to assure continued fulfillment of the University mission in the face of static or declining state support. The assumptions of the plan are these:

- No increase in general revenue funds for the University operating budget during the period FY 93 - FY 96.
- A decline in enrollment, based on a shrinking pool of high school seniors in the University service area.

In the face of these expectations, the UPBC proposed that the P*Q*P review during the four fiscal years FY 93 to FY 96 be based upon principles derived from consideration of two central documents: The University's *Statement of Mission* and the *Statement of Objectives for General Education and the Baccalaureate Degree*. It recommended, further, that the four-year plan should clearly identify the sources of financing for each initiative. On the basis of these assumptions, the UPBC endorsed the following principles for fiscal planning:

- Tuition should be limited to no more than 1/3 of instructional cost. Revenue from tuition increases will be earmarked for programs that will result in significant improvements in the quality of undergraduate education.
- Re-allocations are not to come from uniform, across-the-board budget reductions.
- Re-allocations are not to come solely from non-salary sources. (I.e., the University must be prepared to sustain a reduction in personnel.)
- Funding requests in support of undergraduate education in general, and general education in particular, should be given high priority.
- In Academic Affairs, support units should be cut before academic programs.
- In considering re-allocations from support services, convenience of students should be the highest priority in establishing hours of operation.
- The University should reduce the use of part time faculty to teach general education courses that are central to the mission of SUIE.
- The University should support instructional programs that work closely in support of K-12 education, since these activities are central to the mission of the University.
- The incentive system relative to salary increases, promotion, and tenure should be revised to give greater evaluative weight to instruction in general education and to activities that improve K-12 education.
- Salary increases totaling 2% on the salary base shall be made available for merit distribution to faculty and staff, in addition to any salary increase money that may be forthcoming from increased state appropriations.
- The 2% salary increases are to be funded exclusively from internal re-allocations (i.e., rather than from tuition increases).
- In addition to salary increases, internal re-allocations should be directed toward the accomplishment of crucial repairs and renovations and to meeting the University's increasing obligations to compensate departing personnel for unutilized sick leave.

It is the belief of the UPBC that adherence to this plan will achieve the following outcomes for SIUE--first enunciated by President Lazerson in his State of the University address in January 1992--even in the face of declining numbers of students of traditional age and flat State general revenue support:

- stable enrollment,
 - a student faculty ratio of 20/1,
 - annual salary increases averaging 2% beyond any salary increases forthcoming from the state,
 - improved quality of instructional programs, services, and facilities,
- and
- affordable tuition.

Accomplishment of the four-year plan requires that approximately 4.5% of the non-instructional budget be reallocated annually to three long-range purposes mentioned above: the 2% annual salary increases (approximately \$1 million annually); repairs and renovations to maintain the physical plant (\$200,000 annually); and the legislatively-mandated payment of unutilized sick leave to retiring and departing personnel (approximately \$460,000 annually). During the course of this academic year, the UPBC has made recommendations for reallocations in service of the plan.

A 12% tuition increase was effective Fall 1992. The four-year plan specifies that revenue from tuition increases will be earmarked for improvements in the quality of undergraduate education. The four relevant areas and the amount of tuition money to be allocated to each from the first year's tuition increase are as follows:

Library Acquisition Program	\$388,000
Instructional Computing Program	\$388,000
Instructional Equipment Renewal Program	\$388,000
Enhancement of Instructional Programs and Services	\$278,000

Subject to Board of Trustees approval, the University's four-year plan projects average tuition increases of 3.5% for each of the remaining years. If this plan is carried out, at the conclusion of the four years, the annual amounts devoted to each of these areas from the aggregated tuition increases are projected as follows:

Library Acquisition Program	\$388,000
Instructional Computing Program	\$388,000
Instructional Equipment Renewal Program	\$388,000
Enhancement of Instructional Programs and Services	\$1,552,000

PROCESS OF REVIEW

The four Vice Presidents called for reports from each of their units due early in the academic year. These reports were followed by extensive program-by-program and unit-by-unit meetings in all University functional areas between Vice Presidents, managers, directors, deans and chairs. During the course of these meetings, the University has reviewed its entire program inventory.

■ *Instructional units* were examined relative to such criteria as capacity, comparative costs, comparative staff utilization, occupational demand, centrality, relationship to University mission, breadth, number of majors (if applicable), recent program review results and recommendations, quality, and redundancy of function.

■ *Research and public service units* were examined for capacity relative to need, demand, quality, centrality to the University mission, contribution to instruction, and the ratio of non-appropriated to appropriated expenditures.

■ *Support units and administrative functions* were scrutinized relative to centrality, deviation from state expenditures, breadth of function, growth from FY 88 to FY 90 relative to University enrollment growth, efficiency of operations, and redundancy of functions.

The University's review of its administrative functions and academic productivity was aided by the report in early January 1993 of the Management Audit Team. The team, established in 1991 by the Dean of the School of Business at President Lazerson's request and answering to the President, interviewed Vice Presidents and other administrators to assess the extent to which the administrative functions of the University can be performed more efficiently. Its report, organized by University Functional Area, contains 75 recommendations, together with strategies for implementation and rationales in support of the recommendations. The President has since directed each of the Vice Presidents to consider the recommendations pertaining to his or her Functional Area, to discuss them with one another, and to recommend to him appropriate courses of action.

PRODUCTIVITY ENHANCEMENTS DURING AY 92-93

The following pages describe P*Q*P initiatives in FY 93, together with preliminary estimates of expected FY 94 savings and expected long-term annual savings for each. It is organized according to the examples in the five-page document entitled Productivity Report Guidelines, which is a supplement to the March 3, 1992 report entitled *Guidelines for Productivity Improvement in Illinois Higher Education*.

Productivity of Instructional Units**Elimination of Instructional Units**School of Education: Elimination of the Ed. D. in Instructional Process.

This program was recommended for termination by the IBHE. The Provost found that to maintain the program at the level appropriate for a doctoral program would require significant additional resources. Moreover, the School of Education has significant resource needs in its undergraduate and other graduate programs, which the University deems of higher priority. Hence, the decision to eliminate this program was based on considerations of priorities at a time of constrained resources. The Board of Trustees of SIU approved the termination in its July 1993 meeting.

FY 1994 Savings	\$15,000
Long-Term Annual Savings	\$76,500

School of Humanities: Elimination of the M.A. in Philosophy and Specialization in Women's Studies.

This program was recommended for termination by the IBHE. The Department of Philosophy agreed that the program was lower in priority than its undergraduate program and General Education commitments. It intends to reallocate the faculty time and graduate assistant funds to support the department's commitment to the General Education program. The Board of Trustees of SIU approved the termination in its July 1993 meeting.

FY 1994 Savings	\$0
Long-Term Annual Savings	\$34,000

School of Social Sciences: Elimination of the M.A./M.S. in Political Science.

This program was recommended for termination by the IBHE. Although the Department of Political Science recommended that the program be retained while a more thorough review of graduate programs was conducted, the University finds that the program does not provide professional preparation and does not fulfill a significant regional need. Moreover, the Department is deeply committed to undergraduate education--both in its major program and in General Education--and could more fully discharge these responsibilities if the graduate program were terminated and the associated money and faculty time were devoted to the undergraduate program. The Board of Trustees of SIU approved the termination in its July 1993 meeting.

FY 1994 Savings	\$0
Long-Term Annual Savings	\$29,900

School of Education: Elimination of the B.S. in Recreation.

This program was recommended for termination by the IBHE. The Department of Health, Recreation, and Physical Education concurred in the elimination of this program, which is not central to the University mission and for which demand and need are low. The Board of Trustees of SIU approved the termination in its July 1993 meeting. The associated resources will be reallocated to other priorities in the School of Education.

FY 1994 Savings	\$15,000
Long-Term Annual Savings	\$30,800

School of Sciences: Elimination of the B.S. in Physical Science Education. This program was recommended for termination by the IBHE. The faculty participating in this major program agree that the program is too narrow to provide the science training necessary for middle and junior high school teachers; the B.S. in General Science Education (see below) can provide this training. They also agree that secondary school physics teachers should simply major in physics. The Board of Trustees of SIU approved the termination in its July 1993 meeting.

FY 1994 Savings	\$0
Long-Term Annual Savings	\$0

School of Dental Medicine: Elimination of the Specialty Certificates, in Pedodontics, in Periodontology, and in Prosthodontics. These programs have never been offered, primarily because of a lack of resources. Their elimination was recommended by the IBHE. The School and President agreed with this recommendation. The Board of Trustees of SIU approved the termination in its July 1993 meeting.

FY 1994 Savings	\$0
Long-Term Annual Savings	\$0

School of Business: Elimination of the Specialization in Business Teacher Education in the B.S.B.A. Program. The University found that reduction in resources devoted to the certification of business teacher educators for the secondary schools was warranted by the decline in student interest. The termination of the specialization reduces the resources devoted to certification but permits students to design a certification program that is consistent with current professional guidelines and state certification requirements. The funds from this elimination will be reallocated to fund a faculty position in Strategic Planning, for additional sections of General Education courses taught by the School of Business, and for strengthening of the other specializations in the B.S.B.A. program. The Board of Trustees of SIU approved the termination in its June 1993 meeting.

FY 1994 Savings	\$42,000
Long-Term Annual Savings	\$103,000

School of Fine Arts and Communications: Termination of the Specialization in Musical Theater in the B.A./B.S. in Theater. The University found that there is very little interest in this specialization. Those students who wish to take a limited amount of course work in musical theater can be served through occasional offering of workshop courses. Termination of the specialization allows for reallocation of money and faculty time to specializations more central to the mission of the Department of Theater and Dance. The Board of Trustees of SIU approved the termination in its May 1993 meeting.

FY 1994 Savings	\$4,000
Long-Term Annual Savings	\$4,000

ACTIONS REGARDING OTHER ACADEMIC PROGRAMS:

The **B.S. in Health Education**, in the School of Education, was recommended for termination by the IBHE. Noting rising numbers of majors and graduates, growing demand for teachers of health education, the likelihood of increased need for health education in the schools, a likely shortage of teachers because of the passage of the early retirement program, the low program cost, the 100% success of graduates in passing the Illinois State Board of Education teacher certification requirements, and the success of graduates in finding positions in the field, the Department of Health, Recreation, and Physical Education did not agree. The President has concurred in this reasoning but has recommended that the program be reviewed again in three years relative to regional need and the success of graduates in finding appropriate teaching positions in the field.

The **B.S. in Business Economics**, in the School of Business, was recommended for termination by the Illinois Board of Higher Education, partly on the basis of mistaken graduation figures. The program has in fact had 36 graduates over the past seven years, eight of whom graduated in 1992. The program is of high quality, with most graduates either successfully employed by major corporations or seeking advanced degrees. The program uses existing courses that serve the B.S.B.A. and the B.S. in Economics, so its elimination would bring no savings. Moreover, there is no convenient alternative route for students who desire preparation in business economics; a double major with the B.S.B.A. and Economics would impose a considerable burden on students. In light of these factors, the President has concurred with the Department of Economics, the School of Business, the Faculty Senate, and the Provost in agreeing to keep the program.

The **B.S. in General Science and Mathematics**, in the School of Sciences, was recommended for termination by the Illinois Board of Higher Education. The Illinois State Board of Education is moving toward recognition of the middle school as a separate certification level. Within this certificate would be an endorsement of general science. This action would have a significant impact on this program, since it would be a natural path for students desiring this certification. Hence, the faculty participating in this program recommended that it be retained, but that its name be changed to **B.S. in General Science Education**, a name that more accurately represents its content. The Board of Trustees of SIU will act on the proposed modification in its July 1993 meeting. In concurring with this recommendation, the President has required that the program be reviewed in three years to see if the expected growth has occurred. If it has not, the program will be recommended to the Board of Trustees for elimination at that time.

Consolidation and Restructuring of Instructional Units

School of Business: Merger of Two Specializations in the B.S.B.A. Program.
The University has merged the Manpower and Industrial Relations specialization and the Personnel Administration specialization of the B.S.B.A. into a specialization in Human Resource Management. This consolidation revised the course offerings and program inventory to conform to recent developments in

the field of human resource management. The Board of Trustees of SIU approved the consolidation in its June 1993 meeting.

FY 1994 Savings	\$0
Long-Term Annual Savings	\$0

The School of Dental Medicine modified, by way of a Reasonable and Moderate Extension Request, its Family Practice Residency (aka General Practice Residency) Program to an Advanced Education in General Dentistry Program. AEGD residents will spend less time in hospitals and more time in the SDM clinics. This results in the treatment of more clinic patients, which generates greater revenue to help defray costs of the program. Graduates of the program will be better trained to bring advanced dental techniques into areas of southern Illinois that are relatively remote from hospitals. The Board of Trustees of Southern Illinois University approved the modification in its June 1993 meeting.

FY 1994 Savings	\$0
Long-Term Annual Savings	\$0

Formation of a College of Arts and Sciences. The IBHE recommended that the University "should consolidate [its] academic units in order to reduce redundancy of administrative functions." The President and the Provost had made formal and informal proposals for such a College for some time. The President has decided that formation of a College of Arts and Sciences would enhance the delivery of general education, improve administrative efficiency, better serve students who are not yet accepted into a major, and save money and effort. The long-term savings from this merger will be reallocated to support of undergraduate education, particularly the General Education program. The Board of Trustees of Southern Illinois University will consider the proposal for formation of the College in its September 1993 meeting.

FY 1994 Savings	\$0
Long-Term Annual Savings	\$300,000

Enhancement of Educational Programs

The IBHE noted in its October 6, 1992, "Staff Recommendations . . ." report that "the primary purpose of the Board's productivity initiative is to provide resources for reinvestment in higher education's most important priorities." During the 1992-93 academic year, SIUE identified three new programs, approval for which is being sought through the Board of Trustees and the Illinois Board of Higher Education. Addition of these programs will help the University better fulfill its mission. Two of the three can be implemented without initial reallocations, because the necessary classes are already being offered in different configurations.

School of Business: M.S. in Accountancy. SIUE has the only accredited accounting program in the St. Louis metropolitan region. All states, including Illinois, are adopting licensing rules that require applicants for the CPA Examination to have completed 150 hours of college credits. A master's program in accountancy is the most effective way to ensure that SIUE graduates qualify for licensure in Illinois and other states. The proposed program does not require new state resources. To implement the MSA program,

\$20,400 will be reallocated from the School of Business to the Accounting Department to fully fund a \$27,000 instructor position. All additional resources for the MSA program will be reallocated from within the Accounting Department, primarily through a reconfiguration of courses required for the undergraduate accounting program.

FY 1994 Reallocation	\$0
Long-Term Additional Reallocation	(\$20,400)

Schools of Business and Sciences: M.S. in Computing and Information Systems. The primary purpose of the Computing and Information Systems program is to advance the regional economy by providing graduates who can assist businesses to integrate knowledge of contemporary computing technology and develop new applications. The nature of the economy of Southwestern Illinois is such that successful transfer of computing technology to firms in the region can have major benefits by increasing their competitiveness and productivity and thus helping to ensure their survival. The proposed program will combine existing courses of several departments and will thus require no new state resources.

FY 1994 Reallocation	\$0
Long-Term Additional Reallocation	\$0

School of Education: Specialist Degree in School Psychology. In accordance with SIUE's Statement of Mission, the proposed Specialist degree program in School Psychology will provide a graduate education that meets regional needs and takes advantage of institutional strengths. It will foster further cooperation with neighboring educational institutions, especially the common schools. The Specialist Degree provides formal recognition for work in psychology that school psychologists are already required to take beyond the master's degree for state certification. Hence, no new state resources are required for this new program.

FY 1994 Reallocation	\$0
Long-Term Additional Reallocation	\$0

Productivity of Public Service and Research Units

Elimination of Research and Public Service Centers and Institutions

The Illinois Board of Higher Education recommended that the University consolidate its 12 public service units to reduce redundancy, achieve better focus and coordination, and reduce administrative overhead. It also recommended that the University reduce the reliance of public service units on state appropriations.

School of Fine Arts and Communications: Elimination of Broadcasting Services. Since the unit was formed in the expectation that the University would operate a television station, something that is not likely to happen, Broadcasting Services is being abolished as a formal unit and its associated personnel transferred to the Department of Mass Communications. Resulting savings will be reallocated in accord with the four-year plan. The Board of Trustees of SIU approved the termination in its July 1993 meeting.

FY 1994 Savings	\$32,854
Long-Term Annual Savings	\$32,854

School of Business: Elimination of the Center for Economic Education.

Although the mission of the Center, to disseminate economic knowledge, concepts and data to the community of southern Illinois, particularly to K-12 teachers, is congruent with the mission of the University, the Center has no full-time personnel and is in effect an extension of the Department of Economics. Accordingly, the Center will be eliminated and will operate as the Office of Economic Education within the Department of Economics. Resources will be reallocated to the instructional programs in the Department of Economics. The Board of Trustees of SIU approved the termination in its July 1993 meeting.

FY 1994 Savings	\$5,000
Long-Term Annual Savings	\$5,000

School of Humanities: Elimination of Papers on Language and Literature.

The School of Humanities funding has been withdrawn from this unit, which publishes a quarterly scholarly publication housed in the Department of English Language and Literature. Should external funding be secured to permit publication of the journal, this can be accomplished through the School and Department. Hence, PLL is being abolished as a formal unit. Resulting savings will be reallocated in accord with the four-year plan. Board of Trustees of SIU approved the termination in its July 1993 meeting.

FY 1994 Savings	\$40,000
Long-Term Annual Savings	\$55,000

School of Education: Elimination of the Teacher's Center. Once much larger and with significant external funding, the Center now provides a number of seminars for teachers in mathematics and related fields and publishes a journal. The Dean of the School of Education recommends that the Center be abolished, that the support funds be reallocated to the instructional program, and that the time of the director be reassigned to instruction in the School. The Board of Trustees of SIU approved the termination in its July 1993 meeting.

FY 1994 Savings	\$33,400
Long-Term Annual Savings	\$33,400

Consolidation and Restructuring of Research and Public Service Units

Schools of Business and Engineering: Consolidation of CMS and CAMP. The Center for Advanced Manufacturing and Production was intended to revitalize local industry by assisting companies in the introduction of state-of-the-art technology and manufacturing methods. For various reasons, CAMP has not fulfilled its original mission. The Center for Management Studies provides continuing education and consulting to local business and industry. Its non-state to state funding ratio is over 7.0. All state support will be removed by the beginning of FY 94. CMS and CAMP will be merged to form the Center for Advancement of Management and Productivity, a new unit in the School of Business. CAMP funding will be gradually reduced until it reaches \$60,000 in

FY 96. Resulting savings will be reallocated in accord with the four-year plan. The Board of Trustees of SIU approved the consolidation in its July 1993 meeting.

FY 1994 Savings	\$114,000
Long-Term Annual Savings	\$134,000

ACTIONS ON THE REMAINING PUBLIC SERVICE UNITS:

Public service units not mentioned so far were determined by the University to warrant continuation as separate units. In all but one of them, however, the budget will be cut by varying amounts over the three fiscal years FY 94, FY 95 and FY 96. The Board of Trustees of SIU approved the reductions in its July 1993 meeting.

School of Engineering: Environmental Resources Training Center. The Center provides both in-service and pre-service training for persons involved in water and waste water processing. The pre-service program relies on state funding but more closely resembles the offerings of community colleges than it does the other components of the University's program inventory. Accordingly, it will be made cost-recovery and the portion of the budget devoted to it will be removed and reallocated in accord with the four-year plan.

FY 1994 Savings	\$71,000
Long-Term Annual Savings	\$71,000

School of Social Sciences: Regional Research and Development Services. RRDS performs a variety of services for the public sector and not-for-profit organizations. The ratio of non-state to state funding remains low. Its budget will be reduced by 15% in FY 94, and by 10% of the current budget in each of FY 95 and FY 96, the funds to be reallocated in accord with the four-year plan. At that time, the budget structure of RRDS will be reevaluated to determine if a further reduction in state appropriated funds is warranted.

FY 1994 Savings	\$67,700
Long-Term Annual Savings	\$157,700

Office of the Provost: The University Museum. This unit is responsible for the care and display of the University's art collection. It supports the academic programs by providing a rich cultural environment, supplying artifacts for use in a range of courses, and offering courses in museology through the Department of Art and Design. An oversight board will be chosen from among units whose academic programs are served by TUM to develop policies for a variety of matters, including acquisitions. During each of the next three years, the budget of TUM will be reduced by 3% of the current budget. Resulting savings will be reallocated in accord with the four-year plan.

FY 1994 Savings	\$4,200
Long-Term Annual Savings	\$12,600

Office of the Provost: University Services to East St. Louis. This unit provides vital services of several different kinds to the city of East St. Louis. Although its non-state to state funding ratio is over 7.0, its state budget will be reduced by 3% of the current budget over each of the next three years to encourage elimination of services that are not of high priority. Resulting savings will be reallocated in accord with the four-year plan. The University will attempt to forge stronger ties, and greater program coordination, between the central campus and the Katherine Dunham Center for the Performing Arts.

FY 1994 Savings	\$25,400
Long-Term Annual Savings	\$76,200

School of Fine Arts and Communications: Radio Station WSIE. WSIE is an FM radio station operating on 50k watts with a signal that reaches a large portion of the University's immediate service area. It is a laboratory for students in the television and radio program in Mass Communications. In anticipation of more effective development activities over the next three years, its budget will be reduced, and the funds reallocated in accord with the four-year plan. If development activities are not successful, the University will consider the option of shifting the station to a student-operated format at significantly reduced costs.

FY 1994 Savings	\$13,900
Long-Term Annual Savings	\$49,400

Rape and Sexual Abuse Care Center. The Vice President for Student Affairs had anticipated that funding for the Center would be eliminated in phases, allowing time to secure external grants to support Center operations. However, the education and training about sexual assault and its prevention serve the mission of the University. Moreover, the Higher Education Amendments of 1992 require that by September 1, 1993, SUE and similar institutions must follow a number of sex offense policies, including provision of education programs, or procedures for disciplinary action, and of follow-up with victims. The Center's non-state to state funding ratio is nearly 4.0, and state funding supports educational programs rather than treatment functions. In view of the Center's congruence with the University mission and with federal law, and in light of the favorable funding ratio, the University proposes to continue state funding for the Center at the current level of \$55,560.

Graduate School (Office of Research and Projects): Reduction of State Support for Summer Research Awards. The prudent investment of appropriated funds in support of organized research has substantially increased external funding for research and public service. This has brought increased Indirect Cost Recovery (ICR) funds. The Provost has reduced appropriated funds in support of Summer Research Awards by \$50,000 for FY 94 and will reduce them an additional \$25,000 in each of FY 95 and FY 96. Resulting savings will be reallocated to the University's instructional programs. The Graduate School will maintain at least the present level of expenditure for Summer Research Awards by replacing the appropriated funds with ICR funds.

FY 1994 Savings	\$50,000
Long-Term Annual Savings	\$100,000

Reductions in Departmental Public Service. Much of the University's effort in public service at the departmental level represents a small percent of the staff effort of many individuals. During 1992-93, some areas were identified where savings could be made and reallocated in accord with the four-year plan. Public service activities will be subject to continuing review during academic year 1993-94 to determine if further reductions are possible, either by eliminating low priority activities or by generating external funds for their support.

FY 1994 Savings	\$12,100
Long-Term Annual Savings	undetermined

Academic Productivity of the Institution

Conversion to Semesters. Conversion from a quarter to semester system resulted in a 19% reduction in the number of courses in the Master Course Inventory. Departmental and administrative savings result in reducing the number of registrations and courses offered. One department has reduced the number of sections and, in turn, the number of call-staff needed for the semester schedule. Other departments are presently determining such reductions. Resulting savings will be reallocated in accord with the four-year plan.

FY 1994 Savings	undetermined
Long-Term Savings	undetermined

Increased teaching effort by Deans, chairs, and other administrative personnel. In accordance with a directive from President Lazerson that administrators consider teaching as part of their loads wherever possible, some Deans, chairs, and other University administrative personnel have been assigned increased teaching loads. This topic will be reviewed again during 1993-94.

FY 1994 Savings	\$27,687
Long-Term Savings	undetermined

Productivity of Administrative Functions

The School of Dental Medicine has restructured its academic departments from seven to three. The new structure, which was formally approved by the SIU Board of Trustees in June 1993, permits greater faculty integration, particularly between the biomedical disciplines and the clinical disciplines. The structure is expected to reduce administrative costs significantly, resulting in annual savings of \$120,000, which will be reallocated to the instructional programs of the School.

FY 1994 Savings	\$120,000
Long-Term Annual Savings	\$120,000

Financial Affairs reduced the quantity and type of payroll documents microfilmed, eliminating the filming of all but vital records such as payroll vouchers and time sheets.

FY 1994 Savings	\$5,000
Long-Term Savings	\$5,000

The University Police have implemented changes in officer classifications that result in enhanced training opportunities, increased supervision on patrol, and reductions in costs.

FY 1994 Savings	\$25,000
Long-Term Savings	\$25,000

Hazardous Waste Management implemented a stricter approval process for the purchase of hazardous chemicals. The process prevents the unnecessary ordering of chemicals and establishes a data base relating to the nature, location, and amount of such chemicals to assist those responding to emergency situations.

FY 1994 Savings	\$5,000
Long-Term Savings	\$5,000

University Park will reduce its expenditures of state funds by an amount equal to 10% of its current state budget per year over a ten year period, reaching a position of complete independence of state appropriations by the end of the period. The Provost will review University Park annually to determine if there are sufficient non-state revenues to hasten the process. Resulting savings will be reallocated in accord with the four-year plan. The Board of Trustees of SIU approved the reductions in its July 1993 meeting.

FY 1994 Savings	\$16,000
Long-Term Annual Savings	\$160,000

The Office of Continuing Education is an administrative unit that carries out a number of activities similar to public service units. Examples are noncredit continuing education courses, Senior Olympics, and Elderhostel. The Director recommends a gradual reduction in state funding for these activities. Its budget will be reduced by an amount equal to 4% of its current budget for each of the next three fiscal years. Resulting savings will be reallocated in accord with the four-year plan. The Board of Trustees of SIU approved the reductions in its July 1993 meeting.

FY 1994 Savings	\$15,000
Long-Term Annual Savings	\$45,000

The Office of Contract Archaeology a unit of the School of Social Sciences, performs archaeological studies for a variety of public and private organizations in accord with the provisions of federal and state legislation. It attracts considerable external funding, and its non-state to state funding ratio is nearly 12.0. In order to insure that the University does not subsidize the organizations and agencies that need the services of this unit, the budget will be reduced by an amount equal to 10% of the current budget over each of the next three years. Resulting savings will be reallocated in

accord with the four-year plan. The Board of Trustees of SIU approved the reductions in its July 1993 meeting.

FY 1994 Savings	\$7,700
Long-Term Annual Savings	\$23,000

The Graduate School will transfer funding of two publications--the biennial *Research and Creative Activities* and *Research Highlights* (which will be shifted from monthly to bimonthly)--from appropriated funds to Indirect Cost Recovery funds.

FY 1994 Savings	\$4,000
Long-Term Savings	\$4,000

The Graduate School, beginning with the 1994-96 edition of the *Graduate Catalog*, will no longer provide catalogs to all who request them and will no longer use the catalogs as advertising materials. One copy of the catalog will be furnished without charge to each admitted graduate student, and copies will be made available to all relevant University offices. Others must purchase the catalog.

FY 1994 Savings	\$0
Long-Term Savings	\$9,750

The Graduate School has revised its admissions and records procedures, retaining the records function and transferring the admissions function to the Office of Admissions and Records. This will result in the elimination of three civil service positions.

FY 1994 Savings	\$65,194
Long-Term Savings	\$65,194

The University Center will assume all responsibility for student programming. Student Program Board functions will be incorporated within the University Center Board structure and responsibility for advisement will be reestablished within the University Center.

FY 1994 Savings	\$4,725
Long-Term Savings	\$4,725

Several functions in the Kimmel Leadership Center will be transferred to units already discharging similar functions. These functions include program planning assistance, coordination of campus tours, scheduling of student events, and billing transactions.

FY 1994 Savings	\$6,963
Long-Term Savings	\$6,963

Miscellaneous Administrative Reductions. Resulting savings will be reallocated in accord with the four-year plan.

Elimination of one professional staff position and reduction of student work hours, Financial Affairs.

FY 1994 Savings	\$21,000
Long-Term Savings	\$21,000

Reduction of overtime costs for telecommunicators, University Police.

FY 1994 Savings	\$10,000
Long-Term Savings	\$10,000

Implementation of 12-hours shifts for lieutenants, resulting in improved supervision and reduced overtime, the University Police.

FY 1994 Savings	\$20,000
Long-Term Savings	\$20,000

Elimination of non-essential periodicals and professional memberships, the University Police.

FY 1994 Savings	\$750
Long-Term Savings	\$750

Initiation of competitive bidding for disposal of hazardous waste, Hazardous Waste Management.

FY 1994 Savings	\$6,000
Long-Term Savings	\$6,000

Reorganization of workload in Lovejoy Library.

FY 1994 Savings	\$10,000
Long-Term Savings	\$10,000

Reduction of support staff, Assistant Vice President for Admissions and Retention.

FY 1994 Savings	\$40,836
Long-Term Savings	\$40,836

Reduction of one 50% FTE secretary, School of Business.

FY 1994 Savings	\$7,500
Long-Term Savings	\$7,500

Elimination or reduction in FTE of civil service and professional staff positions, School of Education.

FY 1994 Savings	\$31,923
Long-Term Savings	\$31,923

Consolidation of support and secretarial functions for Industrial Engineering and Mechanical Engineering.

FY 1994 Savings	\$19,000
Long-Term Savings	\$19,000

Transfer of functions from appropriated to non-state funds, Waste Treatment Plant.

FY 1994 Savings	\$15,000
Long-Term Savings	\$15,000

Reduction in reassigned time for administrative and advising functions, School of Humanities.

FY 1994 Savings	\$28,441
Long-Term Savings	\$28,441

Elimination of one and one-half FTE civil service positions and one professional staff position, School of Nursing.

FY 1994 Savings	\$41,069
Long-Term Savings	\$41,069

Elimination of one civil service position, School of Sciences.

FY 1994 Savings	\$15,000
Long-Term Savings	\$15,000

Reduction in FTE civil service positions, School of Social Sciences.

FY 1994 Savings	\$14,000
Long-Term Savings	\$14,000

Elimination of one civil service position, University College.

FY 1994 Savings	\$20,800
Long-Term Savings	\$20,800

Elimination of 50% FTE data processing position, Alumni Services.

FY 1994 Savings	\$11,574
Long-Term Savings	\$11,574

Elimination of 50% FTE professional staff position, Office of Development and Public Affairs.

FY 1994 Savings	\$20,000
Long-Term Savings	\$20,000

Reduction in support lines and reduction of civil service position to 50% FTE, Photo Service.

FY 1994 Savings	\$14,656
Long-Term Savings	\$14,656

Elimination of civil service position and of Publications Editor position, University Graphics.

FY 1994 Savings	\$30,868
Long-Term Savings	\$30,868

Elimination of the position of Assistant to the Vice President for Student Affairs.

FY 1994 Savings	\$40,064
Long-Term Savings	\$40,064

SUMMARY

Elimination of Instructional Units

FY 1994 Savings	\$76,000
Long-Term Annual Savings	\$278,200

Consolidation and Restructuring of Instructional Units

FY 1994 Savings	\$0
Long-Term Annual Savings	\$300,000

Enhancement of Educational Programs

FY 1994 Reallocation	(\$0)
Long-Term Additional Reallocation	(\$20,400)

Elimination of Research and Public Service Centers and Institutions

FY 1994 Savings	\$111,254
Long-Term Annual Savings	\$126,254

Consolidation and Restructuring of Research and Public Service Units

FY 1994 Savings	\$358,300
Long-Term Annual Savings	\$600,900

Academic Productivity

FY 1994 Savings	\$27,687
Long-Term Annual Savings	undetermined

Productivity of Administrative Functions

FY 1994 Savings	\$693,063
Long-Term Annual Savings	\$892,113

TOTAL FY 1994 SAVINGS	\$1,266,304
TOTAL LONG-TERM ANNUAL SAVINGS	\$2,177,067*

* Reduced by long-term reallocation noted above.

As described more fully throughout this report, reallocation of these funds is made in conformity with the SIUE 4-year plan (and thus the University's Statement of Mission) and in accordance with the IBHE's *Staff Recommendations* . . . report of October 6, 1992: Faculty time is reallocated from lower to higher priority programs, frequently from graduate to undergraduate instruction; funds are reallocated to provide for at least a 2% salary increase for all personnel on a merit basis (\$1 million), to repair and maintain the physical plant (\$200,000), and to pay departing University

personnel for unutilized sick leave (\$460,000). The savings summarized above, the funds previously allocated toward payment of unutilized sick leave, and savings reported in last year's SIUE Productivity Report, assure accomplishment of the FY 94 portion of the SIUE four-year plan.

SPECIFIC AREAS OF FORTHCOMING REVIEW

The following are examples of areas of review during 1993-94 at Southern Illinois University at Edwardsville:

■ The Illinois Board of Higher Education recommended that the University "should consider consolidation of the many specializations offered in the arts, music, and theater and elimination of those with limited student demand."

- In conversion to the semester system, the Department of Theater and Dance eliminated the specialization in musical theater. During 1992-93, the faculty again reviewed the specializations and concluded that the remaining three specializations in the B.S. in Theater and Dance can be combined. Under this plan, the department would offer the B.A. as a general liberal arts degree and the B.S. as a performance degree with opportunities for students to elect specific areas of study. These changes will be accomplished during the 1993-94 academic year.

- The Department of Music offers eight specializations, three in the B.A. degree and five in the Bachelor of Music degree. The department reviewed these specializations during academic year 92-93 and concluded that the five within the B.M. degree can be reduced to three. The Provost has concurred and has recommended that the department continue its review to determine if the curriculum can be streamlined further. The changes will be accomplished during academic year 93-94.

- The Department of Art and Design will continue review of its curriculum to eliminate redundancy within the undergraduate programs. (For example, the B.S. in Art (Studio) and the B.S. in Art with a specialization in Art Education have nearly identical requirements.) Likewise, the number of studio specialties offered will be reviewed to determine if the curriculum is consistent with the resource base, particularly given the need for the department to have an active role within the General Education program of the University.

■ Continuing review of all academic programs in the light of the BHE criteria. For example, the General Education Committee is meeting with all departments of the University to discuss the General Education program and to consider how it may be improved.

■ School structure; particularly with regard to whether departments or schools can be combined. For example, the School of Engineering proposes the combination of the Mechanical Engineering program and the Department of Industrial Engineering into a Department of Mechanical and Industrial Engineering. Approval of this change through all levels will be accomplished during academic year 93-94.

■ The University is continuing to explore an agreement with a single travel agency to handle arrangements for all University travel. This will result in some streamlining of travel and disbursement functions, will reduce costs, and will make it easier to produce comprehensive summaries of University travel during the course of a fiscal year. Resulting savings will be reallocated in accord with the four-year plan.

■ Review of Intercollegiate Athletics. Recommendations have been received from the Intercollegiate Athletics Committee (ICAC), which spent academic year 1992-93 considering plans to reduce the dependence of Intercollegiate Athletics on state dollars. Currently the University supports 14 varsity sports, including eight for men and six for women. All sports are played in NCAA Division II except men's soccer, which is played in Division I. The appropriated portion of the budget of IA is \$225,500. A second factor considered by the ICAC is the equitable allocation of resources for men's and women's sports that will meet Title IX requirements for gender equity. Constituency review of the ICAC recommendations is now beginning, and a final report with recommendations will be forwarded by the Vice President for Development and Public Affairs to the President not later than the end of the Fall 1993 semester.

■ As present capacity permits, the University will continue to work toward enrollment increases in the undergraduate programs in civil, industrial and mechanical engineering, in view of IBHE recommendations in its July 7, 1992 *Review of Engineering Programs*. Enrollments have steadily increased. Enrollment in civil engineering has doubled between 1983 and 1991. Enrollment in industrial engineering has increased since 1986, with a slight dip after the mechanical engineering program began in 1990. Mechanical engineering enrollment doubled between 1990 and 1991.

Mr. Kochan stated that PQP was a very strenuous activity on the various campuses from the faculty, students, staff, and other concerned constituencies. He explained that while he didn't agree with every aspect in the productivity report, he did feel that the campuses had adhered to the spirit of PQP.

Mr. Norwood moved approval. The motion was duly seconded. Student Trustee opinion in regard to the motion was indicated as follows: Aye, Mark Kochan; nay, none. The motion carried by the following recorded vote: Aye, John Brewster, Molly D'Esposito, William R. Norwood, Harris Rowe, Celeste M. Stiehl, A. D. VanMeter, Jr., George T. Wilkins, Jr.; nay, none.

The following matter, as amended, was presented:

CREATION OF A COLLEGE OF ARTS AND SCIENCES, SIUE

Summary

This matter proposes the creation of a College of Arts and Sciences at Southern Illinois University at Edwardsville. The Schools of Fine Arts and Communications, Humanities, Sciences, and Social Sciences, and University College would be abolished, and several academic departments and non-academic units would be realigned in the formation of the College of Arts and Sciences. Attached are lists showing the organization of departments and units at present and as proposed.

Rationale for Adoption

Formation of a College of Arts and Sciences at SIUE has been considered from time to time over the history of the institution. President Lazerson raised the issue in addresses to the University as Provost in 1978, and again as President in 1985. In his State of the University address in January 1990, President Lazerson proposed that the University formally review the organization of Academic Affairs and requested that the Provost in conjunction with the Faculty Senate address the issue. Provost Werner proposed in January, 1992 that most units within the Schools of Fine Arts and Communications, Humanities, Sciences, and Social Sciences, as well as University College, Instructional Services, and Academic Counseling and Advising, be merged into a College of Arts and Sciences. The Provost noted that certain academic departments and units within the other existing Schools might be placed in the new College and sought the Faculty Senate's advice on their placement.

The Provost based his proposal on his experience in working with the existing structure of Academic Affairs and his judgment of the extent to which that structure impedes the University in fulfilling its mission, particularly that of achieving excellence in undergraduate education. He cited several problems with the existing structure.

1. No one office is responsible for the General Education Program that is the foundation for all baccalaureate education at SIUE. At the operational level, the responsibility for offering courses in the Program is distributed among six schools with no mechanism for coordinating offerings to meet student needs. Students have encountered significant problems in making orderly progress toward completing their degree requirements because of this lack of coordination. Further, there is no ongoing mechanism to monitor and evaluate the General Education Program and to propose curricular and other changes to achieve the University's educational goals. To the extent that this is now accomplished in the General Education Program, it is through a number of committees and offices in a highly fragmented manner.

2. The current structure lacks coherence for the arts and sciences disciplines. Decisions on resource allocations to and among the arts and sciences disciplines are not developed and coordinated as part of an on-going, overall plan to support arts and sciences program priorities.

3. The current structure impedes coordination and integration between the University's work in developmental education and the regular academic programs. SIUE serves a significant population needing developmental work; that work needs to be closely coordinated with the regular curriculum. Yet since the Office of Instructional Services is located outside the school structure, coordination is fragmented at best. Better coordination between the developmental and regular curricula could assist in improving student retention, particularly of high risk students.

4. Students who have not yet been accepted into a major lack a home in the University. Such students are advised by Academic Counseling and Advising, but they are not actually in that unit and, in effect, have no academic home. Retention is directly related to the extent to which students have a sense of being a part of the University. Placing new students who have not been admitted to a major into the College would enhance this sense of belonging.

5. The current structure is expensive. The administrative costs of a College of Arts and Sciences would be significantly less than what is now spent on maintaining five dean's offices as well as the administrative structures in the other units proposed for assignment to the College.

On the recommendation of the Faculty Senate, the Provost's proposal was studied intensely by a committee of faculty, staff, and administrators over a period of seven months. The committee considered four principal options for the amelioration of the problems identified by the Provost and recommended formation of a College of Arts and Sciences as the most effective option. Since the committee's report and the Provost's subsequent review and recommendation, the President has received formal advice internally from the Faculty and Staff Senates. Members of the faculty and staff individually have also

provided opinions regarding the College. The Management Audit Team's report, released in early January, 1993, supported the Provost's recommendation. The President has also received information and advice from the Illinois Board of Higher Education and a visiting team from the North Central Association of Colleges and Schools on the organization of SIUE's academic schools.

Based on this array of information and advice, the President concluded that formation of a College of Arts and Sciences is in the best interests of the University. In particular, the College would enhance student learning by providing a structure to coherently focus and adjust resources on the design, delivery, and maintenance of the General Education Program as the foundation of all baccalaureate education at SIUE.

The President proposes the following schedule for formal approval and implementation of the College. In devising this timetable, the President has taken account of workload concerns expressed by the Faculty and Staff Senates. The schedule also permits the incoming president to be fully involved in the implementation process and to appoint the dean.

July, 1993	First consideration by the SIU Board of Trustees of the proposal to establish the College.
September, 1993	SIU Board of Trustees approval sought for formation of the College.
October, 1993	Search Committee for Dean appointed and Implementation Committee appointed.
March, 1994	Dean appointed.
July, 1994	Dean takes office.
July, 1994 - June, 1995	Dean works with Implementation Committee to conclude work on operating papers, promotion and tenure guidelines and procedures, and other matters.
July, 1995	College implemented. Existing units abolished.

Considerations Against Adoption

The Faculty Senate passed a resolution opposing creation of a College of Arts and Sciences. The Staff Senate passed a resolution recommending that consideration of the creation of a College of Arts and Sciences be delayed until FY 1995.

Constituency Involvement

The proposal to create a College of Arts and Sciences was initiated by the Provost and Vice-President for Academic Affairs. It has been reviewed and approved by the College of Arts and Sciences Committee, a committee of

faculty, staff, and administrators formed by the Provost on the recommendation of the Faculty Senate. The Faculty and Staff Senates reviewed the proposal and their actions are described in the preceding section. The proposal is recommended for approval by the Provost and Vice-President for Academic Affairs and by the President, SIUE.

Resolution

BE IT RESOLVED, By the Board of Trustees of Southern Illinois University in regular meeting assembled, That the College of Arts and Sciences, SIUE, be and is hereby established, with implementation effective July 1, 1995, and the academic reorganization presented herein be and is hereby approved;

BE IT FURTHER RESOLVED, That the School of Fine Arts and Communications, the School of Humanities, the School of Sciences, the School of Social Sciences, and University College, SIUE, be and are hereby abolished effective June 30, 1995;

BE IT FURTHER RESOLVED, That the Chancellor of Southern Illinois University be and is hereby authorized to take all actions necessary to the execution of this resolution and to approve such minor modifications as may be recommended subsequently by the President, SIUE, in accordance with established policies and procedures; and

BE IT FURTHER RESOLVED, That the administration will consult with the Faculty Senate for the purpose of developing a set of principles upon which the implementation of the new college would be based, including the search for the Dean and the development of operating papers;

BE IT FURTHER RESOLVED, That this action be reported to the staff of the Illinois Board of Higher Education.

PRESENT AND PROPOSED PLACEMENT OF THE DEPARTMENTS
AND UNITS AFFECTED BY THE CREATION OF THE
COLLEGE OF ARTS AND SCIENCES

<u>Department</u>	<u>Present Placement School</u>	<u>Proposed Structure School</u>
Anthropology	Social Sciences	Arts and Sciences
Art and Design	Fine Arts and Communications	Arts and Sciences
Biological Studies	Sciences	Arts and Sciences
Chemistry	Sciences	Arts and Sciences
Computer Science	Sciences	Arts and Sciences
English Language and Literature	Humanities	Arts and Sciences
Foreign Languages and Literature	Humanities	Arts and Sciences
Geography	Social Sciences	Arts and Sciences
Historical Studies	Humanities	Arts and Sciences
Mass Communications	Fine Arts and Communications	Arts and Sciences
Mathematics and Statistics	Sciences	Arts and Sciences
Music	Fine Arts and Communications	Arts and Sciences
Philosophical Studies	Humanities	Arts and Sciences
Physics	Sciences	Arts and Sciences
Political Science	Social Sciences	Arts and Sciences
Psychology	Education	Arts and Sciences
Public Administration and Policy Analysis	Social Sciences	Arts and Sciences
Sociology and Social Work	Social Sciences	Arts and Sciences
Speech Communication	Fine Arts and Communications	Arts and Sciences
Speech Pathology and Audiology	Fine Arts and Communications	Arts and Sciences
Theater and Dance	Fine Arts and Communications	Education
		Arts and Sciences
<u>Other Units</u>	<u>School/Unit</u>	<u>School/Unit</u>
Academic Counseling and Advising	Admissions and Retention	Arts and Sciences
AFROTC/Army ROTC*	University College	Business
Broadcasting Services**	Fine Arts and Communications	Abolished*
Contract Archaeology	Social Sciences	Arts and Sciences
Instructional Services	Admissions and Retention	Arts and Sciences
Regional Research and Development Services	Social Sciences	Arts and Sciences
WSIE	Fine Arts and Communications	Arts and Sciences

**This action is proposed in another RME. **This action is proposed in another RME.

**PRESENT DEPARTMENTAL STRUCTURE
SIUE**

School of Business

Accounting
Economics
Finance
Management
Management Information Systems
Marketing

School of Dental Medicine

Applied Dental Medicine
Growth, Development and Structure
Restorative Dentistry

School of Education

Curriculum and Instruction
Educational Leadership
Health, Recreation, and Physical Education
Psychology
Special Education

School of Engineering

Civil Engineering
Construction
Electrical Engineering
Industrial Engineering

School of Fine Arts and Communications

Art and Design
Mass Communications
Music
Speech Communication
Speech Pathology and Audiology
Theater and Dance

Graduate School

School of Humanities

English Language and Literature
Foreign Languages and Literature
Philosophical Studies

School of Nursing

School of Sciences

Biological Sciences
Chemistry
Computer Science
Mathematics and Statistics
Physics

School of Social Sciences

Anthropology
Geography
Historical Studies
Political Science
Public Administration and Policy Analysis
Sociology and Social Work

University College

**PROPOSED DEPARTMENTAL STRUCTURE
SIUE**

College of Arts and Sciences

Anthropology
Art and Design
Biological Studies
Chemistry
Computer Science
English Language and Literature
Foreign Languages and Literature
Geography
Historical Studies
Mass Communications
Mathematics and Statistics
Music
Philosophical Studies
Physics
Political Science
Psychology
Public Administration and Policy Analysis
Sociology and Social Work
Speech Communication
Theater and Dance

School of Business

Accounting
Economics
Finance
Management
Management Information Systems
Marketing

School of Dental Medicine

Applied Dental Medicine
Growth, Development and Structure
Restorative Dentistry

School of Education

Curriculum and Instruction
Educational Leadership
Health, Recreation, and Physical Education
Special Education
Speech Pathology and Audiology

School of Engineering

Civil Engineering
Construction
Electrical Engineering
Industrial Engineering

Graduate School

School of Nursing

Mr. Norwood moved approval of the resolution as amended. The motion was duly seconded. Student Trustee opinion in regard to the motion was indicated as follows: Aye, Mark Kochan; nay, none. The motion carried by the following recorded vote: Aye, John Brewster, Molly D'Esposito, William R. Norwood, Harris Rowe, Celeste M. Stiehl, A. D. VanMeter, Jr., George T. Wilkins, Jr.; nay, none.

The following matter, as amended, was presented:

SALARY INCREASE PLANS FOR FISCAL YEAR 1994

Summary

This matter presents for Board approval salary increase plans for Fiscal Year 1994. These plans do not intend to establish specific salary recommendations for each employee, but rather to set forth general policies and parameters within which employee salary increases can be made.

Rationale for Adoption

Board policy requires the annual approval of salary increase plans which establish the general parameters for the distribution of salary increase funds. The plans do not address changes in salaries established through collective bargaining.

Adequate salaries for our faculty and staff remain a high priority for the University. This year SIUC, SIUE, and the Office of the Chancellor plan to distribute an average salary increase of approximately 1.5% based on merit. These units (excluding the School of Medicine at Springfield for Civil Service employees) also plan to distribute an additional average increase of up to 1.0% to cover academic promotions, market adjustments, equity adjustments, and matching offers. The School of Medicine at Springfield plans to distribute an average of up to 3.5% to Civil Service employees to cover these categories of increases. This latter action is advisable because of the sizable disparity between the salaries of these employees and the salaries of their counterparts in state agencies and other universities. These increases would be effective July 1, 1993.

Considerations Against Adoption

The current budgetary situation of the state and the University make it impossible to address the many needs that exist. In addition, the future budgetary situation remains unclear.

Constituency Involvement

The SIUC and SIUE plans are consistent with previous plans and discussions the Presidents have had with their constituencies.

Resolution

BE IT RESOLVED, By the Board of Trustees of Southern Illinois University in regular meeting assembled, That SIUC, SIUE, and the Office of the Chancellor are hereby authorized to grant an average salary increase of 1.5% to faculty, administrative and professional staff, and Civil Service range employees based on merit.

BE IT FURTHER RESOLVED, That these units are hereby authorized to grant an additional average increase of up to 1.0% to faculty, administrative and professional staff, and Civil Service range employees to cover academic promotions, market adjustments, equity adjustments, and matching offers (except for Civil Service employees at the School of Medicine in Springfield).

BE IT FURTHER RESOLVED, That the School of Medicine at Springfield is hereby authorized to grant an additional average increase of up to 3.5% to Civil Service employees to cover market adjustments, equity adjustments, and matching offers.

BE IT FURTHER RESOLVED, That the Chancellor of Southern Illinois University, the President of Southern Illinois University at Carbondale, and the President of Southern Illinois University at Edwardsville receive a merit increase of 1.5%. In addition, each of them will receive a market adjustment of 1%.

BE IT FURTHER RESOLVED, That these increases will be effective July 1, 1993.

Mrs. D'Esposito moved the resolution as amended. The motion was duly seconded. She thanked everyone who had participated in the discussion of this matter in the Finance Committee meeting. She explained that some very important issues had come out, there was some genuine disagreement of how to proceed, but she thought the issue was aired in a very good manner.

Mr. Brewster explained that his remarks in opposition to this matter did not in any way indicate that he didn't think the increases weren't deserved. He pointed out that other universities were paying more, but where they were getting the funds was a decision each one had to make within their own conscience. He stated that from the senior administrators down, you do a

great job, this is a great university, and he thought the money was deserved. He stated that his dispute was where we get the money and how we pay for the increases.

Dr. Kraft, Chair of the Graduate Council, SIUC, reiterated the concern from the faculty with respect to the distribution formula to be used for this salary increase. He stated that he felt the faculty would be more comfortable if it was going to be a 2% merit increase with 1/2% being held back for the promotions and equity considerations. He hoped this issue might be revisited at some other time before future salary increases are given; at least to get the concern of the faculty with respect to these issues and how that money is being reallocated.

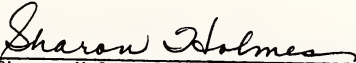
Mr. Kochan stated that he was not against the increase, but that he was not a fan of reallocation for this item.

The motion having been duly made and seconded, the Chair called for a roll call vote. Student Trustee opinion in regard to the motion was indicated as follows: Aye, none; nay, Mark Kochan. The motion carried by the following recorded vote: Aye, Molly D'Esposito, William R. Norwood, Harris Rowe, Celeste M. Stiehl, A. D. VanMeter, Jr., George T. Wilkins, Jr.; nay, John Brewster.

The Chair stated that a news conference would be held in this room and that there will be a subsequent news conference with Professor Elliott.

Dr. Wilkins moved that the meeting be adjourned. The motion was duly seconded, and after a voice vote the Chair declared the motion to have passed unanimously.

The meeting adjourned at 12:00 noon.


Sharon Holmes, Executive Secretary

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MINUTES OF THE SPECIAL MEETING OF THE BOARD OF TRUSTEES
SOUTHERN ILLINOIS UNIVERSITY
OCTOBER 13, 1993

A special meeting of the Board of Trustees of Southern Illinois University convened at 3:31 p.m., in the Board Room, Magna Group, Inc., Magna Place, Highway 40 and Brentwood Boulevard, St. Louis, Missouri. The Chairman and Secretary being present, the meeting was called to order. The following members of the Board were present:

Nick Adams
John Brewster
Molly D'Esposito, Vice-Chair
Mark A. Kochan
William R. Norwood
Harris Rowe
A. D. VanMeter, Jr., Chair
George T. Wilkins, Jr., Secretary

The following member was absent:


Celeste M. Stiehl

Also present were Dr. James M. Brown, Chancellor of Southern Illinois University, and Mr. C. Richard Gruny, Board Legal Counsel.

A quorum was present.

Mrs. D'Esposito moved that the Board go into closed session to consider information regarding the appointment, employment or dismissal of employees or officers, and adjourn directly from the closed session with no action having been taken. The motion was duly seconded. The motion carried by the following recorded vote: Aye, Nick Adams, John Brewster, Molly D'Esposito, Mark A. Kochan, William R. Norwood, Harris Rowe, A. D. VanMeter, Jr., George T. Wilkins, Jr.; nay, none.

The meeting adjourned at 5:29 p.m.



George T. Wilkins, Jr., Secretary

MINUTES OF THE MEETING OF THE BOARD OF TRUSTEES
SOUTHERN ILLINOIS UNIVERSITY
OCTOBER 14, 1993

The regular monthly meeting of the Board of Trustees of Southern Illinois University convened on Thursday, October 14, 1993, at 10:40 a.m. in the Ballroom of the University Center, Southern Illinois University at Edwardsville, Edwardsville, Illinois. The regular Chair and Secretary being present, the meeting was called to order. The following members of the Board were present:

Nick Adams
John Brewster
Molly D'Esposito, Vice-Chair
Mark A. Kochan
William R. Norwood
Harris Rowe
A. D. VanMeter, Jr., Chair
George T. Wilkins, Jr., Secretary

The following member was absent:

Celeste M. Stiehl

Executive Officers present were:

James M. Brown, Chancellor, Southern Illinois University
John C. Guyon, President, SIUC
Earl E. Lazerson, President, SIUE

Also present were Sharon Holmes, Executive Secretary of the Board; C. Richard Gruny, Board Legal Counsel; and Donald W. Wilson, Board Treasurer.

The Secretary reported a quorum present.

NOTE: Copies of all background documents furnished to the Board in connection with the following matters have been placed on file in the Office of the Board of Trustees.

The Chair explained that Mrs. Stiehl was absent today because she and her husband were in China.

The Chair announced that pursuant to notice the Board of Trustees had held a special meeting at approximately 3:30 p.m. in the Board Room of Magna Group, Inc., Magna Place, Highway 40 and Brentwood Boulevard, St. Louis, Missouri, on Wednesday, October 13, 1993. He continued that the only public portion of the meeting consisted of a motion to close the meeting to the public for the purpose of considering information regarding the appointment, employment or dismissal of employees or officers. He stated that the occasion was the annual evaluation of the Chancellor pursuant to the Statutes of the Board. He stated that the evaluation was most informative and helpful.

The Chair stated that pursuant to notice members of the Board of Trustees had had breakfast with Ms. Elaine Hyden, Executive Director of Audits. He continued that the breakfast had been held in the Board Room of the University Center, Southern Illinois University at Edwardsville.

The Chair introduced Nick Adams, SIUE Student Trustee. He announced that Mr. Adams had been appointed as a member of the Architecture and Design Committee.

Mr. VanMeter also introduced Professor Leslie Sheets representing the SIUC Faculty Senate.

Under Trustee Reports, Mr. Brewster reported that he had attended the September 9 meeting of the Nominating Committee of the Southern Illinois University Foundation. He announced that at that meeting the Nominating Committee had reviewed the various nominees presented and there was a good slate. He explained that the action of that committee now awaits the action of the Foundation Board which is scheduled to meet the first weekend in November.

Mr. Brewster reported that he had attended the meeting of the Merit Board, State Universities Civil Service System on September 21. He stated that there were only three members present and that he is now the senior member

on that Board. He reported that five discharge cases had been presented to the Merit Board, four of which had been approved. He announced that the other discharge case had been denied. He reported that the Merit Board had approved the budget and that various reports of committees had been heard. He stated that with regard to the issue of principal administrative appointments it did not appear that SIU had abused the process. He said that meetings for the following year had also been scheduled.

Mrs. D'Esposito reported that she had attended the October 7 and 8 meetings of the Illinois Board of Higher Education. She explained that there were a few items of business at the very beginning of the day, but that the primary purpose of this meeting was to hear from the twelve university campuses and representatives from the independent colleges and universities concerning their efforts in the area of meeting the mandates of priorities, quality, and productivity begun two years ago by Art Quern, Chairman of the IBHE. She said there had been 26 presenters over the day and a half period. She stated that the Chancellor and the two Presidents had done an excellent job of conveying both the difficulty and challenge placed before the various universities in light of PQP and also that significant progress had been made in meeting the goals. She said she was very proud of their presentations. She explained that the initiative was not over yet; that the next step will be that the campus responses will either be accepted or the IBHE will ask for continued evaluation.

Mr. Norwood stated that he had attended the meeting of the State Universities Retirement System which had met on September 17. He announced that they have a new member, Nancy Froelich, from the Board of Governors. He stated that the board reviewed targeted investments. He reported that the SURS fund is at \$5.1 million, pretty close to where it was last time. He explained

that its income and expenses were equal at this point. He said that SURS supports benefits for its members, but only if the benefits are funded at the time they are given. He reported that the SURS expense budget was 11.4% under projection. He announced that the State Universities Retirement System had received the Government Finance Officers Association Certificate of Achievement for Excellence in Financial Reporting for the 8th consecutive year. He reported that there were over 8,000 of these organizations in the country, 330 statewide, but that only 66 have been recognized with this award, and that only four in the country had received it as many times as SURS. He said that the meeting was reconvened on Monday and Tuesday of this week to consider active bond managers, some of which were hired.

Under Committee Reports, Mrs. D'Esposito, Chair of the Finance Committee, stated that the Committee had met this morning in the Mississippi-Illinois Room of the University Center. She gave the following report:

We would like to recommend for placement on the omnibus motion, Board item J, Creation of Summer Term Fee Schedule, SIUE [Amendment to 4 Policies of the Board C-5]. We discussed a computing system upgrade for the Edwardsville campus and the Legislative Audit Commission hearing that Dr. Brown and his staff attended. We had a preliminary discussion on University Park, SIUE, Inc., which will have a meeting after this Board meeting. We participated in a PQP update during the Academic Matters Committee.

Dr. Wilkins, Chair of the Architecture and Design Committee, stated that the Committee had met following the Finance Committee meeting. He gave the following report:

We received a progress report on the hotel project at SIUC. This matter will come back at a later date. We have a current and pending matter which the Committee acted favorably on.

Mr. Norwood, Chair of the Academic Matters Committee, stated that the Committee had met following the Architecture and Design Committee meeting. He gave the following report:

We had two notice items which will come back: New Program Request, Bachelor of Science Degree Program, Manufacturing Engineering, College of Engineering, SIUC, and the Abolition of the Bachelor of Science Degree Program, Major in Geography, College of Education, SIUC. Item K, Abolition of the Specialization in Linguistics, Master of Arts Degree Program, Major in English, School of Humanities, SIUE, was approved and recommended for the omnibus motion. We received the Seventh Annual Report to the Southern Illinois University Board of Trustees on Goals and Plans to Improve the Participation and Success of Minority, Women, and Disabled Students in Academic Programs; and the Recruitment and Retention of Minority, Women, and Disabled Faculty and Staff. It is a good report and we appreciate the work done on it. We had an information report from SIUE. I think we need to thank a lot of people for that, particularly President Lazerson, who back in 1979 was then Provost and was very instrumental in making sure that the jazz program became a reality at SIUE. Dr. Haley was also instrumental in that program. We were introduced to six young men who gave an exciting and very impressive performance. We thank Rick Haydon, Brett Stamps, and Reggie Thomas for introducing them to us.

Under Executive Officer Reports, President Lazerson reiterated the invitation to the 12:00 o'clock ribbon-cutting ceremony at the Art and Design Building. He announced that the Governor of the State of Illinois will be present at that ceremony. He reported that substantial progress has been made with regard to the residence hall facility and the Olympic Festival Stadium project. He said that the State of Illinois has pledged a campaign through its tourism bureau to make known the Olympic Festival throughout the state and in adjacent regions. He stated he was looking forward to a healthy turnout for that event next summer. He announced that SIUE had received a very substantial amount of money from a Kellogg Grant for the work of SIUE faculty member, Bob Williams, and the river project. He said the project will be receiving a great deal of national publicity.

Chancellor Brown repeated the report he had made in Finance Committee concerning the meeting with the Legislative Audit Commission the end of September. He explained that four years ago, in 1987, the LAC had reported 55 findings for SIU; two years ago, in 1989, it had reported 27, and in 1991 it had reported 17. He continued that of those 17 findings SIU reported that all but 3 had been implemented and were looking forward to closure on the last 3 in

the immediate future. He said that the LAC had found this to be a very commendable reaction to its findings and approved the SIU audit.

Chancellor Brown reported on the IBHE meetings and anticipated learning more about the reaction from the IBHE during the next week or two. He anticipated additional recommendations regarding research and public service and off-campus programs, administrative and support functions, and some modified recommendations regarding programs. He said the SIU report was well received and looked upon favorably.

With regard to the SIUE Presidential Search, Chancellor Brown reported that four candidates had been selected and interviewed and that he would be talking with the committee about its assessment of these candidates early next week. He stated that he hoped to have a recommendation for action before the November meeting, but since he would be departing the country in late October that that schedule might not hold.

The Chair explained the procedure for the Board's omnibus motion and he proposed that, after discussion, there would be taken up the following matters:

REPORT OF PURCHASE ORDERS AND CONTRACTS,
AUGUST, 1993, SIUC and SIUE

In accordance with III Bylaws 1 and 5 Policies of the Board C, summary reports of purchase orders and contracts awarded during the month of August, 1993, were mailed to the members of the Board in advance of this meeting, copies were placed on file in the Office of the Board of Trustees, and these reports are hereby submitted for information and entry upon the minutes of the Board with respect to the actions of the Executive Committee.

CHANGES IN FACULTY-ADMINISTRATIVE PAYROLL - SIUC

I. The following changes in faculty-administrative payroll are submitted to the Board of Trustees for ratification in accordance with the Board Policy on Personnel Approval (2 Policies of the Board B). Additional detailed information is on file in the Office of the President. Where appropriate, salary is reported on a monthly basis and on either an academic year (AY) or fiscal year (FY) basis.

A. Continuing Appointments

<u>Name</u>	<u>Title</u>	<u>Department</u>	<u>Effective Date</u>	<u>Salary</u>
1. Bhattacharya, B	Assistant Professor	Mathematics	08/16/93	\$3,850.00/mo
2. Bhattacharyya, S	Assistant Professor	Management	08/16/93	\$6,000.00/mo
3. Breen, Thomas R.	Assistant Professor	Zoology	09/01/93	\$4,000.00/mo
4. Cheng, Chi-Wai	Assistant Professor	School of Social Work	08/16/93	\$3,888.88/mo
5. Collard, Michael W.	Assistant Professor	Physiology	08/01/93	\$3,835.00/mo
6. Hardy, Laura M.	Assoc Dir of Instit Adv	Foundation	08/16/93	\$3,074.00/mo
7. Huggenvik, Jodi I.	Assistant Professor	Physiology	08/01/93	\$4,000.00/mo
8. Kulkarni, Manohar	Assistant Professor	Mech Engr & Energy Proc	08/16/93	\$5,200.00/mo
9. McKinney, Lucinda	Assistant Professor	Political Science	08/16/93	\$3,445.00/mo
10. Michna, Lee C.	Clinical Supervisor	Rehabilitation Institute	08/15/93	\$2,710.00/mo
11. Molls, Thomas R.	Assistant Professor	Civil Engineering & Mech	08/16/93	\$4,800.00/mo
12. Newson, Lee A.	Assistant Scientist/ Curator of Collections	Center for Arch Invest	08/16/93	\$3,000.00/mo
13. Palmer, Erin L.	Assistant Professor	Art & Design	08/16/93	\$3,333.00/mo
14. Simpson, Robert L.	Academic Advisor	COE Student Services	08/30/93	\$2,258.00/mo
15. Trammel, Rebecca J.	Clinical Supervisor	Rehabilitation Institute	08/01/93	\$2,710.00/mo
16. Velasco, Tomas	Assistant Professor	Technology	08/17/93	\$4,300.00/mo
				\$38,700.00/AY
				\$36,000.00/FY
				\$43,200.00/AY
				\$32,520.00/FY
				\$31,005.00/AY
				\$46,800.00/AY
				\$34,999.92/AY
				\$36,000.00/AY
				\$34,650.00/AY

II. The following changes in faculty-administrative payroll at the School of Medicine/Springfield campus are submitted to the Board of Trustees for ratification in accordance with the Board Policy on Personnel Approval (2 Policies of the Board B). Additional detailed information is on file in the Office of the Dean and Provost. Where appropriate, salary is reported on a monthly basis and on either an academic year (AY) or fiscal year (FY) basis.

A. Continuing Appointments

<u>Name</u>	<u>Title</u>	<u>Department</u>	<u>Effective Date</u>	<u>Salary</u>
1. Akers, Gregory*	Clin Asst Prof	Pathology	07/01/93	-----
2. Ayliff, H. Edward	Assoc Prof of Clin Fam Prac	Fam Prac/Med Ed	09/01/93	\$8,706.25/mo \$104,475.00/FY-99* (\$8,750.00/mo \$105,000.00-100%) Additional compensation may be derived through the Medical Services and Research Plan
3. Distlehorst, Linda**	Acting Assoc Dean	Educ Affairs	07/01/93	\$5,416.67/mo \$65,000.04/FY
4. Dobbins, Mary***	Asst Prof of Clin Peditrics	Pediatrics	08/01/93	\$5,312.50/mo \$63,750.00/FY-51* (\$10,416.67/mo \$125,000.04/FY-100%) Additional compensation may be derived through the Medical Services and Research Plan
5. Gilbert, George*	Clin Asst Prof	Fam Prac	09/01/93	-----
6. Getto, Carl J.	Dean and Provost and Professor	Dean and Provost and Psychiatry	01/01/94	\$15,333.33/mo. \$184,000/FY-80* Additional compensation of \$3,833.33/mo. \$46,000/FY-20* will be derived through the Medical Services and Research Plan
7. Hagan, David*	Clin Asst Prof	Fam Prac	09/01/93	-----

*This appointment carries faculty privileges except that time in this appointment does not count toward tenure.
 **Temporary appointment as Acting Associate Dean for Educational Affairs. Interim appointment until permanent candidate is selected. Continuing appointment as Assistant Dean for Curricular Affairs and Assistant Professor in Medical Education.

***Previously served as volunteer faculty as Clinical Instructor in the Department of Pediatrics.

A. Continuing Appointments (continued)

<u>Name</u>	<u>Title</u>	<u>Department</u>	<u>Effective Date</u>	<u>Salary</u>
8. Kerr, Lawrence	Assoc Prof	Surgery	09/01/93	\$8,808.33/mo \$105,699.96/FY-51% (\$17,271.24/mo \$207,254.88/FY-100%) Additional compensation may be derived through the Medical Services and Research Plan
9. Kirby, William M.*	Clin Asst Prof	Pathology	07/01/93	-----
10. Poole, Connie***	Act Dir Med Lib Sciences	Info & Comm Sciences	09/08/93	\$4,365.58/mo \$52,386.96/FY
11. Sangster, William*	Clin Asst Prof	Fam Prac	07/01/93	-----
12. Skeadas, Gus	Biomed Res Admin	Med Micro	08/02/93	\$2,977.42/mo \$35,729.04/FY
13. Webb, Brian*	Clin Asst Prof	Pathology	07/01/93	-----
B. <u>Award of Tenure</u>				
<u>Name</u>	<u>Title on Effective Date of Tenure</u>	<u>Department</u>	<u>Effective Date</u>	
1. Getto, Carl J.	Dean and Provost and Professor	Dean and Provost and Psychiatry	01/01/94	

*This appointment carries faculty privileges except that time in this appointment does not count toward tenure.
***Temporary appointment as Acting Director, Medical Library. Interim appointment until permanent candidate is selected. Continuing appointment as Research Assistant Professor in Information and Communication Sciences.

CHANGES IN FACULTY-ADMINISTRATIVE PAYROLL - SIUE

1. The following changes in faculty-administrative payroll are submitted to the Board of Trustees for ratification in accordance with the Board Policy on Personnel Approval (2 Policies of the Board B). Additional detailed information is on file in the Office of the President. Where appropriate, salary is reported on a monthly basis and on either an academic year (AY) or fiscal year (FY) basis.

A. Continuing Appointments

<u>Name</u>	<u>Title</u>	<u>Department</u>	<u>Effective Date</u>	<u>Salary</u>
1. Bhagavathi, D.	Assistant Professor	Computer Science	August 16, 1993	\$4,800.00/mo
2. Boyle, Joseph R.	Assistant Professor	Special Education	August 16, 1993	\$3,400.00/mo
3. Denby, Robert V.	Assistant Professor	English Lang. & Lit.	August 18, 1993	\$3,000.00/mo
4. Fare, Philip C.	Assistant Professor	Mass Communications	August 16, 1993	\$4,000.00/mo
5. Parman, Craig E.	Assistant Professor	Physics	August 16, 1993	\$3,800.00/mo
6. Rotter, Bruce E.	Assistant Professor	SDM-Appld. Dent. Med.	August 01, 1993	\$5,417.00/mo
7. Schulz, Kurt E.	Assistant Professor	Biological Sciences	August 18, 1993	\$3,650.00/mo
8. Thierstein, Joel	Assistant Professor	Mass Communications	August 16, 1993	\$4,334.00/mo
9. Yan, Xiaojun	Assistant Professor	Engineering, Mechanical	August 16, 1993	\$4,700.00/mo

B. Leave of Absence With Pay

<u>Name</u>	<u>Type of Leave</u>	<u>Department</u>	<u>Purpose</u>	<u>Date and % of Leave</u>
1. Revard, Stella	Professional	English Lang. & Lit.	NEH Award for research	09/01/93-05/15/94 100%

CREATION OF SUMMER TERM FEE SCHEDULE, SIUE
AMENDMENT TO 4 POLICIES OF THE BOARD C-5]

Summary

This matter would amend SIUE's general student fee schedule to create a separate schedule of fees for the summer term. The changes would be effective for summer, 1994. Creation of the summer term schedule corrects an oversight in the conversion of fees for the semester calendar.

Rationale for Adoption

At its July 9, 1992 meeting, the Board approved the conversion of SIUE's tuition and fee policies to a semester basis, effective with fall term 1993. In preparing the tuition and fee conversion, one of the principles followed was that the conversion would not result in additional costs to students. The conversion approved did not differentiate between fees that would be assessed for a semester and those to be assessed for the summer session.

As a result, a student attending the summer session would pay the same amount in fees as for a semester (an amount equal to the fees that had been assessed for 1.5 academic quarters). Such a conversion is inappropriate for activity and facility fees (Athletic, University Center, Student Welfare and Activity, and Student Fitness Center Fees) because the functions supported by those fees would be provided for a 10-week (summer) period rather than a 15-week (semester) period. The cost of these functions is time-related and not related to a particular academic calendar.

The Textbook Rental and the Student-to-Student Grant Fees are exceptions because the cost of the functions they support are directly related to the semester academic calendar. The S-T-S Grant Fee will have to support offsetting the semester-based tuition rates which apply to all courses regardless of the academic term in which the courses are taken. Similarly, the Textbook Rental Fee will provide texts for semester-based courses taken in the summer. For any given semester-based courseload, the cost of providing the texts is the same whether the courses are taken during the summer or during an academic year semester.

This matter corrects the earlier oversight by creating a separate fee schedule for the summer session with activity and facility fee rates equal to those previously assessed for a summer quarter, and Textbook Rental and S-T-S Grant Fees remaining at the semester rates. With the correction, a student who attends during the summer would pay \$16.25 more in fees than under the quarter-based fee rates. The added costs are due to the Textbook Rental and S-T-S Grant Fees remaining on a semester rate basis, and are justified by the added value that students will receive from these functions in the summer.

Considerations Against Adoption

University officers are aware of none.

Constituency Involvement

This corrective action was discussed with SIUE student leaders during fall 1992.

Resolution

BE IT RESOLVED, By the Board of Trustees of Southern Illinois University in regular meeting assembled, That, effective with the collection of fees for summer term, 1994, 4 Policies of the Board C-5 be and is hereby amended as follows:

5. General student fee schedule for Southern Illinois University at Edwardsville in effect Summer term, 1994:

a. Fall and Spring Semester Fee Rates

<u>Credit Hours</u>	<u>Athletic Fee</u>	<u>Textbook Rental Fee</u>	<u>University Center Fee</u>	<u>Student-to-Student Grant Fee</u>	<u>Student Welfare & Activity Fee</u>	<u>Student Fitness Center Fee</u>
1	\$ 3.15	\$ 4.30	\$14.70	\$ 0	\$32.00	\$42.75
2	6.30	8.60	29.40	0	33.40	42.75
3	9.45	12.90	44.10	0	34.80	42.75
4	12.60	17.20	58.80	0	36.20	42.75
5	15.75	21.50	72.00	0	37.60	42.75
6	18.90	25.80	72.00	2.25	42.10	42.75
7	22.05	30.10	72.00	2.25	42.10	42.75
8	25.20	34.40	72.00	2.25	42.10	42.75
9	28.35	38.70	72.00	2.25	42.10	42.75
10	30.55	43.00	72.00	2.25	42.10	42.75
11	30.55	46.50	72.00	2.25	42.10	42.75
12 and over	30.55	46.50	72.00	2.25	42.10	42.75

b. Summer Session Fee Rates

Credit Hours	Athletic Fee	Textbook Rental Fee	University Center Fee	Student-to-Student Grant Fee	Student Welfare & Activity Fee	Student Fitness Center Fee
1	\$ 2.10	\$ 4.30	\$ 9.80	\$ 0	\$21.30	\$28.50
2	4.20	8.60	19.60	0	22.20	28.50
3	6.30	12.90	29.40	0	23.10	28.50
4	8.40	17.20	39.20	0	24.00	28.50
5	10.50	21.50	48.00	0	24.90	28.50
6	12.60	25.80	48.00	2.25	28.05	28.50
7	14.70	30.10	48.00	2.25	28.05	28.50
8	16.80	34.40	48.00	2.25	28.05	28.50
9	18.90	38.70	48.00	2.25	28.05	28.50
10	20.35	43.00	48.00	2.25	28.05	28.50
11	20.35	46.50	48.00	2.25	28.05	28.50
12 and over	20.35	46.50	48.00	2.25	28.05	28.50

BE IT FURTHER RESOLVED, That the Chancellor of Southern Illinois University be and is hereby authorized to take all actions necessary to implement this resolution in accordance with established policies and procedures.

ABOLITION OF THE SPECIALIZATION IN LINGUISTICS,
MASTER OF ARTS DEGREE PROGRAM, MAJOR IN ENGLISH,
SCHOOL OF HUMANITIES, SIUE

Summary

This matter proposes a reasonable and moderate extension to abolish the existing Specialization in Linguistics, Master of Arts degree program, major in English, School of Humanities, SIUE.

Rationale for Adoption

The Linguistics specialization was developed to serve students who are interested either in the relationship between linguistic studies and literature or in the potential applications of linguistics to such areas as teaching English as a second language. The American and English Literature specialization will be modified to permit limited study in Linguistics for those students interested in the relation between linguistics and literature. Since inception of the Teaching English as a Second Language (TESL) specialization in Fall 1989, many students who earlier would have enrolled in the Linguistics specialization have enrolled in the TESL specialization. There are currently 18 admitted students in the TESL specialization, while there are 2 students in the Linguistics specialization.

Considerations Against Adoption

University officers are aware of none.

Constituency Involvement

This proposal was initiated by the Department Chairperson. It has been reviewed and approved by the Curriculum Committee of the School of Humanities and by the Dean of that school. It has the recommendation of the Graduate Council. The proposal is recommended for approval by the Provost and Vice-President for Academic Affairs and by the President, SIUE.

Resolution

BE IT RESOLVED, By the Board of Trustees of Southern Illinois University in regular meeting assembled, That the specialization in Linguistics, Master of Arts degree program, major in English, School of Humanities, SIUE, be and is hereby abolished effective December 31, 1995; and

BE IT FURTHER RESOLVED, That this action be reported to the staff of the Illinois Board of Higher Education.

Abolition of the Linguistics specialization in the
 Master of Arts Degree Program, major in English,
 School of Humanities, SIUE

I. Program Inventory Data:

A. Current:

<u>CIPS CODE</u>	<u>MAJOR</u>	<u>SPECIALIZATIONS/ CONCENTRATION</u>	<u>DEGREE</u>	<u>SCHOOL/ DEPARTMENT</u>
13,1401	English	Teaching English as Second Language	M.A.	English Language and Literature
23.0101	English		B.A./B.S.	English Language and Literature
23.0101	English	American & English Literature	M.A.	English Language and Literature
23.0101	English	Linguistics	M.A.	English Language and Literature
23.0101	English	Teaching of Writing	M.A.	English Language and Literature

B. Proposed:

<u>CIPS CODE</u>	<u>MAJOR</u>	<u>SPECIALIZATIONS/ CONCENTRATION</u>	<u>DEGREE</u>	<u>SCHOOL/ DEPARTMENT</u>
13.1401	English	Teaching English as Second Language	M.A.	English Language and Literature
23.0101	English		B.A./B.S.	English Language and Literature
23.0101	English	American & English Literature	M.A.	English Language and Literature
23.0101	English	Teaching of Writing	M.A.	English Language and Literature

II. Reasons for Proposed Action:

The Linguistics specialization was developed to serve students who are interested either in the relationship between linguistic studies and literature or in the potential applications of linguistics to such areas as teaching English as a second language. The American and English Literature specialization will be modified to permit limited study in Linguistics for those students interested in the relation between linguistics and literature. Since inception of the Teaching English as a SEcond Language (TESL) specialization in Fall 1989, many students who earlier would have enrolled in the Linguistics specialization have enrolled in the TESL specialization. There are currently 18 admitted students in the TESL specialization, while there are 2 students in the Linguistics specialization.

III. Anticipated Budgetary Effects:

There is no budgetary effect as a result of this action. All but two of the courses comprising the Linguistics specialization are required by other specializations in the Department of English Language and Literature. These two courses are being proposed for elimination. Faculty assigned to these two courses will be reassigned to other courses within the department.

IV. Arrangements to be made for Affected Faculty, Staff, Students, Equipment, and Physical Facilities:

There re no effects upon the School's faculty, students, and facilities. Students currently enrolled in the specialization who wish to complete their program of study will have that option. Because of similarities between the Linguistics specialization and the TESL specialization, students wishing to transfer will be able to choose that option with little inconvenience. Appropriate provisions will be made for students who have been admitted to the program but who have not yet graduated.

V. Other Educational Units, Curricula, or Degrees Affected by the Action:

None.

VI. Changes in Catalog Copy:

See attached catalog copy.

VII. Requested Effective Date:

December 31, 1995.

PROGRAM OF STUDY

The specialization in the teaching of writing requires 30 hours for completion, distributed as follows:

Required courses (9 hours): ENG 501, 585a, 596.

Electives (21 hours):

Courses in English and American literature (12 hours).

Courses in writing and linguistics (3 hours) selected from: ENG 490, 491, 492, or 493, and 3 hours selected from either 400- or 500-level courses specific to linguistics.

Course, workshop, or seminar (3 hours) selected from: ENG 578, 581, 589.

FINAL EXAMINATION

The reading list that is reviewed in ENG 596 serves as the basis for the final written examination for this specialization. Determination of the contents of the reading list and evaluation of the examination are the responsibilities of the student's M.A. examining committee. This committee consists of three graduate faculty members chosen by the student, in consultation with the Director of Expository Writing.

Specialization in Linguistics

The linguistics specialization is offered for students interested in the study of the nature of language in general and of the English language in particular. Students may either prepare a thesis or complete a final written examination.

PROGRAM OF STUDY

A minimum of 30 hours of course work is required in either the thesis or examination option.

Required courses (12 hours): ENG 400, 408, 409, 504.

Electives (12 to 15 hours) selected from: ENG 402, 403, 406, 418, 468, 478, 502, 503, 509, 511, 513, 565, 578, 597, or other departmental courses where permission of the instructor and the program advisor has been obtained.

Final Course or Thesis: ENG 594 or 599-6.

FINAL EXAMINATION

Successful completion of the thesis and final defense are required to satisfy the thesis option. Students enrolled in ENG 594 will take a final written examination based on a selected reading list published by the Director of Graduate Studies.

Teaching English as a Second Language

The specialization in teaching English as a second language (TESL) prepares students for professional opportunities related to teaching English to non-native speakers or for advanced graduate programs in similar or related fields. Students

School of Humanities

Dean: David Butler

The School of Humanities offers studies leading to the following graduate degrees: Master of Arts in English; Master of Arts in philosophy; and, in cooperation with the Department of Curriculum and Instruction in the School of Education, participates in the Master of Science in Education degree program in secondary education with teaching fields in English and foreign languages.

The School of Humanities is the editorial home of four periodicals: *Sou'Wester*, a literary magazine of fiction and poetry established in 1960, published three times a year; *Papers on Language and Literature*, an internationally recognized scholarly journal of criticism, published quarterly; *Drumvoices Revue*, a multicultural journal of literary and visual arts, published twice yearly with occasional special issues and anthologies; and *Victorian Periodicals Review*, an internationally recognized scholarly journal of criticism, bibliography, and history, published quarterly.

English

The Department of English Language and Literature offers studies leading to the Master of Arts degree in English with specializations in American and English literature, the teaching of writing, linguistics, and teaching English as a second language, each requiring from 30 to 36 hours of course work beyond the Bachelor of Arts degree for completion. One half of the courses must be at the 500 level. The department, in conjunction with the Department of Curriculum and Instruction, also provides studies leading to the degree, Master of Science in Education, major in secondary education, with a teaching field in English.

Graduate studies in English can prepare the student for advanced graduate work, secondary school teaching, community college teaching, or careers in such fields as law, business, social service, and teaching English as a second language. Courses in women's studies, creative writing, technical writing, and editing also are available.

ADMISSION

In addition to the general requirements of the Graduate School, the following admission requirements must be met. Each applicant must present a one-page biographical statement and, ordinarily, three letters of recommendation.

To demonstrate prerequisite undergraduate preparation, the applicant must give evidence of having completed courses in the survey of American literature, the survey of English literature, and at least one introductory course in linguistics, or their equivalents. If the applicant has not taken at least two years of course work at the college level in a modern or classical foreign language with at least a C average or cannot present satisfactory evidence of equivalent proficiency, this requirement may be satisfied during the course of the student's graduate studies.

The department requires that applicants for admission to the Master of Arts program in English be fully competent in English language skills, both oral and

567-3 METHODS FOR TEACHING ENGLISH AS A SECOND LANGUAGE. Analysis of models for teaching ESL in various educational settings. Includes classroom observation and evaluation. For TESL students. Prerequisite: 468.

578-3 WOMEN AND LANGUAGE. (Same as WMST 578) Study of recent research into ways gender affects language: speaking, reading, and writing. Prerequisite: graduate standing.

579-3 STUDIES IN MODERN LITERATURE. Topics such as short stories by Joyce, Hemingway, Faulkner, and Continental Drama. May be repeated to a maximum of 9 hours so long as no topic is repeated. Prerequisite: graduate standing.

580-3 TRADITIONAL THEMES. Topics such as Biblical themes, Yeats and Shelley as Myth Makers, Lyric Poetry. May be repeated to a maximum of 9 hours so long as no topic is repeated. Prerequisite: graduate standing.

581-1 to 3 PROBLEMS IN TEACHING ENGLISH. Individual study, workshop, or seminar in teaching composition, language, literature, creative writing, and related subjects in education. May be repeated to a maximum of 9 hours so long as no topic is repeated. Prerequisite: consent of instructor.

585a-3 TEACHING COMPOSITION. Introduction to teaching writing. Writing-as-process approach: invention methods; revision techniques; collaborative learning; workshops. Design and evaluation of assignments. Planning writing courses. Prerequisite: consent of instructor.

585b-1 to 2 TEACHING COMPOSITION. Classroom teaching strategies such as teaching grammar through sentence-combining exercises. Prerequisite: consent of instructor.

589-3 COMPUTERS AND WRITING. Workshops or seminars on computer-based writing; computer-aided writing instruction; advances in software and hardware; related topics. Prerequisite: graduate standing.

592-3 CREATIVE WRITING. Workshop with and emphasis on poetry or fiction written by students. May be repeated once for credit. Prerequisites: graduate standing and 300 or 400-level course in creative writing or equivalent and consent of instructor.

593-3 READINGS IN TEACHING ENGLISH AS A SECOND LANGUAGE. Special aspects of teaching English as a second language, e.g., testing; placement; designing and evaluating instructional materials; teaching students with varying levels of English skills. For TESL students. Prerequisite: graduate standing.

594-3 INDEPENDENT REVIEW IN LINGUISTICS. ~~Review of research in linguistics. For non-thesis M.A. candidates in Linguistics specialization. Prerequisite: graduate standing.~~

595-3 PRACTICUM AND INDEPENDENT REVIEW IN TESL. Practicum in TESL and written review of research in TESL. For non-thesis M.A. candidates in TESL specialization. For TESL students. Prerequisite: graduate standing.

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596-3 INDEPENDENT REVIEW OF RESEARCH IN THE TEACHING OF WRITING. Review of materials on reading list for written examination in the teaching of writing specialization. Restricted to M.A. candidates preparing for this examination. Prerequisite: graduate standing.

~~**597-3 READINGS IN LINGUISTICS.** Individual readings in any area of linguistic study. Prerequisite: graduate standing.~~

598-3 INDEPENDENT REVIEW OF ENGLISH AND AMERICAN LITERATURE. Restricted to M.A. candidates who choose to take the written examination based on current M.A. literature reading list. Prerequisite: graduate standing.

599-3 to 6 THESIS. May be repeated to a maximum of 6 hours. Prerequisite: graduate standing.

ENVIRONMENTAL STUDIES (ENVS)

404-3 REGIONAL ENVIRONMENT PLANNING. (Same as GEOG 404) Interrelationships between regions, environments, and planning. Prerequisite: senior standing or consent of instructor.

411-3 HYDROLOGY. (Same as GEOG 411) Hydrologic cycle, major stream systems, and uses of water resources and their relationships to quality and future supplies. Prerequisite: GEOG 111 or consent of instructor.

425-3 GROUNDWATER HYDROLOGY. (Same as GEOG 412) Study of groundwater: occurrence, physical and chemical properties; flow and flow system modeling; relation to rock structure and lithology; contamination of groundwater resources. Prerequisite: GEOG 310, CHEM 113 or equivalents or consent of instructor.

426-3 ENVIRONMENTAL GEOCHEMISTRY. (Same as GEOG 413) The exogenic environment as a geochemical system; natural circulation of water, sediment, carbon, sulfur, nitrogen, and phosphorus; assessment of human activities on these cycles. Prerequisites: GEOG 310, CHEM 113 or equivalents or consent of instructor.

465-3 AQUATIC ECOSYSTEMS. (Same as BIOL 465) Biogeochemistry and community structure of, and man's impact on aquatic systems throughout the world: lakes, streams, and oceans. Laboratory: local freshwater communities. Two lectures, one three-hour laboratory per week. Weekend field trips may be required. Prerequisite: BIOL 220.

466-3 TERRESTRIAL ECOSYSTEMS. (Same as BIOL 466) Community structure, biogeochemistry, and historical development of terrestrial ecosystems. Two lectures, one three-hour laboratory per week. Weekend field trips may be required. Prerequisite: BIOL 220.

473-3 OCCUPATIONAL HEALTH. Concepts and details regarding occupational health. Prerequisite: at least one year of college chemistry.

Mr. Rowe moved the reception of Reports of Purchase Orders and Contracts, August, 1993, SIUC and SIUE; the ratification of Changes in Faculty-Administrative Payroll, SIUC and SIUE; and the approval of the Minutes of the Meetings held September 8 & 9, 1993; Creation of Summer Term Fee Schedule, SIUE [Amendment to 4 Policies of the Board C-5]; and Abolition of the Specialization in Linguistics, Master of Arts Degree Program, Major in English, School of Humanities, SIUE. The motion was duly seconded. Student Trustee opinion in regard to the motion was indicated as follows: Aye, Nick Adams, Mark A. Kochan. The motion carried by the following recorded vote: Aye, John Brewster, Molly D'Esposito, William R. Norwood, Harris Rowe, A. D. VanMeter, Jr., George T. Wilkins, Jr.; nay, none.

The Chair asked the Board to consider a current and pending matter, Increase in Project Budget and Award of Contracts: Art and Design Building Equipment Installation, SIUE. Mr. Norwood moved that the Board consider the matter. The motion was duly seconded. Student Trustee opinion in regard to the motion was indicated as follows: Aye, Nick Adams, Mark A. Kochan. The motion carried by the following recorded vote: Aye, John Brewster, Molly D'Esposito, William R. Norwood, Harris Rowe, A. D. VanMeter, Jr., George T. Wilkins, Jr.; nay, none. The Chair declared that the motion to consider had passed unanimously.

The following matter was presented:

INCREASE IN PROJECT BUDGET AND AWARD OF CONTRACTS: ART
AND DESIGN BUILDING EQUIPMENT INSTALLATION, SIUE

Summary

This matter would approve an increase in the budget for the capital project, Art and Design Building Equipment Installation, SIUE, and would award contracts in connection with the project. The budget would be increased from \$175,000 to \$262,143. The project will be funded from SIUE FY-93 and FY-94

state appropriations allocated for relocation of the Art and Design department from the Wagner Center to the Art and Design Building, and from FY-94 SIUE operating budget funds.

A summary of bids received is attached for information.

Rationale for Adoption

At its June 10, 1993 meeting, the Board approved the project and selected the project architect. AAI/Campbell, Inc., was selected as the architect for the project because the firm was the architect for the construction of the building and, therefore, was familiar with the building plans and specifications and the work that would be required in the equipment installation project. At its meeting of September 9, the Board approved the plans and specifications for the project and authorized the members of the Executive Committee to award contracts in connection with the project.

The project is necessary in order for the Art and Design Building to be fully functional and permit relocation of all art and design courses and programs from the Wagner Center to the new building. The project involves: moving and installing fixed equipment presently located at the Wagner Center; installing additional utility connections, fume and dust collectors, controls, casework, counters, and associated fixtures; and purchasing and installing some new equipment. Consolidation of all art and design programs in the new building cannot be achieved absent the project.

Following approval of the project plans and specifications, bids were solicited and opened on October 5. Bids received exceed the original construction estimate by \$88,643. The following appear to have contributed to this circumstance. The architect underestimated the cost of providing and installing the casework. Casework is the major part of the general construction work in the project. This summer's flooding has resulted in an extraordinarily high volume of construction work in the region and consequently contractors are not pressed to bid as low as in the past in order to secure work. The project is comparatively small for University projects and involves a considerable number of elements. This has the effect of increasing the associated overhead costs for contractors of material acquisition and supervision of their employees.

University officers desire to complete the project as soon as possible because it is in the University's best interests, programmatically and budgetarily, to do so. If the project is not begun during October, the work cannot be completed to a point that will permit relocation of all art and design programs to the new building for spring semester 1994. In this case, the courses and programs currently at the Wagner Center would need to remain there for the duration of the semester because the project work and relocation would be too disruptive to accomplish during a semester. Continuing the programs at the Wagner Center for the spring semester is estimated to cost \$66,000 for utilities, janitorial, maintenance, and security services. Consolidation of the department's programs in the new building will resolve problems of academic program and administrative fragmentation due to the physical separation that now exists. Additionally, University purchasing

officers have no indication that better bids would be secured by rebidding the project.

Considerations Against Adoption

University officers are aware of none.

Constituency Involvement

Not pertinent to this matter.

Resolution

BE IT RESOLVED, By the Board of Trustees of Southern Illinois University in regular meeting assembled, That:

- (1) The budget for the capital project, Art and Design Building Equipment Installation, SIUE, be and is hereby increased to \$262,143.
- (2) Contracts in connection with the said capital project be and are hereby awarded as follows:
 - (a) A contract in the amount of \$115,381 be awarded to Miller-Maack General Contractors, Collinsville, Illinois, for the General Construction Work.
 - (b) A contract in the amount of \$25,962 be awarded to Fritz, Inc., Belleville, Illinois, for the Ventilating and Distribution System for Conditioned Air Work.
 - (c) A contract in the amount of \$20,200 be awarded to Kane Mechanical Inc., Wood River, Illinois, for the Heating, Piping, Refrigeration, and Automatic Temperature Control Work.
 - (d) A contract in the amount of \$16,400 be awarded to J. F. Electric, Edwardsville, Illinois, for the Electrical Work.
 - (e) A contract in the amount of \$19,500 be awarded to Kane Mechanical Inc., Wood River, Illinois, for the Plumbing Work.
- (3) The Chancellor of Southern Illinois University be and is hereby authorized to take all actions necessary to the execution of this resolution in accordance with established policies and procedures.


BIDDING SUMMARY SHEET
 ART AND DESIGN BUILDING
 FIXED EQUIPMENT PROJECT
 ON THE
 SOUTHERN ILLINOIS UNIVERSITY
 AT EDWARDSVILLE CAMPUS

Plans were taken at 2:30 p.m. on October 5, 1993.

<u>PROPOSED AWARDEES</u>	<u>BID PRICE</u>
<u>General Work</u>	
Mer-Maack General Contractors 1000 Merrell Edwardsville, IL 62234	\$115,381.00
<u>Relating and Distribution System</u>	
<u>Conditioned Air Work</u>	
W. J. Z, Inc. 1000 Lebanon Avenue Edwardsville, IL 62220	\$ 25,962.00
<u>Heating, Piping, Refrigeration, and</u>	
<u>Automatic Temperature Control Work</u>	
W. J. Z, Inc. 1000 South Sixth Street Edwardsville, IL 62095	\$ 20,200.00
<u>Electrical Work</u>	
W. J. Z, Inc. 1000 Box 570 Edwardsville, IL 62025	\$ 16,400.00
<u>Painting Work</u>	
W. J. Z, Inc. 1000 South Sixth Street Edwardsville, IL 62095	\$ 19,500.00
Total of Bids	\$197,443.00
Contingency	19,700.00
Architect and Engineer Fees	25,000.00
SIUE Direct Purchase Furnace Control Equipment.	20,000.00
TOTAL COST OF WORK	\$262,143.00

Time to complete: 112 calendar days

ART AND DESIGN BUILDING
FIXED EQUIPMENT PROJECT
ON THE
SOUTHERN ILLINOIS UNIVERSITY
AT EDWARDSVILLE CAMPUS

		GENERAL WORK BASE BID	VENTILATING, AND DISTRIBUTION SYSTEM FOR CONDITIONED AIR WORK BASE BID	HEATING, PIPING REFRIGERATION AND AUTOMATIC TEMPERATURE CONTROL WORK BASE BID
Miller-Maack General Contractors 500 Merrell Collinsville, IL 62234		\$115,381.00		
Thiems Construction P.O. Box 391 103 Seminole Edwardsville, IL 62025		\$115,400.00		
Lamer Construction 100 W. Main Edwardsville, IL 62025		\$142,659.00		
Fritz, Inc. 424 Lebanon Ave. Belleville, IL 62220			\$25,962.00	
Granite Mechanical P.O. Box 693 Granite City, IL 62040			\$38,434.00	
France Mechanical P.O. Box 646 Edwardsville, IL 62025			\$47,800.00	
Kane Mechanical 263 S. 6th St. Wood River, IL 62095				\$20,200.00
Granite Mechanical P.O. Box 693 Granite City, IL 62040				\$21,041.00
France Mechanical P.O. Box 646 Edwardsville, IL 62025				\$32,444.00

ART AND DESIGN BUILDING
FIXED EQUIPMENT PROJECT
ON THE
SOUTHERN ILLINOIS UNIVERSITY
AT EDWARDSVILLE CAMPUS



	ELECTRICAL WORK BASE BID	PLUMBING WORK BASE BID	
J. F. Electric Inc. Old Rt 143 W Box 570 Edwardsville, IL 62025	\$16,400.00		
Pyramid Electric 300 Monticello Place Fairview Heights, IL 62208	\$16,795.00		
Wegman Electric Co. P.O. Box 438 East Alton, IL 62024	\$18,000.00		
Rakers Electric 104 S. Clinton Aviston, IL 62216	\$18,053.00		
Kane Mechanical 263 S. 6th St. Wood River, IL 62095		\$19,500.00	
France Mechanical P.O. Box 646 Edwardsville, IL 62025		\$29,772.00	

Dr. Wilkins moved approval of the resolution. The motion was duly seconded. Dr. Wilkins stated that the matter had been discussed at the Architecture and Design Committee meeting and that Committee had recommended approval. Student Trustee opinion in regard to the motion was indicated as follows: Aye, Nick Adams, Mark A. Kochan. The motion carried by the following recorded vote: Aye, John Brewster, Molly D'Esposito, William R. Norwood, Harris Rowe, A. D. VanMeter, Jr., George T. Wilkins, Jr.; nay, none.

The Chair explained that the SIU Board of Trustees is a very open Board to receive and hear and understand circumstances which may affect any member of the University. He stated that he had been contacted by a student who wished to present a matter to the Board. He stated that with the Board's acquiescence he would permit this student to speak to the Board without prior application to be on the Board's agenda. He asked that she not speak for more than five minutes; that no action will be taken by this Board; and finally, President Lazerson would have an opportunity to comment.

Ms. Skouby made the following comments:

I'm a student at the School of Nursing and I went through the nursing program not quite aware of what I might be facing in my last quarter, in this case semester. I was told the first week of school, which was at the end of August, that as a clinical assignment I would be sent to East St. Louis to work out of the clinic. Prior to that time I had been of the understanding that working at the clinic I would be staying in the clinic in a controlled environment. It was explained to us that what our responsibilities would entail would be going in pairs out into the community to do home health care for the patients there which are young mothers and newborn infants. My concern right away, and I talked to some other students as well, was for safety. Some of this I must admit in the beginning was just my - - what I had read about East St. Louis, what I had always heard about it and so I thought well, before I really take a complaint before anyone I should do a little research on this and not just trust my instincts and so I did that. I contacted some state policemen. We then went to the uniform crime reports in order to get statistics on this because we had been taught from the time we started this university that research and facts are more important than just trusting our gut feelings. So I went to the uniform crime reports and I found that the statistics showed that East St. Louis not only is less safe than the other areas that I could have been sent to, but that it in fact has the highest homicide and aggravated assault rate per capita in the United States. At that

point then we decided to file a complaint and we through, first we went to the Chair, we went through Marcia Custer and then through Dr. Gresley, and then through Dean Creason, and that was myself and one other student. Dean Creason said at that time that what we should do is meet with her one on one. That the other students that had concerns did not need to go through that channel, but that they should meet with her one on one and four of us did that. After we met with her we wrote a letter to the Provost and Vice-President of our concerns. Some of our family members and spouses signed this. At that point we received a response that SIU was acting within the guidelines practiced by other universities in neighborhoods similar to East St. Louis and also that they were going by historical experience and saying that they did not think that changes needed to be made at this time. My concern with that is that if we follow past practices and historical experiences should we not look at the research, should we not look at the current situations? And so I went back and looked at the crime rates in East St. Louis. I did this going back to 1980 because it was what was available to me and repeatedly I've been told by officials at SIU that they have a commitment to East St. Louis. I believe that we should have a commitment to East St. Louis and that commitment should be that we should provide for the psycho-social development of the young children who do not enjoy the safety to go out on the playground the way that my children do. I don't think they can walk the streets as safely and as comfortably and that concerns me. I think our commitment ought to be in that realm. We need to address the safety for them as well as for any students that we will send there. However, I then took these statistics, looking back through 1980 because we had made a commitment, I think 20-30 years ago committed to East St. Louis, and I found that from 1980, although we had our clinic there and we were providing for the community, that the homicide rates between 1980 and 1991 tripled. However, SIU and the officials here are telling me that there are no additional guidelines that need to be implemented for our safety and I'm very concerned about that. It seems to me that the rates are tripling that we might need to look at additional safety procedures in place for the students. Also I want to say that my research that I have done, and actually I used FBI statistics, has been completely ignored whenever they said they were going to implement no new interventions for our safety because of past practices and historical experience. It negates research and I think that from the time that I have become acquainted with SIU and the School of Nursing I have been told that research is vitally important to our professional development. And so I've done that. I would like to say that we have always with our patients been told not to implement any interventions just because of past practice, because a nurse in the past has implemented that intervention, but to implement interventions based on research, scientific rationale, and basis, and we would earn respect from both the patients and the medical community in that respect. However, it is interesting to me that the same officials are looking at this issue and stating that they are not going to make changes in the safety procedures because of historical practices. These are some of the issues that I want to address. My other concern is I want to tell you that the 30-60 day appeal process was never really truly an option for me because by the time I started with my complaint process after it was explained to me what my duties would be in East St. Louis I did not have that amount of time. For those students who started in East St. Louis at the beginning of this semester they had no time in order to go through an appeal process. So perhaps the time period on the appeal process is not realistic in this instance. If no one wants to deal with this issue I understand that. But why

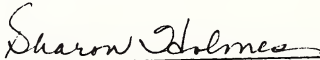
don't we just say that that's the case. Also I wonder whether or not students deserve choices. It appears to me that in this case I had absolutely no choice. I spent the last 7-8 weeks of my student career at SIU going to East St. Louis without reason. I have not been able to understand the reason and this is difficult for me. I'm also wondering who at SIU is going to provide for my children in the event something happens to me. I don't know. Perhaps Dean Creason has a very big home and I would certainly hope so because I have a dog as well. I want to address also the issue that I have been made to appear that I have no compassion for the community and the people of East St. Louis. And that is absolutely not the case. I am saying that we need to address our safety in order to provide for these people. Perhaps a good analogy of that might be that we do not send nurses into the combat zone out onto the field where the bombs are dropping, we bring the injured to the nurses, and I'm only asking that we look at alternatives and that we not remain closed minded to this issue and that we do continue to help the community of East St. Louis and in doing so I think we need to address their safety. We need to address their children's safety. Thank you.

President Lazerson stated that he didn't believe he should address the substance of the complaint because that's an ongoing matter. He did state that the school had decided that there was an avenue whereby the school decision could be appealed to the Provost and next to the President. He continued that in general terms, he thought the University was very much mindful of the safety issue and had done what was thought to be reasonable to do. He stated that this was in effect a community health program; that the community was where we needed to be.

The Chair announced that there would be a meeting of the members of the Corporation of University Park, SIUE, Inc., immediately following.

Dr. Wilkins moved that the meeting be adjourned. The motion was duly seconded, and after a voice vote the Chair declared the motion to have passed.

The meeting adjourned at 11:25 a.m.


 Sharon Holmes, Executive Secretary

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MINUTES OF THE MEETING OF THE BOARD OF TRUSTEES
SOUTHERN ILLINOIS UNIVERSITY
NOVEMBER 11, 1993

The regular monthly meeting of the Board of Trustees of Southern Illinois University convened on Thursday, November 11, 1993, at 11:15 a.m. in Ballroom "D" of the Student Center, Southern Illinois University at Carbondale, Carbondale, Illinois. The regular Chair and Secretary being present, the meeting was called to order. The following members of the Board were present:

Nick Adams
John Brewster
Molly D'Esposito, Vice-Chair
Mark A. Kochan
Celeste M. Stiehl
A. D. VanMeter, Jr., Chair
George T. Wilkins, Jr., Secretary

The following members were absent:

William R. Norwood
Harris Rowe

Executive Officers present were:

John S. Haller, Jr., Vice-Chancellor for Academic Affairs
John C. Guyon, President, SIUC
Earl E. Lazerson, President, SIUE

Also present were Sharon Holmes, Executive Secretary of the Board; C. Richard Gruny, Board Legal Counsel; and Donald W. Wilson, Board Treasurer.

The Secretary reported a quorum present.

NOTE: Copies of all background documents furnished to the Board in connection with the following matters have been placed on file in the Office of the Board of Trustees.

The Chair announced that pursuant to notice the Board of Trustees had been invited to a reception sponsored by the Undergraduate Student Government and the Graduate and Professional Student Council the previous evening in the Student Center. On behalf of all of the Trustees, he thanked them for a most

enjoyable evening and for the opportunity to talk with some of the campus leaders. He also stated that pursuant to notice members of the Board of Trustees had had breakfast with Frederick Williams, Director of the SIUC Honors Program, Scott Bevis, and Ambar Zobairi. He continued that the breakfast had been held in the Friends Room of Touch of Nature at 7:30 a.m. this morning.

The Chair announced that the May 12, 1994, meeting of the Board of Trustees will be held at the Southern Illinois University School of Medicine in Springfield and that the June 9, 1994, meeting of the Board of Trustees will be held at the Southern Illinois University at Edwardsville School of Dental Medicine in Alton. He explained that the reversing of those two meetings was being changed to accommodate the School of Medicine and the School of Dental Medicine.

Under Trustee Reports, Mr. Brewster reported that he had attended the October 22 meeting of the Board of Directors, The Association of Alumni, Former Students and Friends of Southern Illinois University, Incorporated, on behalf of Mr. Norwood. He stated that the report of the Committee to Study the Future of Athletics at SIUC had been discussed at length and the Alumni Association Board of Directors passed a resolution in support of that report. He explained that there had been a discussion about the recommendations concerning possible additional sources of revenues from advertisers, but that no action was taken on that issue. He stated that the Board of Directors had considered the proposed legislation by Gerald Hawkins concerning alumni representation on the SIU Board of Trustees, and that the Association would support that legislation.

Mr. Brewster stated that he had attended the November 6 meeting of the Board of Directors of Southern Illinois University Foundation. He stated that the Board of Directors had heard reports from various committees. He continued that one report concerned contributions to the Foundation which were

up to approximately \$8 million through the fiscal year. He announced that a Vice-President, John R. Quatroche, had been hired to conduct the fund-raising activities for the University and that he would be coming on board after the first of the year. He stated that there had been a report on investments and a presentation on science education for the 21st century. He announced that there had been a discussion by the School of Medicine to propose an endowed chair in the name of Dean Moy. He stated that the Foundation Board of Directors wholeheartedly supports that concept and the goal of raising \$2 million to endow the chair. He encouraged members of the Board of Trustees to do whatever was necessary to improve its performance in the fund-raising area.

Mrs. D'Esposito reported that she had attended the meeting of the Illinois Board of Higher Education on November 9. She stated that PQP had been discussed. She reported that sick leave and vacation day accrual had been brought up. She explained that Rey Brune, public member from Moline, was looking at the cost to Universities to see if there was any room for change. She announced that the State Superintendent of Education had attended the meeting and stated that he was very interested in working with the IBHE to create a better environment between the two organizations.

Under Committee Reports, Mrs. D'Esposito, Chair of the Finance Committee, stated that the Committee had met this morning in Ballroom "D" of the Student Center. She gave the following report:

We recommend for approval by the Executive Committee the SIUE computing system upgrade. We discussed the SIU Computing Information Technology Plan for Fiscal Years 1993-96. A cash and investment report was provided for the information of the Committee.

Dr. Wilkins, Chair of the Architecture and Design Committee, stated that the Committee had met following the Finance Committee meeting. He gave the following report:

We would like to ask that the following three items be placed on the omnibus motion: Item J, Approval of Plans and Specifications: Renovation of Tower Lake Apartments, SIUE; Item K, Project Approval, Approval of Plans and Specifications, and Award of Contract: Fire Alarm System Renovations, Phase II, University Housing, SIUC; and Item L, Project Approvals and Selection of Engineers: FY 1993 Capital Projects, SIUC.

In the absence of Mr. Norwood, Mr. VanMeter acted as chair of the meeting of the Academic Matters Committee. He gave the following report:

The Committee recommends that the following matters be placed on the omnibus motion: Item M, New Program Request: Bachelor of Science in Manufacturing Engineering, College of Engineering, SIUC; and Item N, Abolition of the Bachelor of Science, Major in Geography, College of Education, SIUC. We had a very excellent presentation resulting in a very good discussion in regard to enrollment trends for SIUC and SIUE.

Under Executive Officer Reports, President Guyon announced that Katherine Piper, a senior in hotel-restaurant-travel administration at SIUC, has been selected as the Lincoln Academy Student Laureate for 1993. He continued that Dr. Robert Guthrie had been chosen to receive the American Psychological Association's lifetime career achievement award. He reported that during the month of October alone SIUC faculty colleagues had brought \$7.1 million of external funding into the University.

Mr. VanMeter explained that Chancellor Brown was among a very select group visiting VietNam and was on his way back from that trip at the moment. He stated that Vice-Chancellor for Academic Affairs, John Haller, was representing the Chancellor and would be reporting on his behalf.

Dr. Haller stated that during the fall veto session SIU had the following people who testified before House and Senate Committees: Vice-President Harvey Welch, who addressed the issue of cult activities on college campuses; Dr. Constance Rockingham and Dr. Seymour Bryson who testified before the House Higher Education Subcommittee on Minority Concerns in Higher Education; and Carol Henry and Garrett Deakin who testified regarding the income fund appropriation for equipment and undergraduate education at SIUC.

He explained that the appropriation is supported by both the IBHE and the Governor's Office and that the availability of funds for appropriation results from students actually enrolling in and paying for a larger number of credit hours than estimated last year when finalizing the 1994 budget recommendations to IBHE. Dr. Haller announced that the first meeting of the Committee on Affordability had met on November 8 in Chicago. He reported that Chairman Jerry Blakemore had charged the committee with addressing issues of time to degree, student diversity, tuition and fees, and student financial aid, with information being presented by IBHE staff on each of these issues. He noted that there would be a total of four public hearings scheduled around the state before the Committee completes its charge and that the first public meeting of this committee will be on December 8 at SIUE. He explained that Mr. Blakemore was planning to complete the committee's deliberations by June, to make recommendations to the IBHE in September, and to have the IBHE vote on those recommendations at the October, 1994, meeting.

With respect to the SIUE Presidential Search, Dr. Haller reported that the search committee, chaired by Dr. John Meisel, had completed its charge, and that Chancellor Brown had met with the Committee on October 19 and received the Committee's evaluations of the finalists. He continued that Dr. Meisel and members of the committee were to be congratulated for the outstanding job in conducting that search. He stated that Chancellor Brown has now undertaken the review of the committee's report and between now and the December Board meeting intends to look carefully at the committee's evaluation of candidates and make further inquiries as appropriate. He explained that Chancellor Brown will do this until he is satisfied that he has a candidate that he can enthusiastically bring before the Board, or failing in that explain his reasons for wanting to start the search over again.

The Chair explained the procedure for the Board's omnibus motion and he proposed that, after discussion, there would be taken up the following matters:

REPORT OF PURCHASE ORDERS AND CONTRACTS,
SEPTEMBER, 1993, SIUC and SIUE

In accordance with III Bylaws 1 and 5 Policies of the Board C, summary reports of purchase orders and contracts awarded during the month of September, 1993, were mailed to the members of the Board in advance of this meeting, copies were placed on file in the Office of the Board of Trustees, and these reports are hereby submitted for information and entry upon the minutes of the Board with respect to the actions of the Executive Committee.

CHANGES IN FACULTY-ADMINISTRATIVE PAYROLL - SIUC

I. The following changes in faculty-administrative payroll are submitted to the Board of Trustees for ratification in accordance with the Board Policy on Personnel Approval (2 Policies of the Board B). Additional detailed information is on file in the Office of the President. Where appropriate, salary is reported on a monthly basis and on either an academic year (AY) or fiscal year (FY) basis.

A. Continuing Appointments

<u>Name</u>	<u>Title</u>	<u>Department</u>	<u>Effective Date</u>	<u>Salary</u>
1. Belt, James A.	Assistant Director	Information Technology	09/15/93	\$3,918.00/mo \$47,016.00/FY
2. Earls, Charles A.	Coor of Res Life	University Housing	10/01/93	\$2,649.95/mo \$31,799.40/FY
3. George, Marian	Academic Adv (50%)	College of Science	09/07/93	\$1,170.00/mo \$12,870.00/FY*
4. Luo, Wei	Assistant Professor	School of Law Library	09/01/93	\$2,458.34/mo \$29,500.08/FY
5. Soliman, Hussein H.	Assistant Professor	School of Social Work	08/26/93	\$3,888.88/mo \$34,999.92/AY
6. Sun, You'li	Associate Professor**	History	08/16/93	\$3,900.00/mo \$35,100.00/AY

B. Leave of Absence With Pay

<u>Name</u>	<u>Type of Leave</u>	<u>Department</u>	<u>Purpose</u>	<u>Date and % of Leave</u>
Firestein, Beth	Professional Development	Counseling Center	Writing	01/01/94 - 12/31/94 50%

*Eleven month fiscal appointment.

**Supersedes previous rank reported as Assistant Professor.

CHANGES IN FACULTY-ADMINISTRATIVE PAYROLL - SIUE

1. The following changes in faculty-administrative payroll are submitted to the Board of Trustees for ratification in accordance with the Board Policy on Personnel Approval (2 Policies of the Board B). Additional detailed information is on file in the Office of the President. Where appropriate, salary is reported on a monthly basis and on either an academic year (AY) or fiscal year (FY) basis.

A. Continuing Appointments

<u>Name</u>	<u>Title</u>	<u>Department</u>	<u>Effective Date</u>	<u>Salary</u>
1. Heth, David A.	Director	Financial Affairs	September 27, 1993	\$6,000.00/mo \$72,000.00/FY

APPROVAL OF PLANS AND SPECIFICATIONS: RENOVATION OF
TOWER LAKE APARTMENTS, SIUE

Summary

This matter would approve the plans and specifications for renovations of the Tower Lake Apartments, SIUE. The renovations are a component of the Student Residence Facilities capital project which also involves construction of the 500-bed Student Residence Hall near the campus core, and housing related renovations to the University Center Food Service facilities. The approved budget for the Student Residence Facilities project is \$13.6 million which is funded from the sale of revenue bonds.

Rationale for Adoption

At its November 12, 1992 meeting, the Board approved the Student Residence Facilities project, and approved a budget of \$13.6 million for the project. At its December 10, 1992 meeting, the Board of Trustees approved the recommendation of firms with which to negotiate a contract for architectural/engineering services. A contract was negotiated with the firm of FGM, Inc., Belleville, Illinois, to perform such services for the portions of the project to renovate the Tower Lake Apartments and the University Center Food Service facilities. The Illinois Board of Higher Education approved the project as a non-instructional capital improvement at its January 5, 1993 meeting. In July, 1993, members of the Executive Committee of the Board of Trustees approved the award of contracts in connection with the Student Residence Hall portion of the Student Residence Facilities project. The total of the contracts awarded, contingency, and architect and engineer fees for that portion of the project is \$11,427,649.

The renovations herein proposed to the Tower Lake apartments are part of a comprehensive renovation, repair, and maintenance program developed by the University Housing administration in conjunction with prior consultants and the project architect. The architect has completed the plans and specifications for the renovations proposed as part of the current project, and copies have been filed with the Office of the Board of Trustees and with the Chancellor for review.

Work included as part of the Student Residence Facilities project will involve: replacing all residential building roofs on the 500 side and roofs on all but four buildings on the 400 side of the complex; repairing or replacing all balconies on the 500 side of the complex; replacing all smoke detectors and selected electrical outlets, switches, and wiring; and installing a thermal expansion absorber on all water heaters. The architect's estimate of the cost of the work is \$1,052,206, which is \$100,946 more than the construction funds available for this portion of the project. Consequently, parts of the work will be bid as alternates. Based on the bids received and on the budget performance of the residence hall and food service renovation portions of the project, as much of the Tower Lake renovations will be completed as the project budget will permit. Any remaining work will be included in future

proposals being developed as part of the comprehensive repair, renovation, and maintenance program for Tower Lake apartments.

The budget for the Student Residence facilities project and its components follows:

Student Residence Hall:

Total of Contracts Awarded, A/E Fees, and Construction Contingency	\$11,427,649
Estimated Cost of Equipment (Beds, Furniture, and the Like)	603,000
Costs for Test Borings, Environmental Surveys, Legal Fees, and the Like	<u>199,000</u>
Residence Hall Subtotal	\$12,229,649

Tower Lake Apartments Renovations:

Construction Funds Available	\$ 951,260
Construction Contingency	95,126
Architectural and Engineering Fees	<u>158,965</u>
Tower Lake Renovations Subtotal	\$ 1,205,351

University Center Food Service Renovations:

Architect's Estimate of Cost of Work, A/E Fees, and Construction Contingency	<u>\$ 165,000</u>
Total Project Budget	<u><u>\$13,600,000</u></u>

Considerations Against Adoption

University officers are aware of none.

Constituency Involvement

Not pertinent to this matter.

Resolution

BE IT RESOLVED, By the Board of Trustees of Southern Illinois University in regular meeting assembled, That:

- (1) The plans and specifications for the Tower Lake Apartments renovation portion of the capital project, Student Residence Facilities, SIUE, be and are hereby approved as presented to the Board this date, and officers of Southern Illinois University at Edwardsville are authorized to proceed with bidding the said project in accordance with the plans and specifications approved.
- (2) The Chancellor of Southern Illinois University be and is hereby authorized to take whatever action may be required in the execution of this resolution in accordance with established policies and procedures.

PROJECT APPROVAL, APPROVAL OF PLANS AND SPECIFICATIONS,
AND AWARD OF CONTRACT: FIRE ALARM SYSTEM RENOVATIONS,
PHASE II, UNIVERSITY HOUSING, SIUC

Summary

This matter seeks project and budget approval to make renovations to the fire alarm system in Allen Hall in the University Park residential area.

This matter further seeks the award of a contract that is based upon a low bid of \$101,013. This bid was requested as an additive alternate at the same time as the Phase I bids, but funding constraints prevented any further action at that time. Adequate funding is now available from housing revenue, and the low bidder has agreed to hold in place that original alternate price for Allen Hall.

The plans and specifications prepared by the professional engineering firm of Buchanan and Bellows, which was approved by this Board on May 9, 1991, will be used for this Phase II project.

Rationale for Adoption

The regulations for safety and fire protection have undergone significant and rapid changes within the past two to three years. Estimated costs have more than doubled and they continue to increase. At its meeting on May 9, 1991, the Board of Trustees gave its approval to a project to renovate the fire alarm systems in Allen, Boomer, and Wright Halls at a total estimated cost of \$150,000. Within a few months, the regulations became more inclusive and the need for additional audio and video alarms raised cost estimates significantly. It became necessary to revise the project downward, and the Board approved this revision at its meeting on November 12, 1992. The estimated cost was increased to \$272,000, but the scope of the project was reduced to Boomer and Wright Halls.

Bid opening for this work was conducted on March 2, 1993. Because of the uncertainty of the market conditions at that time, the bids were structured so that Boomer Hall was the base bid and Wright and Allen Halls were separate alternates. At its meeting on April 8, 1993, the Board awarded the contract for the work in Boomer and Wright in the amount of \$203,805. However, no

further action was requested on the Allen Hall alternate bid because budget constraints within housing operations at the time could not accommodate the additional cost of \$101,013.

Adequate funding for the work in Allen Hall is now available. The low bidder has agreed to hold in place the original alternate bid for this work. The award of contract is requested at this time in order to take advantage of the lower costs.

The engineering firm of Buchanan and Bellows of Bloomington, Illinois, has been approved by the Board to prepare the plan and specifications for each of the campus projects to renovate the different building fire alarm systems. While preparing the plans for the Boomer and Wright portion of the project, the plans for the Allen work were also prepared. As a consequence of these actions, the Board is being requested to approve the plans and specifications for the Allen Hall work.

Mr. Carl Bretscher, the Board's consulting architect, has reviewed the plans and specifications and recommends their approval.

Considerations Against Adoption

University officers are aware of none.

Constituency Involvement

Not pertinent to this matter.

Resolution

BE IT RESOLVED, By the Board of Trustees of Southern Illinois University in regular meeting assembled, That:

- (1) The project to renovate the fire alarm system in Allen Hall be and is hereby approved;
- (2) Funding for this project will come from housing revenue;
- (3) The contract for this work be and is hereby awarded to Clinton Electric, Ina, Illinois, in the amount of \$101,013;
- (4) Final plans and specifications for this project are hereby approved as forwarded to the Board of Trustees via the Architecture and Design Committee for review, and shall be placed on file in accordance with I Bylaws 9.
- (5) The Chancellor of Southern Illinois University be and is hereby authorized to take whatever action may be required in the execution of this resolution in accordance with established policies and procedures.

PROJECT APPROVALS AND SELECTION OF ENGINEERS: FY 1993
CAPITAL PROJECTS, SIUC

Summary

This matter seeks project approvals and the approval of professional engineering firms for two capital projects contained in the FY 1993 appropriations.

Rationale for Adoption

At its meeting on September 12, 1991, the Board of Trustees was informed of the several items requested for the Carbondale campus as part of the FY 1993 capital budget. Funding for two of those projects has been appropriated and approved: underground electric renovations, phase III, at \$899,200, and roof repairs on Morris Library and Anthony Hall at \$350,000.

The Board has been informed of the selection process of professional engineering firms for these projects. The approved selection procedures of the Capital Development Board and of the Board of Trustees have been followed. Prequalified firms responded to public invitations, and interviews for these projects were conducted on September 30 and October 1, 1993. This matter now requests project approval and recommendations of engineering firms for each project.

Considerations Against Adoption

University officers are aware of none.

Constituency Involvement

Not pertinent to this matter.

Resolution

BE IT RESOLVED, By the Board of Trustees of Southern Illinois University in regular meeting assembled, That:

- (1) The project to make renovations to the underground electric system be and is hereby approved at an estimated cost of \$899,200.
- (2) Negotiations leading to a contract for professional engineering services for this project are to be conducted with the following firms in the order in which they are listed until a satisfactory contract has been concluded:

Hennemen, Raufeisen and Associates, Champaign, Illinois

Buchanan, Bellows and Associates, Bloomington, Illinois

Asaturian, Eaton and Associates, Carbondale, Illinois

- (3) The project to repair the roofs on Morris Library and Anthony Hall be and is hereby approved at an estimated cost of \$350,000.
- (4) Negotiations leading to a contract for professional engineering services for this project are to be conducted with the following firms in the order in which they are listed until a satisfactory contract has been concluded:

Garrison, Jones Architects, Inc., Carbondale, Illinois

Walton and Associates, Springfield/Carbondale, Illinois

Architectural Spectrum, Champaign, Illinois

- (5) The Chancellor of Southern Illinois University be and is hereby authorized to take whatever action may be required in the execution of this resolution in accordance with established policies and procedures.

NEW PROGRAM REQUEST: BACHELOR OF SCIENCE IN MANUFACTURING
ENGINEERING, COLLEGE OF ENGINEERING, SIUC

Summary

This matter proposes a request for a B.S. in Manufacturing Engineering in the College of Engineering, SIUC. The proposed program is in response to the recognized need for education and research in the areas of manufacturing engineering to maintain the nation's position in the world market place.

Rationale for Adoption

There is an acute two-fold need to assist manufacturers in the State of Illinois in terms of competing in the domestic and international market, and to provide applied research opportunities in manufacturing for the students and faculty in the College of Engineering. The objective of the proposed degree program will accommodate those needs, in that, the program's objective is to educate manufacturing engineers who can design and implement modern manufacturing systems to increase productivity and product quality.

Considerations Against Adoption

The resources required to fund this program must be identified either from new state funding or internal reallocation.

Constituency Involvement

This action is supported by the Dean of the College of Engineering, the Faculty Senate, the Vice-President for Academic Affairs and Provost, and the President, SIUC.

Resolution

BE IT RESOLVED, By the Board of Trustees of Southern Illinois University in regular meeting assembled, That approval be sought from the Illinois Board of Higher Education to offer a B.S. in Manufacturing Engineering in the College of Engineering, SIUC; and

BE IT FURTHER RESOLVED, That the Chancellor of Southern Illinois University is authorized to take those actions necessary to seek approval for this program.

Bachelor of Science in Manufacturing Engineering,
College of Engineering, SIUC

Summary

This action would authorize a new Bachelor of Science degree program in Manufacturing Engineering at SIUC. This program is designed to prepare manufacturing engineers to design and implement modern manufacturing systems for increasing productivity and improving product quality. The program will provide applied research opportunities in manufacturing for faculty and students and would assist regional and state manufacturers to more effectively compete in national and international markets. By the fifth year, it is estimated that the program will have a steady enrollment of 150 students with 22 graduates annually. Faculty supporting the program will come primarily from those currently supporting the engineering technology major and the manufacturing systems program. Only one new full-time faculty member will be sought to support the program. New state resources of \$93,609 are being requested to support one FTE faculty member and four graduate assistants. In the event that the program is approved, but not funded by the State, the campus will fund the program through internal reallocation.

NEW PROGRAM REQUEST
to the
SOUTHERN ILLINOIS UNIVERSITY
BOARD OF TRUSTEES
and the
ILLINOIS BOARD OF HIGHER EDUCATION
from
SOUTHERN ILLINOIS UNIVERSITY AT CARBONDALE

1. Name of Institution: Southern Illinois University at Carbondale
2. Title of Proposed Program: Bachelor of Science degree in Manufacturing Engineering
Level of Proposed Degree Program: Baccalaureate
3. Six Digit CIP Code: 14.1701
4. Proposed Date for Initiation of Program: August 1994
5. Date of Submission of Request:
6. Sites for Off-campus Programs Only: not applicable

MISSION

7. List the objectives of the proposed program and each specialization or option. Explain how the proposed program relates to priorities in the university's planning statement.

The objective of the program is to educate manufacturing engineers who can design and implement modern manufacturing systems to increase productivity and improve product quality. Additional program objectives are:

- (a) to provide applied research opportunities in manufacturing for faculty and students and
- (b) to provide service to regional and state manufacturers to enable them to more effectively compete in national and international markets.

The federal government has recognized the need for education and research in the manufacturing area to maintain the country's position in the world marketplace. A recent example of this emphasis is the White House Technology Reinvestment Project administered by the Defense Technology Conversion Council. Representatives from the Department of Defense, the Department of Energy, the Department of Commerce, the National Science Foundation, and the National Aeronautics and Space Administration are collaborating on a 471.6 million dollar research project with an emphasis on reorienting defense industry manufacturers to enhance U.S. competitiveness. Manufacturers within the state of Illinois desperately in need of help with their own competitive positions. According to an Associated Press report (dateline Washington, May 30, 1993), only five states have lost a greater share of manufacturing jobs than Illinois.

8. Describe any effects that the proposed program will have on other programs within the institution. Will this program replace any existing programs? Will the enrollments projected for the proposed program reduce enrollments in other programs? (If so, identify these programs.) How will the proposed program support or be supported by other programs within the university?

It is anticipated that the manufacturing engineering program will attract students from two existing programs--the electrical engineering technology specialization and the mechanical engineering technology specialization in engineering technology. Students may also come from existing programs in mechanical and electrical engineering.

In addition, students in manufacturing engineering will take 24 hours of existing foundation courses taught by civil, electrical and mechanical engineering. In turn, manufacturing engineering faculty will also participate in the foundation courses in those same departments.

CURRICULUM

Provide a full catalog description of the proposed program. To the extent necessary, the catalog description should be supplemented by additional information needed to respond to the following items.

A full catalog description of the proposed program is contained in Appendix A.

9. Describe the key components of the program (i.e., the core courses required of all students; courses required in areas of specialization; the amount of elective coursework; clinical, practicum, or field work requirements; and thesis or dissertation requirements). Provide total credit hour requirements for program completion, as well as the credit hour requirements for each component of the curriculum.

The proposed curriculum in manufacturing engineering meets the requirements of Southern Illinois University at Carbondale and the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET) which is the agency recognized to accredit engineering programs in the country. All students are required to take the general education requirements of the university which also meet the humanities and social science requirements of ABET. In addition, students take 17 semester hours of mathematics and 18 semester hours of physics, chemistry and biology to satisfy ABET requirements in mathematics and basic sciences. The remainder of the semester hours taken by the students meet ABET requirements for engineering sciences and engineering design. Students take a total of 133 semester hours as they do in the other engineering majors at SIUC. That total includes 21 semester hours of new manufacturing engineering courses, 24 semester hours of required engineering courses, and nine semester hours of elective engineering courses.

The engineering courses taken by students fall into five general categories. The first is foundation courses taken by students in all engineering majors. The remainder of the categories are recommended by the Society of Manufacturing Engineers (SME) through ABET. These areas are (a) Materials and Manufacturing Processes; (b) Process, Assembly, and Product Engineering; (c) Manufacturing Productivity and Quality; and (d) Manufacturing Integration Methods and Systems Design.

10. Without undertaking a course-by-course analysis, explain how the curriculum achieves the objectives of the program by describing the relationship between the overall curriculum or the major curricular components and the objectives defined in 7 above.

To achieve the objectives in 7 above, the manufacturing engineering program must provide (a) a strong foundation in engineering, science, and mathematics, as well as the humanities and social sciences; (b) manufacturing engineering coursework with a heavy emphasis on problem solving and design; and (c) manufacturing-related research opportunities for faculty and students.

The foundation courses in engineering, science, and mathematics are selected to prepare students for in-depth study in courses in manufacturing practices and procedures. The general education courses help develop the intellectual skills needed to be effective in the workplace, and also needed to strengthen the creative problem-solving skills for design.

The design thread in the curriculum runs from the first freshman-level course through the senior design course. This approach prepares graduates to contribute effectively to the increase in productivity and the improvement in product quality in manufacturing.

Research opportunities in manufacturing are a natural offshoot of a curriculum geared towards modern industrial practices. To enhance opportunities afforded by the curriculum, extensive industry involvement in the Department is planned. An industrial advisory group will be organized to guide course development with particular emphasis on senior design courses. As industry involvement increases, there should be growing opportunities for manufacturing-related research.

11. Describe admission or prerequisite requirements, such as grade point average, test scores, specific coursework, and majors or degrees required for admission.

The admission and prerequisite requirements are the same as those for the four existing engineering programs.

Appendix B is an excerpt from the 1993-1994 undergraduate catalog. Admission requirements are detailed on pages 65, 66, and 67 of the catalog. To summarize, freshmen

from the top quarter of their high school class with ACT scores of 20 or higher will be admitted, as will freshmen from the top half of the class with minimum ACT scores of 23. Students must have completed three years of English, three and one-half years of mathematics, and two years of science.

12. Describe the amount of proficiency examination, transfer, and prior learning experience credit accepted.

The proficiency examination, transfer, and prior learning experience credit accepted matches the policies of the existing engineering programs.

Page 39 from the 1993-1994 undergraduate catalog is in Appendix B. The transfer credit follows University policy as detailed on page 39. Proficiency examination credit is detailed on page 43 of the catalog which is also in Appendix B. No credit is given for prior work experience.

13. Describe other degree completion requirements, such as grade point average required for retention or advancement and graduation and any time limits for completion.

Each student must complete all courses taken at Southern Illinois University at Carbondale with a "C" (2.0) average. Students must also have a "C" average for all major work taken at the University. In addition, at least 60 hours must be earned at a senior institution level and residence requirements must be satisfied. The residence requirement is satisfied by completing the last 30 hours or a total of 90 hours at Southern Illinois University at Carbondale.

There is no time limit for completion, but students become subject to catalog changes seven years after the start of their program.

14. Provide course descriptions for each new course identified as part of the curriculum and catalog references to descriptions of current courses included in the curriculum.

Course descriptions for new courses in manufacturing engineering are contained in Appendix A with the catalog description of the proposed program.

15. If the program is designed to serve primarily a part-time clientele, provide an example of course sequencing in the curriculum over the time pattern that will be used in program delivery.

The proposed program is designed to serve traditional, full-time students.

ACADEMIC POLICIES

16. What unit(s) is responsible for the program in such matters as curricular modifications, faculty assignments, and student evaluation. Describe and justify any exceptions to college or university academic policies, admission standards, or graduation requirements that would be made for the proposed program.

The Department of Technology in the College of Engineering is responsible for the program. No exceptions to College or University academic policies, admission standards, or graduation requirements are proposed.

STUDENT INFORMATION

17. Complete Table IV-3, providing projections of the size of the proposed program. Separate tables should be provided for each off-campus site and/or for each option or specialization within the proposed program.

See Table IV-3 in Appendix B. Estimates for the fifth year (steady state) enrollment are based on a comparison of the proposed program with similar programs in manufacturing engineering at similar universities. Data are limited because manufacturing engineering is an emerging course of study with limited existing models.

The manufacturing engineering program is estimated to have a steady state enrollment of 150 students with 22 graduates annually. Universities used in this estimate had an engineering college with programs in mechanical, electrical, and civil engineering, and with a stand-alone program in manufacturing engineering.

Estimates on FTE students and program evolution are based on statistics from the College's civil and mechanical engineering departments. Credit hour generation is based on an estimate of the distribution of students among freshman, sophomore, junior, and senior classes (using the civil and mechanical engineering model) and the curriculum outlined in Appendix A.

18. Analyze how the proposed program will also support student interests, the undergraduate education curriculum of the university, and/or majors in other degree programs offered by the university. This analysis would be aided by estimating the percentages of the credit hours shown on lines 03 and 04 of Table IV-3 that will be taken by program majors versus non-majors.

Except for students attracted to the manufacturing engineering major, the proposed program will have little effect on majors in other degree programs. Course prerequisites preclude non-majors from most courses. It is expected that some students from mechanical and electrical engineering will take a limited number of manufacturing engineering courses, but this would account for less than ten percent of the credit hours estimated in Table IV-3 in Appendix B.

19. Describe the characteristics of students to be served by the proposed program, such as resident/commuter, full/part-time, socio-economic status, age, racial/ethnic group, and gender. If the program is designed primarily for working adults, describe the types of positions held by prospective students.

The characteristics of students to be served by the proposed program can be estimated by considering enrollment trends in the manufacturing systems masters degree program in the Department of Technology. In the Spring Semester 1993, more than 20 percent of the students are African-American and more than ten percent of the students are women.

It is expected that the typical student will be a full-time resident student who comes to the program directly from high school (age 18 - 23). The representation of African-American students is expected to exceed that typically in a technical program and may well exceed percentages expected from societal demographics. It is also expected that women will make up a larger percentage of students than is typical of other engineering curriculum.

STATEWIDE NEEDS AND PRIORITIES

20. Identify programs offered by other Illinois colleges and universities that are similar to the proposed program. Analyze the similarities and differences between these programs and proposed program in the context of unmet student interests and demand.

Bradley University is the only Illinois college offering a separate degree-granting program in manufacturing engineering. The proposed program would be the only state-supported program in manufacturing engineering. The University of Illinois at Urbana-Champaign offers a manufacturing option for all engineering majors, but the program does not grant a separate degree.

21. Provide documentation of the student demand for the proposed program, including enrollment trends for the community, region, state, or nation that are relevant to the proposed program.

Manufacturing engineering education is an emerging field. Extensive enrollment data is available. The Engineering Manpower Commission of the American Association of Engineering Societies (EMC of AAES) started to separate manufacturing engineering enrollment data from industrial engineering enrollment data in 1991. Nevertheless, there are growth trends that indicate strong future demand.

The primary growth trend is in the number of accredited manufacturing engineering and manufacturing engineering technology programs. In *Education in Manufacturing*, volume 2, number 1, the Society of Manufacturing Engineers reports a steady growth of over two half new programs per year since 1978. In 1992, there were 55 accredited programs in manufacturing engineering and manufacturing engineering technology. A review of EMC of AAES annual reports shows an increase in accredited manufacturing engineering programs from four in 1988 to eight in 1992. In that same time period, the total number of programs (accredited and nonaccredited) increased from 25 to 46. Consequently, the potential for continued growth in accredited manufacturing engineering programs is substantial.

Again, using data from the annual reports of EMC of AAES, the growth trends in graduates can be evaluated. The number of graduates from accredited programs in manufacturing engineering has increased from 96 in 1989 to 130 in 1992. Note that during the same period the total number of bachelor's degree graduates in engineering decreased by 7.5 percent.

The manufacturing engineering program at Bradley University has experienced a steady increase in the number of graduates over the last four years from 15 in 1989 to 21 in 1992. Once again, this growth occurred in an era of steadily declining engineering enrollment.

22. Provide evidence of occupational demand for graduates of the program. If the program is designed to meet the needs of a specific job market, documentation, including historical and projected labor market trends, should be presented on employment demand in that market of the economy. If the program is designed to address occupational demand in a specific geographic region, documentation, including historical and projected labor market trends, should be presented on employment demand in that geographic region.

In published studies, data on manufacturing engineering employment is combined with industrial engineering. Most industrial engineers (75 percent according to the U.S. Department of Labor's 1992-1993 *Occupational Outlook Handbook*) work in manufacturing industries. According to the 1992 edition of *Occupational Projections 2000*, developed by the Illinois Department of Employment Security, total employment in manufacturing will decrease

by three percent between 1988 and the year 2000. Nevertheless, the demand for industrial engineers is expected to increase by almost 19 percent during that period, with a yearly demand of 284 engineers.

These optimistic projections for the State of Illinois are matched by the national demands for industrial (manufacturing) engineers. The Bureau of Labor Statistics (BLS) Industry-Occupation Data with projections to the year 2005 is reported in a special announcement by the American Association of Engineering Societies (AAES) dated December 20, 1991. Moderate estimates are for a 19.2 percent increase in the industrial engineering workforce between 1990 and the year 2005. The BLS estimates that the overall manufacturing workforce will increase by 13.9 percent in that period, that the engineering workforce in the manufacturing industry will increase by 44.37 percent, and that the number of industrial engineers in manufacturing will increase by a whopping 72.88 percent. There is a clear need in industry for more than 1992's 130 accredited manufacturing engineering graduates annually.

FACULTY AND STAFF

23. Describe the qualifications of principal faculty in support of the objectives and curriculum of the proposed program. Without providing individual vita, summarize the faculty qualifications such as educational background, non-collegiate experience, and research and service interests and contributions that relate to the program. Indicate how many faculty members are full-time and how many are part-time. Complete Table IV-4, showing the staff requirements in staff years (using the RAMP definition for staff years) for the first five years of operation. Staff requirements shown in Table IV-4 should include positions provided from all sources of funds.

Faculty supporting the proposed program will come primarily from those that currently support the engineering technology major and the manufacturing systems program. These seven faculty members have doctoral degrees in mechanical, electrical, or industrial engineering and most have extensive industrial experience. Their research focus has been on manufacturing-related problems and has supported local industry. Consulting work and research have provided ties to local and regional companies such as McDonnell Douglas, United Technologies-Automotive, Airtex (Fairfield, Illinois), Grain Systems, Inc. (Assumption, Illinois), and Crain Industries (Mound City, Illinois).

As the manufacturing engineering program is phased in, all faculty members mentioned above will be full-time manufacturing engineering faculty members. Table IV-4 in Appendix C shows staff requirements for the first five years of operation. Staff resources will mostly come from existing resources in the Department of Technology. One new, full-time faculty member will be required.

The following comments apply to the preparation of Table IV.

- (a) A nine-month full-time faculty appointment is 0.75 staff years per year.
- (b) A coordinator for manufacturing engineering is needed. This requires 20 percent of a faculty member's time during the academic year.
- (c) An academic advisor is needed. This requires 50 percent of an administrative professional's time when the program enrollment is at a steady state level. The current engineering technology advisor will also advise manufacturing engineering students.
- (d) The estimate of faculty requirements is based on data in the IBHE Faculty Workload Study and the typical manufacturing engineering curriculum in Appendix A.
- (e) Graduate assistantship support is planned in laboratory-oriented courses.
- (f) No additional civil service or student employees are required.

24. Describe the qualifications of new faculty members to be sought to support the program.

One new faculty member will be sought to support the program. This person should have a doctoral degree in an engineering discipline, as well as industrial experience and evidence of ability to develop a funded research program related to manufacturing.

SUPPORT SERVICES

25. Describe the adequacy of current computer and/or laboratory equipment and instructional materials to support the proposed program. Identify generically any new equipment or instructional materials that must be acquired initially, and reflect these expenditures in line 08 of Table IV-5. If the program is to be delivered off-campus, describe how the necessary equipment and instructional materials will be made available at each proposed site.

Current computer equipment, laboratory equipment and instructional materials are adequate to support the proposed program. Since the focus of current programs in the Department of Technology is on manufacturing, the needed equipment is already in place. As technology improves, departmental equipment must be updated to keep pace, but this is true of current programs as well as the proposed program. Table IV-5 in Appendix C reflects this lack of need for additional funds.

26. Describe the adequacy of current library holdings to support the proposed program. Identify generically any new library acquisitions beyond those made annually to maintain the current of library holdings that are necessary to support the program, and reflect these expenditures line 09 of Table IV-5. If the program is to be offered off-campus, describe how the necessary library materials will be made available at each proposed site and how easy and timely access by students will be assured.

Current library holdings are adequate to support the manufacturing engineering program. Journals such as Manufacturing Engineering, Industrial Engineering, Production and Inventory Management Journal, and Manufacturing Review are available. There are also extensive holdings of books related to the subject matter.

The program will not be offered off-campus.

27. Describe the relevant characteristics of any internship, practicum, or clinical sites that are needed to support the program. Provide evidence of availability of needed sites, and reflect any expenditures on line 10 of Table IV-5.

As noted in the catalog description in Appendix A, cooperative education and internships are strongly encouraged. The manufacturing engineering program will make use of resources available in the College of Engineering's Outreach Programs office for this purpose. No additional expenditures will be required.

Excellent opportunities for cooperative education are available through the Outreach Programs office. During the last academic year (Fall 1992 - Summer 1993), 34 companies participated as did 47 students. Another 41 companies have indicated an interest in participating during the coming school year. As more and more companies and students recognize the advantages of cooperative education, this effort will surely expand.

28. For off-campus programs only, describe other support services (e.g., guidance and counseling for program students) that will be made available at each proposed site.

Not applicable.

ACCREDITATION AND LICENSURE

29. What agencies accredit programs and/or license graduates of programs in this field?

Manufacturing engineering programs seek accreditation from the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET). The Society of Manufacturing Engineers, a participating society in ABET, develops program-specific standards.

Engineers are licensed by the Illinois Department of Professional Regulation. A licensing examination in the field of manufacturing engineering is available.

30. Will accreditation be sought for the proposed program within the first five years? If so, Tables IV-4 and IV-5 should reflect the resources necessary to achieve accreditation. Please document that these resources are sufficient to achieve accreditation according to the accreditation standards in the field.

Accreditation will be sought after the graduation of the first students from the program. The cost of an accreditation site visit is \$1800. In addition, there is a yearly fee of \$125 to ABET for maintenance.

The other required resource is the time needed to prepare for the site visit. An estimate of the time required follows:

Department Chair - two weeks

Manufacturing Engineering Coordinator - one month

Secretarial support - two weeks

This represents an estimated expense of \$9600. The site visit expenses are incurred every six years.

31. If the proposed program will be administered by an academic unit that is also responsible for existing programs, has accreditation been sought for these existing programs? If so, what were the historical results of these accreditation reviews? If the proposed program will be administered by an academic unit that is also responsible for existing programs that lead to licensure, what were the historical trends in success rates for licensure of graduates from these programs?

The Department of Technology is responsible for four existing programs eligible for accreditation. These programs are industrial technology and engineering technology with three specializations--civil engineering technology, electrical engineering technology, and mechanical engineering technology. Licensure through agencies in the State of Illinois is not available to technology graduates.

The industrial technology program is accredited by the National Association of Industrial Technology (NAIT). NAIT has accredited the program since 1975.

The engineering technology programs are accredited by the Technology Accreditation Commission of the Accreditation Board for Engineering and Technology. All three specializations have been continuously accredited since 1973.

FINANCING

32. Complete Table IV-5 showing projections of program expenditures and revenues. Table IV-5 should be completed regardless of whether new state funding is requested in the budget year.

and should reflect all sources of funds (state and non-state). A narrative budget statement should be provided to explain Table IV-5 as follows:

- a. Projected increments in total resource requirements (line 01) should be explained in terms of projected staff requirements (see Table IV-4), equipment and instructional materials (see item 25), library requirements (see item 26), and contractual services for internship, practicum, or clinical placements (see item 27).

Total resource requirements for the proposed manufacturing engineering program are shown on line 01, Table IV-5 in Appendix C. This line reflects staff requirements as reflected in Table IV-4 in Appendix C. As documented in items 25, 26, and 27, no additional equipment, instructional materials, library materials, or contractual services are required.

The estimated cost of staff requirements is based on the estimated staff year requirements and the current salaries of Department of Technology staff members that will support the program.

- b. New state resources required (line 06) in the budget year should be explained in terms of assumptions and factors used to construct line items 07 through 11.

New state resources in the budget year are required to support new staff requirements as discussed in item 23 and reflected in Table IV-4 in Appendix C. These resources will support one FTE faculty member, and four (one and one-half staff years) graduate assistants. Initially, faculty will be involved in instruction and course development. The additional faculty member will be part of the needed seven and one-third (5.50 FTE) manufacturing engineering faculty. Graduate assistants will support increased workload by acting as laboratory teaching assistants and will also be involved in laboratory and design project development in the new program.

- c. Describe the nature and source of support from federal sources (line 02) and other non-state sources (line 03).

No federal sources or other non-state sources of support are expected.

OFF-CAMPUS PROGRAMS

33. Provide evidence that the guidelines and procedures for developing off-campus programs adopted by the Board of Higher Education on September 8, 1982, as amended on July 12, 1983, have been met. Provide documentation of efforts to communicate and coordinate the proposed program with other institutions.

The program will not be offered off-campus.

MANUFACTURING ENGINEERING (Major, Courses)

APPENDIX A

Manufacturing engineering is an interdisciplinary program combining aspects of traditional electrical, industrial, and mechanical engineering. The manufacturing engineer is concerned with turning a design into a product. The goal of this major is to develop manufacturing professionals who can design and implement modern manufacturing systems to increase productivity and improve product quality. The manufacturing engineering program leading to the bachelor of science degree at SIUC is based on the guidelines of the Society of Manufacturing Engineers.

Bachelor of Science Degree, College of Engineering

	<u>Sem. Hrs.</u>
General Education Requirements.....	31
GEA: Substitute basic science.....	
GEB: GEB 105, 301, and one of GEB 108, 114, 202, or 211.....	9
GEC: Select one of GEC 101, 102, or 208; plus 345 and either 122 or 330.....	9
GED: GED 101, 102, 153, and substitute mathematics.....	9
GEE: Two hours of health and two hours of physical education activity.....	4
Requirements for Major in Manufacturing Engineering.....	102
Basic Sciences.....	18
Physics 205a,b; 255a,b.....	8
Chemistry 222a,c.....	7
GEA 115.....	3
Mathematics Analysis: Math 150, 250, 251, 283, and 305.....	17
Manufacturing Engineering.....	67
General Engineering 102, 222, 361, 400.....	7
Required Engineering Sciences.....	17
Engineering 260a and b; 311, 312, 313, and 335	
Required Manufacturing Engineering.....	34
100, 220, 315a and b; 320, 341, 420a and b, 430, 440, and 443	
Engineering Science Elective.....	3
Engineering 300 or Mechanical Engineering 302	
Manufacturing Engineering Elective.....	3
Mechanical Engineering 310 or 400, or one of the following Manufacturing Engineering courses: 451, 452, 453, or 455	
Productivity/Quality Electives.....	3
Manufacturing Engineering 454, or one of the following Industrial Technology courses: 382, 390, 392	
TOTAL.....	133

Courses (MFGE)

Safety glasses, an electronic calculator, and textbooks are required of all manufacturing engineering students.

100-2 Introduction to Manufacturing Engineering. Role of technology in society with a historical perspective. Creativity and problem solving in engineering. Multiple team design projects with oral and written reports.

- 220-2 Computer-aided Engineering.** The use of commercially available spreadsheet database, and simulation software in the solution of engineering design problems. Prerequisite: Manufacturing Engineering 100 and Engineering 222.
- 315-7 (3,4) Manufacturing Processes.** (a) An overview of the manufacturing process. Introduction to the basic operations, equipment, and materials used in manufacturing. Includes metal removal, materials fastening and joining, jigs and fixturing and finishing processes. Process design project. Prerequisite: Engineering 312. (b) Deformation and sheet metal operations, powder metals and ceramics, operations involving plastics and composite materials, and coatings. Process design project. Laboratory. Prerequisite: Manufacturing Engineering 315a.
- 320-4 Manufacturing Processes and Product Design.** Modern design processes in manufacturing, including concurrent engineering and design for manufacturing. Product design project with emphasis on manufacturing and assembly operations. Prerequisites: Manufacturing Engineering 102, 220, and 315a.
- 341-4 Introduction to Electronics and Microprocessors in Manufacturing.** Electronic circuits and subsystems. Integrated circuits. Microprocessor hardware and programming. Programmable logic controllers. Laboratory. Prerequisites: Engineering 392-1 to 6
- Cooperative Education With Industry.** Industrial internships or cooperative education with industry. Prerequisite: consent of the department chair. Mandatory Pass/Fail.
- 420-6 (3,3) Senior Design Project.** Two-semester manufacturing design project. Group projects spanning conceptual design and prototype development. All phases of the manufacturing process to be considered. Industrial involvement encouraged when available. Prerequisites: Manufacturing Engineering 320 and senior standing.
- 430-3 Quality Control for Manufacturing Engineers.** Statistical quality control applications to product quality. Includes study of histograms, Pareto diagrams, control charts, acceptance sampling, process capability, and reliability. Prerequisite: Manufacturing Engineering 320.
- 440-3 Computer-aided Manufacturing.** Use of computers in manufacturing. Includes computer numerical control of machine tools, and computer applications in process planning, inventory control, and quality control. Laboratory. Computer-aided product design project. Prerequisites: Manufacturing Engineering 220 and 320.
- 443-3 Robotics in Manufacturing.** Industrial robots and their application. Survey of electrical and mechanical principles applied to robotics. Process design employing robotics. Laboratory. Prerequisites: Manufacturing Engineering 320, 341, and 440.
- 451-4 Instrumentation and Measurements in Manufacturing.** Study of transducers and microprocessor-based data collection systems. Data acquisition, interpretation, and control of manufacturing operations. Process control design project. Laboratory. Prerequisite: Manufacturing Engineering 320 and 341.
- 452-4 Automatic Control of Manufacturing Operations.** Theory and analysis of control systems. Control system components and applications. Design and testing of open and closed-loop systems. Laboratory. Prerequisites: Manufacturing Engineering 320 and 341.
- 453-3 Simulation in Manufacturing.** Modeling and simulation of continuous and discrete systems. Includes computer programming and use of commercial software. Laboratory. Prerequisites: Manufacturing Engineering 220, 222, and 320.
- 454-3 Manufacturing Planning and Control.** Principles of process planning, inventory control, and scheduling. Study of database management in manufacturing. Modeling and simulation survey. Prerequisite: Manufacturing Engineering 220 and 320.
- 455-4 Hydraulics and Pneumatics in Manufacturing.** Viscous flow in closed systems. Basic hydraulics machinery and fluid power systems. Applications to the design of industrial operations. Prerequisites: Manufacturing Engineering 313 and 320.
- 492-1 to 6 Special Problems in Manufacturing.** Engineering topics and problems selected by the instructor and the student. Prerequisite: consent of the instructor.

TYPICAL CURRICULUM
MANUFACTURING ENGINEERING

FRESHMAN YEARFIRST SEMESTER

ENGR 102 - ENGR. DRAWING	Hours
MATH 150 - CALCULUS I	- 2
CHEM 222a - CHEMISTRY	- 4
GEA 115 - BIOLOGY	- 4
GED 101 - ENGLISH COMP. I	- 3
	<u>- 3</u>
	16

SECOND SEMESTER

MFGE 100 - INTRO. MFGE.	Hours
MATH 250 - CALCULUS II	- 2
CHEM 222c - CHEMISTRY	- 4
GED 102 - ENGLISH COMP. II	- 3
GEB 105 - CONTEMP. WORLD	- 3
GEE - HEALTH/PHYS. ED.	- 3
	<u>- 2</u>
	17

SOPHOMORE YEARFIRST SEMESTER

ENGR 222 - COMPUTATIONAL METH.	Hours
ENGR 260A - STATICS	- 2
MATH 283 - APPLIED STATISTICS	- 2
PHYS 205a - PHYSICS	- 3
PHYS 205b - PHYSICS LAB	- 3
GEC ELECTIVE	- 1
GED 153 - PUBLIC SPEAKING	- 3
	<u>- 3</u>
	17

SECOND SEMESTER

ENGR 312 - MATERIALS SCIENCE	Hours
ENGR 260b - DYNAMICS	- 3
MFGE 220 - COMPUTER-AIDED ENGR.	- 3
MATH 251 - CALCULUS III	- 2
PHYS 205b - PHYSICS	- 3
PHYS 255b - PHYSICS LAB	- 3
GEE - HEALTH/PHYS. ED.	- 1
	<u>- 2</u>
	17

JUNIOR YEARFIRST SEMESTER

ENGR 311 - MECH. DEFORM. BODIES	Hours
ENGR 313 - FLUID MECHANICS	- 3
ENGR 335 - ELECTRIC CIRCUITS	- 3
MFGE 315a - MFG. PROC. I	- 3
MATH 305 - DIFF. EQUATIONS	- 3
GEB ELECTIVE	- 3
	<u>- 3</u>
	18

SECOND SEMESTER

ENGR 361 - ENGR. ECONOMICS	Hours
MFGE 315b - MFG. PROCESSES II	- 2
MFGE 320 - MFG. PROC. & DES.	- 4
MFGE 341 - EL. & MICRO. MFG.	- 4
GEB 301 - MODERN AMERICA	- 4
	<u>- 3</u>
	17

SENIOR YEARFIRST SEMESTER

ENGR 400 - ENGR. ETHICS	Hours
MFGE 420a - SENIOR DESIGN I	- 1
MFGE 440 - CAM	- 3
ENGR. SCIENCE ELECTIVE	- 3
PROD./QUAL. ELECTIVE	- 3
GEC ELECTIVE	- 3
	<u>- 3</u>
	16

SECOND SEMESTER

MFGE 420b - SENIOR DESIGN II	Hours
MFGE 430 - QUALITY CONTROL MFG.	- 3
MFGE 443 - ROBOTICS	- 3
MFGE ELECTIVE	- 3
GEC 345 - LIT. MOD. WORLD	- 3
	<u>- 3</u>
	15

TRANSFER CREDIT

Transfer credit for students admitted to the university is evaluated for acceptance toward University and General Education requirements by the Office of Admissions and Records after the admission decision has been made. All credit from a regionally accredited institution, and those in candidacy status, or from an institution that has its credit accepted by the reporting institution in the state is evaluated at the time of admission. Courses which are remedial or developmental will not be accepted for transfer. The Office of Admissions and Records will determine the acceptance of credit and its applicability toward General Education requirements. Although transfer credit from baccalaureate and non-baccalaureate programs may be considered in the admissions process, the acceptance of such credit toward specific program requirements will be made by the department or agency directing the program.

All credit which is accepted for transfer and which is not applied to General Education requirements or to a specific degree program will be considered elective credit. A student should not expect to receive credit if the transfer work was taken at a school which is neither regionally accredited or whose credit is not accepted by the reporting institution in the state.

Completion of an associate degree in a baccalaureate-oriented program in an accredited Illinois two-year institution provides that the student will: (a) be accepted with junior standing and (b) be considered to have completed the General Education requirements. Associate degrees earned at other than Illinois two-year institutions will be reviewed by the Office of Admissions and Records. If the degree is determined to be baccalaureate-oriented and to have comparable content and credit hour criteria, the same benefits will be extended to those graduates. Credit from an accredited two-year institution is limited only by the provision that students must earn at least 60 semester hours of work at Southern Illinois University at Carbondale or at any other approved four-year institution and must complete the residence requirements for a degree from the University.

Further information on the application of transfer work toward satisfying General Education and graduation requirements may be found in Chapter 4.

Program Flexibility for the Student

The University offers you a wide variety of programs on all higher educational levels. Chapter 5 lists specialized programs available on the associate and baccalaureate levels. In addition, the University gives constant attention to methods whereby it might better serve present day educational needs. Described below are opportunities for you to earn credit through means other than the traditional classroom method. While greater flexibility is the goal, the University exercises appropriate supervision to ensure the flexibility is accompanied by educational soundness.

Credit by Means other than Classroom Attendance

Several methods are provided for you to earn credit by means other than the traditional classroom method. The methods currently available are described below.

EXTENSION (OFF-CAMPUS) AND CORRESPONDENCE CREDIT

The University accepts credit earned through extension, off-campus, or correspondence programs toward the bachelor's degree. Not more than 30 semester hours may be taken in correspondence work.

Correspondence work is accepted when taken from institutions which are regionally accredited if the grade is of C quality or better. Southern Illinois Uni-

PROFICIENCY EXAMINATIONS

Through its proficiency examination program the University recognizes the importance of providing encouragement for academically talented students. Such students are permitted to make application to demonstrate the mastery of certain courses through proficiency examinations. Application forms are available at the departmental offices.

The following general rules govern the proficiency examinations for undergraduate credit.

1. Students who believe they are qualified to take a proficiency examination should check with the department offering the course to determine their eligibility to do so; students scoring in the top ten percent of ACT are particularly encouraged to avail themselves of this opportunity.
2. Credit not to exceed thirty hours (fifteen hours toward an associate degree), including credit through the College Board, Advanced Placement Program, and the College Level Examination Program may be earned through proficiency examinations. Credit will be nonresident. (A combined total of 40 hours may be earned through proficiency examinations and credit for work experience.)
3. Upon passing proficiency examinations students are granted course credit and receive *Pass* grade. Their records will show the name of the course, the hours of credit granted, and a notation "credit granted by proficiency examination." Students who fail a proficiency examination receive a *Fail* grade. This results in no penalty to the students. They will not receive credit and their record will show nothing regarding the proficiency examination. However, the proficiency examination grade report form will be in the students' files for reference purposes.
4. Students may not take proficiency examinations for the same course more than one time. Neither may they take a proficiency examination in a course in which they have previously received a grade. Students who are registered for a course may not receive credit by proficiency examination for that course unless they withdraw from the course by the date during the semester which would result in no course entry appearing on the transcript. This date is the end of the third week for a regular semester course, and a correspondingly shorter period for summer session or short courses. Individual departments may require the proficiency examination to be completed in advance of this date.
5. No credit granted by proficiency examinations will be recorded until the student has earned at least 12 hours of credit of C grade or above in residence at the University.

CREDIT FOR WORK EXPERIENCE

Southern Illinois University at Carbondale recognizes that there might well be a number of undergraduate programs for which work experience has a meaningful relationship. It, therefore, permits those undergraduate programs to grant credit for work experience that relates to the students' areas of specialization. The credit granted is to apply to the major program and is awarded only upon approval by the major departments. Credit earned by work experience is limited to 30 hours and any combination of credit for proficiency examinations and credit for work experience is limited to 40 hours. Credit granted for work experience is considered nonresident credit when granted for work that is not part of a regular

Standard Elementary Certificate. Students planning to teach on the elementary level in the public schools of Illinois register in the College of Education. Requirements for entitlement to the State of Illinois standard elementary certificate may be through the completion of the early childhood (K-3) education program or the elementary education (K-9) program. For further information concerning these programs, see the sections of this catalog titled curriculum and instruction, and professional education experiences in Chapter 5.

Standard High School Certificate. Requirements for entitlement to the State of Illinois standard high school certificate and for entitlement to the standard special certificate may be met as explained in the section of this catalog titled curriculum and instruction in Chapter 5. A listing of majors, minors, and other programs approved for certification entitlement purposes at Southern Illinois University at Carbondale is presented there. It is possible for a student to be registered in one of the colleges or schools other than the College of Education and to meet the state requirements for the standard high school certificate or the standard special certificate by using as electives certain prescribed professional education requirements in the College of Education.

Standard Special Certificate. Teaching all grades, kindergarten through grade 12, requires the standard special certificate. As noted above, requirements for entitlement to the standard special certificate may be met in the manner outlined in the section of this catalog titled curriculum and instruction in Chapter 5. Teaching fields for which the standard special certificate is issued include physical education, special education, music, art, and communication disorders and sciences.

Early Childhood Certificate. Students planning to teach at the preschool-primary level in public schools or other settings in Illinois register in the College of Education. The early childhood preschool/primary program is specifically designed to prepare future teachers of pre-kindergarten, kindergarten, and primary age children. For further information concerning the program, see the section of the catalog titled curriculum and instruction in Chapter 5.

College of Engineering and Technology

Juh W. Chen, *Dean*

Departments: Civil Engineering and Mechanics; Electrical Engineering; Mechanical Engineering and Energy Processes; Mining Engineering; Technology

The College of Engineering and Technology offers the following majors leading to the Bachelor of Science degree:

- Civil Engineering
- Electrical Engineering
- Mechanical Engineering
- Mining Engineering

Engineering Technology with specializations in civil engineering technology, electrical engineering technology, and mechanical engineering technology.

Industrial Technology with specializations in manufacturing technology and mining technology (Admission to the mining technology program is temporarily closed.)

All of the engineering programs are fully accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technol-

ogy. The engineering technology program with specializations in civil, electrical and mechanical engineering technology is accredited by the Technology Accreditation Commission of the Accreditation Board for Engineering and Technology. The industrial technology program is accredited by the National Association of Industrial Technology.

Specific requirements are listed for the various majors in Chapter 5. Six academic programs: civil engineering, electrical engineering, mechanical engineering, mining engineering, engineering technology and industrial technology serve students who have different career goals.

Civil Engineering. The civil engineering program leading to the Bachelor of Science degree is designed to provide the student with the broad educational background essential to modern civil engineering practice. Technical electives in the senior year permit greater breadth and additional depth in such areas as structural and geotechnical engineering, hydraulic engineering, environmental engineering and applied mechanics.

Electrical Engineering. The Department of Electrical Engineering offers courses in the major areas of electrical and computer engineering. Students who choose the electrical engineering major prepare themselves for professional and technical employment or graduate studies leading to advanced degrees. Employment opportunities exist within a wide range of organizations, such as governmental laboratories; consumer goods manufacturers; and telecommunications, electrical power, computer, and microelectronic companies. Flexibility in this major allows students to choose among courses in applications and theory of circuits, systems, communications, digital systems, controls, electronics, instrumentation, electromagnetics, and power systems.

Mechanical Engineering. Mechanical engineering is one of the most broadly based of the traditional engineering disciplines. Mechanical engineers design and develop a wide variety of systems for conversion, transmission, and utilization of energy; for material processing and handling and packaging; for transportation; for environmental control; and for many other purposes for the benefit of humanity. Therefore the curriculum contains a broad foundation in mathematics and the basic and engineering sciences, followed by more concentrated study in energy and machine systems. Mechanical engineers may be found in a variety of assignments including planning and design, research and development, supervision of installation and operation of complex systems, and management.

Mining Engineering. Mining engineers engage in planning, design, development, and management of surface and underground mining operations for exploitation of the earth's mineral deposits. The mining engineering program prepares graduates to meet the challenges of the mining industry. Coursework in the program includes such areas as surface and underground mining systems, mine ventilation, ground control and rock mechanics, mineral coal processing, material handling systems, mineral economics, mine health and safety engineering, operations research, and computer-aided mine design. Facilities include modern, well equipped rock mechanics, mine ventilation and mineral processing laboratories.

After completing the program, the graduate may work in an engineering or management position for mining industries, equipment manufacturing concerns, research organizations, or government agencies. The coursework also provides strong preparation for further study at the graduate level.

Engineering Technology. Engineering technology is that part of the technological field in which engineering knowledge and scientific methods are combined with hands-on technical skills to support engineering activities. It lies in the occupational spectrum between that of the technician and the engineer with specific responsibilities depending upon the nature of the training and requirements of the job but lying more closely to engineering. Graduates are prepared to deal with technical and production problems, and to apply their knowledge to such activities as development, design, construction, maintenance and operational problems.

Industrial Technology. Industrial technology is a management-oriented technical profession that is built upon a sound knowledge and understanding of materials, processes, technical management, and human relations; and a proficiency level in the physical sciences, mathematics, and technical skills to permit the graduate to capably resolve technical-managerial and production problems. Graduates of this program are prepared for positions in processes, safety, quality control, supervision, robotics, methods analysis, and computer-aided manufacturing.

Admission Policy

The following requirements apply to students seeking admission to civil engineering, electrical engineering, mechanical engineering, and mining engineering. They do not apply to students applying for admission to engineering technology or industrial technology.

FRESHMEN

Beginning freshmen must rank in the top quarter of their high school graduating class and have an ACT standard composite score of 20 to 22 or rank in the top half of their graduating class and have an ACT composite score of 23 or higher. In addition, students must have completed prior to high school graduation the following courses before they will be allowed to enroll in an engineering major: three years of English (a fourth year is recommended and will be required effective summer 1993); three and one-half years of mathematics in which there are two years of algebra, one year of geometry, and one-half year of trigonometry and two years of science of which it is recommended there is one year of chemistry and one year of physics (a third year of science will be required effective summer 1993).

Students who do not meet these requirements but do meet the regular University admission requirements will be admitted with a pre-civil engineering, pre-electrical engineering, pre-mechanical engineering and pre-mining engineering classification hereinafter referred to as "pre" classification with the opportunity to transfer to an engineering program once they have satisfied the conditions stated in the section titled "pre" classification. These students may alternatively be admitted directly to one of the technology programs in the college but cannot change their major to engineering until they have satisfied the requirements for transfer students as stated below.

TRANSFER STUDENTS

Transfer students including students registered at Southern Illinois University at Carbondale with other majors who have completed fewer than twenty-six semester (thirty-nine quarter) hours must have an overall C average and meet the admission requirements of beginning freshmen. Students who have completed twenty-six semester hours or more and have an overall average of 2.40 will also be admitted into an engineering program.

Students who have completed twenty-six to sixty semester hours and have a grade point average between 2.0 and 2.39 will be admitted with a "pre" classification. These students should submit their high school records and ACT scores to the Office of Admissions and Records at the time they apply for admission. Students who have completed twenty-six to sixty semester hours and have a grade point average between 2.0 and 2.39 may be admitted in special cases to an engineering program by one of the engineering departments. Such a student, however, may not transfer to another engineering department without consent of that department.

Students who have earned more than sixty semester hours and have a cumulative grade point average between 2.0 and 2.39 may be referred to the department for approval or they may be admitted to a "pre" classification. If admitted to a "pre" classification the student must complete 26 semester hours of which 12 must be in engineering related courses with at least a 2.40 grade point average. After completion of 26 hours, if the 2.40 average is not reached, the student may be admitted to an engineering major only with the departmental chairperson's approval.

A transfer student's grade point average is determined by computing all earned grades including repeated courses.

PRE-CLASSIFICATION

Students who have been placed in a 'pre' classification because they have not completed the high school courses required for direct admission to an engineering program will be transferred to an engineering program when the high school prerequisite courses have been satisfied by taking courses at the University.

Students admitted with a 'pre' classification may be transferred to an engineering program after they have earned at least twenty-six semester hours at the University with a grade point average of 2.40 or greater. In addition, at least twelve of the twenty-six hours must have been earned in engineering or engineering related courses such as chemistry, mathematics, physics or geology courses which are required for graduation from an engineering program at the University.

Students in the 'pre' classification who have completed twenty-six to sixty semester hours and have a 2.0 through 2.39 grade point average may, in special cases, be admitted to an engineering program in one of the engineering departments. Such students may not transfer to another engineering department without approval of that department chairperson.

'Pre' classification students who have earned less than a 2.40 average after completing sixty or more semester hours and who cannot be admitted by a department as a special case will be transferred to Pre-Major Advisement or may seek entrance to another collegiate unit provided their overall Southern Illinois University at Carbondale grade point average is 2.0. Students transferred from a 'pre' classification may seek readmission to the College of Engineering and Technology only after they have attained an overall average of 2.40.

Students who are classified with a 'pre' classification cannot register for 300 and 400 level courses offered by any of the engineering departments.

SOUTHERN ILLINOIS UNIVERSITY AT CARBONDALE STUDENTS

Students currently enrolled at the University who have not been admitted to an engineering major must meet the requirements described above to transfer into one of the engineering programs.

INTERNATIONAL STUDENTS

International students must meet admission requirements comparable to those of native students. While admission credentials such as ACT scores and class

rank are not generally submitted by international students, students do submit credentials which reflect their achievements in subject areas such as English, mathematics, and science. Therefore, beginning freshmen and transfer students with less than twenty-six semester hours will be required to submit records which reflect above average achievements in these disciplines in order to be admitted to an engineering program. Transfer students who have earned twenty-six semester hours or more of transfer credit will be required to have a 2.40 or comparable grade point average.

Students who meet minimum University admission requirements but do not meet those requirements for entrance to an engineering program will be granted admission to the college with a 'pre' classification and be advised as to an appropriate program during the first year. These students must satisfy the requirements previously described for native students in order to transfer to an engineering major.

Because interest in engineering classes continues to be exceedingly high, it may be necessary to close admission to selected engineering majors without advance notice.

ENGINEERING TECHNOLOGY AND INDUSTRIAL TECHNOLOGY

Admission policies to the engineering technology and industrial technology majors have not changed. However, it is recommended that all students considering entrance to these programs should have completed four years of English, three and one-half years of mathematics in which there are two years of algebra, one year of geometry, and one-half year of trigonometry, and two years of science which includes one year of chemistry and one year of physics.

Readmission to the College

The readmission policy for the College of Engineering and Technology is the same as the University policy for a first suspension: "students placed on academic suspension may seek reinstatement after a minimum of two semesters' interruption but must furnish tangible evidence that additional education can be successfully undertaken." Students placed on academic suspension a second or subsequent time may reapply after an interval of no less than two calendar years. For more information on procedures and requirements for readmission, students are advised to consult the Engineering and Technology advisement office.

Course Sequence

It is important that required courses in the program be taken in the proper sequence. Sequence guidelines are available from the college advisement office and the departmental offices. Courses on the 300 and 400 levels are reserved for juniors and seniors.

Course Withdrawals

Students who withdraw from a College of Engineering and Technology course after the fourth day of the Fall semester will not be permitted to take the course the following Spring semester. Students who withdraw from a College of Engineering and Technology course after the fourth day of the Spring semester will not be permitted to take the course the following Fall semester.

Transferred Credits

All transfer credit from an institution whose work is acceptable at the University, both two-year and four-year, will be used in fulfillment of the standards given above. Equivalencies for courses will be determined by the departmental

chairperson, advisement office, or office of the dean, College of Engineering and Technology.

Students who are attending a public Illinois community college and contemplating application to the College of Engineering and Technology should obtain program information which has been prepared for their particular community college.

Qualified candidates for the Capstone Option are accepted with majors in industrial technology. The Capstone Option is described in Chapter 4.

Location

Administrative offices of the college are located in the Technology Building near Lake-on-the-Campus.

Graduate School

John H. Yopp, *Dean*

Southern Illinois University at Carbondale is a comprehensive university with an extensive offering of graduate programs and an equally strong commitment to research.

More than 4,000 graduate students pursue advanced study and research under the leadership and direction of some 1000 graduate faculty members. The Graduate School offers master's degrees through sixty programs, the specialist degree (sixth year) in three areas of education, and the doctoral degree through twenty-five programs. The doctoral program in education has concentrations in eight areas.

The highest degrees awarded are the Doctor of Philosophy, the Doctor of Business Administration, and the Doctor of Rehabilitation.

In addition to the Master of Arts and the Master of Science degrees, the master's degrees awarded are Master of Accountancy, Master of Business Administration, Master of Fine Arts, Master of Music, Master of Public Affairs, Master of Science in Education, and Master of Social Work.

The Graduate School is fully accredited by the North Central Association of Colleges and Secondary Schools, and specific programs have been accredited by appropriate state and national accrediting associations.

A separate catalog describing admission and graduation requirements for the various programs in the Graduate School may be obtained by writing to the Graduate School, Southern Illinois University at Carbondale, Carbondale, Illinois 62901.

School of Law

Harry J. Haynsworth, IV, *Dean*

The school offers a three-year program leading to the Juris Doctor (J.D.) degree. Candidates must satisfy the entrance requirements, which include a bachelor's degree and a satisfactory score on the LSAT, fulfill the residence requirements, satisfactorily complete a total of 90 semester hours for credit and pass all required courses. Students may, with permission from the School of Law and the relevant graduate program director, obtain joint JD/MBA, JD/MPA and JD/Master of Accountancy degrees. In conjunction with the School of Medicine, the law school also offers a combined JD/MD program. Each year the school admits approximately 120 freshmen.

Table IV-3

ENROLLMENT AND CREDIT HOUR PROJECTIONS
FOR THE NEW PROGRAM*

Line Code	Budget Year	2nd Year	3rd Year	4th Year	5th Year
01 Number of Program Majors (Fall Term Headcount)	15	25	60	100	150
02 Annual Full-Time Equivalent (FTE) Majors	15	24	57	95	143
03 Annual Number of Credit Hours Generated by Majors and Non-Majors in Existing Courses that are needed to support the Proposed Curriculum**	0	0	0	0	0
04 Annual Number of Credit Hours Generated by Majors and Non-Majors in NEW Courses that are needed to support the Proposed Curriculum**	30	70	226	625	1506
05 Annual Number of Degrees Awarded	0	0	0	7	22

* Enrollment and credit hour projections should be provided for each off-campus site for which approval is requested and/or for each option or specialization within the proposed program.

** Include only those credit hours that are offered by the academic unit directly responsible for the proposed program.

Table IV-4

STAFF REQUIREMENTS FOR THE NEW PROGRAM

Line Code	Staff Requirements	Budget Year	2nd Year	3rd Year	4th Year	5th Year
01	Faculty/Administration Total (02-04)	1.20	1.20	2.30	4.50	6.00
02	Administrative/Other Professional	0.20	0.20	0.35	0.45	0.50
03	Faculty	1.00	1.00	1.95	4.05	5.50
04	Graduate Assistants	1.50	1.50	1.50	2.25	2.25
05	Civil Service Staff and Student Employees	0	0	0	0	0
06	Total Staff (01-05)	2.70	2.70	3.80	6.75	8.25

TABLE IV-5

TOTAL RESOURCE REQUIREMENTS FOR THE NEW PROGRAM

Line Code	Budget Year	2nd Year	3rd Year	4th Year
01 Total Resource Requirements	<u>93,609</u>	<u>93,609</u>	<u>158,309</u>	<u>302,918</u>
02 Total Resources Available from Federal Sources*	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
03 Total Resources Available from Other Non-State Sources*	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
04 Existing State Resources**	<u>0</u>	<u>93,609</u>	<u>93,609</u>	<u>93,609</u>
05 State Resources Available Through Internal Allocation***	<u>0</u>	<u>0</u>	<u>64,700</u>	<u>209,309</u>
06 New State Resources Required (01 minus the sum of 02-05)****	<u>93,609</u>	<u>0</u>	<u>0</u>	<u>0</u>

Breakdown of the figure shown on Line 06 for the budget year:

07 Staff	<u>93,609</u>
08 Equipment & Instructional Materials	<u>0</u>
09 Library	<u>0</u>
10 Contractual Services	<u>0</u>
11 Other Support Services*****	<u>0</u>

- * Numbers can be positive or zero only. These lines reflect available funds, not incremental dollars.
- ** The amount of existing state resources in a given year is equal to the sum of the previous year's existing state resources (04) plus resources available through internal reallocation (05) plus any new state resources required (06). Existing state resources allocated to the program in a given year (04) may exceed total requirements needed to support the program in the following year. In this event, existing state resources should be reduced by showing a negative dollar amount on line 05 so that the sum of lines 02 through 06 equals line 01.
- *** Numbers can be either positive (allocated to the program) or negative (allocated away from the program).
- **** This number is the level of funding requested in the referenced year. Dollars reported will be incremental
- ***** Other dollars directly assigned to the program. Do not include allocated support services.

BUDGET REQUEST
to the
SOUTHERN ILLINOIS UNIVERSITY
BOARD OF TRUSTEES
and the
ILLINOIS BOARD OF HIGHER EDUCATION
from
SOUTHERN ILLINOIS UNIVERSITY AT CARBONDALE

1. Request Identification

- a. Title of Request: Bachelor of Science in Manufacturing Engineering Budget
- b. Total New State Resources Requested: \$93,609
- c. Abstract:

A new program in manufacturing engineering is proposed for Southern Illinois Univ at Carbondale. The budget requested will support one new faculty member and four additional graduate assistants in the Department of Technology. The new program w the only state-supported program in a rapidly growing field.

2. Relationship to Institutional Plans and Priorities

Per the FY 94 RAMP Planning Statement, the development of a Bachelor of Science in Manufacturing Engineering program is a top priority of the College of Engineering and the University. The establishment of such a program can help meet two major objectives of the University. This program would meet the national and state's needs to produce manufacturing professionals who will make positive contributions to economic competitiveness. In addition, the College of Engineering anticipates accessing Department of Defense funding for manufacturing-related research. The University will, in this way, be meeting the educational needs of its constituents--Illinois industry--and its students. The academic function of the College of Engineering will be enhanced via spinoffs from funded research.

3. Justification for the Budget Request

Manufacturing engineering is a rapidly expanding field. This is true from both an education and an occupation standpoint. As detailed in the New Program Request entitled "Bachelor of Science Degree in Manufacturing Engineering" the total number of manufacturing engineering programs increased from 25 in 1988 to 46 in 1992. Of those 46, only eight are currently accredited. The potential for continued growth in accredited manufacturing engineering programs is very strong. On the occupation side of the issue, the Bureau of Labor Statistics estimates that by the year 2005 the overall manufacturing workforce will increase by 13.9 percent but the number of engineers working in manufacturing will increase by over 44 percent. There is a clear need for more than 1992's 130 accredited engineering graduates.

Should this request be denied, the State of Illinois will have no publicly supported program granting degrees in manufacturing engineering even though there is a clear trend in that direction throughout the rest of the country. This is not the message we should be sending to potential new industry for the state.

4. Description of Resources Requested

The resources requested for the budget year are for one faculty member, one and one-half FTE graduate assistants, and one administrative professional. This staff will develop courses and laboratories needed to begin a new program in manufacturing engineering while still supporting technology programs in the Department of Technology. In later years as the program grows, most resources to support the program will come through internal allocation. It is anticipated that many students in the program will come from current programs in engineering technology allowing allocation of those resources.

Since the current laboratories in the Department of Technology are oriented towards manufacturing, no new equipment or institutional material is required. Library services are currently adequate and no new contractual services are anticipated.

Table IV-8

TOTAL RESOURCE REQUIREMENTS FOR PROGRAM AND INSTITUTIONAL
SUPPORT BUDGET REQUEST

Line Code	Historical Year	Current Year	Budget Year	2nd Year	3rd Year	4th Year
01 Total Resource Requirements	0	0	93,609	93,609	158,309	302,91
02 Total Resources Available from Federal Sources*	0	0	0	0	0	0
03 Total Resources Available from Other Non-State Sources*	0	0	0	0	0	0
04 Existing State Resources**	0	0	0	93,609	93,609	93,60
05 State Resources Available Through Internal Allocation***	0	0	0	0	64,700	209,30
06 New State Resources Required (01 minus the sum of 02-05)****	0	0	93,609	0	0	0

Breakdown of the figure shown on Line 06 for the budget year:

07 Staff	93,609
08 Equipment & Instructional Materials	0
09 Library	0
10 Contractual Services	0
11 Other Support Services*****	0

- * Numbers can be positive or zero only. These lines reflect available funds, not incremental dollars.
- ** The amount of existing state resources in a given year is equal to the sum of the previous year's existing state resources (04) plus resources available through internal reallocation (05) plus any new state resources required (06). Existing state resources allocated to the program in a given year (04) may exceed total requirements needed to support the program in the following year. In this event, existing state resources should be reduced by showing a negative dollar amount on line 05 so that the sum of lines 02 through 06 equals line 01.
- *** Numbers can be either positive (allocated to the program) or negative (allocated away from the program).
- **** This number is the level of funding requested in the referenced year. Dollars reported will be incremental.
- ***** Other dollars directly assigned to the program. Do not include allocated support services.



Southern Illinois University at Carbondale
Carbondale, Illinois 62901-4712

Faculty Senate
618-453-5244
FAX: 618-453-5222

September 16, 1993

RECEIVED

SEP 20 1993

Office of Vice President for
Academic Affairs and Provost

Vice President Ben Shepherd
Academic Affairs and Provost
Anthony Hall
Campus

Dear Vice President Shepherd:

At its meeting on September 14, the Faculty Senate unanimously passed the following Resolution to Approve the B.S. Degree in Manufacturing Engineering:

WHEREAS the College of Engineering requests a new B.S. degree in Manufacturing Engineering, and

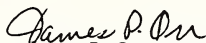
WHEREAS a New Program Request has been submitted, the new program to start in the Fall of 1994, and

WHEREAS only five states have lost a greater share of manufacturing jobs than Illinois, and

WHEREAS the state of Illinois has no publicly supported program in Manufacturing Engineering,

BE IT RESOLVED that the Faculty Senate approves the request by the College of Engineering for the new B.S. degree in Manufacturing Engineering.

Sincerely,


James P. Orr, President
Faculty Senate

JPO:rm

cc: President John Guyon
Assoc. Vice President Kyle Perkins
Dean Juh Wah Chen

ABOLITION OF THE BACHELOR OF SCIENCE, MAJOR IN GEOGRAPHY,
COLLEGE OF EDUCATION, SIUC

Summary

This matter proposes abolition of the Bachelor of Science degree program in Geography, College of Education, SIUC. The proposal originated in response to the Illinois Board of Higher Education's PQP initiative and is supported by the faculty of the College of Education. The Bachelor of Arts and Bachelor of Science degrees in the College of Liberal Arts will continue and will satisfy the needs of all students in the Department of Geography.

Rationale for Adoption

The Department of Geography offers a Bachelor of Arts and a Bachelor of Science degree in the College of Liberal Arts and a Bachelor of Science degree in the College of Education. The Bachelor of Science degree in the College of Education has had very few students over the past few years. The College of Education has determined to proceed with the elimination of this degree from the department's program. The Department of Geography concurs.

Considerations Against Adoption

University officials are aware of none.

Constituency Involvement

Abolition of the Bachelor of Science, major in Geography, College of Education, is supported by the department, faculty, and chair, the Deans of the Colleges of Education and Liberal Arts, the Faculty Senate, the Vice-President for Academic Affairs and Provost, and the President, SIUC.

Resolution

BE IT RESOLVED, By the Board of Trustees of Southern Illinois University in regular meeting assembled, That the Bachelor of Science degree program in Geography in the College of Education, be and is hereby abolished; and

BE IT FURTHER RESOLVED, That the Chancellor is authorized to take those actions necessary to implement the abolition without further action by this Board.

Abolition of the Bachelor of Science, Major in
Geography, College of Education, SIUC

I. Program Inventory Data

<u>CIPS</u>	<u>MAJOR</u>	<u>SPECIALIZATION</u>	<u>DEGREE</u>	<u>UNIT</u>
A. Current				
45.0701	Geography		B.A.	College of Liberal Arts
			B.S.	College of Liberal Arts
			B.S.	College of Education
B. Proposed				
45.0701	Geography		B.A.	College of Liberal Arts
			B.S.	College of Liberal Arts

II. Reason for proposed action.

The Department of Geography offers both the Bachelor of Arts and the Bachelor of Science degrees in the College of Liberal Arts and the Bachelor of Science degree in the College of Education. The present students over the past ten years. Only students who are interested in pursuing teacher education have elected to major in teacher education through the B.S. degree in the College of Education. Students who intend to major in geography can continue to do so through the program in the department through the College of Liberal Arts.

III. Anticipated budget effects.

There are no budgetary effects.

IV. Personnel, equipment, and physical arrangements.

There will be no changes in faculty work assignments, teaching responsibilities, equipment, or physical facilities.

V. Affect on other educational units, curricula, or degrees.

No other educational units, curricula, or degrees will be affected by the abolition of this program.

VI. Catalog copy.

See attached.

VII. Requested effective date of implementation.

The requested date for implementation is January 1, 1994.

Abolition of the Bachelor of Science, Major in
Geography, College of Education, SIUC

Summary

This action would abolish the Bachelor of Science degree program in Geography in the College of Education, SIUC, effective January 1, 1994. The program has had few students over the past ten years with only students pursuing teacher education electing this degree over the Bachelor of Arts or Bachelor of Science degree programs in Geography offered through the College of Liberal Arts.

The Bachelor of Science degree is awarded in other majors or specializations within majors:
 Communication Disorders and Sciences
 The Bachelor of Fine Arts degree is awarded for some specializations in the School of Art and Design.
 The Bachelor of Music degree is awarded for some specializations in the School of Music.

Additional information about the majors offered in the College of Communications and Fine Arts is available elsewhere in this bulletin. Students who are considering enrollment in a major should read the section on curriculum. Admission to the University is handled through the Office of Admissions and Records, but those students who desire more specific information about a major should make an appointment with an academic adviser of that department or school. Each department or school of the college has one or more individuals who will advise prospective students about major requirements, curriculum, activities, careers, and opportunities. Transfer students may also discuss transfer credit and placement in courses at Southern Illinois University at Carbondale.

A student with special personal and professional goals which cannot be met by one of the traditional majors is encouraged to consider the resources available within the college and university and design a special major. Requirements and guidelines are listed elsewhere under *Special Major*.

Faculty of the college are engaged in research/creative activities concerning communications and the arts. They also provide consulting service and other community services to schools, newspapers, radio and television stations, museums, art centers, businesses, and governments. They hold professional memberships and serve as officers in various local, state, national, and international organizations in the communications media and in the arts. A number of special events are presented each year, including lectures by noted artists, music performances, theater productions, art and photography exhibits, and film showings.

The Broadcasting Service and the University Museum are also part of the college. The Broadcasting Service operates WSIU (FM), a public radio station, and WSIU (TV), channel 8, a public television station, both located in Carbondale. It also operates a second public television station, WUSI (TV), channel 16, at Olney. The University Museum serves the college and the campus community and surrounding area through its active exhibit program and its cooperative ventures with other academic units.

Administrative offices of the college are located in the Communications Building, which includes the McLeod Theater and the Marion Kleinau Theater along with broadcasting facilities, film production facilities, and office of the *Daily Egyptian*.

College of Education

DONALD L. BEGANS, *Dean*

Departments: Curriculum and Instruction; Educational Administration and Higher Education; Educational Psychology; Health Education; Physical Education; Recreation; Rehabilitation; Special Education; Vocational Education Studies
 The College of Education offers the following programs¹ leading to the Bachelor of Science degree:

Chemistry
 Clothing and Textiles
 Communication Disorders and Sciences
 Early Childhood Elementary Education
 English
 French
 German
 Health Education
 History

Mathematics
 Music
 Physical Education
 Physics
 Political Science
 Recreation
 Secondary Education²
 Social Studies
 Spanish
 Special Education
 Speech Communication
 Vocational Education Studies
 Zoology

¹In addition to programs offered almost entirely within the College of Education, certain programs are offered in cooperation with the College of Liberal Arts (e.g., English) or with the College of Communications and Fine Arts (e.g., art, music).
²Students planning to teach in secondary schools should refer to *Teacher Education and Instruction* section program for a listing of academic major and minor.

The College of Education is a multipurpose college preparing students as human service professionals as well as for the teaching profession. These programs include preparation in Apparel Design, Clothing Retailing, Child and Family Services, Athletic Training, Exercise Science and Physical Fitness, Recreation, Community Health, and Education, Training and Development.

Preparation of teachers at all levels and in all areas of instruction in the public schools from preschool education through high school is the special function of the College of Education. In its graduate offerings the efforts of the College of Education include professional work for prospective college teachers and administrators and several specializations in elementary and secondary school administration and supervision.

For most undergraduate students preparing to teach in high schools, the subject-matter courses will be taken in the other colleges and schools of the University, and the professional preparation for teaching, including student teaching, will be taken in the College of Education. Graduates of the College of Education receive the Bachelor of Science degree.

Students who wish to become principals or supervisors in the public schools take graduate work in the Department of Educational Administration and Higher Education. The department's major emphasis is on the graduate work, but it also participates in providing background for elementary and high school teachers. Likewise, students wishing to pursue a career in teaching or administration in colleges and universities take graduate work in the department. The department does not offer an undergraduate major in higher education, but it provides courses for undergraduate credit providing a broad background, but it provides for elementary and high school teachers.

The College of Education, housed in the Wham Education Building, is the oldest unit of the University, which was originally chartered as Southern Illinois Normal University.

Teacher Education Program

Southern Illinois University at Carbondale is fully accredited by the National Council for Accreditation of Teacher Education (NCATE) and by the State Teacher Certification Board, Springfield. The teacher education program is an all-university function administered by the dean of the College of Education. An ad-

mental impact of land-use systems on forest resources and assessing the impact of forest management systems on environmental quality are presented. Case studies culminating in the preparation of environmental impact statements are emphasized. Field trips cost, \$20. Prerequisite: senior standing in a natural resource major.

454-2 to 8 Forest Ecology Field Systems. A study of forest communities, soils, and site conditions in one of the following ecosystems: (a) boreal; (b) lake states; (c) Southern Appalachians; Southern pine. Course requires a field trip of about 10 days. Each trip is two semester credit. Maximum of 6 credits may be applied toward graduate credit. Estimated cost: \$123.00 per trip. Prerequisite: senior standing in natural resources or biological sciences, courses in tree identification, forest ecology, and soils, and consent of instructor. The processes and the practical uses of forest products. The environmental impact of each forest industry will also be discussed. 470-2 Wilderness Management, Policy, and Ethics. Study of current management philosophy and practice in America's wilderness. Analysis of current wilderness policy and its historical evolution. Discussion of the evolution of the wilderness idea and the individuals that have influenced it. Weekend field trip required. Prerequisite: 320 or consent of instructor.

480A-2 Resource Management. Coursework. Intensive field course in resources management decision making. Student serves as team member in solving resource problems in forest wildlife management, recreation, and interpretation at Land Between the Lakes. Enrollment limited to six. Course taught at Land Between the Lakes. Cost of room and board not to exceed \$100. Not for graduate credit. Prerequisite: consent of instructor.

492-1 to 4 Special Studies for Honors Students. Research and individual problems in forest. Not for graduate credit. Prerequisite: consent of the department chairperson and a 3.0 minimum grade point average.

494-1 to 6 Practicum. Supervised practicum in a professional setting. Emphasis on administration, supervision, teaching and program leadership in community, school, park, forest, institutional and public or private agencies. Students should enroll according to their curriculum specialization. (a) Forest environmental assessment, (b) outdoor recreation resource management, (c) forest resources management. Prerequisite: consent of instructor.

Geography (Department, Major, Courses)

Geography is the discipline that deals with the relationship between human beings and their environment. The Department of Geography emphasizes the applied aspects of this theme, environmental planning and management, and geographic techniques such as cartography and spatial analysis. Students may earn a Bachelor of Arts or Bachelor of Science degree through the College of Liberal Arts. ~~See Bachelor of Science degree through the College of Education.~~ All geography majors develop a minor in consultation with the Department of Geography undergraduate program director, which can be fulfilled by taking courses in another department or by an interdisciplinary group of courses based on a topical specialty, for example, in water resources.

Community college and transfer students interested in geography are encouraged to visit the department to determine possibilities for waivers, proficiencies, and transfer credit substitution.

Honors in geography is a special three semester program available to majors with an overall grade point average of 3.00 or better. Interested students should apply during the junior year for departmental consent to initiate an honors program.

Students with a minor in geography must take Geography 300 or GEB 103, three 300-level courses and one 400-level course. Geography 300 has been approved as a substitute for GEB 103 for the General Education requirement. Social studies majors in the College of Education with a 9-hour concentration in geography must take Geography 300 or GEB 103 and complete their concentration with electives from geography.

The core program provides a common background for all geography majors. The major then selects a series of 400-level courses to satisfy career goals. Three sequential interest sequences are as follows.

populations. Emphasis is on habitat requirements of different wildlife species and ways to manipulate the forest to improve wildlife habitat. Prerequisite: forestry major, or consent of instructor.

408-4 Introduction to Remote Sensing. The course is an introduction to the theoretical and practical considerations of remote sensing for an interdisciplinary audience. Coverage will stress background information about the electromagnetic spectrum, reflectance characterization of various objects, sensors, filters, platforms and energy flow between object and sensor. Prerequisite: advanced standing or graduate status.

409-4 Forest Resources Decision-Making. Examines management planning decision-making for multiple-use forests particularly in the public sector. Reviews concepts useful for analyzing flow-resource problems, emphasizing systems approaches, introduces use of modern quantitative methods to evaluate resource use alternatives. Case studies. Prerequisite: 411, Mathematics 140.

410-3 Forest Resources Administration and Policy. Nature of administrative organizations and influences on behavior of organization members. Society influences causing changes in forestry related organizations. Policy formation and implementation. Including roles of special interest groups.

411-3 Forest Resources Economics. Introduction to forest economics: Application of micro- and macro-economic principles to forest, timber and non-timber products; capital theory; benefit-cost analysis and economics of conservation. Prerequisite: Economist 215 or Agribusiness Economics 204; and Mathematics 140.

412-2 Tree Improvement. Basic theories and techniques of obtaining genetically superior trees for forest regeneration. Prerequisite: senior standing.

414-3 Information Management. The collection of physical, biological, and social variables in the field of forestry through sampling methods. The procedures of data manipulation and calculation of forest statistics. Prerequisite: 411.

418-3 Forest Management. The application of business procedures and technical forest management principles to manage forest properties. Emphasis on integrated resources management for forest products and intangible benefits. Field trips and supplemental purchases approximately \$25 for student. Prerequisite: summer camp or consent of instructor.

417-2 Forest Land-Use Planning. Principles of location theory as a basis for determining land use; supply of forest land; population pressure and demand; conservation principles; determination of forest land values; institutional factors influencing forest land-use; forest taxation; special taxes, and capital gains. Taught in alternate years. Prerequisite: 411 or consent of instructor.

418-2 Marketing of Forest Products. The role of marketing in the forest industries; review of economic principles; product policy, planning the product line, pricing, marketing channels, marketing programs, marketing organization, and marketing research as influences on the marketing of lumber, wood products, pulp, and paper. Taught in alternate years. Prerequisite: 411 or consent of instructor.

420-3 Park and Wetlands Management. The management of state and federal parks and recreation areas. A systems approach toward management and decision-making will be emphasized. Requires supplemental purchases of approximately \$5 per student. Prerequisite: 320C.

421-3 Recreation Land-Use Planning. Principles and methods for land-use planning of parks and recreation environments with emphasis on large regional parks. Focus on planning priorities and types of information to gather and organize. Application in group field projects. Prerequisite: 320, 420, and consent of instructor.

422C-4 Park and Wetlands Management Camp. A study of park conditions, visitors, and management practices at selected county, state, and federal park systems in the United States including the federal wilderness preserve on a system. Course requires a field trip and supplemental purchases. Prerequisite: 320 and 320C.

423-3 Wetland Watershed Management. Emphasis is placed on the principles, technical problems, procedures, alternatives, and consequences encountered in managing wildland watersheds for the production of quality water in harmony with other uses. Prerequisite: 331.

431-3 Regional Silviculture. Designed to evaluate the various silvicultural practices as they are commonly employed in various regions of the United States. Offered alternate years. Prerequisite: 310C.

451-2 Natural Resources Inventory. Theory and practical problems in biometrics to obtain estimates of natural resource populations. Use of computers and other advanced techniques. Case studies of inventory procedures. Field trip cost—maximum \$20. Prerequisite: 351 or consent of instructor.

452-2 Forest Soils. Characterization and fundamental concepts of forest soils and their relationship to forest communities and forest management practices. Emphasis on soil formation of forest soil material, soil forming processes, and the chemical, physical, and biological properties of soils as related to forest site. Prerequisite: 310C and Soil Science 240 and

environmental management and planning. The courses deal with the economic, social, and political aspects of environmental planning, techniques of evaluation and principles of the environmental systems under consideration.

Geography General. This concentration gives maximum flexibility for those seeking a broad understanding of the field of geography, or those wishing to combine several areas of interests.

Bachelor of Arts or Bachelor of Science Degree, College of Liberal Arts
 These courses provide the base for those seeking a broad understanding of the field of geography and who have interests in preparing for graduate study or in applying geography in teaching, industry, or government.

<i>General Education Requirements</i>	46
<i>College of Liberal Arts Academic Requirements (See Chapter 3.)</i>	(4) + 8-14
<i>Requirements for Major in Geography</i>	30-34
<i>Geography Core Courses: 300, 302, 304 or 326, 410</i>	(3) + 13
<i>Mathematics 108, 116, or 139</i>	(3) + 0-2
<i>Special Interest Sequence</i>	17-19
<i>Cartography and Geographic Information Management:</i>	
310, 404, 416, 418 and selection from other 400-level courses	17-19
<i>Environmental Planning: 320, 422, 424, 426, and selection from 400, 425, 427, 430, 432, 434, 436, 470, 471</i>	18-19
<i>Geography General: Any 400-level courses</i>	17-19
<i>Minor for interdisciplinary selection to complement major</i>	15
<i>Electives</i>	11-21
<i>Total</i>	120

Bachelor of Science Degree, College of Education	
<i>General Education Requirements</i>	46
Must include GEB 114, 202, and 301; GEC 213; GED 101 and 102; GED 152 or 153	
<i>Requirements for Major in Geography</i>	30
Geography 300 or GEB 103 and 443	(3) + 3
Any three: 302, 304, 310, 326, or one regional course	9
Additional courses in geography	18
Must include 12 hours of 400-level courses	
<i>Professional Education Requirements:</i>	
Curriculum and Instruction 469 is required	28
See Teacher Education Program, Chapter 3.	
<i>Minor for selection of courses complementary to major</i>	15'
<i>Electives</i>	1
<i>Total</i>	120

delete

*Students who exceed the use of the minor for teacher certification must complete a minimum of 18 semester hours in the minor.



Southern Illinois University at Carbondale
Carbondale, Illinois 62901-4712

Faculty Senate
618-453-5244
FAX: 618-453-5222

September 16, 1993

RECEIVE

SEP 20 1993

Office of Vice President
Academic Affairs and Provost

Vice President Ben Shepherd
Academic Affairs and Provost
Anthony Hall
Campus

Dear Vice President Shepherd:

At its meeting on September 14, the Faculty Senate unanimously passed the following Resolution on the Elimination of the B.S. in Geography in the College of Education:

WHEREAS the College of Education has proposed to abolish the B.S. in Geography, and

WHEREAS there are two students in the present program, and

WHEREAS there is a B.S. in Geography in the College of Liberal Arts, and

WHEREAS there are no faculty affected by this change,

BE IT RESOLVED that the Faculty Senate approves the elimination of the B.S. in Geography in the College of Education.

Sincerely,

James P. Orr
James P. Orr, President
Faculty Senate

JPO:rm

cc: President John Guyon
Assoc. Vice President Kyle Perkins
Dean Donald Beggs

Dr. Wilkins moved the reception of Report of Purchase Orders and Contracts, September, 1993, SIUC and SIUE; the ratification of Changes in Faculty-Administrative Payroll, SIUC and SIUE; and the approval of the Minutes of the Meetings held October 13 and 14, 1993; Approval of Plans and Specifications: Renovation to Tower Lake Apartments, SIUE; Project Approval, Approval of Plans and Specifications, and Award of Contract: Fire Alarm System Renovations, Phase II, University Housing, SIUC; Project Approvals and Selection of Engineers: FY 1993 Capital Projects, SIUC; New Program Request: Bachelor of Science in Manufacturing Engineering, College of Engineering, SIUC; and Abolition of the Bachelor of Science, Major in Geography, College of Education, SIUC. The motion was duly seconded. Student Trustee opinion in regard to the motion was indicated as follows: Aye, Nick Adams, Mark A. Kochan. The motion carried by the following recorded vote: Aye, John Brewster, Molly D'Esposito, Celeste Stiehl, A. D. VanMeter, Jr., George T. Wilkins, Jr.; nay, none.

The Chair announced that there would be a news conference immediately following in the Video Lounge.

Mrs. D'Esposito moved that the meeting be adjourned. The motion was duly seconded, and after a voice vote the Chair declared the motion to have passed.

The meeting adjourned at 11:40 a.m.



Sharon Holmes, Executive Secretary

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MINUTES OF THE SPECIAL MEETING OF THE BOARD OF TRUSTEES
SOUTHERN ILLINOIS UNIVERSITY
NOVEMBER 23, 1993

A special meeting of the Board of Trustees of Southern Illinois University convened at 3:17 p.m., in the Board Room, First of America Bank, Springfield, Illinois. The Chairman and Secretary being present, the meeting was called to order. The following members of the Board were present:


Nick Adams
John Brewster
Molly D'Esposito, Vice-Chair
Mark A. Kochan
William R. Norwood
Harris Rowe
Celeste M. Stiehl
A. D. VanMeter, Jr., Chair
George T. Wilkins, Jr., Secretary

Also present were Dr. James M. Brown, Chancellor of Southern Illinois University, and Mr. C. Richard Gruny, Board Legal Counsel.

A quorum was present.

Mrs. D'Esposito moved that the Board go into closed session to consider information regarding the appointment, employment or dismissal of employees or officers, and adjourn directly from the closed session with no action having been taken. The motion was duly seconded. The motion carried by the following recorded vote: Aye, Nick Adams, John Brewster, Molly D'Esposito, Mark A. Kochan, William R. Norwood, Harris Rowe, Celeste M. Stiehl, A. D. VanMeter, Jr., George T. Wilkins, Jr.; nay, none.

The meeting adjourned at 5:34 p.m.



George T. Wilkins, Jr., Secretary

MINUTES OF THE MEETING OF THE BOARD OF TRUSTEES
SOUTHERN ILLINOIS UNIVERSITY
DECEMBER 9, 1993

The regular monthly meeting of the Board of Trustees of Southern Illinois University convened on Thursday, December 9, 1993, at 10:05 a.m. in the Ballroom of the University Center, Southern Illinois University at Edwardsville, Edwardsville, Illinois. The regular Chair and Secretary being present, the meeting was called to order. The following members of the Board were present:

Nick Adams
John Brewster
Molly D'Esposito, Vice-Chair
Mark A. Kochan
William R. Norwood
Harris Rowe
Celeste M. Stiehl
A. D. VanMeter, Jr., Chair
George T. Wilkins, Jr., Secretary

Executive Officers present were:

James M. Brown, Chancellor, Southern Illinois University
John C. Guyon, President, SIUC
Earl E. Lazerson, President, SIUE

Also present were Sharon Holmes, Executive Secretary of the Board; C. Richard Gruny, Board Legal Counsel; and Donald W. Wilson, Board Treasurer.

The Secretary reported a quorum present.

NOTE: Copies of all background documents furnished to the Board in connection with the following matters have been placed on file in the Office of the Board of Trustees.

The Chair stated that pursuant to notice members of the Board of Trustees had had breakfast with Dr. Johnetta Haley, Director of the East St. Louis Center. He continued that the breakfast had been held in the Board Room of the University Center, Southern Illinois University at Edwardsville. He stated that the Board had had an absolutely wonderful breakfast with her

He said that they wished her the very best and thanked her for all she has done for the University and the community.

Under Committee Reports, Mrs. D'Esposito, Chair of the Finance Committee, stated that the Committee had met this morning in the Mississippi-Illinois Room of the University Center. She gave the following report:

We request that Board agenda item K, Proposed Use of Revenue Bond Fee Funds for Evergreen Terrace, SIUC, be placed on the omnibus motion for approval. An information report on the Treasurer's Report to the Bondholders for Fiscal Year 1993 was presented. We thanked Mr. Wilson and his staff for providing us with such timely information and for circulating that information to the financial community.

Dr. Wilkins, Chair of the Architecture and Design Committee, stated that the Committee had met following the Finance Committee meeting. He gave the following report:

The Committee asks that Item J, Project Approval and Retention of Architect: Tower Lake Housing Renovations, Phase II, SIUE, be placed on the omnibus motion.

Mr. Horwood, Chair of the Academic Matters Committee, stated that the Committee had met following the Architecture and Design Committee meeting. He gave the following report:

The Committee had a notice item: Abolition of the Master of Arts Degrees and Two Concentrations in the Rehabilitation Institute, College of Education, SIUC. We had a PCP update. We discussed the affordability hearing yesterday. We had an information report on Intercollegiate Athletics, SIUE. It was presented by Ms. Jones, Athletic Director, and Dr. Parker, Faculty Academic Counselor in Athletics. It was very interesting and it shows signs of improvement in the student athlete area. Some of the innovative ideas that have been brought into the program have made our athletic requirements at SIUE even more stringent than NCAA.

Mr. VanMeter commented that it seemed that the University is doing an excellent job of focusing in, and doing a lot of the right things. He continued that the figures are beginning to show that.

Mr. Norwood stated that this also says to the community and student athletes that there is going to be a requirement to be a student and an athlete, and that he thought that that was a very progressive outlook.

Under Executive Officer Reports, President Guyon presented Dr. John Robert Quatroche, Vice-President for Institutional Advancement. He stated that Dr. Quatroche had held a similar position at Kent State University and he believed that he was going to be a major asset to the development activities and alumni relations of the University.

President Lazerson introduced David Heath, newly appointed Director of Finance, and Paul Pitts, Affirmative Action and Equal Opportunity Officer.

Chancellor Brown reported that his trip to VietNam in November had been fascinating. He explained that with regard to the political situation in Illinois that this was the time for aspiring candidates to file for official candidacy. He stated that Representative Jim McPike, who has so ably represented this area for so many years, has indicated that he does not intend to file for re-election. He continued that this will be a severe blow to our representation in the House of Representatives.

The Chair explained the procedure for the Board's omnibus motion and he proposed that, after discussion, there would be taken up the following matters:

REPORT OF PURCHASE ORDERS AND CONTRACTS,
OCTOBER, 1993, SIUC AND SIUE

In accordance with III Bylaws 1 and 5 Policies of the Board summary reports of purchase orders and contracts awarded during the month of October, 1993, were mailed to the members of the Board in advance of this meeting, copies were placed on file in the Office of the Board of Trustees, and these reports are hereby submitted for information and entry upon the minutes of the Board with respect to the actions of the Executive Committee.

CHANGES IN FACULTY-ADMINISTRATIVE PAYROLL - SIUC

I. The following changes in faculty-administrative payroll are submitted to the Board of Trustees for ratification in accordance with the Board Policy on Personnel Approval (2 Policies of the Board B). Additional detailed information is on file in the Office of the President. Where appropriate, salary is reported on a monthly basis and on either an academic year (AY) or fiscal year (FY) basis.

A. Continuing Appointments

<u>Name</u>	<u>Title</u>	<u>Department</u>	<u>Effective Date</u>	<u>Salary</u>
1. Bacon, Lisa L.	Development Officer	SIU Foundation	10/18/93	\$2,541.67/mo. \$ 30,500.04/FY
2. Foote, Joe	Dean	College of Mass Comm and Media Arts	11/01/93	\$7,083.33/mo. \$ 84,999.96/FY
3. Parker, Jack M.	Dean	College of Science	12/01/93	\$7,584.00/mo \$ 91,008.00/FY
4. Parrott, Charles A.	Hall Director	Housing	10/01/93	\$2,402.07/mo. \$ 28,824.84/FY
5. Quatroche, J. Robert	Vice-President for Institutional Advancement	Vice-President for Institutional Advancement	1/17/94	\$8,333.34/mo. \$100,000.00/FY
6. Stetter, John F.	Director	University Press	12/01/93	\$6,625.00/mo. \$ 79,500.00/FY

II. The following changes in faculty-administrative payroll at the School of Medicine/Springfield campus are submitted to the Board of Trustees for ratification in accordance with the Board Policy on Personnel Approval (2 Policies of the Board B). Additional detailed information is on file in the Office of the Dean and Provost. Where appropriate, salary is reported on a monthly basis and on either an academic year (AY) or fiscal year (FY) basis.

A. Continuing Appointments

<u>Name</u>	<u>Title</u>	<u>Department</u>	<u>Effective Date</u>	<u>Salary</u>
1. Crawford, Paula*	Clin Asst Prof	Fam and Comm Medicine	09/10/93	----
2. Houston, Mark*	Clin Asst Prof	Fam and Comm Medicine	09/01/93	----
3. Kenny, Gardner*	Clin Asst Prof	Fam and Comm Medicine	08/01/93	----
4. McGowan, Hugh*	Clin Asst Prof	Fam and Comm Medicine	09/27/93	----
5. Moore, Curtis	Biomed Center Director	Alz. Dis. Ctr. and Neurology	10/18/93	---- \$4,834.00/mo \$58,008.00/FY

*This appointment carries faculty privileges except that time in this appointment does not count toward tenure.

CHANGES IN FACULTY-ADMINISTRATIVE PAYROLL - SIUE

I. The following change in faculty-administrative payroll is submitted to the Board of Trustees for ratification in accordance with the Board Policy on Personnel Approval (2 Policies of the Board B). Additional detailed information is on file in the Office of the President. Where appropriate, salary is reported on a monthly basis and on either an academic year (AY) or fiscal year (FY) basis.

A. Continuing Appointment

<u>Name</u>	<u>Title</u>	<u>Department</u>	<u>Effective Date</u>	<u>Salary</u>
1. Pitts, Paul	Director	Human Relations	November 1, 1993	\$4,584.00/mo \$55,008.00/FY

PROJECT APPROVAL AND RETENTION OF ARCHITECT: TOWER
LAKE HOUSING RENOVATIONS, PHASE II, SIUE

Summary

This matter would approve undertaking the next phase of the renovation program at Tower Lake Apartments. The renovation program was begun as part of the Student Residence Facilities project, and Phase I of the program is included in that project. Phase II of the program would replace siding, gutters and downspouts, windows, sliding glass doors, and so forth on the buildings in the single student (500) side of the apartment complex. The architect's preliminary estimate of the cost of Phase II, together with a construction contingency and an allowance for completing plans and specifications and for construction supervision, totals \$3,047,374. At present, approximately \$1,200,000 can be identified in available funds. The funding is comprised of \$800,000 from the operating budget for the apartments, and \$400,000 in Repair and Replacement Reserve funds.

Approval is also granted to continue the services of FGM, Incorporated as architect for Phase II of the renovation program. FGM, Incorporated was selected to develop the renovation program and to complete plans and specifications for Phase I.

Rationale for Adoption

The Tower Lake Apartments were constructed in two stages, with what is referred to as Family Housing (the 400 side) completed in 1969-70, with the Single Student Housing development (the 500 side) constructed in 1973-74. Over the years, minimal repair and renovation work was performed on the apartments. In recent years, it has become apparent that substantial renovation and rehabilitation work must be done in order to insure the continued viability of the facilities which is essential to the University's financial ability to honor the revenue bond covenants. To provide a professional evaluation of work necessary to achieve this, the Board approved developing the renovation program and undertaking part of the work recommended through the Student Residence Facilities project. The firm of FGM, Incorporated was selected as the architect to provide these services.

FGM, Inc. concluded the evaluation and cost estimating for the renovation program in fall 1993. The total estimated cost of the renovation program (Phase I and II) is \$4,270,961, exclusive of contingency or final architectural services amounts. FGM and housing management officers reviewed the elements of the recommended work and identified those which should be undertaken first. Elements of the program that address life safety and facility preservation issues were identified and included in Phase I as part of the Student Residence Facilities project. This work included: replacing all residential building roofs on the 500 side and roofs on all but four buildings on the 400 side of the complex; repairing and replacing all balconies on the 500 side of the complex; replacing all smoke detectors and selected electrical outlets, switches, and wiring; and installing a thermal expansion absorber on all water heaters. Plans and specifications for that work were submitted for

approval by the Board at its November 11, 1993 meeting. The total budget, including construction contingency and architectural fees, for Phase I is \$1,205,351.

Phase II of the renovation program, proposed herein, continues to address the facility preservation issue. The recommended work deals exclusively with the 500 side of the apartment complex and would replace siding, gutters and downspouts, soffit and fascia covering, windows, and sliding glass and aluminum doors, and provide related sealant and caulking on all 31 residential buildings. The architect's estimate of the cost of the work totals \$2,539,474. The proposed budget for Phase II includes that cost estimate together with a construction contingency and an allowance for completing plans and specifications and for construction supervision, each calculated at 10% of the cost of construction. The total budget identified is \$3,047,374. Currently, only \$1,200,000 can be identified as available funds to undertake Phase II of the renovations.

University officers have presented the entire Phase II proposal to illustrate the magnitude of the needs that must be addressed. It is recommended that the Board authorize undertaking the work identified for Phase II, with the understanding that the plans and specifications will be developed so that the work can be bid and undertaken as funds become available. Currently, available funds would allow approximately 40% of Phase II to be undertaken during this fiscal year. In subsequent fiscal years as additional funds are available, University officers would return for authority to proceed with bidding and contracting additional parts of the Phase II renovations until they are complete.

Authority to continue the services of FGM, Incorporated as architect for Phase II of the program is a logical and reasonable alternative for providing such services. Under the Board's original authorization, the work performed to date by FGM, Inc. has resulted in planning and specification services at approximately the 50% complete stage for the elements comprising the renovation program. To require a separate architect search for the Phase II work would be counter to the original intent of developing the renovation program. The use of a different firm would not only delay the work but would add to the cost of the program by necessitating review of all of the work already performed by FGM, Inc. Given these considerations, continuation of the services of FGM, Inc. is recommended for approval.

Considerations Against Adoption

University officers are aware of none.

Constituency Involvement

Continuation of the renovation program was specifically considered by the Tower Lake Advisory Committee in its review and recommendation on Tower Lake Rental Rates. That review recommended an increase in rental rates to support continuation of the renovation program. That action was reviewed and approved by the Student Senate, SIUE. This matter is recommended for adoption by the Vice-President for Student Affairs and the President, SIUE.

Resolution

BE IT RESOLVED, By the Board of Trustees of Southern Illinois University in regular meeting assembled, That:

- (1) Continuation of the Tower Lake Housing renovation program by undertaking Tower Lake Housing Renovations, Phase II, SIUE, be and is hereby approved at an estimated budget of \$3,047,374.
- (2) The Board approves funding for the first stage of Tower Lake Housing Renovations, Phase II, in the total amount of \$1,200,000, comprised of \$800,000 from the operating budget of Tower Lake Housing, and \$400,000 from the Tower Lake Housing Repair and Replacement Reserve. Future stages of the Phase II renovations will be submitted for appropriate approvals, as determined by this Board, with respect to source and amount of funding, authorization to bid, and award of contracts.
- (3) The Board approves continued retention of the firm of FGM, Inc., Belleville, Illinois, to provide architectural and engineering services for the Tower Lake Housing Renovations, Phase II.
- (4) The Chancellor of Southern Illinois University be and is hereby authorized to take whatever action is necessary in the execution of this resolution in accordance with established policies and procedures.

PROPOSED USE OF REVENUE BOND FEE FUNDS FOR
EVERGREEN TERRACE, SIUC

Summary

This matter proposes the use of Revenue Bond Fee funds in the FY-94 budget for Evergreen Terrace in the amount of \$91,000. Such funds are to be reallocated from the FY-94 budget for University Housing.

Rationale for Adoption

Board policy (4 Policies of the Board B-13) permits the use of funds from the Revenue Bond Fee in support of Evergreen Terrace Family Housing ". . . in such sums as may be approved by the Board from time to time. . ." The last such usage was \$151,000 in FY-91.

Effective July 1, 1993, the application of payment rules in the University's billing/receivables system were changed to provide that all charges would be paid in date order, oldest first. Prior to that time, certain charges, including family housing rent, were always paid first, regardless of date. While there had been valid reasons for this practice, the result was a confusion of cash payments and reversals. A charge in another area that appeared to be paid one month would show up unpaid the next month.

The change in the rules appears to have satisfied the recent audit recommendation that charges once paid remain paid. One consequence of the change has been a one-time delay in cash flow for Evergreen Terrace and a greater share in bad debt expense. Since Evergreen Terrace funds are deposited in a separate bank account, a negative cash balance cannot be covered from other University funds. Currently accounts payable and deferred projects have been used to maintain a positive balance.

The proposed use of \$91,000 of Revenue Bond Fee funds is estimated to cover the cash reduction resulting from the change in rules. Consequently, this same change in rules has benefitted cash flow in the residence hall accounts. It is expected that the cash flow increase in the residence hall accounts will roughly offset the cash flow decrease at Evergreen Terrace in the amount requested here for reallocation.

Southern Hills Family Housing has experienced a similar loss. However, as a part of the funded debt entity, Southern Hills already participates in the use of the Revenue Bond Fee funds.

Considerations Against Adoption

The funded debt operations of Housing and the Student Center have first claim on the Revenue Bond Fee funds.

Constituency Involvement

This matter has been shared with the student constituencies.

Resolution

BE IT RESOLVED, By the Board of Trustees of Southern Illinois University in regular meeting assembled, That the allocation of Revenue Bond Fee funds to Evergreen Terrace Family Housing be approved in the amount of \$91,000 for FY-94.

Mr. Kochan moved the reception of Reports of Purchase Orders and Contracts, October, 1993, SIUC and SIUE; the ratification of Changes in Faculty-Administrative Payroll, SIUC, as revised, and SIUE; and the approval of the Minutes of the Meeting held November 11, 1993; Project Approval and Retention of Architect: Tower Lake Housing Renovations, Phase II, SIUE; and Proposed Use of Revenue Bond Fee Funds for Evergreen Terrace, SIUC. The motion was duly seconded. Student Trustee opinion in regard to the motion was indicated as follows: Aye, Nick Adams, Mark A. Kochan. The motion carried by the following recorded vote: Aye, John Brewster, Molly D'Esposito, William R.

Norwood, Harris Rowe, Celeste M. Stiehl, A. D. VanMeter, Jr., George T. Wilkins, Jr.; nay, none.

The Chair stated that in every organization there comes a time in the growth and development of that organization that the leadership passes from one to another. He continued that those who have been a party to SIU and to SIU at Edwardsville know that this is a particularly important moment for Southern Illinois University and particularly for Southern Illinois University at Edwardsville. He explained that Earl Lazerson has proffered his resignation from the position of President; a position which he has held for a great many years with great success and with real service to the University and to this community.

The Chair presented the following matter:

RESIGNATION OF THE PRESIDENT, SIUE

Summary

Earl E. Lazerson has proffered his resignation from the position of President, SIUE, effective December 31, 1993. He has requested a Professional Development Leave for the period 1/1/94 to 12/31/94 and to serve as Professor of Mathematics at SIUE from 1/1/95 to 12/31/95. This matter responds to those requests.

Rationale for Adoption

Dr. Lazerson holds tenure as a professor in the Department of Mathematics, Southern Illinois University at Edwardsville. Upon his departure from the position of President, it is reasonable and proper to grant a Professional Development Leave during which Dr. Lazerson may prepare to resume faculty duties.

Constituency Involvement

Pursuant to Board Policy, the concerned constituency will be primarily responsible for establishing the terms upon which Dr. Lazerson will take up his faculty duties.

Considerations Against Adoption

Dr. Lazerson could be immediately reassigned to the faculty without a period of preparation. To do so would be a disservice to Dr. Lazerson, the Department of Mathematics, and to his prospective students.

Resolution

BE IT RESOLVED, By the Board of Trustees of Southern Illinois University in regular meeting assembled, That:

- (1) The proffered resignation of Earl E. Lazerson as President, SIUE, is hereby accepted effective December 31, 1993;
- (2) Dr. Lazerson is hereby awarded the titles of President Emeritus and Distinguished Service Professor effective 1/1/94;
- (3) Dr. Lazerson is hereby placed on Professional Development Leave for the period 1/1/94 to 12/31/94;
- (4) During the time of such leave, Dr. Lazerson will receive his current salary but no housing allowance. He will be provided with the use of an office in the current Chancellor's Office at SIUE, the half-time use of the secretary in that office, a home business telephone, and reimbursement of travel and other business expenses related to University activities, not to exceed \$5,000;
- (5) For the period 1/1/95 to 12/31/95, Dr. Lazerson will serve as Professor of Mathematics at SIUE at a salary commensurate with his academic qualifications and with the salary level of the professors within that college at SIUE, according to Board policy; and
- (6) That no later than December 31, 1995, Dr. Lazerson will retire from paid University service.

Mr. Rowe moved approval of the resolution. The motion was duly seconded. Student Trustee opinion in regard to the motion was indicated as follows: Aye, Nick Adams, Mark A. Kochan; nay, none. The motion carried by the following recorded vote: Aye, John Brewster, Molly D'Esposito, William R. Norwood, Harris Rowe, Celeste M. Stiehl, A. D. VanMeter, Jr., George T. Wilkins, Jr.; nay, none.

The Chair asked the Board to consider a current and pending matter, Recognition of Earl Lazerson. Mrs. D'Esposito moved that the Board consider the matter. The motion was duly seconded, and after a voice vote the Chair declared the motion to have passed unanimously.

Recognition of

EARL LAZERSON

Resolution

WHEREAS, Earl Lazerson, President of Southern Illinois University at Edwardsville, has elected to take well-deserved retirement after a quarter century of outstanding service to the institution, including 14 years of active and effective leadership as chief executive officer;

WHEREAS, Dr. Lazerson, in all his various capacities, from Professor of Mathematics, to Chair of his department, to Dean of the School of Science and Technology, to Vice-President for Academic Affairs and Provost, to President, maintained an unswerving commitment to academic excellence and an increasingly visible dedication to the social responsibilities of the University;

WHEREAS, Dr. Lazerson not only presided over the educational enhancement of the University, but also directed its physical development to meet the expanding needs of the University community, consistently influencing the esthetic as well as the functional aspects of new construction;

WHEREAS, Dr. Lazerson developed and demonstrated a mastery of administrative and budgetary matters which permitted him to guide the University wisely and successfully through rare periods of normal activity and frequent seasons of stress and fiscal constraints;

WHEREAS, Dr. Lazerson is widely recognized for leading the University in the educational, economic, and cultural development of the area and particularly in asserting SIUE's commitment to the concerns of minorities and the underprivileged; and

WHEREAS, Numerous and prestigious awards and honors received by Dr. Lazerson during his tenure at SIUE reflect great distinction upon the University;

NOW, THEREFORE, BE IT RESOLVED, By the Board of Trustees in regular meeting assembled, That the Board expresses its profound gratitude and appreciation to Earl Lazerson for his many years of distinguished and invaluable services and contributions to Southern Illinois University at Edwardsville, to its constituents, and students; and

BE IT FURTHER RESOLVED, That the members of this Board, individually and as a group, offer Earl Lazerson their best wishes for happiness and success in all his endeavors in the years ahead and their sincere hope that those years be productive and fulfilling.

Mr. Rowe moved approval of the resolution. The motion was duly seconded. Student Trustee opinion in regard to the motion was indicated as follows: Aye, Nick Adams, Mark A. Kochan; nay, none. The motion carried by the following recorded vote: Aye, John Brewster, Molly D'Esposito, William R. Norwood, Harris Rowe, Celeste M. Stiehl, A. D. VanMeter, Jr., George T. Wilkins, Jr.; nay, none.

Mr. VanMeter presented President Lazerson with the resolution.

President Lazerson made the following remarks:

I think that what I'm going to do this morning is to take just a few minutes to thank all of those who have contributed so much to the growth and development of this institution. First and foremost to the members of the Board of Trustees. Without your support and commitment nothing could have been done. With your support and commitment much was possible and much was achieved. To the Chancellor, Jim Brown, and his staff for consistent support. Jim, you've been a good friend and your people have been very helpful in moving the University forward. I would be remiss if I did not acknowledge the support and confidence that had been placed in the institution by earlier members of this Board and by earlier holders of the Chancellorship. I'm thinking specifically now of Buzz Shaw. In terms of the state apparatus, it was my good fortune and the University's good fortune to have at the leadership of the Illinois Board of Higher Education, Bill Browder, who took a great interest in this University as has Art Quern. In terms of their executive directorship, Jim Furman and Dick Wagner have been good friends of the University. I have been privileged to have worked with two outstanding federal legislators from Illinois, Senator Paul Simon and Senator Alan Dixon. And three outstanding representatives: Congressman Mel Price, Congressman Costello, and more recently Congressman Durbin. There have been members of the General Assembly, most notably, of course, Senator Sam Vadalabene who has driven unceasingly to improve this institution and to lend aid and comfort. I have again been fortunate to have worked with two governors who have taken a particular interest in Southern Illinois University at Edwardsville: Governor Thompson and Governor Edgar. Closer to home, I have had the benefit of a staff, which in my view, has been without compare in terms of the work that they have rendered the University. First, I would point to Wilma Jene Bond, Chuck Mecum who turns out more paper than I care to contemplate. Bill Gardner, Vernita Dallape, Lisa Kusmanoff, Peggy Kohler. All have rendered wonderful support to the President's Office. It has been my privilege to work with the best University administrator I've ever met, Dave Werner. And other Vice-presidents, Connie Rockingham and Jim Buck. And a dear and much lamented friend who has passed, Earl Beard, who rendered enormous service to this

University. To the faculty, the staff, the students at SIUE, you have been of constant interest to me in terms of our interactions. I think that your representation in terms of the constituency heads has been remarkable over the years. You have worked to the betterment of the institution and one can ask no more than that. Every president that I have worked with of the faculty, staff, and student senates has made a large contribution to the welfare of the institution. I think that this is an exemplary record. I don't know if my wife is in the audience. Ann, please stand up. Mr. VanMeter mentioned that transition is important in the life of the University and indeed it is. It seems to me that collectively we have much to be proud of with regard to SIU and to SIUE. I would like to extend my best wishes first to the Board and then to everyone in this room for the future and most particularly, I extend my best wishes for success to our new incoming president. Ladies and gentlemen this has been a marvelous experience for me. It has stretched me as a human being and you can ask for nothing more than that. I would remind you that I was a faculty member before I became president and that the future beckons with interesting things to do and to accomplish. But I have arrived at a point in my life where I want to do other things; things that bear some interests as far as the end game is concerned. I will be busying myself with those things. I wish you well. Thank you very much.

Mr. VanMeter stated that Earl Lazerson is a hard act to follow and anything that he would have to say after the most eloquent and honest words that President Lazerson had just stated would be anticlimatic. He said that he was speaking for the entire Board when he says that Earl Lazerson has brought many things to the University and to the community, but above all else is that he has brought a sense of vision as to what he wanted to see the University be and motivated all of us to be for the University, and in that he has been most successful.

Mr. Norwood commented that with all the accomplishments President Lazerson has brought to the University he's also brought with him diversity, which is important. He continued that President Lazerson has instilled that throughout the University and it's something that is easier to talk about than do. He said that President Lazerson has done it and it is appreciated.

Chancellor Brown reported that more than a year ago Earl Lazerson had written to him on the topic of his possible resignation and in January he indicated his intention to resign. Dr. Brown stated that at that time the

policies of the Board were examined with regard to the selection of a President. He reported that a selection committee should be appointed; it should perform its function and recommend to the Chancellor a slate of finalists. He continued that from that slate of finalists the Chancellor should recommend to the Board a new president to take over the responsibility. Dr. Brown read the voting membership of the Committee: Shirley Burris, John Fruit, Helen Gruber, Jesse Harris, Ellen Nore, Marsha Puro, Michael Shelton-Montez, and Dickie Spurgeon. He explained that this Committee was chaired by John Meisel, a non-voting member, who had to work nine times harder than the others to keep up with them. He stated that the Committee members had devoted many hours to advertising, processing applications, reviewing dossiers, interviewing by telephone and by airport visit, and finally, in person; and they brought four candidates to the campus to introduce to the University community. He explained that from those four candidates, they recommended three candidates and then the Chancellor's Office performed its own review and examination of those three candidates. He continued that we have come to the conclusion that I should recommend to the Board that Dr. Nancy Belck be appointed President of SIUE. He asked the Board to consider a current and pending matter to name Dr. Belck as President.

Mr. Rowe moved that the Board consider a current and pending matter. The motion was duly seconded. Student Trustee opinion in regard to the motion was indicated as follows: Aye, Nick Adams, Mark A. Kochan; nay, none. The motion carried by the following recorded vote: Aye, John Brewster, Molly Esposito, William R. Norwood, Harris Rowe, Celeste M. Stiehl, A. D. VanMeter, George T. Wilkins, Jr.; nay, none.

The following matter was presented:

APPOINTMENT OF THE PRESIDENT OF
SOUTHERN ILLINOIS UNIVERSITY AT EDWARDSVILLE

BE IT RESOLVED, By the Board of Trustees of Southern Illinois University in regular meeting assembled, That, upon the recommendation of the Chancellor, Nancy G. Belck be and is hereby appointed President of Southern Illinois University at Edwardsville, effective January 1, 1994, to serve at the pleasure of the Chancellor and of a majority of the total Board membership. Salary shall be paid at the rate of \$109,500 per year. In addition, she will receive a housing allowance of \$18,000 per year and the use of a University vehicle.

Mr. Adams moved approval of the resolution. The motion was duly seconded. Student Trustee opinion in regard to the motion was indicated as follows: Aye, Nick Adams, Mark A. Kochan; nay, none. The motion carried by the following recorded vote: Aye, John Brewster, Molly D'Esposito, William R. Norwood, Harris Rowe, Celeste M. Stiehl, A. D. VanMeter, Jr., George T. Wilkins, Jr.; nay, none.

Dr. Brown introduced Dr. Nancy Belck, President, Southern Illinois University at Edwardsville.

Dr. Belck made the following remarks:

First of all, I'm very honored to have been selected. I want to thank the Board, the Chair, Mr. VanMeter, and all of the members of the Board. I want to compliment the Board, Chancellor Brown and his staff, and the search committee on a very thorough process. I think you should know the match you're getting because you've all done your homework. I'm pleased to have had such a thorough opportunity to learn about Southern Illinois University, the Board, the System, and the Edwardsville campus. In reading about the Lazerson years, the tribute is lovely. I do have a real challenge, but I'm fortunate to have the strength that you brought to this institution. I particularly want to comment on the strong budget that I will be inheriting. The response to PQP, the fine physical plant, and I could mention other strengths of the University that you well know, but those stand out in my mind. I do have a lot to learn. I've been on the campus less than two days. I've read everything that has been sent to me and I've had a lot of good input and briefing. But my first few weeks and months are going to be learning, listening, hearing what the University community wants, what the Edwardsville and surrounding area wants, and on into the East St. Louis Center and to serve the greater metropolitan area. I look forward to meeting as many different audiences as I can and learning about your University and where we want to take it. Articulation agreements are clearly the wave of the future and I've already had some very positive discussions with President Guyon at Carbondale and the personnel of the East

St. Louis Center, some of the area colleges to see how we can better collaborate and move forward. I'll also be talking with the faculty, staff, and students about some of the challenges we are facing on campus. I'm very pleased to have been selected. Again, I want to thank Mr. VanMeter, the Board members, Chancellor Brown, your staff, the Committee. John Meisel has been a very hard working chair and certainly all of the members of the committee and those that visited my campus. And again, President Lazerson, I look forward to tapping you to help brief me. Thank you.

The Chair announced that there will be a news conference in the International Room; that the news conference will be divided into two parts. He explained that the first part will deal with today's agenda and the second part will be with the new President.

Mr. Brewster moved that the meeting be adjourned. The motion was duly seconded, and after a voice vote the Chair declared the motion to have passed.

The meeting adjourned at 10:45 a.m.

Sharon Holmes

Sharon Holmes, Executive Secretary

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MINUTES OF THE MEETING OF THE BOARD OF TRUSTEES
SOUTHERN ILLINOIS UNIVERSITY
FEBRUARY 10, 1994

The regular monthly meeting of the Board of Trustees of Southern Illinois University convened on Thursday, February 10, 1994, at 10:40 a.m. in Ballroom "D" of the Student Center, Southern Illinois University at Carbondale, Carbondale, Illinois. The regular Chair and Secretary being present, the meeting was called to order. The following members of the Board were present:

Nick Adams
John Brewster
Mark Kochan
William R. Norwood
Harris Rowe
Celeste M. Stiehl
A. D. VanMeter, Jr., Chair
George T. Wilkins, Jr., Secretary

The following member was absent:

Molly D'Esposito, Vice-Chair

Executive Officers present were:

James M. Brown, Chancellor, Southern Illinois University
Nancy Belck, President, SIUE
John C. Guyon, President, SIUC

Also present were Sharon Holmes, Executive Secretary of the Board; C. Richard Gruny, Board Legal Counsel; and Donald W. Wilson, Board Treasurer.

The Secretary reported a quorum present.

NOTE: Copies of all background documents furnished to the Board in connection with the following matters have been placed on file in the Office of the Board of Trustees.

The Chair introduced Dr. Jim Leming representing the SIUC Graduate Council. He also welcomed Dr. Nancy Belck, President, SIUE.

The Chair stated that pursuant to notice members of the Board of Trustees had had breakfast with Dr. Richard Barry, at 7:45 a.m. in the Wabash

Room of the Student Center. He stated that Dr. Barry's comments were most informative about the work that is being done by the Medical School. He commented that the Board was extremely proud of the work being done in that area.

The Chair announced that the first order of business was the annual election of officers, Executive Committee, and Board representatives, and annual appointments by the Chair. He explained that the annual election was mandated by the Bylaws of the Board and that a Chair, Vice-Chair, and Secretary would be elected by secret ballot from its own membership and by a majority vote of those voting members present. He stated that the Student Trustees were invited to cast an advisory vote.

The Chair recognized Mr. Rowe who nominated A. D. VanMeter, Jr. as Chair of the Board of Trustees and moved that the nominations be closed. The motion was duly seconded, and after a voice vote the Chair declared the motion to have passed. By secret written ballot, Mr. VanMeter was re-elected Chair.

The Chair recognized Dr. Wilkins who nominated Molly D'Esposito as Vice-Chair of the Board of Trustees and moved that the nominations be closed. The motion was duly seconded, and after a voice vote the Chair declared the motion to have passed. By secret written ballot, Mrs. D'Esposito was re-elected Vice-Chair.

The Chair recognized Mr. Rowe who nominated George T. Wilkins, Jr. as Secretary of the Board of Trustees and moved that the nominations be closed. The motion was duly seconded, and after a voice vote the Chair declared the motion to have passed. By secret written ballot, Dr. Wilkins was re-elected Secretary.

The Chair stated that the Bylaws provide that the Chair serves as one member of the Executive Committee. He stated that at present Mr. Rowe and Dr. Wilkins are serving as members of the Executive Committee.

The Chair recognized Mr. Norwood who nominated Harris Rowe and George T. Wilkins, Jr. as members of the Executive Committee of the Board of Trustees. The motion was duly seconded, and after a voice vote the Chair declared that Harris Rowe and George T. Wilkins, Jr. had been re-elected to serve with A. D. VanMeter, Jr. as members of the Executive Committee.

The Chair stated that Mr. Norwood is serving as the Board's representative to the State Universities Retirement System. Dr. Wilkins nominated Mr. Norwood and moved that the nominations be closed. The motion was duly seconded, and after a voice vote the Chair declared that Mr. Norwood had been re-elected as this Board's representative to the State Universities Retirement System.

The Chair stated that Mr. Brewster is serving as the Board's representative to the State Universities Civil Service System. Mr. Rowe nominated Mr. Brewster. Mr. Norwood moved that the nominations be closed. The motion was duly seconded, and after a voice vote the Chair declared that Mr. Brewster had been re-elected as this Board's representative.

The Chair made the following appointments:

ACADEMIC MATTERS COMMITTEE

William R. Norwood, Chair
Mark Kochan
A. D. VanMeter, Jr.

ARCHITECTURE AND DESIGN COMMITTEE

George T. Wilkins, Jr., Chair
Nick Adams
Harris Rowe

FINANCE COMMITTEE

Molly D'Esposito, Chair
John Brewster
Celeste M. Stiehl

BOARD OF DIRECTORS, SOUTHERN ILLINOIS UNIVERSITY FOUNDATION

John Brewster
Molly D'Esposito, Alternate

BOARD OF DIRECTORS, SOUTHERN ILLINOIS UNIVERSITY AT
EDWARDSVILLE FOUNDATION

Celeste M. Stiehl
George T. Wilkins, Jr., Alternate

JOINT TRUSTEES COMMITTEE FOR SPRINGFIELD MEDICAL EDUCATION PROGRAMS

George T. Wilkins, Jr.
A. D. VanMeter, Jr.
Harris Rowe, Alternate

ILLINOIS BOARD OF HIGHER EDUCATION

A. D. VanMeter, Jr. (ex-officio)
Molly D'Esposito, Alternate

BOARD OF TRUSTEES, THE ASSOCIATION OF ALUMNI, FORMER STUDENTS AND
FRIENDS OF SOUTHERN ILLINOIS UNIVERSITY, INCORPORATED

William R. Norwood
John Brewster, Alternate

Under Trustee Reports, Mr. Brewster reported that he had attended the meeting of the Merit Board of the State Universities Civil Service System on January 12 in Champaign. He stated that this was their organizational meeting and that he had been elected Vice-Chairman. He noted that there had been one demotion at the University of Illinois, four discharges from the University of Illinois, and one discharge from Sangamon State. He stated that the Merit Board had heard various reports from the committees and approved payment of legal services and other general ministerial actions. He announced that the Board had denied a petition for reconsideration filed by Illinois State University on a previous employee whose discharge had been denied and who had been reinstated. He stated that the next meeting of the Merit Board will be on May 18 in Champaign.

Under Committee Reports, Mr. Rowe, in Mrs. D'Esposito's absence, had chaired the Finance Committee. He stated that the Committee had met this

morning at approximately 9:00 a.m. in Ballroom "D" of the Student Center. He gave the following report:

The Committee heard a number of notice items. We first heard the report of the Summary of the IBHE Operating Budget Recommendations for Fiscal Year 1995. Dr. Belck provided five notice items for Edwardsville: H, Notice of Proposed Increase: Tower Lake Apartment Rental Rates, SIUE [Amendment to 4 Policies of the Board C-12]; I, Notice of Proposed Charges: Establishment of Room and Board Rates, Student Residence Hall, SIUE; J, Notice of Proposed Increase: Campus Housing Activity Fee, SIUE [Amendment to 4 Policies of the Board C-9]; K, Notice of Proposed Increase: Textbook Rental Fee, SIUE [Amendment to 4 Policies of the Board C-5]; and L, Notice of Proposed Increase: Athletic Fee, SIUE [Amendment to 4 Policies of the Board C-5]. Under our rules these matters carry over until next month. Dr. Guyon had one notice item, M, Notice of Proposed Increase: Residence Hall Rates and Apartment Rentals, SIUC [Amendment to 4 Policies of the Board B-15], which will also be held over. Dr. Guyon also had two items for discussion: fiscal support for intercollegiate athletics and the student mass transit system. Mr. Wilson gave a financial report for SIU. The PQP matter was discussed jointly with the Academic Matters Committee.

Dr. Wilkins, Chair of the Architecture and Design Committee, stated that the Committee had met following the Finance Committee meeting. He gave the following report:

The Committee recommends that the following matters be placed on the omnibus motion: Q, Award of Contracts: Renovation of Tower Lake Apartments, SIUE; R, Revised Project Approval, Approval of Plans and Specifications, and Award of Contracts: Trueblood Hall Renovations, SIUC; S, Project Approval and Selection of Architect: Woody Hall Remodeling, SIUC; T, Project Approval and Selection of Architect: Lentz Hall Renovations, SIUC; U, Project Approvals and Selection of Architects: FY 1994 Capital Projects, School of Medicine, SIUC; V, Project Approval and Selection of Architect: Springfield Combined Laboratory Addition, Springfield Medical Campus, SIUC; and W, Project Approval and Selection of Architect: Student Center Remodeling, SIUC. We heard a report on the Americans with Disabilities Act guidelines which Congress passed in 1990. Right now it looks as if it will cost \$29 million to bring State-funded buildings into compliance and that doesn't include our debt-funded buildings that we are responsible for.

Mr. Norwood, Chair of the Academic Matters Committee, stated that the Committee had met following the Architecture and Design Committee meeting. He gave the following report:

We had one item, P, Abolition of the Master of Arts Degrees and Two Concentrations in the Rehabilitation Institute, College of Education, SIUC, which we recommend for inclusion on the omnibus motion. We had a PQP update. The last item was an information report on intercollegiate athletics from

Mr. Hart and Dr. West. It was a very encouraging report; one that we can all be proud of.

Under Executive Officer Reports, Dr. Belck brought the Board up to date on what has been happening during her first six weeks. She announced that she had appointed Brian Donnelly, Acting Vice-President for Administration. She continued that Mr. Donnelly remains as the Executive Director of University Park. She gave the Board an update on the Olympic Festival that is coming in July. She stated that construction on the stadium is on schedule and it is expected to be completed in April. She reported that there is a group working on campus to maximize the impact of the festival on how we can best use it to market our campus. She announced that Emerson Electric will be sponsoring the track and field games and that Illinois Power will be sponsoring the wrestling competition.

President Guyon introduced the following three individuals named to Deanships at SIUC: Dr. Jack Parker, College of Science; Dr. James McGuire, College of Agriculture; and Dr. Joe Foote, College of Mass Communications and Media Arts. He pointed out that at a recent international festival of Radio-Television students from Dean Foote's college had received 8 of the 13 major awards given. President Guyon reported that Dr. Arthur Quern, Chairman of the Illinois Board of Higher Education, had visited SIUC one day last week. He stated that they appreciated Dr. Quern taking the time to visit SIUC.

Chancellor Brown presented the following matter:

SUMMARY OF THE IBHE OPERATING BUDGET RECOMMENDATIONS
FOR FISCAL YEAR 1995

The Illinois Board of Higher Education, at its January 11, 1994, meeting, approved a Fiscal Year 1995 operations and grants budget recommendation of \$2,078.8 million for higher education. This is an increase of \$107.1 million, or 5.4% over Fiscal Year 1994 appropriations. Of this increase, \$59.6 million is recommended for universities, an increase of 4.2% over the current

year original appropriations. Built into these recommendations is a general tuition increase of 3%. Attached as Table I is a summary of the recommended increases for all components of higher education. (Since the funding level of the Universities Retirement System is determined by Public Act 86-0273, recommendations pertaining to retirement are excluded from regular operations and grants recommendations for higher education and are dealt with separately. FY-94 appropriations and FY-95 funding recommendations are shown on Table I as \$101.5 million and \$237.9 million respectively.)

In past years, the IBHE structured their allocation recommendations so as to reflect adjustments to the current year base and then allocate resources on the basis of incremental increases and institutional support funds. For FY 1995, base adjustments are eliminated and either negative or positive adjustments are made in the institutional support category. Also falling into this category for FY 1995 are incremental increases. The second category of funds are channeled into what are now referred to as statewide initiatives. Consequently, Table II and Table III will be structured so as to reflect current year funding to which will be added statewide initiatives funding and institutional support funding, followed by the total FY 1995 recommended funding levels.

STATEWIDE INITIATIVES

The IBHE budget recommendations include incremental funding for three initiatives identified by public universities and the Board of Higher Education as high statewide priorities: improving the quality of undergraduate education (\$2 million), improving minority student achievement (\$2 million), and enhancing access to education through new technologies (\$2 million). Incentives for results achieved in the Board of Higher Education's Priorities Quality, and Productivity (PQP) initiative also are recommended for seven campuses (\$2 million).

Of these \$8 million, SIU received \$370,000 for Improvement of Undergraduate Education, \$330,000 for Minority Educational Achievement Initiatives \$350,000 for Technology Initiatives, and \$200,000 for PQP initiatives.

INSTITUTIONAL SUPPORT

Institutional support increases and adjustments were recommended in the following areas by the IBHE: salary increases; operation and maintenance of buildings, tuition waiver adjustments, financial guidelines adjustments, tuition related adjustments, and other adjustments.

Salary Increases. The quality of educational services offered by public universities depends on the qualifications and commitment of faculty and staff. Competitive salaries are essential to attract and retain the highest caliber of staff necessary to offer quality educational programs. According to the latest data, fiscal year 1993 average faculty salaries at Illinois public universities were 6% below the median salaries at similar institutions in other states. Improving faculty and staff salaries continues to be an institutional and statewide priority.

The fiscal year 1995 recommendations include \$36.5 million for average salary increases of 3.5% at public universities. To reflect savings from staff turnover and vacant positions, salary increases were calculated on 95% of the personal services base. It is expected that public universities will supplement the salary increments included in these recommendations with productivity savings generated and retained on the individual campuses in order to increase salary competitiveness.

Operation and Maintenance of Buildings. The fiscal year 1995 recommendations include \$1.8 million for the cost of operating and maintaining new buildings at Northern Illinois University (\$511,300), Southern Illinois University at Carbondale (\$276,800), and the University of Illinois at Urbana-Champaign (\$956,900). These amounts are based on the type and use of the new space and the length of time the new facility will be open in fiscal year 1995.

Tuition Waiver Adjustments. In December, 1988, the Board of Higher Education adopted a policy that limits the amount of undergraduate tuition waived by public universities to 3% of potential undergraduate tuition revenue. Statutory waivers and waivers for civil service staff are excluded from the limitation. The budget recommendations include \$780,300 in negative base adjustments at four university campuses at which tuition waivers exceed 3%. These adjustments ensure that state general funds do not subsidize tuition waivers above the limit established by Board policy. The recommendations also include positive adjustments of \$635,700 to restore resources to the two institutions that have reduced the value of waivers in excess of 3% in accordance with Board policy. SIUC is recommended for a negative adjustment of \$158,000.

Financial Guidelines Adjustments. Base adjustments are recommended to reflect cost and salary increases and the expansion or contraction of certain self-supporting university programs. These activities have been included in the appropriations process since fiscal year 1980 in order to implement the Financial Guidelines of the Legislative Audit Commission. Revenues from these activities are deposited in the Universities Income Fund and expenditures are made from appropriations approved by the General Assembly and the Governor. Financial guideline adjustments for fiscal year 1995 result in a net addition of \$12,800. SIUC is recommended for a positive adjustment of \$70,200.

Tuition Related Adjustments. Adjustments are recommended at four campuses where, due to projected enrollment decreases, the amount of tuition revenue is projected to decrease. Absent these adjustments, state general funds would be required to compensate for the decrease in tuition revenue. SIUC is recommended for a negative adjustment of \$2,078,200.

The recommendation for Chicago State University includes an adjustment to recognize increased tuition revenue from university enrollment increases, a significant portion of which is being transferred from locally held funds to the University Income Funds. The University of Illinois Board of Trustees has adopted tuition rates for fiscal year 1995 that exceed the rates included in these recommendations. Base adjustments are recommended at each campus to retain tuition increase revenue in excess of the 3% tuition increase

included in these recommendations. [The increase approved by the University of Illinois Board of Trustees was a general 5.5% increase for graduate and undergraduate tuition as well as phasing out the \$250 differential between lower and upper division. Significant increases were also approved for the various professional schools at the U of I.] An adjustment also is recommended for the University of Illinois to transfer the requirements for student financial aid above the recommended 3% tuition increase to the Illinois Student Assistance Commission. [The amount transferred is equal to 28% of the undergraduate increase above the 3% level which equals \$1,891,000.] These recommendations also include base adjustments for fiscal year 1994 Universities Income Fund supplemental appropriations pending before the Illinois General Assembly. For SIU the amount of the pending supplemental appropriation is \$2,625,000.

Other Adjustments. Adjustments also are recommended to reallocate resources among the Board of Governors universities based on use of the Cooperative Computer Center and Educational Computing Network and to account for expenditure increases in cost-recovery military programs offered by Southern Illinois University, \$184,800. The recommendation for Southern Illinois University also includes the reversal of a fiscal year 1994 adjustment for expenditures at the Edwardsville campus due to the conversion from a quarter to a semester academic calendar system, a negative adjustment of \$359,500. SIUC is also recommended for a positive adjustment of \$200,000 to assist the University in its efforts to restructure the College of Technical Careers and enhance the university's rural health initiative. The recommendations also include funds for the University of Illinois at Chicago's urban health initiative. The Board's fiscal year 1995 recommendations include additional support for public affairs initiatives at Sangamon State University as well as the University of Illinois at Urbana-Champaign cooperative library project. Eastern Illinois University is recommended for a negative carryover adjustment.

SUMMARY TABLES

The attached Table II summarizes the IBHE Fiscal Year 1995 operating budget recommendations for each university system; Table III summarizes these recommendations for SIUC, SIUE, and Office of the Chancellor.

CONCLUSIONS

The budget being recommended by the Illinois Board of Higher Education is by no means a reflection of the needs of the University or higher education in Illinois. Furthermore, given the economy of the State of Illinois, it is an ambitious recommendation. Any reduction in these recommendations would negatively impact public higher education in the state which is already in dire straits.

TABLE I
SUMMARY OF THE IBHE FY-95 OPERATING BUDGET RECOMMENDATIONS FOR HIGHER EDUCATION

(in thousands of dollars)

Resource Requirements	FY 1994 Appropriations	FY 1995 Recommendations	Recommended Dollar	Increases Percentage
Universities	\$1,427,927.0	\$1,487,488.8	\$ 59,561.8	4.2%
Community Colleges	232,722.2	241,969.4	9,247.2	4.0%
Illinois Student Assistance Commission	240,643.0	277,950.3	37,307.3	15.5%
Illinois Financial Assistance Act	17,063.0	17,489.6	426.6	2.5%
Health Education Grants	18,101.9	18,579.6	477.7	2.6%
Institutional Grants Programs	19,353.3	19,958.0	604.7	3.1%
Small Agency Early Retirement Contributions	1,000.0	0.0	(1,000.0)	-100.0%
Illinois Math and Science Academy	11,782.5	12,164.9	382.4	3.2%
State Universities Civil Service System	890.0	926.8	36.8	4.1%
Board of Higher Education	2,178.0	2,229.9	51.9	2.4%
TOTAL - OPERATIONS AND GRANTS	\$1,971,660.9	\$2,078,757.3	\$107,096.4	5.4%
Retirement				
Shared Computing	\$ 101,466.2	\$ 237,860.2	\$136,394.0	134.4%
Loan Program Administration and Loan Reimbursements	6,203.4	6,312.0	108.6	1.8%
GRAND TOTAL	172,126.2	196,675.8	24,549.6	14.3%
Source of Appropriated Funds	\$2,251,456.7	\$2,519,605.3	\$268,148.6	11.9%
General Revenue Fund	\$1,501,203.4	\$1,715,794.2	\$214,590.8	14.3%
Education Assistance Fund	146,236.3	154,279.2	8,042.9	5.5%
University Income Fund	382,033.1	401,746.3	19,713.2	5.2%
Student Loan Fund	172,126.2	196,675.8	24,549.6	14.3%
Other Funds	49,857.7	51,109.8	1,252.1	2.5%

TABLE II
SUMMARY OF THE IBHE OPERATING BUDGET RECOMMENDATIONS BY UNIVERSITY SYSTEM

(in thousands of dollars)	Board of Governors	Board of Regents	Southern Illinois University	University of Illinois	Total
FY-94 Appropriations	\$224,699.9	\$255,368.2	\$244,838.3	\$703,020.6	\$1,427,927.0
Statewide Initiatives					
Improvement of Undergraduate Education Initiatives	485.0	525.0	370.0	620.0	2,000.0
Minority Educational Achievement Initiatives	775.0	280.0	330.0	615.0	2,000.0
Technology Initiatives	535.0	420.0	350.0	695.0	2,000.0
PQP Initiatives	600.0	200.0	200.0	1,000.0	2,000.0
Total Statewide Initiatives	2,395.0	1,425.0	1,250.0	2,930.0	8,000.0
Institutional Support and Adjustments					
Salary Increases	\$ 5,860.0	\$ 6,537.9	\$ 5,951.0	\$ 18,103.9	\$ 36,452.8
Operation and Maintenance of Buildings	0.0	571.3	276.8	959.6	1,807.7
Financial Guidelines Adjustments	49.6	(140.0)	70.2	33.0	12.8
Tuition Waiver Adjustments	617.6	(132.6)	(158.0)	(471.6)	(144.6)
Tuition Supported Instructional Programs	297.5	0.0	0.0	9,440.6	9,738.1
Student Aid Offset	0.0	0.0	0.0	(1,891.0)	(1,891.0)
Anticipated FY94 Supplemental Approps	510.0	0.0	2,625.0	4,915.0	8,050.0
Cooperative Library Project	0.0	0.0	0.0	350.0	350.0
Urban Health Initiatives	0.0	0.0	0.0	100.0	100.0
Shared Computing Cost Increases	89.8	0.0	0.0	0.0	89.8
FY 1995 Carryover Adjustment	(188.1)	0.0	0.0	0.0	(188.1)
Projected Enrollment/Tuition Revenue Loss	(302.8)	(560.0)	(2,078.2)	0.0	(2,941.0)
Semester Conversion Adjustment	0.0	0.0	(359.5)	0.0	(359.5)
CTC Restructuring/Rural Health Initiatives	0.0	0.0	200.0	0.0	200.0
Cost Recovery Adjustments	0.0	0.0	184.8	0.0	184.8
Public Affairs Initiatives	0.0	100.0	0.0	0.0	100.0
Total Institutional Support & Adjustments	\$ 6,933.6	\$ 6,376.6	\$ 6,712.1	\$ 31,539.5	\$ 51,561.8
Net Change from FY-94	\$ 9,328.6	\$ 7,801.6	\$ 7,962.1	\$ 34,469.5	\$ 59,561.8

SUMMARY OF THE IBHE FY-95 OPERATING BUDGET RECOMMENDATIONS FOR SIU

(in thousands of dollars)	SIUC	SIUE	University Administration	Total
FY-94 Appropriations	\$174,173.6	\$ 68,880.1	\$ 1,784.6	\$244,838.3
Statewide Initiatives				
Improvement of Undergraduate Education	250.0	120.0	0.0	370.0
Minority Educational Achievement Initiatives	250.0	80.0	0.0	330.0
Technology Initiatives	220.0	130.0	0.0	350.0
PQP Initiatives	0.0	200.0	0.0	200.0
Total Statewide Initiatives	720.0	530.0	0.0	1,250.0
Institutional Support and Adjustments				
Salary Increases	4,219.6	1,686.1	45.3	5,951.0
Operation and Maintenance of Buildings	276.8	0.0	0.0	276.8
Financial Guidelines Adjustment	70.2	0.0	0.0	70.2
Tuition Waiver Adjustments	(158.0)	0.0	0.0	(158.0)
Semester Conversion Adjustment	0.0	(359.5)	0.0	(359.5)
Cost Recovery Adjustments	184.8	0.0	0.0	184.8
Projected Enrollment/Tuition Revenue Loss	(2,078.2)	0.0	0.0	(2,078.2)
Anticipated FY 1994 Supplemental	2,625.0	0.0	0.0	2,625.0
CIC Restructuring/Rural Health Initiatives	200.0	0.0	0.0	200.0
Total Institutional Support and Adjustments	5,340.2	1,326.6	45.3	6,712.1
Net Change from FY-94	6,060.2	1,856.6	45.3	7,962.1
Percent of Net Change	3.48%	2.70%	2.54%	3.25%
FY-95 Recommended Appropriation	\$180,233.8	\$70,736.7	\$1,829.9	\$252,800.4
Source of Appropriated Funds				
General Fund	112,713.0	46,807.4	1,775.6	161,296.0
Education Assistance Fund	11,511.5	5,593.8	54.3	17,159.6
Income Fund	56,009.3	18,335.5	0.0	74,344.8

Chancellor Brown reviewed the course followed by a budget recommendation. He explained that at the end of the process the result will not necessarily resemble the IBHE budget recommendation or our request. He cautioned that a budget recommendation was only a recommendation; that there is not necessarily a grain of final reality in it.

Chancellor Brown stated that this was the first meeting ten days following his recommendation to the Board on the Application for Appeal of Gerald Eugene Thomas, SIUE. He stated that he had recommended that this application for appeal be granted and the matter be considered by the Board, which implies neither agreement nor disagreement with either party's position, but instead is an indication that the Chancellor views the matter as appropriate for consideration by the full Board. He continued that on the other hand, he had also recommended that the substantive appeal itself be denied.

The Chair stated that the matter now before the Board is a question of whether to grant or deny the Application for Appeal of Gerald Eugene Thomas, SIUE. He continued that the Bylaws provide that the granting of the application shall be by majority vote. He explained that if the application is denied, the administrative action which is the subject of the grievance shall stand. He stated that if the application is granted then the substantive appeal will be considered. He said that a motion to grant the application may include a motion to dispose of the substantive issue also.

Mr. Rowe stated that in accordance with the Chancellor's recommendation, he moved that the application of Gerald Eugene Thomas be granted, but he consequently moved that the underlying substantive appeal be denied. The motion was duly seconded, and after a voice vote the motion was passed.

The Chair explained the procedure for the Board's omnibus motion. Mr. Norwood moved the agenda which included the following: reception of Reports of Purchase Orders and Contracts, November and December, 1993, SIUC and SIUE; the ratification of Changes in Faculty-Administrative Payroll, SIUC, as revised, and SIUE; and the approval of Minutes of the meetings held November 23, 1993, and December 9, 1993; Abolition of the Master of Arts Degrees and Two Concentrations in the Rehabilitation Institute, College of Education, SIUC; Award of Contracts: Renovation of Tower Lake Apartments, SIUE; Revised Project Approval, Approval of Plans and Specifications, and Award of Contracts: Trueblood Hall Renovations, SIUC; Project Approval and Selection of Architect: Woody Hall Remodeling, SIUC; Project Approval and Selection of Architect: Lentz Hall Renovations, SIUC; Project Approvals and Selection of Architects: FY 1994 Capital Projects, School of Medicine, SIUC; Project approval and Selection of Architect: Springfield Combined Laboratory Addition, Springfield Medical Campus, SIUC; and Project Approval and Selection of Architect: Student Center Remodeling, SIUC. The motion was duly seconded. Student Trustee opinion in regard to this motion was indicated as follows: Aye, Nick Adams, Mark Kochan. The motion carried by the following recorded vote: Aye, John Brewster, William R. Norwood, Harris Rowe, Celeste M. Stiehl, J. D. VanMeter, Jr., George T. Wilkins, Jr.; nay, none.

The following matters were thereby approved:

REPORTS OF PURCHASE ORDERS AND CONTRACTS,
NOVEMBER AND DECEMBER, 1993, SIUC AND SIUE

In accordance with III Bylaws 1 and 5 Policies of the Board C, summary reports of purchase orders and contracts awarded during the months of November and December, 1993, were mailed to the members of the Board in advance of this meeting, copies were placed on file in the Office of the Board of Trustees, and these reports are hereby submitted for information and entry upon the minutes of the Board with respect to the actions of the Executive Committee.

CHANGES IN FACULTY-ADMINISTRATIVE PAYROLL - SIUC

1. The following changes in faculty-administrative payroll are submitted to the Board of Trustees for ratification in accordance with the Board Policy on Personnel Approval (2 Policies of the Board B). Additional detailed information is on file in the Office of the President. Where appropriate, salary is reported on a monthly basis and on either an academic year (AY) or fiscal year (FY) basis.

A. Continuing Appointments

<u>Name</u>	<u>Title</u>	<u>Department</u>	<u>Effective Date</u>	<u>Salary</u>
1. Cogie, Jane N.	Assistant Professor	English	01/01/94	\$3,667.00/mo
2. Dado, Richard G.	Assistant Professor	Animal Science, Food & Nutrition	01/03/94	\$3,330.00/mo
3. Frey, Deborah A.	Field Representative	Industrial Tech- nology, Military Programs (50%) Engineering Out- reach Activities (50%)	11/20/93	\$2,180.20/mo
4. Grant, John A.	Assistant Professor	Marketing	11/16/93	\$5,817.00/mo
5. Malinauskas, Marie	Research Project Specialist (50%)	International & Eco- nomic Development	12/01/93	\$1,580.00/mo
6. Manfredi, Patsy A.	Assistant Professor	Philosophy	01/01/94	\$3,767.00/mo
7. O'Dell, Les L.	Assistant Director	Alumni Services	12/13/93	\$2,916.66/mo
8. Schlenk, George W.	Academic Advisor	College of Education	11/22/93	\$2,050.00/mo
9. Winston-Allen, C. Anne	Assistant Professor	Foreign Languages & Literatures	01/01/94	\$3,850.00/mo
				\$33,003.00/AY
				\$39,960.00/FY
				\$26,162.40/FY
				\$52,353.00/FY
				\$18,960.00/FY
				\$33,903.00/AY
				\$34,999.92/FY
				\$24,600.00/FY
				\$34,650.00/AY

II. The following changes in faculty-administrative payroll at the School of Medicine/Springfield campus are submitted to the Board of Trustees for ratification in accordance with the Board policy on Personnel Approval (2 Policies of the Board B). Additional detailed information is on file in the Office of the Dean and Provost. Where appropriate, salary is reported on a monthly basis and on either an academic year (AY) or fiscal year (FY) basis.

A. Continuing Appointments

<u>Name</u>	<u>Title</u>	<u>Department</u>	<u>Effective Date</u>	<u>Salary</u>
1. Bigay, Felix*	Clin Asst Prof	Fam and Comm Med	12/01/93	----
2. Elliott, William*	Clin Asst Prof	Fam and Comm Med	12/02/93	----
3. Kacich, Raymond*	Clin Asst Prof	Dept of Int Med	12/15/93	----
4. Kothari, Nik*	Clin Asst Prof	Fam and Comm Med	12/01/93	----
5. Lawyer, Carl	Assistant Prof	Dept of Int Med	11/01/93	\$5,000/mo (\$7,500/mo \$50,000/FY-66.7% \$90,000/FY-100%) Additional compensation may be derived through the Medical Services and Research Plan
6. Sjulson, Neil*	Clin Asst Prof	Fam and Comm Med	12/01/93	----
7. Vega, Wilfredo*	Clin Asst Prof	Fam and Comm Med	12/01/93	----

*This appointment carries faculty privileges except that time in this appointment does not count toward tenure.

CHANGES IN FACULTY-ADMINISTRATIVE PAYROLL - SIUE

I. The following changes in faculty-administrative payroll are submitted to the Board of Trustees for ratification in accordance with the Board Policy on Personnel Approval (2 Policies of the Board B). Additional detailed information is on file in the Office of the President. Where appropriate, salary is reported on a monthly basis and on either an academic year (AY) or fiscal year (FY) basis.

A. Continuing Appointments

<u>Name</u>	<u>Title</u>	<u>Department</u>	<u>Effective Date</u>	<u>Salary</u>
1. Belcher, Mark A.	Asst Prof	Restorative Dentistry	01/01/94	\$4,417.00/mo
2. Belick, Nancy G.	Professor	Foundations of Education	01/01/94	-----
3. Schoenecker, Timothy	Asst Prof	Management	01/01/94	\$6,355.00/mo
				\$57,195.00/AY

B. Leaves of Absence With Pay

<u>Name</u>	<u>Type of Leave</u>	<u>Department</u>	<u>Purpose</u>	<u>Dates and % of Salary</u>
1. Barlow, Hugh D.	Sabbatical	Sociology & Social Work	Continuation of larger project on general crime theory involving research on small business crime and development of relevant theory	01/01/95 - 05/15/95 100%
2. Cottone, Laura	Sabbatical	Speech Comm.	To ground public relations theory in a multidisciplinary perspective	08/16/94 - 12/31/94 100%
3. Davis, Don F.	Sabbatical	Art and Design	Complete mixed media three-dimensional objects to mount sabbatical exhibit	05/16/94 - 08/15/94 100%
A. Decoteau, Pamela H.	Sabbatical	Art and Design	Research the role of	01/01/95 - 05/15/95 100%

<u>Name</u>	<u>Type of Leave</u>	<u>Department</u>	<u>Purpose</u>	<u>Dates and % of Salary</u>
5. de Meneses, Mary	Sabbatical	Nursing	Scholarly study and research to advance knowledge of breast cancer	01/01/95 - 05/15/95 100%
6. Ho, Chung-wu	Sabbatical	Mathematics & Statistics	Research problem in dynamical systems; Dr. Ho has already developed a partial solution	08/16/94 - 12/31/94 100%
7. Jacobitti, E.	Sabbatical	Historical Studies	Write a book comparing the crisis of modernity with that of the Renaissance	01/01/95 - 05/15/95 50%
8. Kang, Ik-Ju	Sabbatical	Physics	Reserch on interactions of electrons	01/01/95 - 05/15/95 100%
9. Lamp, Robert E.	Sabbatical	Psychology	Analyze data and prepare manuscripts for an 8 year longitudinal investigation; develop new clinical assessment skills	01/01/95 - 05/15/95 100%
10. Ragen, Brian A.	Sabbatical	English Lang. & Literature	Study of Law and Literature in Victorian England	08/16/94 - 12/31/94 100%
11. Reuterman, N. A.	Sabbatical	Psychology	Development of a general conceptual model for organizational description in program planning and evaluation research	08/16/94 - 12/31/94 100%

<u>Name</u>	<u>Type of Leave</u>	<u>Department</u>	<u>Purpose</u>	<u>Dates and % of Salary</u>
12. Richardson, Betty	Sabbatical	English Lang. & Literature	Complete planning and drafting of book manuscript	01/01/95 - 05/15/95 100%
13. Ringering, Dennis	Sabbatical	Art and Design	Create new body of drawings resulting from a process of intensive development involving numerous additive and subtractive techniques	01/01/95 - 05/15/95 100%
14. Rockwell, Robert E.	Sabbatical	Curriculum & Instruction	Develop and conduct a survey to assess various types of parent involvement currently utilized by early childhood programs in the State of Illinois	08/16/94 - 12/31/94 100%
15. Russo, J. Robert	Sabbatical	Psychology	Beginning with the urban experiences of Community Oriented Policing and Problem Solving Programs, develop a model and test in rural Illinois locations	01/01/95 - 05/15/95 100%
16. Schwartz, David F.	Sabbatical	Political Science	Complete the writing of a book for use in administrative law courses that bridges the traditional gap between law school texts and political science texts	08/16/94 - 12/31/94 100%
17. Skoblow, Jeffrey	Sabbatical	English Lang. & Literature	Complete draft of book on Robert Burns and Scottish poetry in	08/16/94 - 12/31/94 50%

<u>Name</u>	<u>Type of Leave</u>	<u>Department</u>	<u>Purpose</u>	<u>Dates and % of Salary</u>
18. Smith, Michael J.	Sabbatical	Art and Design	Produce 10-20 new two-dimensional art works, an extension of past development of Prof. Smith's work	08/16/94 - 12/31/94 100%
19. Smith, Scott R.	Sabbatical	Elec. Engr.	Design high-end medical imaging work stations	05/16/94 - 05/15/95 50%
20. Steckling, R. A.	Sabbatical	Historical Studies	Finish work on Jean Lemoine and on the use of guardianship law as used by medieval legal scholars to determine and illustrate the law of corporations in general and the relations between pope and cardinals in particular	08/16/94 - 12/31/94 100%
21. Taylor, John A.	Sabbatical	Historical Studies	Edit papers of Gregory King, 17th Century herald and statistician, for publication	01/01/95 - 05/15/95 100%
22. Trent, James W.	Sabbatical	Sociology and Social Work	Translations of the writings of Edward Sequin and a review of archives at the Fernald State School in Massachusetts	08/16/94 - 12/31/94 100%
<u>C. Award of Tenure</u>				
<u>Name</u>	<u>Title</u>	<u>Department</u>	<u>Effective Date</u>	
1. Belck, Nancy G.	Professor	Foundations of Education	01/01/94	

ABOLITION OF THE MASTER OF ARTS DEGREES AND TWO
CONCENTRATIONS IN THE REHABILITATION INSTITUTE,
COLLEGE OF EDUCATION, SIUC

Summary

This matter proposes Abolition of the Master of Arts Degrees in Rehabilitation Administration and Services, Rehabilitation Counseling and Behavior Analysis; and abolition of the Rehabilitation Adjustment Concentration within the Rehabilitation Administration and Services Major and the Alcohol Specialist Concentration within the Rehabilitation Counseling Major, College of Education, Rehabilitation Institute, SIUC.

Rationale for Adoption

The Master of Arts degrees are seldom chosen by students and are not particularly professionally advantageous for graduates. The concentrations are no longer utilized professionally as separate areas of study and are no longer professionally viable. No cost saving will be realized, and no tenured faculty member will be released as a result of the abolition.

Considerations Against Adoption

University officials are aware of none.

Constituency Involvement

This action is supported by the faculty of the Rehabilitation Institute, the Dean of the College of Education, the Dean of the Graduate School, the Vice-President for Academic Affairs and Provost, and the President, SIUC.

Resolution

BE IT RESOLVED, By the Board of Trustees of Southern Illinois University in regular meeting assembled, That the aforementioned Master of Arts Degrees and the aforementioned concentrations be and are hereby abolished; and

BE IT FURTHER RESOLVED, That the Chancellor of Southern Illinois University is authorized to take those actions necessary to implement these abolitions without further action by this Board.

Abolition of the Master of Arts Degrees and Two Concentrations in the Rehabilitation Institute, College of Education, SIUC.

I. Program Inventory Data

A. Current

<u>CIPS</u>	<u>MAJOR</u>	<u>CONCENTRATION</u>	<u>DEGREE</u>	<u>UNIT</u>
51.2399	Rehabilitation Administration and Services	Rehabilitation Adjustment	M.A. M.S.	College of Education
51.2310	Rehabilitation Counseling	Alcohol Specialist	M.A. M.S.	College of Education
51.2399A	Behavior Analysis and Therapy		M.A. M.S.	College of Education

B. Proposed

<u>CIPS</u>	<u>MAJOR</u>	<u>CONCENTRATION</u>	<u>DEGREE</u>	<u>UNIT</u>
51.2399	Rehabilitation Administration and Services		M.S.	College of Education
51.2310	Rehabilitation Counseling		M.S.	College of Education
51.2399A	Behavior Analysis and Therapy		M.S.	College of Education

II. Reason for proposed action.

The above-referenced concentrations are no longer utilized professionally as separate areas of study and are no longer professionally viable. Abolition of these concentrations has been recommended and supported by the faculty and administration of the department.

The Master of Arts Degree is seldom opted by the students and is not particularly professionally advantageous for graduates. Abolition of the Master of Arts degree in all the above-referenced majors has been recommended and supported by the faculty and administration of the department.

III. Anticipated budgetary effects.

No budgetary effects are anticipated.

IV. Arrangements.

Affected faculty, staff, and students

Faculty currently working with these degree students will continue to teach and supervise as previously done. Faculty and staff involved with the program are also involved in other master's and doctoral programming in the Department. Students already in the program will be permitted to complete the degree program.

Affected equipment/physical facilities

Neither physical facilities nor equipment will be affected by the proposed abolitions.

V. Other relevant information.

None.

VI. Catalog copy to be deleted.

Attached.

VII. Requested effective date of implementation.

Fall 1994.

Rehabilitation Institute

In response to pressing human and social needs, the applied field of rehabilitation has solidly entrenched itself as a professional discipline. Multidisciplinary courses of study have been drawn together from the behavioral, social, and medical sciences appropriate to the development of competent practitioners, supervisors, and programmers in rehabilitation and welfare agencies. The overall program is left purposely broad and flexible to permit the inclusion of training innovations and emerging career patterns.

The Rehabilitation Institute offers graduate programs leading to the Doctor of Rehabilitation degree and to a Master of Science degree with majors in behavior analysis and therapy, rehabilitation administration and services, and rehabilitation counseling.

The Master's Degree Program

The master's degree programs in rehabilitation administration and services and behavior analysis and therapy are 45 semester hour programs and rehabilitation counseling is 48 semester hours. Candidates have the option of a research paper or a thesis. Candidates concentrating primarily on preparation for entry into the helping profession ordinarily opt to complete a research paper in their area of concentration. The thesis option typically requires a thesis of an experimental nature, a survey, or other form of research in which empirical data are collected and analyzed. Candidates must

demonstrate their skills in formulating researchable questions or hypotheses, in identifying and/or manipulating relevant variables, and in the analysis and reporting of the results.

Behavior Analysis and Therapy

The Behavior Analysis and Therapy program is devoted to the empirically-based development and application of learning principles to a wide variety of human needs. Training is offered in behavioral practice, research, and theory as it applies to problems such as child abuse and neglect, developmental disabilities, chronic medical conditions, and traumatic head injury.

Degree Requirements

In fulfilling the 45 semester hour requirement, the student must complete the required courses or their equivalent, at least two elective courses from those listed below, at least one 3-hour practicum, an internship, and either a research paper or thesis.

Required Courses

- REHB 503 - Basic Behavior Analysis
- REHB 508 - Complex Behavior Analysis
- REHB 509A - Scientific Methods: Single-Subject Designs
- REHB 509B - Scientific Methods: Group Designs
- REHB 512 - Legal and Ethical Issues in Behavior Analysis
- REHB 535 - Behavioral Observation Methods
- REHB 574 - Staff Training and Development
- REHB 594B - Practicum in Behavior Analysis and Therapy

Elective Courses

- REHB 515 - Behavioral Applications to Medical Problems
- REHB 543 - Child Behavior
- REHB 545 - Behavior Analysis in Developmental Disabilities
- REHB 553 - Learning Therapies for Special Populations
- REHB 557A - Self-Regulation of Behavior: Self-Control

- REHB 557B - Self-Regulation of Behavior: Biofeedback
 REHB 563 - Behavioral Analysis: Community Applications
 REHB 564 - School-Related Behavior
 REHB 568 - Sexual Behavior and Rehabilitation
 REHB 584 - Seminar in Behavior Analysis and Therapy
 REHB 589 - Professional Seminar in Rehabilitation

Internship

The student must complete satisfactorily 9 hours of REHB 595 (Internship in Rehabilitation) under the supervision of a Behavior Analysis and Therapy faculty member. The internship is typically begun following two semesters of course work.

Research Paper or Thesis

The student must complete satisfactorily 3 to 6 hours of REHB 593 (Research in Rehabilitation) under the direction of a chairperson. The chairperson is a member of the Behavior Analysis and Therapy faculty selected by mutual agreement between the student and the faculty member.

For the research paper, an additional graduate faculty member may be selected by mutual agreement between the student and the chairperson to serve as a reader. This is not required.

For the thesis, a second faculty member of the Behavior Analysis and Therapy Program will be selected by mutual agreement between the student and the chairperson to serve as thesis committee member. The committee will review the thesis prior to its initiation, as a prospectus, and after its completion, in an oral defense. At the oral defense, a third graduate faculty member, selected by mutual agreement between all parties, will be added to the committee to serve as a reader.

Rehabilitation Administration and Services

Students receive their degrees in rehabilitation administration and services. Students may elect to pursue a sequence of classes in rehabilitation administration. However, those with fewer than three years of rehabilitation or related work experience are generally encouraged to take the vocational evaluation and placement sequence. All students must complete a minimum of 4 semester hours of graduate course work, which includes a full-time internship and a research paper or thesis. During the first semester of full-time study or a comparable period for part-time students, the student must have a plan of study approved by an advisor and the degree program coordinator. This plan of study normally includes rehabilitation core, professional course work, an elective course work, although specific plans may differ for students with varying backgrounds and career goals. The requirements are as follows:

Rehabilitation Core (21 hours)

- REHB 513 - 3-4 Medical and Psychosocial Aspects of Disability
- REHB 594A - 3 Practicum in Rehabilitation
- REHB 595 - 8 Internship in Rehabilitation
- REHB 593 - 6 Research in Rehabilitation or
- REHB 593 - 3 Research in Rehabilitation and REHB 599 - 3 Thesis

Professional Course Work

The student must complete a series of courses approved by the student's faculty advisor and degree program coordinator. This series of courses will normally consist of the 21-hour Rehabilitation Administration sequence plus three hours of electives, or the 18-hour vocational evaluation and placement sequence and six hours of electives. Electives are chosen on the basis of their relevance to the career goals. Persons graduating with the vocational evaluation and placement sequence and appropriate field experience (practicum and internship) are immediately eligible to sit for the CCWAVES examination. Persons graduating with the vocational evaluation and placement sequence, and a double major in Rehabilitation Counseling (including appropriate supervised field experience) are immediately eligible to sit for the CRC examination.

Rehabilitation Administration Sequence

- REHB 570 - 3 Rehabilitation Administration
- REHB 573 - 3 Programming, Budgeting, and Community Resources
- REHB 574 - 3 Staff Training and Development
- REHB 576 - 3 Development and Supervision of Rehabilitation Employees
- REHB 578 - 3 Program Evaluation in Rehabilitation
- REHB 581 - 3 Professional Issues in Rehabilitation
- REHB 582 - 3 Seminar in Rehabilitation Services

Suggested Electives (minimum of three hours)

- REHB 400 - 3 Introduction to Rehabilitation
- REHB 580 - 3 Professional and Community Relations in Rehabilitation

Vocational Evaluation and Placement Sequence

- REHB 400 - 3 Introduction to Rehabilitation
- REHB 421 - 3 Vocational Development and Placement
- REHB 431 - 3 Assessment Procedures in Rehabilitation
- REHB 526 - 3 Issues in Supported Employment
- REHB 533 - 3 Vocational Appraisal
- REHB 583 - 3 Seminar in Vocational Evaluation

Suggested Electives (minimum of six hours)

Any course in the Rehabilitation Administration sequence

- REHB 451 - 3 General Rehabilitation Counseling
- REHB 501 - 3 Rehabilitation Foundations
- REHB 531 - 3 Individual Assessment Procedures in Rehabilitation
- REHB 575 - 3 Case Management in Rehabilitation
- REHB 586 - 3 Seminar in Job Development and Placement

Practicum and Internship Requirements

Although students are usually required to complete at least three semester credit hours of practicum as well as a full-time internship, prior and concurrent work experience may be substituted for these requirements if recommended by the student's advisor and approved by the Rehabilitation Administration and Services faculty. The options available to the student wishing to substitute work experience for either practicum or internship requirements are as follows.

Option One

A student may request a waiver of the internship requirement and, if approved, substitute three semester credit hours of practicum and additional course work to bring the student's program up to the required 45 hour minimum.

Option Two

Students with extensive previous work experience in the field of rehabilitation may request waivers of both the practicum and internship requirements. If the waiver is approved, they will enroll in 6 semester hours of REHB 494, Work Experiences in Rehabilitation, and additional graduate course work up to the required 45 hour minimum.

Waiver request related to options one and two above must be submitted by the student through the faculty advisor to the coordinator of the Rehabilitation Administration and Services program, and must be approved by a vote of the Rehabilitation Administration and Services faculty. Waiver requests must include written documentation of the reasons for the request and provide sufficient supporting evidence. Suggested guidelines for the appropriateness of each of the options are: (1) option one for the student with three or more years of satisfactory rehabilitation-related work experience and (2) option two for the student with three or more years of satisfactory work experience directly related to the student's chosen professional course sequence. The student with minimal or no rehabilitation-related work experience will be expected to complete the required three hours of practicum and a full-time internship.

Requirements for Research Paper or Thesis and Comprehensive Examination

All students are required to complete a scholarly research paper or thesis in a rehabilitation-related area and an oral comprehensive examination. The student completing a graduate thesis must orally defend it before a thesis committee.

Rehabilitation Counseling

Rehabilitation Counseling is a process which assists individuals with disabilities to cope constructively with their disability, to maximize their abilities, and to enhance their quality of life physically, psychologically, socially, and vocationally. Through training, Professional Rehabilitation Counselors obtain skills in counseling, evaluation, career exploration, job development and placement, and case management.

The focus of the Rehabilitation Counselor Training Program is to prepare Professional Rehabilitation Counselors with the knowledge, skills, and attitudes needed to enter the field. During the training program, students acquire counseling skills, knowledge and understanding of medical and psychological impact of chronic illness and disability on all areas of the individual's life including vocational and independent living issues, as well as skills related to assessment and evaluation, and an understanding of the legislative, historical, and philosophical background of rehabilitation. Student's professional development is encouraged through participation in Professional Rehabilitation Counseling organizations.

The Rehabilitation Counselor Training program is fully accredited by the Council on Rehabilitation Education (CORE). Graduates of the program are eligible to sit for the CRC (Certified Rehabilitation Counselor) examination, a national examination administered by the Commission on Rehabilitation Counselor Certification (CRCC).

General Requirements

The course of study within the Rehabilitation Counselor Training Program consists of 48 semester hours and involves a blend of academic and field experiences. In addition to course work, students must complete one semester of practicum, one semester of internship, and a thesis or research

paper. Before graduation students must also pass a comprehensive examination. The required program of study is:

- REHB 400 - Introduction to Rehabilitation
- REHB 421 - Vocational Development and Placement
- REHB 431 - Assessment Procedures in Rehabilitation
- REHB 451 - General Rehabilitation Counseling
- REHB 501 - Interpersonal Communication Skills in Rehabilitation
- REHB 513 - Medical and Psychosocial Aspects of Disability
- REHB 575 - Case Management
- REHB 594 - Practicum in Rehabilitation
- REHB 595 - Internship in Rehabilitation

Students are also given the opportunity within their program of study to take electives. In addition to the required course of study for Rehabilitation Counseling, students may choose to specialize in a particular area by taking additional elective courses. Examples of possibilities of specialization are listed below:

Studies in Substance Abuse

A special sequence of courses is offered within the Rehabilitation Counselor Training program for students interested in working with individuals who have substance abuse problems. Students are required to complete a specific sequence of courses and an internship in a substance abuse treatment setting in addition to the courses required for the Master's degree in Rehabilitation Counseling. Successful completion of this course sequence and field work enables students to sit for the Certification Substance Abuse Counselor Examination in Illinois. Graduate students from other disciplines in the University are eligible to enroll in these courses to complete substance abuse counselor certification requirements.

Studies in Aging

This area of special study offered within the Rehabilitation Institute includes a sequence of three elective courses in Aging in addition to those courses required for the General Rehabilitation Counseling curriculum and an internship in an agency or facility which serves older adults. Students in other disciplines within the University are eligible to enroll in any of the three courses in Aging; however, only Rehabilitation students will be eligible for the internship.

AWARD OF CONTRACTS: RENOVATION OF TOWER LAKE APARTMENTS, SIUESummary

This matter would award contracts in connection with the renovations to Tower Lake Apartments, which is a component of the Student Residence Facilities capital project. The approved budget for the Student Residence Facilities project is \$13.6 million, which is funded from the sale of revenue bonds. Within that project, the renovations to Tower Lake Apartments are budgeted at \$1,205,351.

A summary of bids received is attached for information.

Rationale for Adoption

At its November 12, 1992 meeting, the Board approved the Student Residence Facilities project, and approved a budget of \$13.6 million for the project. The Board approved the recommendation of firms with which to negotiate a contract for architectural and engineering services at its December 10, 1992 meeting. The Illinois Board of Higher Education approved the project as a non-instructional capital improvement at its January 5, 1993 meeting. At its November 11, 1993 meeting, the Board approved the plans and specifications for the Tower Lake Apartment renovations component of the Student Residence Facilities project.

Because of the difference in the bids received for plumbing work, university officers made inquiries with the architect and mechanical engineer on the project. Based on these discussions, the difference appears due to one bidder accurately assessing the nature, scope, and amount of work to be done through attendance at the pre-bid conference and a walk-through of the facilities. The other bidder apparently erred in these assessments, did not attend the pre-bid conference, and did not participate in a walk-through of the facilities.

The bids received are within budget and the award of contracts is now timely.

Considerations Against Adoption

University officers are aware of none.

Constituency Involvement

Not pertinent to this matter.

Resolution

BE IT RESOLVED, By the Board of Trustees of Southern Illinois University in regular meeting assembled, That:

- (1) A contract in the amount of \$823,690 be awarded to Poettker Construction Company, Breese, Illinois, for the General Work.

- (2) A contract in the amount of \$107,000 be awarded to Drda Electric, Edwardsville, Illinois, for the Electrical Work.
- (3) A contract in the amount of \$22,585 be awarded to Kane Mechanical, Inc., Wood River, Illinois, for the Plumbing Work.
- (4) The Chancellor of Southern Illinois University be and is hereby authorized to take whatever action may be required in the execution of this resolution in accordance with established policies and procedures.

BIDDING SUMMARY SHEET
RENOVATION OF
TOWER LAKE HOUSING
ON THE
SOUTHERN ILLINOIS UNIVERSITY
AT EDWARDSVILLE CAMPUS

... taken at 2:00 p.m. on December 16, 1993.

AWARDEES

BID PRICE

<u>General Work</u>	
Construction Co.	
207 Co. Hwy 7 & S 4th St.	\$823,690.00
IL 62230-0207	


<u>Electrical Work</u>	
Electric	
1000 River Drive	\$107,000.00
Edwardsville, IL 62025	

<u>Mechanical Work</u>	
Mechanical Inc.	
1000 Sixth Street	\$ 22,585.00
Edwardsville, IL 62095	

Bids	\$ 953,275.00
Contingency	93,111.00
Architect and Engineer Fees	<u>158,965.00</u>
TOTAL OF WORK	\$1,205,351.00

Complete: 120 calendar days


RENOVATION OF
TOWER LAKE HOUSING
ON THE
SOUTHERN ILLINOIS UNIVERSITY
AT EDWARDSVILLE CAMPUS

	GENERAL WORK BASE BID		
Poettker Construction Co. P.O. Box 207 Co. Hwy 7 & S 4th St. Breesa, IL 62230-0207	\$823,690.00		
Bruce Unterbrink Construction Inc. R. R. 4, Box 109 Greenville, IL 62246	\$842,835.00		
J. J. Wuellner & Sons 7226 Herter Industrial Godfrey, IL 62035	\$849,399.00		
Ed Moore Construction Co. 344 Westminster Glen Carbon, IL 62034	\$872,590.00		
Thiems Construction Co. P.O. Box 391, 103 Seminole Edwardsville, IL 62025	\$879,100.00		
Ellinger Winfield 157 Center Edwardsville, IL 62025	\$882,661.00		
Northwest Construction Co. 118 Clarkson Executive Park Ellisville, MO 63011	\$883,500.00		
HBD Contracting Inc. 5517 Manchester Avenue St. Louis, MO 63110	\$998,000.00		

February 10, 1994

RENOVATION OF
TOWER LAKE HOUSING
ON THE
SOUTHERN ILLINOIS UNIVERSITY
AT EDWARDSVILLE CAMPUS

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		ELECTRICAL WORK BASE BID		
Drda Electric 24 Kettle River Drive Edwardsville, IL 62025		\$107,000.00		
J. F. Electric 5861 Red Bud Lane P.O. Box 580 Edwardsville, IL 62025		\$123,400.00		
Central Electric 415 Ridge Street Alton, IL 62002		\$128,797.00		
Rite Electric Co. P.O. Box 309 22nd & Lee Granite City, IL 62040		\$133,200.00		
Hegman Electric Co. P.O. Box 438 East Alton, IL 62024		\$133,857.00		
Fritz Inc. 424 Lebanon Avenue Belleville, IL 62220		\$160,145.00		
Makers Electric Contracting Co. 104 S. Clinton Aviston, IL 62216		\$169,327.00		
Pyramid Electric Inc. 300 Monticello Place Fairview Heights, IL 62208		\$174,580.00		

RENOVATION OF
TOWER LAKE HOUSING
ON THE
SOUTHERN ILLINOIS UNIVERSITY
AT EDWARDSVILLE CAMPUS



PLUMBING
BASE BID

Kane Mechanical Inc.
263 South Sixth Street
Wood River, IL 62095

\$ 22,585.00

G.R.P. Company, Inc.
308 East St. Louis Avenue
East Alton, IL 62024

\$ 97,526.00

REVISED PROJECT APPROVAL, APPROVAL OF PLANS AND SPECIFICATIONS,
AND AWARD OF CONTRACTS: TRUEBLOOD HALL RENOVATIONS, SIUC

Summary

This matter seeks a revised project approval, the approval of plans and specifications, and the award of contracts for the project to renovate Trueblood Hall, which is the dining hall and commons building for the University Park residential area.

The original budget for this project was \$300,000. The enclosed recommended bids total \$227,219. However, the purchase of a tray conveyor system remains to be completed at approximately \$98,000. A revised budget of \$330,000 is requested herein to provide for the higher cost of the project at \$325,219, and to provide a small contingency fund of \$4,781, both totaling an increase of \$30,000 and 10% above the original budget.

Funding for this work will come from student housing revenue.

Rationale for Adoption

At its meeting on December 10, 1992, the Board of Trustees gave its approval to a proposal to make certain renovations to the dining area of Trueblood Hall at an estimated cost of \$300,000.

Favorable bids totaling \$227,219 have been received and the award of contracts is requested at this time. The purchase of a new tray conveyor system at an estimated cost of \$98,000 will complete the project, but creating a higher total cost of \$325,219. Permission is requested herein to revise the project budget to \$330,000 in order to accommodate the higher cost and for a small contingency of \$4,781.

Mr. Carl Bretscher, the Board's consulting architect, has reviewed the plans and specifications and recommends their approval.

Considerations Against Adoption

University officers are aware of none.

Constituency Involvement

This matter has been shared with the Residence Hall Association as one of several cost saving and refurbishing projects.

Resolution

BE IT RESOLVED, By the Board of Trustees of Southern Illinois University in regular meeting assembled, That:

- (1) The request for a revision in the project and budget approval given on December 10, 1992 to the Trueblood Hall renovations project, be and is hereby approved at a higher cost of \$330,000.
- (2) The general contract to renovate the dining area of Trueblood Hall be and is hereby awarded to Steffes Construction, Carterville, Illinois, in the amount of \$138,400.
- (3) The plumbing contract be and is hereby awarded to Fossie Brothers, Murphysboro, Illinois, in the amount of \$24,700.
- (4) The mechanical contract be and is hereby awarded to L & L Air Conditioning, Marion, Illinois, in the amount of \$36,189.
- (5) The electric contract be and is hereby awarded to Brown Electric, Goreville, Illinois, in the amount of \$27,930.
- (6) Final plans and specifications for this project are hereby approved as submitted to the Board of Trustees for review, and shall be placed on file in accordance with I Bylaws 9, contingent upon favorable recommendation of the Architecture and Design Committee.
- (7) The Chancellor of Southern Illinois University be and is hereby authorized to take whatever action may be required in the execution of this resolution in accordance with established policies and procedures.

February 10, 1994

BID TABULATION

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Trueblood Hall Renovations, SIUC
 Bid Opening January 20, 1994, 11:00 A.M.



PRE-QUALIFICATION
 BID SECURITY
 PROPOSALS

General
 Base Bid

Electric
 Base Bid

BIDDERS

Steffes Construction
 Carterville, IL

138,400

Fager-McGee
 Murphysboro, IL

143,600

Robert Morgan
 Murphysboro, IL

157,897

Diecker Construction
 Freeburg, IL

176,360

Schwartz Construction
 Carbondale, IL

178,774

J & L Robinson
 Carbondale, IL

202,618

29 Invitations
 9 No Bid
 14 No Reply

Brown Electric
 Goreville, IL

27,930

Keith Martin
 Johnston City, IL

35,000


Wilson Electric
 Carbondale, IL

61,545

18 Invitations
 8 No Bid
 7 No Reply

BID TABULATION

Trueblood Hall Renovations, SIUC
 Bid Opening January 20, 1994, 11:00 A.M.

 BIDDERS	PRE-QUALIFICATION BID SECURITY PROPOSALS				Mechanical Base Bid	Plumbing Base Bid
					L & L Air Conditioning Marion, IL	
Williams Air Conditioning Murphysboro, IL				37,390		
Quality Sheet Metal Carbondale, IL				42,200		
				20 Invitations 7 No Bid 10 No Reply		
Fossie Brothers Murphysboro, IL					24,700	
Southern Illinois Piping Carbondale, IL					34,200	
H & H Mechanical Carbondale, IL					34,978	
Wellers, Inc. Carbondale, IL					36,375	
					13 Invitations 3 No Bid 6 No Reply	

PROJECT APPROVAL AND SELECTION OF ARCHITECT:
WOODY HALL REMODELING, SIUC

Summary

This matter seeks project and budget approval to remodel several locations within Woody Hall for the purpose of creating an electronic network of voice, data, and video communications to be accessible by all of the departments within the building.

The estimated cost of the architectural remodeling is \$73,000. In addition, the cost of underground conduit and cable up to the building will be approximately \$209,000, the cost of new conduit and cable within the building will be approximately \$349,000, and the cost of the electronic equipment and software will be approximately \$166,000, all for a total estimated cost of \$797,000.

Funding for this work will come from the revenue generated through the regular monthly service charges levied against all users of the campus telephone system.

This matter further requests approval for the plans and specifications for the remodeling work to be prepared by the Physical Plant Engineering Services. Plans and specifications for all of the conduit and cable installation work will be prepared by the General Telephone Company (GTE). The plans and specifications for the electronic equipment will be prepared by the technical staff of the campus Information Technology Office.

Rationale for Adoption

A recently completed report entitled "SIU Computing and Information Technology Plan FY 93 - FY 96" provides extensive details of the present and projected needs of the Carbondale, Edwardsville, and Springfield campuses for an expanded information processing capability. This report was prepared by a committee of personnel from the three campuses and chaired by the Vice-Chancellor for Academic Affairs. One of the major elements of this report for the Carbondale campus is the need to provide desktop access to a growing campus-wide network of voice, data, and eventually, video communications. The project proposed herein for Woody Hall will be the first comprehensive installation in a multi-year plan that will ultimately encompass the entire campus. Woody Hall was selected because of its high population of student-oriented operations, e.g., Admissions and Records, Bursar, Financial Aid, Career Services, the Graduate School, et al. Other campus installations will follow, the timing of which will be dependent mostly upon the availability of funds, the experiences to be gained in Woody Hall, and any further advancements made in the field of electronic communications.

The Physical Plant Engineering Services will prepare the plans and specifications for the remodeling portion of this project. This work will create 12 to 14 small rooms to be used as electronic data centers within the building at an approximate cost of \$73,000. It is anticipated that this work will be done through existing time-and-material contracts.

GTE will prepare the plans and specifications and will perform the work of placing the necessary amounts of underground conduit and fiber-optic cable up to the building at an approximate cost of \$209,000. All of this work is to be done under an existing contract with GTE and the State of Illinois Department of Central Management Services for needed communications installations such as the one proposed herein.

In addition, GTE will provide the same planning service and the same installation of conduit and cable within the building at an approximate cost of \$349,000, also under the same existing contract.

The technical staff of the campus Information Technology Office will provide the plans and specifications for the electronic equipment and the software needed for this project, and will install and maintain the system as part of its normal operations. The needed electronic equipment and the accompanying software will cost approximately \$166,000.

The total project cost for Woody Hall will be approximately \$797,000. Funding for the entire project will come from revenue generated through monthly service charges levied against all users of the campus telephone system.

Considerations Against Adoption

University officers are aware of none.

Constituency Involvement

Not pertinent to this matter.

Resolution

BE IT RESOLVED, By the Board of Trustees of Southern Illinois University in regular meeting assembled, That:

- (1) The project to make renovations in Woody Hall for a planned communications network, and to purchase and install conduit, cable, and electronic equipment for that network be and is hereby approved at an estimated total cost of \$797,000.
- (2) Funding for this project will come from the revenue generated through monthly service charges levied against all users of the campus telephone system.
- (3) Upon recommendation of the Architecture and Design Committee, authorization be and is hereby granted for the plans and specifications for the renovations work be prepared by Physical Plant Engineering Services.
- (4) The Chancellor of Southern Illinois University be and is hereby authorized to take whatever action may be required in the execution of this resolution in accordance with established policies and procedures.

PROJECT APPROVAL AND SELECTION OF ARCHITECT: LENTZ HALL
RENOVATIONS, STUC

Summary

This matter seeks project and budget approval to make certain renovations to the dining area of Lentz Hall, which is the dining hall and commons building for the Thompson Point residence area.

The total cost of the project is approximately \$1,500,000. The first phase of the project that is proposed herein will be approximately \$372,900. Funding for the total project will come from student housing revenue.

This matter also requests permission to employ a professional architectural/engineering firm for the preparation of plans and specifications for all phases of the project.

Rationale for Adoption

The University Housing Office has developed a multi-year plan to make certain renovations to the dining area in Lentz Hall. The project will consist of a complete redecoration of the dining rooms for aesthetic and sound deadening qualities, and a complete replacement and relocation of the existing tray conveyor system. This change will replace outdated and troublesome equipment and it will make significant improvements in the pedestrian traffic patterns within the dining area. This project will be similar to the phased project for Trueblood Hall that was approved by the Board of Trustees at its meeting on December 10, 1992.

Because of the limited amount of time in the summer during which renovations can be completed, the project has been divided into several phases to be accomplished over two to three years. The work to be done during 1994 will renovate the kitchen area, kitchen office, serving lines, and dishwashing area, and the air conditioning system will be expanded and improved, all at a revised estimated cost of \$372,900. Revisions to earlier estimated costs for the first phase have become necessary because of extended delivery dates on some custom manufactured equipment. When the project is completed, the total estimated cost will be approximately \$1,500,000.

The firm of Evan Lloyd Associates of Springfield, Illinois, is recommended for the preparation of plans and specifications for the entire project. The members of the Architecture and Design Committee have been informed of the process leading up to this recommendation.

Considerations Against Adoption

University officers are aware of none.

Constituency Involvement

This matter has been shared with the Residence Hall Association as one of several cost-saving and refurbishing projects.

Resolution

BE IT RESOLVED, By the Board of Trustees of Southern Illinois University in regular meeting assembled, That:

- (1) The project to make certain renovations in the dining area of Lentz Hall, SIUC, be and is hereby approved at an estimated total cost of \$1,500,000, and an estimated cost of \$372,900 for the first phase.
- (2) Funding for this project will come from student housing revenue.
- (3) Negotiations leading to a contract for professional services for this project are to be conducted with the following firms in the order in which they are listed until a satisfactory contract has been concluded:

Evan Lloyd Associates
Springfield, Illinois

BLDD Architects
Decatur, Illinois

Architectural Spectrum
Champaign, Illinois
- (4) The Chancellor of Southern Illinois University be and is hereby authorized to take whatever action may be required in the execution of this resolution in accordance with established policies and procedures.

PROJECT APPROVALS AND SELECTION OF ARCHITECTS: FY 1994
CAPITAL PROJECTS, SCHOOL OF MEDICINE, SIUC

Summary

This matter seeks project approvals and the approval of architectural firms for two capital projects on the Springfield Medical campus that were contained in the FY 1994 appropriations. Funding for the asbestos abatement project will be supplemented with \$60,000 from School of Medicine operating funds.

Rationale for Adoption

At its meeting on September 10, 1992, the Board of Trustees was informed of two items requested for the Springfield Medical campus as part of the FY 1994 capital budget. Funding for the asbestos abatement and exterior door replacement has been appropriated and approved. The project for asbestos abatement at 801 and 913 North Rutledge will come from capital appropriations in the amount of \$430,300. In addition, the School of Medicine will provide \$60,000 to the asbestos abatement project in order to take advantage of the extensive demolition work that will occur and which will facilitate the

complete installation of new telephone and data communications systems. The project to replace exterior doors and other items of security in the Medical Instructional Facility is estimated at a cost of \$222,700.

The Board has been informed of the selection process of professional architectural firms for these projects. The approved selection procedures of the Capital Development Board and of the Board of Trustees have been followed. A total of 13 prequalified firms responded to public invitations of interest, and on-campus interviews of four and five firms respectively for the projects were conducted recently. This matter now requests project approval and recommendations of architectural firms for each project.

Considerations Against Adoption

University officers are aware of none.

Constituency Involvement

Not pertinent to this matter.

Resolution

BE IT RESOLVED, By the Board of Trustees of Southern Illinois University in regular meeting assembled, That:

- (1) The project to remove asbestos from 801 and 913 North Rutledge on the Springfield Medical campus be and is hereby approved at an estimated cost of \$490,300.
- (2) Funding for this project will come from capital appropriations in the amount of \$430,300, and from operating appropriations to the University in the amount of \$60,000.
- (3) Recommendations to the Capital Development Board leading to a contract for professional services for this project be and are hereby approved with the following firms in the order in which they are listed until a satisfactory contract has been concluded:

Allen Service Corporation
Springfield, Illinois

KM2 Design Group
Springfield, Illinois

Sarti Architectural Group
Springfield, Illinois

- (4) The project to replace exterior doors and other items of security be and is hereby approved at an estimated cost of \$222,700.

- (5) Recommendations to the Capital Development Board leading to a contract for professional services for this project be and are hereby approved with the following firms in the order in which they are listed until a satisfactory contract has been concluded:

KM2 Design Group
Springfield, Illinois

Steckel-Parker Architects
Springfield, Illinois

White and Borgognoni Architects
Carbondale, Illinois

- (6) The Chancellor of Southern Illinois University be and is hereby authorized to take whatever action may be required in the execution of this resolution in accordance with established policies and procedures.

PROJECT APPROVAL AND SELECTION OF ARCHITECT: SPRINGFIELD
COMBINED LABORATORY ADDITION, SPRINGFIELD MEDICAL CAMPUS, SIUC

Summary

This matter seeks project approval to plan and construct an addition to the Springfield Combined Laboratory Facility (SCLF). The total project cost will be approximately \$20,388,300.

This matter further requests approval of recommendations to the Capital Development Board of an architectural firm to prepare the plans and specifications for the addition.

Rationale for Adoption

At its meeting on July 13, 1978, the Board of Trustees was first informed of the need for additional space for Medical School operations on the Springfield campus. A request in the amount of \$339,700 was presented to the Board at its meeting on July 10, 1980 for planning a Clinical Support and Services facility. Four months later at its meeting on November 13, 1980, the Board gave its approval to a modified version of that request within which the University could combine its needs for additional space for the Medical School with those of the Illinois Department of Public Health (IDPH) and the Illinois Environmental Protection Agency (IEPA) for the construction and joint use of a new facility. That building, now known as the SCLF, was constructed on University-owned land and was opened for use in 1988.

Soon after that first occupancy, it became evident to each of the three organizations that there continued to be an ever-increasing need for their respective laboratory operations. State and federal regulations created demands for laboratory space that in some cases have increased services by 1,100%.

The proposed addition will adjoin the original building, also on University land. An appropriation of \$1,237,000 has been released for planning. The FY 1995 requests, currently being considered, contain the balance of the funds for the project at approximately \$19,151,300.

The building will contain 73,000 gross square feet and 42,450 net square feet. The Medical School will occupy 38% of the space, the IDPH will occupy 14%, and the IEPA 48%.

The members of the Board's Architecture and Design Committee have been informed of the procedures leading up to the recommendations contained herein regarding an architectural firm for this project. The selection committee included representatives from each of the three using organizations, and similar recommendations are expected by the IDPH and IEPA to the Capital Development Board.

Considerations Against Adoption

University officers are aware of none.

Constituency Involvement

Not pertinent to this matter.

Resolution

BE IT RESOLVED, By the Board of Trustees of Southern Illinois University in regular meeting assembled, That:

- (1) The project to plan and construct an addition to the Springfield Combined Laboratory Facility on the Springfield Medical campus be and is hereby approved at an estimated cost of \$1,237,000 for planning and a total project cost of \$20,388,300.
- (2) Recommendations to the Capital Development Board leading to a contract for professional services for this project be and are hereby approved with the following firms in the order in which they are listed:

Severns, Reid & Associates, Inc.
Champaign, Illinois

BSA Design
Springfield, Illinois

Architectural Research and Design
Peoria, Illinois

- (3) The Chancellor of Southern Illinois University is hereby authorized to take whatever action may be required in the execution of this resolution in accordance with established policies and procedures.

PROJECT APPROVAL AND SELECTION OF ARCHITECT: STUDENT
CENTER REMODELING, SIUC

Summary

This matter seeks project and budget approval to remodel a portion of the office space on the third floor of the Student Center.

The total cost of the project will be approximately \$158,400. Funding for this work will come from Student Center operating revenue and from student fees.

This matter also requests permission to use the Physical Plant Engineering Services for the preparation of plans and specifications for this project.

Rationale for Adoption

The University Programming Office is housed in 2,600 square feet on the 3rd floor of the Student Center. It provides office space for eight staff members and for eleven committees of the Student Programming Council. The office coordinates annually over 800 University-wide social, recreational, and cultural programs. The project proposed herein will replace the furnishings and will remodel the interior spaces, most of which have been in place since 1972. The planned use of modular furniture systems will improve the capacity of the office, and it should also improve the efficiency of operations.

The estimated costs are \$118,000 for the furniture systems, \$26,000 for new carpet, painting and minor electrical work, and a 10% contingency of \$14,400, all for a total cost of \$158,400. Funding will come from Student Center operating revenues and from student fees. This project will have no impact upon the structure of student fees.

Considerations Against Adoption

University officers are aware of none.

Constituency Involvement

This project has been reviewed by the Student Center Board, which has constituency representation, and by the Student Programming Council.

Resolution

BE IT RESOLVED, By the Board of Trustees of Southern Illinois University in regular meeting assembled, That:

- (1) The project to remodel office space on the 3rd floor of the Student Center be and is hereby approved at an estimated cost of \$158,400.

- (2) Funding for this project will come from Student Center operating revenues and from student fees.
- (3) Upon recommendation of the Architecture and Design Committee, authorization be and is hereby granted for the plans and specifications to be prepared by Physical Plant Engineering Services.
- (4) The Chancellor of Southern Illinois University be and is hereby authorized to take whatever action may be required in the execution of this resolution in accordance with established policies and procedures.

The following matters were presented for notice only:

NOTICE OF PROPOSED INCREASE: TOWER LAKE APARTMENT
RENTAL RATES, SIUE
[AMENDMENT TO 4 POLICIES OF THE BOARD C-12]

Summary

This matter would approve increases in single student and family housing rental rates at SIUE's Tower Lake Apartments. The proposed rates reflect 3% increases for family residents and 8% increases for single student residents. The proposed rates would be effective summer term, 1994.

This matter also revises the rental rate assignment structure for single student housing.

Attached for information is a schedule showing historic, current, and projected fiscal year information on income and expenditures for the apartments.

Rationale for Adoption

Rental rates for the University's Tower Lake Apartments were last increased effective summer 1993. The rent increases proposed herein are necessary to fund costs of the continuing renovation program at the apartments.

In FY-93, a part of the renovation program for the apartments was included in the Student Residence Facilities project. That element of the renovation program, estimated to cost \$1,205,000, will replace roofs and balconies on buildings in single student housing (7500), replace roofs on buildings in family housing (7400), and make miscellaneous electrical and plumbing improvements in all buildings. The cost of that renovation work is reflected in increased debt service expenses for the apartments. Debt service is projected to increase from \$441,000 in FY-94 to \$997,475 in FY-95.

A second major element of the renovation program is planned to begin in FY-94. The proposal being developed would replace siding, gutters and downspouts, soffit and fascia, install new windows and sliding glass and

aluminum doors, and provide sealing and caulking. All buildings in the 7500 side of the apartment complex would be included, with work phased over several years as funds become available. Part of the funding to begin this initiative is identified in the FY-94 budget as Special Maintenance Projects. Additional funds will be requested from the repair and replacement reserve for the apartment operation. This phase of the renovation program will address the deterioration in buildings in the 7500 side of the apartment complex.

The attached budget for Tower Lake Housing has been projected for three years beyond the current year to illustrate planned annual increases in rental rates. The housing rates were developed as part of the financial planning for the new Student Residence Facility and included rent equalization between the new facility and Tower Lake Apartments. The projected rent increases for fiscal years 1996 and 1997 are 8% a year for shared bedroom units, 5% a year for deluxe and single rooms, and 3% a year for family units.

Revision of the single student rental assignment structure will provide housing management with a simplified, flexible rate structure. The structure will allow an appropriate rate to be assessed regardless of the assignment to a two- or a three-bedroom unit and the size of the bedroom. Some bedrooms are appreciably larger than others in the same unit, especially in the three-bedroom units. The revision eliminates rates for three-bedroom 6- or 3-student assignments which are not used.

Considerations Against Adoption

University officers are concerned about increases in student costs which can affect access to the University. These factors were considered in developing the recommendation presented.

Constituency Involvement

This proposal was developed by the Tower Lake Advisory Committee which is the designated review body for Tower Lake Apartment rental rates. The Committee is comprised of residents of the apartments. The Committee's proposal was reviewed and approved by the Student Senate. This matter is recommended for adoption by the Vice-President for Student Affairs and the President, SIUE.

Resolution

BE IT RESOLVED, By the Board of Trustees of Southern Illinois University in regular meeting assembled, That effective with the collection of rent for summer term, 1994, 4 Policies of the Board C-12 is amended to read as follows:

12. Rental rates for the use and occupancy of University Housing on the campus of Southern Illinois University at Edwardsville effective summer term, 1993 1994, are as follows:

FAMILY HOUSING I, TOWER LAKE APARTMENTS

\$397	\$409	per month - two-bedroom, unfurnished apartment
\$465	\$479	per month - two-bedroom, furnished apartment
\$447	\$460	per month - three-bedroom, unfurnished apartment
\$529	\$535	per month - three-bedroom, furnished apartment

As a service to incoming Faculty/Staff, housing facilities will be available to them while they secure permanent housing. Faculty/Staff shall be limited to a six-month contract at a rate which is, as to each type of unit, \$100.00 higher than above.

SINGLE STUDENT HOUSING I, TOWER LAKE APARTMENTS

Per student rental rates:

<u>Unit Assignment Type*</u>	<u>Per Semester</u>		<u>Per Summer Term</u>	
<u>Two-bedroom, -4-student Shared Room</u>	\$--750.00	\$ 810.00	\$415.00	\$448.00
<u>Two-bedroom, -2-student Deluxe Single Room</u>	\$1,475.00	\$1,593.00	\$816.00	\$869.00
<u>Three-bedroom, -6-student</u>	\$ 630.00		\$350.00	
<u>Three-bedroom, -3-student</u>	\$1,235.00		\$685.00	
<u>Two-bedroom, -3-student, -in double</u>	\$--750.00		\$415.00	
<u>Two-bedroom, -3-student, -in single Single Room</u>	\$1,115.00	\$1,204.00	\$620.00	\$670.00

*Shared room = two students assigned to a bedroom designed for occupancy by two students.

Deluxe Single Room = one student assigned to a bedroom designed for occupancy by two students.

Single Room = one student assigned to a bedroom designed for occupancy by one student.

BE IT FURTHER RESOLVED, That the Chancellor of Southern Illinois University be and is hereby authorized to take whatever action may be required in the execution of this resolution in accordance with established policies and procedures.

University Housing - Tower Lake Apartments
 Comparative Statement of Actual and Estimated
 Income and Expenses

10-Jan-94

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	Previous Yr.		Previous Yr.		Current Yr.		Proposed		Proposed			
	Actual	FY 91	Actual	FY 93	Budget	FY 94	Budget	FY 95	Budget	FY 96	Budget	FY 97
INCOME												
Operations:												
Rental	\$2,694,667	\$2,804,383	\$2,819,612	\$2,923,560	\$2,924,691	\$2,924,691	\$2,924,691	\$2,924,691	\$5,000	\$5,000	\$5,000	\$5,000
Conference Housing	\$21,787	\$15,268	\$19,349	\$30,000	\$5,000	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500
Vending	\$26,024	\$1,586	\$1,523	\$1,500	\$40,000	\$40,000	\$40,000	\$40,000	\$40,000	\$40,000	\$40,000	\$40,000
Interest Income	\$61,288	\$50,094	\$41,727	\$59,000								
Revenue From Proposed Increase FY 95					\$207,581	\$207,581	\$207,581	\$207,581	\$219,259	\$219,259	\$234,607	\$207,581
Revenue From Proposed Increase FY 96												\$219,259
Revenue From Proposed Increase FY 97												\$234,607
TOTAL INCOME	\$2,803,766	\$2,871,331	\$2,882,211	\$3,014,060	\$3,178,772	\$3,398,031	\$3,632,638	\$819,553	\$1,031,225	\$1,031,225	\$1,031,225	\$1,031,225
EXPENDITURES												
Salaries	\$778,469	\$772,723	\$779,935	\$886,594	\$736,329	\$736,329	\$776,827	\$776,827	\$172,530	\$172,530	\$172,530	\$172,530
Wages	\$147,581	\$146,282	\$159,510	\$177,059	\$172,530	\$172,530	\$172,530	\$172,530	\$4,958	\$4,958	\$4,958	\$4,958
Other:												
Personnel Services	\$81,512	\$85,365	\$68,929	\$79,566	\$87,573	\$87,573	\$90,638	\$90,638	\$90,638	\$90,638	\$90,638	\$93,810
Debt Service	\$411,316	\$426,532	\$454,554	\$441,000	\$1,037,841	\$1,037,841	\$1,031,225	\$1,031,225	\$1,031,225	\$1,031,225	\$1,031,225	\$1,031,225
Travel	\$3,888	\$7,982	\$5,136	\$4,628	\$4,790	\$4,790	\$4,958	\$4,958	\$5,131	\$5,131	\$5,131	\$5,131
Equipment	\$16,467	\$38,125	\$64,852	\$43,600	\$45,126	\$45,126	\$46,705	\$46,705	\$48,340	\$48,340	\$48,340	\$48,340
Commodities	\$40,947	\$31,747	\$41,899	\$76,555	\$75,152	\$75,152	\$77,782	\$77,782	\$80,505	\$80,505	\$80,505	\$80,505
Contractual Services	\$895,889	\$827,672	\$867,292	\$1,089,472	\$938,753	\$938,753	\$971,609	\$971,609	\$1,005,616	\$1,005,616	\$1,005,616	\$1,005,616
Telecommunications	\$114,246	\$125,942	\$128,744	\$133,236	\$109,924	\$109,924	\$109,924	\$109,924	\$109,924	\$109,924	\$109,924	\$109,924
Operation of Auto	\$14,154	\$10,070	\$9,110	\$9,130	\$9,450	\$9,450	\$9,450	\$9,450	\$9,450	\$9,450	\$9,450	\$9,450
Special Maint. Projects	\$420,982	\$32,580	\$91,799	\$800,000	\$0	\$0	\$150,000	\$150,000	\$250,000	\$250,000	\$250,000	\$250,000
TOTAL EXPENDITURES	\$2,925,451	\$2,505,020	\$2,671,760	\$3,740,840	\$3,217,468	\$3,441,649	\$3,626,084	\$819,553	\$1,031,225	\$1,031,225	\$1,031,225	\$1,031,225
NET INCOME / (LOSS)	(\$121,685)	\$366,311	\$210,451	(\$726,780)	(\$38,696)	(\$43,618)	\$6,554	(\$43,618)	(\$43,618)	(\$43,618)	(\$43,618)	(\$43,618)
		\$770,068	\$930,419	\$212,639	\$173,943	\$130,325	\$136,879					

NOTICE OF PROPOSED CHARGES: ESTABLISHMENT OF ROOM
AND BOARD RATES, STUDENT RESIDENCE HALL, SIUE
[AMENDMENT TO 4 POLICIES OF THE BOARD C-12]

Summary

This matter would establish the room and board charges for students living in the new residence hall at SIUE. The rates would be effective at the beginning of residence hall operations which is scheduled for fall 1994.

Attached for information is a schedule showing projected income and expenses for the residence hall operation.

Rationale for Adoption

The room and board rates proposed herein were derived from the financial planning for the new residence hall. The rates are designed to provide sufficient revenue to fund operations and debt service, establish and maintain necessary reserves, and provide residents with a suitable meal plan during FY-95. The financial projections in this board matter include increases for room rates of 3% a year and board rates of 5% a year for fiscal years 1996 and 1997.

Students living in the residence hall will be required to purchase one of the board (meal) plans as part of their contract for housing. The only difference between board plan A and plan B is that plan B provides a slightly higher food expenditure allowance for the student.

Proposed rates are for semesters, and no summer session rate is proposed at this time. Housing management and University officers intend to utilize the residence hall during the summer for conference housing and for housing prospective and incoming students as part of the orientation program. The conference housing and orientation program rates will be established through approval of the President under the Board's delegation of authority in 4 Policies of the Board A-4-a-3.

In addition to room and board charges, residents of the residence hall would pay the Campus Housing Activity Fee (CHAF). The CHAF fee supports programs and activities for residents of University housing at SIUE. Application of CHAF students living in the residence hall is addressed in a separate matter concerning that fee.

Approval of room and board rates for the new residence hall is appropriate at this time so that the rates can be included in recruitment and other literature about the University, and to permit housing management to prepare for and begin contracting with students who will live in the residence hall.

Considerations Against Adoption

University officers are aware of none.

Constituency Involvement

The rates proposed were developed as part of the overall Student Residence Facilities project financial planning.

Resolution

BE IT RESOLVED, By the Board of Trustees of Southern Illinois University in regular meeting assembled, That:

1. Effective with the collection of student fees and charges for fall term 1994, 4 Policies of the Board C-12 be and is hereby amended to include the following section:

Student Residence Hall

	<u>Per Student Rates</u>
	<u>Per Semester</u>
<u>Room rental charge</u>	<u>\$1,014</u>
<u>Board charge:</u>	
<u>Plan A</u>	<u>735</u>
<u>Plan B</u>	<u>785</u>

2. The Chancellor of Southern Illinois University be and is hereby authorized to take whatever action may be required in the execution of this resolution in accordance with established policies and procedures.

University Housing - Student Residence Hall

Comparative Statement of Estimated Income and Expenses

	Proposed Budget FY-95	Proposed Budget FY-96	Proposed Budget FY-97
INCOME			
Operations:			
Rental	\$1,033,094	\$1,033,094	\$1,033,094
Board	726,062	726,062	726,062
Conference Housing	120,000	120,000	120,000
Vending	30,000	30,000	30,000
Interest Income	40,000	40,000	40,000
Revenue From Proposed Increase FY-96	0	66,353	66,353
Revenue From Proposed Increase FY-97	0	0	69,070
TOTAL INCOME	\$1,949,156	\$2,015,509	\$2,084,579
EXPENDITURES			
Salaries	\$ 211,316	\$ 222,938	\$ 235,200
Wages	99,388	99,388	99,388
Other:			
Personnel Services	28,156	29,141	30,161
Debt Service	380,639	573,427	573,427
Travel	2,000	2,070	2,142
Equipment	10,000	10,350	10,712
Commodities	12,752	13,198	13,660
Contractual Services	965,820	999,624	1,034,611
Telecommunications	51,920	53,737	55,618
Operation of Auto	0	0	0
Special Maint. Projects	0	0	0
TOTAL EXPENDITURES	\$1,761,991	\$2,003,874	\$2,054,920
NET INCOME / (LOSS)	187,165	11,635	29,659
CASH CARRYOVER	187,165	198,800	228,459

NOTICE OF PROPOSED INCREASE: CAMPUS HOUSING ACTIVITY FEE, SIUE
[AMENDMENT TO 4 POLICIES OF THE BOARD C-9]

Summary

This matter would approve an increase in the Campus Housing Activity Fee (CHAF), SIUE, from its current rate of \$6.00 per semester to \$8.00 per semester, and from \$3.00 to \$5.00 for the summer session. The fee is assessed of residents in University housing which will include students living in the new residence hall.

Attached for information is a schedule showing historic, current, and projected fiscal year income and expenses for the CHAF account.

Rationale for Adoption

The Campus Housing Activity Fee supports programming, activities, and services for residents of University housing at SIUE. Programs and activities include picnics, movies, and allowances for residents to plan and conduct activities for those living in an apartment building or in a wing in the case of the new residence hall. In the past, CHAF has supported service functions such as the Tower Lake bus operation and provided basic telephone service for residents. During the past several years, funding for these services has been shifted to the general operating budget based on recommendations from the annual fee and rent review process.

The proposed increase will provide funds necessary to continue programming and activities for residents at Tower Lake Apartments, and to establish programs and activities for residents of the new residence hall. The attached budget for CHAF shows historic, current and projected income and expenditures concerning Tower Lake Apartment operations, and projected income and expenditures related to the residence hall. The decline in CHAF revenue from FY-92 to FY-94 is the result of University officers correcting collection of the fee at a rate that had not been approved by the President or the Board. The error was discovered by the President's Office during the revision of policies for semester calendar conversion and University officers immediately corrected it. Because the services which were supported by the higher fee rate had already been provided, refunds were not made. The FY-93 Special Projects expenditure supported resurfacing of basketball and tennis courts which serve residents at Tower Lake Apartments.

Considerations Against Adoption

University officers are concerned about increases in student fees which may affect access to the University. These factors were considered in arriving at the recommendation presented herein.

Constituency Involvement

The proposal to increase CHAF was developed by the Tower Lake Advisory Committee which is comprised of residents of Tower Lake Apartments and is the designated fee review committee. The Committee's report and recommendation was reviewed and approved by the Student Senate, SIUE.

Collection of CHAF from residents of the new residence hall was recommended by Housing management and derives from the financial plans established for the new residence hall. This matter is recommended for adoption by the Vice-President for Student Affairs and the President, SIUE.

Resolution

BE IT RESOLVED, By the Board of Trustees of Southern Illinois University in regular meeting assembled, That effective with the collection of fees for summer 1994, 4 Policies of the Board C-9 is amended to read as follows:

9. A special activity fee for each academic term for which an on-going campus housing contract is in force shall be collected from and administered for the benefit of all students residing in University housing at the Edwardsville campus. This activity fee shall be deposited to the University General Operating Fund Account to be disbursed by authority of its Fiscal Officer in accordance with University policy and the approved budget of recognized organizations including all students who pay the fee. The fee shall be ~~\$6.00~~ \$8.00 per semester and ~~\$3.00~~ \$5.00 for the summer session.

BE IT FURTHER RESOLVED, That the Chancellor of Southern Illinois University be and is hereby authorized to take whatever action may be required in the execution of this resolution in accordance with established policies and procedures.

Southern Illinois University at Edwardsville
Campus Housing Activity Fee

	Actual FY 91	Actual FY 92	Actual FY 93	BUDGET FY 94	Proposed		Proposed BUDGET FY 96	Proposed BUDGET FY 97
					BUDGET FY 95	BUDGET FY 96		
CASH CARRYOVER:	(\$4,343)	\$11,389	\$47,307	(\$8,203)	\$983	\$973	\$1,193	
INCOME								
Tower Lake Apartments:								
CHAF Fees	\$103,404	\$105,111	\$84,484	\$22,900	\$22,900	\$22,900	\$22,900	\$22,900
Revenue From Proposed Increase FY95					\$5,880	\$5,880	\$5,880	\$5,880
Bus Operations	\$0	\$416	\$195	\$150	\$150	\$150	\$150	\$150
Vending	\$8,055	\$40,515	\$37,374	\$32,000	\$30,000	\$30,000	\$30,000	\$30,000
Interest Income	\$1,140	\$1,755	\$2,245	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
Student Residence Hall:								
CHAF Fees (\$ 6.00/semester)					\$5,866	\$5,866	\$5,866	\$5,866
Revenue From Proposed Increase FY95					\$1,956	\$1,956	\$1,956	\$1,956
Interest Income					\$500	\$500	\$500	\$500
TOTAL INCOME	\$112,599	\$147,797	\$124,799	\$56,050	\$68,252	\$68,252	\$68,252	\$68,252
Total Cash Available	\$108,256	\$159,186	\$171,606	\$47,847	\$69,235	\$69,225	\$69,445	\$69,445
EXPENDITURES								
Tower Lake Apartments:								
Salaries	\$0	\$0	\$0	\$20,864	\$22,012	\$22,782	\$23,580	\$0
Wages (Bus Operation)	\$36,478	\$52,364	\$53,599	\$0	\$0	\$0	\$0	\$0
Other:								
Refunds	\$6,018	\$6,152	\$6,798	\$4,000	\$6,000	\$6,000	\$6,000	\$6,000
Programming	\$12,084	\$14,406	\$13,956	\$14,000	\$17,000	\$17,000	\$17,000	\$17,000
Bus Operations	\$32,400	\$29,068	\$36,679	\$0	\$0	\$0	\$0	\$0
Building Allowances	\$5,887	\$9,889	\$8,776	\$8,000	\$10,000	\$10,000	\$10,000	\$10,000
Special Projects	\$4,000	\$0	\$60,000	\$0	\$5,000	\$4,000	\$4,000	\$4,000
Student Residence Hall:								
Refunds					\$1,000	\$1,000	\$1,000	\$1,000
Programming					\$4,250	\$4,250	\$4,250	\$4,250
Wing Allowances					\$1,500	\$1,500	\$1,500	\$1,500
Mentor Program					\$1,500	\$1,500	\$1,500	\$1,500

NOTICE OF PROPOSED INCREASE: TEXTBOOK RENTAL FEE, SIUE
[AMENDMENT TO 4 POLICIES OF THE BOARD C-5]

Summary

This matter would approve an increase in the Textbook Rental Fee, SIUE, from its current rate of \$46.50 per academic term to \$52.00 per academic term. The Textbook Rental Fee is assessed on the same basis during a semester and the summer session.

Attached for information is a schedule of historic, current, and projected fiscal year income and expense information concerning Textbook Rental Service.

Rationale for Adoption

The Textbook Rental Fee is the principal source of revenue supporting SIUE's Textbook Rental Service. The service provides textbooks for undergraduate students on a rental basis, and stocks required textbooks for graduate courses. Graduate students purchase their textbooks, do not participate in the Textbook Rental Program, and are not assessed the Textbook Rental Fee.

The Textbook Rental Fee was last increased effective summer 1991. The principal expense affecting operation of the service is the cost of textbooks which is impacted both by inflationary increases and text adoption decisions. Textbook price increases have averaged six to eight percent per year, or approximately twice the general inflation rate. Textbook adoptions at SIUE generally follow a three-year cycle. However, textbook publishers have been shortening revision cycles for textbooks. When this occurs, SIUE is sometimes forced to adopt the new edition of a textbook prior to the end of a normal three-year cycle. This occurs because the University must order additional, replacement copies of textbooks, particularly in the second and third years of the adoption cycle. If the edition of the textbook adopted by the University is no longer in print, then the University is forced to adopt the new edition to avoid the prospect of students who are taking the same class using different versions of the same text.

Conversion to the semester academic calendar affected text purchases for FY-94 and planned purchases for FY-95 because of the revisions in course curricula. This is the reason for the substantial increase in book purchase costs in FY-94 and FY-95. The cash balance accumulated through prior years is offsetting part of the increase in costs, particularly in FY-94. The proposed fee increase would generate an additional \$88,200 in FY-95. Without the increase, Textbook Service would incur an operating deficit of \$164,350 in FY-95, and would have a negative cash balance of approximately \$74,100.

The increase shown in FY-94 and FY-95 in the Other Expenses cost category relates to a planned enhancement of the hardware and software necessary to operate the book issues and returns system used by the service.

The Textbook Service Advisory Committee, the designated Textbook Rental Fee review committee, examined two levels of proposed fee increase: increasing the full-time student fee by \$5.50 per term and by \$11.00 per term. The Committee recommended the smaller fee increase with the intention of seeking future fee increases on a more regular basis to balance revenues and expenses of the service. The Committee and University officers believe this is more fair for students in comparison to seeking a larger increase which would generate substantial cash carryover balances allowing the service to operate for several years without a fee increase.

Considerations Against Adoption

University officers are concerned about increases in the cost of attendance and their possible negative effect on access to the University. Textbook Rental Service represents a substantial value for SIUE students compared with the costs that students incur under traditional textbook purchase programs. These factors were considered in arriving at the recommendation presented.

Constituency Involvement

The increase in the Textbook Rental Fee was recommended by the Textbook Service Advisory Committee which is comprised of student and faculty representatives. The Committee's recommendation was reviewed and approved by the Student Senate, SIUE. This proposal is recommended for adoption by the Vice-President for Student Affairs and the President, SIUE.

Resolution

BE IT RESOLVED, By the Board of Trustees of Southern Illinois University in regular meeting assembled, That effective with the collection of fees for the summer session, 1994, that portion of 4 Policies of the Board C-5 which pertains to the Textbook Rental Fee be amended to read as follows:

- General student fee schedule for Southern Illinois University at Edwardsville in effect ~~Fall-term, 1993~~ summer term, 1994:

Fall and Spring Semester Fee Rates

<u>Credit Hours</u>	<u>Textbook Rental Fee</u>	
1	\$-4.30	\$ 4.80
2	8.60	<u>9.60</u>
3	12.90	<u>14.40</u>
4	17.20	<u>19.20</u>
5	21.50	<u>24.00</u>
6	25.80	<u>28.80</u>
7	30.10	<u>33.60</u>
8	34.40	<u>38.40</u>
9	38.70	<u>43.20</u>
10	43.00	<u>48.00</u>
11	46.50	<u>52.00</u>
12 and over	46.50	<u>52.00</u>

Summer Session Fee Rates

<u>Credit Hours</u>	<u>Textbook Rental Fee</u>	
1	\$-4.30	\$ 4.80
2	8.60	<u>9.60</u>
3	12.90	<u>14.40</u>
4	17.20	<u>19.20</u>
5	21.50	<u>24.00</u>
6	25.80	<u>28.80</u>
7	30.10	<u>33.60</u>
8	34.40	<u>38.40</u>
9	38.70	<u>43.20</u>
10	43.00	<u>48.00</u>
11	46.50	<u>52.00</u>
12 and over	46.50	<u>52.00</u>

BE IT FURTHER RESOLVED, That the Chancellor of Southern Illinois University be and is hereby authorized to take whatever action may be required in the execution of this resolution in accordance with established policies and procedures.

SOUTHERN ILLINOIS UNIVERSITY AT EDWARDSVILLE
TEXTBOOK SERVICE
COMPARATIVE STATEMENT OF RECEIPTS AND EXPENDITURES

	ACTUAL			BUDGETED	PROJECTED
	FY91	FY92	FY93	FY94	FY95
CASH CARRYOVER	106,324	150,681	112,292	301,718	90,252
RECEIPTS					
SALES TO UNDERGRADS	89,962	90,695	71,141	60,040	60,000
SALES TO GRADS (UC)	51,256	61,304	59,653	48,163	50,000
SALES TO DEPARTMENTS	2,881	1,007	2,641	1,000	1,000
SALES OF SCRAP	10,276	13,680	6,573	7,000	7,000
SALES FOR RESALE	47,318	8,540	12,782	12,000	15,000
TOTAL SALES	201,693	175,226	152,790	128,203	133,000
PENALTIES-NO RETURNS	38,126	42,159	89,144	62,500	60,500
PENALTIES-LATE RETURNS	21,300	15,662	18,787	18,000	15,000
	59,426	57,821	107,931	80,500	75,500
INTEREST INCOME	3,859	4,008	6,529	5,000	5,000
STUDENT FEES	569,077	714,052	776,659	735,000	735,000
REVENUE FROM PROPOSED INCREASE					88,200
TOTAL CASH RECEIPTS	834,055	951,107	1,043,909	948,703	1,036,700
DISBURSEMENTS					
SALARIES	131,154	130,630	136,345	142,500	145,350
WAGES	46,965	48,320	39,045	49,800	47,310
OTHER EXPENSES	32,585	41,672	41,304	75,240	77,500
PURCHASES (BOOKS)	578,994	768,874	637,789	892,629	842,690
TOTAL DISBURSEMENTS	789,698	989,496	854,483	1,160,169	1,112,850
CHANGE IN CASH	44,357	(38,389)	189,426	(211,466)	(76,150)
CASH TO BE CARRIED OVER	150,681	112,292	301,718	90,252	14,102

NOTICE OF PROPOSED INCREASE: ATHLETIC FEE, SIUE
[AMENDMENT TO 4 POLICIES OF THE BOARD C-5]

Summary

This matter would approve an increase in the Athletic Fee, SIUE, from its current rate of \$30.55 per semester to a rate of \$32.55 per semester for a full-time student. Summer session rates would be increased correspondingly from the current rate of \$20.35 to \$21.70 for a full-time student. The increases would be effective summer 1994.

Attached for information is a schedule of historic, current, and projected fiscal year information on revenues and expenditures for the Intercollegiate Athletic Program at SIUE.

Rationale for Adoption

The Athletic Fee is the principal source of revenue supporting the Intercollegiate Athletic Program at SIUE. The last increase in the Athletic Fee was effective summer 1982. Since that time, inflationary cost increases have been offset by increasing the efficiency of program operations.

In June, 1993, the President received the Athletic Program PQP report which was developed by the Intercollegiate Athletic Committee. The Committee also serves as the designated fee review committee for the Athletic Fee. Responding to the IBHE PQP recommendation that state support be phased out of athletic programs, the Committee proposed actions to begin eliminating the \$225,565 in state funds currently committed to SIUE's Athletic Program. The Committee recommended direct reductions in the program to eliminate approximately \$157,600 in costs, and proposed actions to generate additional revenue of about \$68,000 independent of a student fee increase. The program reductions would involve eliminating three men's sports, one women's sport, and the addition of one high participation women's sport. In addition to addressing the IBHE concern about state support, the Committee recommendations also address Title IX gender equity considerations. The Committee recommended that SIUE seek quality in a smaller number of sports while maintaining NCAA Division I membership. The Committee report and recommendations were submitted to the constituency senates for comment. When these reviews are complete, administrative officers will act on the Committee's PQP recommendations and implement a plan to phase out state support over a three-year period as called for by the IBHE.

In conducting the fee review and developing its recommendations, the committee made no presumptions about the decisions that would be made concerning the PQP recommendations or their phasing. Consequently, the attached financial information reflects the current program. In principle, the PQP recommendations will reduce both resources and expenditures concurrently and the program's overall financial position would remain relatively unchanged.

The Committee recommended a \$2.00 per semester increase in the Athletic Fee for a full-time student. This increase, which will generate approximately \$35,900 per year in additional revenue, is intended to provide minimal funding necessary to sustain the Athletic Program. As the financial

information reflects, even with the fee increase, at the close of FY-95 the program would have a deficit balance of about \$18,000 when all income and expenses are considered. This deficit will be offset by further cost reductions or revenue generation plans as action is taken on the PQP recommendations. To fully illustrate the income and costs comprising the Athletic Program, all sources of income and expenses are reflected.

Considerations Against Adoption

University officers are concerned that increases in fees which increase the cost of attendance could affect access to the University. These factors were considered at arriving at the recommendation presented herein.

Constituency Involvement

This proposal was developed by the Intercollegiate Athletic Committee which is comprised of faculty, staff, and student members, and ex-officio representatives of the Athletic Program. The Committee's proposal was reviewed and approved by the Student Senate, SIUE. This matter is recommended for adoption by the Vice-President for Development and Public Affairs and the President, SIUE.

Resolution

BE IT RESOLVED, By the Board of Trustees of Southern Illinois University in regular meeting assembled, That:

1. Effective with the collection of fees for the summer session, 1994, that portion of 4 Policies of the Board C-5 which pertains to the Athletic Fee be amended to read as follows:
5. General student fee schedule for Southern Illinois University at Edwardsville in effect ~~Fall-term, 1993~~ summer term, 1994:
 - a. Fall and Spring Semester Fee Rates

<u>Credit Hours</u>	<u>Athletic Fee</u>	
1	\$-3.15	\$ 3.40
2	6.30	6.80
3	9.45	10.20
4	12.60	13.60
5	15.75	17.00
6	18.90	20.40
7	22.05	23.80
8	25.20	27.20
9	28.35	30.60
10	30.55	32.55
11	30.55	32.55
12 and over	30.55	32.55

b. Summer Session Fee Rates

<u>Credit Hours</u>	<u>Athletic Fee</u>	
1	\$-2.10	\$ 2.25
2	4.20	<u>4.50</u>
3	6.30	<u>6.75</u>
4	8.40	<u>9.40</u>
5	10.50	<u>11.25</u>
6	12.60	<u>13.50</u>
7	14.70	<u>15.75</u>
8	16.80	<u>18.00</u>
9	18.90	<u>20.25</u>
10	20.35	<u>21.70</u>
11	20.35	<u>21.70</u>
12 and over	20.35	<u>21.70</u>

2. The Chancellor of Southern Illinois University be and is hereby authorized to take whatever action may be required in the execution of this resolution in accordance with established policies and procedures.

**FEE REVIEW PROCESS FY 94/95
INTERCOLLEGIATE ATHLETICS
Revenue/Expenditure Summary**

	TOTAL REVENUE	TOTAL EXPENSES	BALANCE
FY 92 - Actual			
Intercollegiate Athletics.	865,836	813,924	51,912
Concessions.	19,478	18,764	714
Financial Aid.	232,028	231,995	33
Foundation			
Unrestricted.	20,566	23,288	(2,722)
Restricted.	86,196	58,568	27,628
GRAND TOTAL.	1,224,104	1,146,539	77,565
FY 93 - Actual			
Intercollegiate Athletics.	829,726	798,946	30,780
Concessions.	14,766	9,628	5,138
Financial Aid.	257,927	257,948	(21)
Foundation			
Unrestricted.	22,116	19,511	2,605
Restricted.	82,802	57,046	25,756
GRAND TOTAL.	1,207,337	1,143,079	64,258
FY 94 - Proposed			
Intercollegiate Athletics.	787,042	786,542	500
Concessions.	27,138	17,225	9,913
Financial Aid.	252,926	252,926	00
Foundation			
Unrestricted.	21,480	20,400	1,080
Restricted.	90,281	68,000	22,281
GRAND TOTAL.	1,178,867	1,145,093	33,774
FY 95 - Proposed			
Intercollegiate Athletics.	730,416	818,247	(51,972)
Proposed Fee Increase.	35,859		
Concessions.	34,913	19,350	15,563
Financial Aid.	252,926	252,926	00
Foundation			
Unrestricted.	21,980	20,400	1,580
Restricted.	84,781	68,000	16,781
GRAND TOTAL.	1,160,875	1,178,923	(18,048)

FEE REVIEW PROCESS FY 94/95
INTERCOLLEGIATE ATHLETICS
Revenue Summary

	Actual FY 92	Actual FY 93	Proposed FY 94	Proposed FY 95
IN. ATHLETICS ACCOUNT				
Carryover.	38,276	51,912	30,780	500
Fee Distribution	465,451	485,270	454,697	425,351
Proposed Fee Increase				35,859
State Funds.	245,960	229,530	225,565	225,565
Other Revenue:				
Gate.	12,726	9,428	14,000	16,000
Season Tickets.	8,235	8,666	12,000	13,000
Other	51,041	12,586	20,000	20,000
Additional Sport Income	44,147	32,334	30,000	30,000
IN. ATHLETICS				
SUB-TOTAL	865,836	829,726	787,042	766,275
ADALABENE CONCESSIONS				
Carryover.	2,128	714	5,138	9,913
Revenue.	17,350	14,052	22,000	25,000
ADALABENE CONCESSIONS				
SUB-TOTAL	19,478	14,766	27,138	34,913
FINANCIAL AID ACCOUNT				
Carryover.	(1,357)	33	(21)	00
Fee Distribution	104,649	114,730	118,303	118,282
Other Revenue.	6,000	7,370	--	--
SUB-TOTAL	109,292	122,133	118,282	118,282
Waiver Allocation	122,736	135,794	134,644	134,644
FINANCIAL AID				
SUB-TOTAL	232,028	257,927	252,926	252,926
FOUNDATION - Unrestricted				
Carryover.	(3,485)	(2,252)	580	1,080
Unrestricted Income.	24,051	24,368	20,900	20,900
UNRESTRICTED				
SUB-TOTAL	20,566	22,116	21,480	21,980
FOUNDATION - Restricted				
Carryover.	13,457	27,795	27,781	22,281
Restricted Income.	72,739	55,007	62,500	62,500
RESTRICTED				
SUB-TOTAL	86,196	82,802	90,281	84,781
GRAND TOTAL - REVENUE	1,224,104	1,207,337	1,778,867	1,160,875

FEE REVIEW PROCESS FY 94/95
INTERCOLLEGIATE ATHLETICS
Expenditure Summary

	Actual FY 92	Actual FY 93	Proposed FY 94	Proposed FY 95
IN. ATHLETICS ACCOUNT				
Salary	478,692	490,564	505,842	533,547
Central Operation .	144,318	116,242	115,750	119,750
Sport Operation . .	135,414	152,205	134,950	134,950
Expenditure from:				
Generated Income.	55,500	39,935	30,000	30,000
IN. ATHLETICS				
SUB-TOTAL	813,924	798,946	786,542	818,247
VADALABENE CONCESSIONS				
Expenditures	18,764	9,628	17,225	19,350
FINANCIAL AID ACCOUNT				
Cash Expenditures .	109,259	122,154	118,282	118,282
State Waivers . . .	122,736	135,794	134,644	134,644
FINANCIAL AID				
SUB-TOTAL	231,995	257,948	252,926	252,926
FOUNDATION				
Unrestricted	23,288	19,511	20,400	20,400
Restricted	58,568	57,046	68,000	68,000
FOUNDATION				
SUB-TOTAL	81,856	76,557	88,400	88,400
GRAND TOTAL-				
EXPENDITURES . . .	1,146,539	1,143,079	1,145,093	1,178,923
RESERVES - Balance				
or (Deficit)	77,565	64,258	33,774	(18,048)

NOTICE OF PROPOSED INCREASE: RESIDENCE HALL RATES
AND APARTMENT RENTALS, SIUC
[AMENDMENT TO 4 POLICIES OF THE BOARD B-15]

Summary

This matter proposes increases in residence hall rates effective Summer Session 1994 and increases in apartment rentals effective July 1, 1994. Typical increases include \$44 per semester (2.8%) for double occupancy room and board in the residence halls, \$5 per month (1.5% to 1.8%) in family housing, and \$8 to \$10 per month (2.6% to 2.8%) in other apartment rentals.

Rationale for Adoption

After recovering in FY-93, residence hall occupancy again decreased in FY-94 due to a 14.0% drop in freshmen (18.0% drop in new freshmen). The occupancy drop of 6.6% from FY-93 to FY-94 would have been even more severe if marketing efforts had not been so successful in retaining current residents from FY-93. The greater flexibility in meal plans and other efforts to respond to student needs and preferences have been well received. Further efforts are being made to discover and respond to student preferences. The loss of revenue from reduced occupancy is being partially offset by deferring some of the planned improvements and repairs (special projects) in FY-94.

The modest rate increase proposed here is based primarily on meeting inflationary increases. Although expenses are budgeted to exceed revenue by \$791,600 in FY-94, this is largely offset by the excess of revenue over expense in FY-93 due to delays in renovation projects. Expenses are also projected to exceed revenue by \$679,580 in FY-95. Of this amount, \$386,100 is proposed to be met by the rate increase. The remaining \$293,480 will come from the use of cash and receivables. Cash balances are judged to be sufficiently strong to permit this usage. The cash balance on June 30, 1993, net of prepayments for FY-94, was \$3,569,204.

A salary increase of 4.0% had been projected for FY-94. The savings from the actual increase of 2.5% is approximately \$54,000 and was applied toward the revenue loss from decreased occupancy. An increase of 3.5% has been projected for FY-95. Any savings from a lesser increase will be applied toward deferred projects or a loss of revenue should that occur. A 3.0% decline in the freshman class is projected for Fall 1994, which Housing plans to offset by increased retention of current residents.

The variety of meal plans and other options makes direct comparisons among universities difficult. However, our current rates rank a distant second from those of the University of Illinois and are comparable to those of the other resident State universities, whose annual rates are separated by generally less than \$100.

No increase in Summer Session rates is proposed, due to the low Summer occupancy. There is also no increase proposed for the Summer leases with fraternities and sororities.

Southern Hills apartment complex and Greek Row are part of the same funded debt entity as the residence halls (including the Northwest Annex) and share in their common operating experience. Applying a comparable percentage increase to the lease for fraternities and sororities (2.8%) would increase their rate from \$48,760 to \$50,112 for the academic year. Two changes from past practice are proposed. First, it is proposed that the housekeeping advisor credit normally given annually be replaced by a one-time reduction in the lease of \$1,772. Second, following the experience gained at Evergreen Terrace, it is proposed that each organization pay for their own use of electricity for the full year in return for a reduction of \$7,800 in the lease. This amount is the average charge for electricity per building over the last several years. Currently, those fraternities or sororities which elect to remain open during the Summer Session pay their own electrical usage during that time. The proposed lease amount, after these reductions, is \$40,540.

Evergreen Terrace continues to show good occupancy and much improved conditions than existed a few years ago before the extensive renovations. Housing is operating on a plan to maintain these apartments on a continuous basis so as to avoid the deterioration that occurred before. A modest rent increase of \$5 per month (less than 2.0%) is proposed. Among the major improvement projects for FY-95 are repainting of an increased number of apartments and continuing replacement of kitchen cabinets and appliances.

A 2.6% increase of \$8 per month is proposed for Elizabeth Apartment and a 2.8% increase of \$10 per month for University Courts, similar to the increase for the residence halls.

Considerations Against Adoption

The proposed increases could be reduced or avoided by depleting working cash balances or deferring maintenance and renovation projects.

Constituency Involvement

The preparation of the budget and its implications have been shared with the Residence Hall Association. A variety of means, including questionnaires and staff interaction with residents, are used to determine needs and preferences of the residents.

This matter has been shared with the Undergraduate Student Government and the Graduate and Professional Student Council.

Resolution

BE IT RESOLVED, By the Board of Trustees of Southern Illinois University in regular meeting assembled, That the rents and charges heretofore established for the following University Housing shall be and are hereby changed until otherwise amended to the rate shown in the following schedule and that 4 Policies of the Board B-15 be and is hereby amended to read as follows:

15. University Housing:

a. Schedule of rates for University-operated single student housing at SIUC effective Summer Session, 1993 1994:

	<u>Room Rate</u>	<u>Food Rate</u>	<u>Room and Food Rate</u>
Resident			
Double-Occupancy---19-meals			
Fall-or-Spring-Semester	\$--932	\$--652	\$-1,584
Fall-or-Spring, plus-breaks	1,047	652	1,699
Double-Occupancy---15-meals			
M-F			
Fall-or-Spring-Semester	932	617	1,549
Fall-or-Spring, plus-breaks	1,042	617	1,664
Double-Occupancy---any-15-meals			
Fall-or-Spring-Semester	932	627	1,559
Fall-or-Spring, plus-breaks	1,047	627	1,674
Double-Occupancy---12-meals-+ \$45-credit			
Fall-or-Spring-Semester	932	652	1,584
Fall-or-Spring, plus-breaks	1,047	652	1,699
Double-Occupancy---Summer-Session	483	310*	793
Single-Room-Increment			
Fall-or-Spring-Semester	466		
Summer-Session	113		
Non-Resident			
Fall-or-Spring-Semester---19-meals		761	
Fall-or-Spring-Semester---any-15 meals		736	
Fall-or-Spring---15-meals-M-F		726	
Fall-or-Spring---12-meals-+-\$45 credit		761	

*Meals-provided-through-a-non-refundable-credit-in-the-Student-Center-at-a-cost-of-\$325.

	<u>Room Rate</u>	<u>Food Rate</u>	<u>Room and Food Rate</u>
<u>Resident - Per Semester</u>			
<u>Double Occupancy</u>			
19 Meals	\$ 960	\$ 668	\$1,628
15 Meals M-F	960	633	1,593
Any 15 Meals	960	643	1,603
12 Meals + \$45 Credit	960	668	1,628
<u>Break Housing Increment</u>	118		
<u>Single Room Increment</u>	476		
<u>Resident - Summer Session</u>			
<u>Double Occupancy</u>	483	310*	793
<u>Single Room Increment</u>	113		
<u>Non-Resident - Per Semester</u>			
19 Meals		783	
15 Meals M-F		746	
Any 15 Meals		756	
12 Meals + \$45 Credit		783	

*Meals provided through a non-refundable credit in the Student Center.

- b. Schedule of rates for Greek Row building lease at SIUC effective Summer Session, 1993 1994:

Fraternities and Sororities

Academic year (includes including maintenance and utilities <u>except electricity</u>)*	\$48,760	\$40,540
Summer Session		1,208

*Tenants are responsible for electricity for the full year. Lease also includes refund of credit for housekeeping/advisor.

SIUC Leased Office Space

Annual (without utilities & maintenance)	\$20,300
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- c. Schedule of rates for University-owned apartment rental housing at SIUC effective July 1, 1993 1994:

	<u>Monthly Rate</u>	
Southern Hills - Furnished, with utilities		
Efficiency	\$288	<u>\$293</u>
One bedroom	312	<u>317</u>
Two bedroom	334	<u>339</u>
Evergreen Terrace* - Unfurnished, plus charges for metered electricity		
Two bedroom	275	280
Three bedroom	297	<u>302</u>
Elizabeth Apartments - Furnished, with utilities		
Efficiency	304	<u>312</u>
University Courts - Furnished, with utilities		
One bedroom	362	<u>372</u>

*Rates subject to approval by the SIU Foundation (Carbondale) and the Department of Housing and Urban Development.

University Housing - Funded Debt
Comparative Statement of Actual and Estimated
Income and Expense
(Accrual Basis)

	ACTUAL FY-91	ACTUAL FY-92	ACTUAL FY-93	BUDGETED FY-94	PROJECTED FY-95
INCOME					
Operations	15,459,631	15,470,126 ^A	16,405,650 ^B	16,303,200 ^A	16,352,200 ^C
Investments	331,907	273,208	221,533	204,000	204,000
TOTAL INCOME	<u>15,791,538</u>	<u>15,743,334</u>	<u>16,627,183</u>	<u>16,507,200</u>	<u>16,556,200</u>
EXPENSE					
Salaries	3,787,746	3,514,053 ^D	3,607,713	3,713,600	3,843,000 ^E
Wages	1,216,103	1,230,631	1,206,259	1,231,400	1,231,400
Less USOE	(169,014)	(232,678) ^F	(285,486)	(255,600)	(255,600)
Food	2,248,509	2,084,387	2,102,606 ^H	2,113,300	2,197,000 ^G
Utilities	1,864,123	1,939,485	1,782,139 ^H	1,902,500	1,959,000
Maintenance Bldg.					
Ground & Equip.	2,177,873	2,366,470	2,378,756 ^I	2,472,300 ^I	2,534,000
Special Projects	1,158,627	1,601,689	733,041 ^I	1,630,800 ^I	1,578,000
(Use of Reserves)	0	(653,649) ^J	0	0 ^K	0
Equipment	375,941	156,497	158,227	598,200 ^L	517,000
Cable TV	0	158,867 ^L	210,865 ^L	220,500 ^L	224,000
Administration	1,156,223	1,227,790	1,284,017 ^M	1,312,000	1,338,000
Special Projects	12,313	0	4,714 ^N	17,000	17,000
Commodities	293,263	285,407	537,271 ^O	342,900	351,000
Special Projects	123,653 ^O	111,615 ^O	53,606 ^O	65,600	74,000
Telecommunications	486,343	504,958 ^P	490,575 ^O	493,200 ^O	493,000
Maintenance Allowance	528,472 ^Q	527,046 ^R	555,987 ^Q	594,800 ^Q	594,000
Other Current Exp.	418,194 ^R	481,155 ^S	581,683 ^R	474,200 ^R	483,000
Special Projects	72,623 ^S	60,196	0	0	0
TOTAL OPERATING EXPENSES	<u>15,750,992</u>	<u>15,363,919</u>	<u>15,401,973</u>	<u>16,926,700</u>	<u>17,183,000</u>
Debt Service	<u>1,528,858</u>	<u>1,669,784^T</u>	<u>1,776,807^T</u>	<u>1,723,400^T</u>	<u>1,441,000^T</u>
TOTAL EXPENSE	<u>17,279,850</u>	<u>17,033,667</u>	<u>17,178,780</u>	<u>18,650,100</u>	<u>18,624,000</u>
Use of Revenue					
Bond Fee	1,248,819	1,252,606	1,267,000	1,351,300	1,388,000
REVENUE OVER EXPENSE	<u>(239,493)</u>	<u>(37,727)</u>	<u>715,403^U</u>	<u>(791,600)^U</u>	<u>(679,000)</u>
USE OF CASH AND RECEIVABLES	239,493	37,727	(715,403)	791,600	293,000
REVENUE FROM PROPOSED RATE INCREASE					386,000

University Housing - Funded Debt
Comparative Statement of Actual and Estimated
Income and Expense
(Accrual Basis)

NOTES:

- ^ARate increase offset by decline in occupancy due to decline in freshmen of 11.0% (FY-92) and 14.0% (FY-94). Loss would have been greater without increased retention of returning students.
- ^BReflects increased occupancy due to marketing efforts to retain upper division residents, a 6.0% increase in freshmen, and increases from snack areas, offset by adjustments for reduced meal plans.
- ^CAssumes success in further marketing efforts to retain upperclassmen in the face of a projected 3.0% decline in freshmen.
- ^DReflects staff reductions, primarily in Food Service, from reduced weekend services and elimination of bakery and meat-cutter positions.
- ^EAssumes 3.5% salary increase. Savings from a smaller actual increase would be used to fund maintenance projects on the 5-year plan.
- ^FReduced cost reflects tighter controls on food production and inventory.
- ^GAssumes 4.0% cost increase.
- ^HFY-93 reflects one-time rebate of approximately \$127,000 for electricity.
- ^I\$900,000 was deferred from FY-93 to FY-94 due to project delays. Funding for new projects for FY-94 was reduced due to lower occupancy.
- ^JFunds to install cable TV system to be repaid from operations.
- ^KIncludes replacement of major food service equipment items.
- ^LProgramming costs and, beginning FY-93, a full-time electrician to maintain the system. Also reflects cost of channels added at student request.
- ^MReflects regular salary increases, a new position (computer specialist), and replacement software costs.
- ^NReflects the reclassification of certain equipment items as commodities.
- ^ONon-recurring purchase under \$100 (furniture, mattresses, dishes, etc.).
- ^PIncludes one-time cost of installing emergency-security telephones on grounds around Housing areas.
- ^QCost of room and board for resident Housing staff.

^RIncludes refuse removal, taxes, laundry, insurance, transportation, and bad debt expense. FY-92 included \$56,818 bad debt expense for damages at Greek Row.

^SShared expense for installation of Vali-Dine ID system.

^TIncludes \$100,000 annual repayment to Reserve for funding to install cable TV. FY-95 reflects the benefits of the restructuring of the bonds.

^UIncludes funding for projects budgeted for FY-93, but carried over to FY-94. Cash balance at the end of FY-93 was \$3,569,204 excluding prepayments for FY-94.

University Housing - Evergreen Terrace
Comparative Statement of Actual and Estimated
Income and Expense
(Accrual Basis)

	ACTUAL FY-91	ACTUAL FY-92	ACTUAL FY-93	BUDGETED FY-94	PROJECTED FY-95
COME					
Operations	1,130,281	1,129,298	1,164,524	1,212,600	1,212,600
Interest	10,416	14,249	11,558	15,000	15,000
TOTAL INCOME	<u>1,140,697</u>	<u>1,143,547</u>	<u>1,176,082</u>	<u>1,227,600</u>	<u>1,227,600</u>
PENSE					
Salaries	39,594	40,016	57,097 ^A	63,000 ^B	65,200
Wages (Net of USOE)	82,378	93,254	82,052	88,300	88,300
Utilities	351,910	316,251	323,948	326,800	335,000
Maintenance Bldg. Ground & Equip.	216,875	179,703	272,858	237,300	243,200 ^C
Special Projects	229,130	200,102	140,631	162,200	164,400 ^C
Less Use of Reserves	0	0	0	0	0 ^D
Equipment	2,039	6,543	2,090	25,300	10,000 ^D
Administration	55,207	55,752	59,302	62,200	64,100
Refuse Removal	17,072	18,306	19,119	22,200	22,800
Other Current Exp.	27,841	31,026	53,384	125,100 ^E	34,800
Real Estate Rental	<u>208,717</u>	<u>209,639</u>	<u>216,791</u>	<u>206,200</u>	<u>217,300</u>
TOTAL OPERATING EXPENSES	1,230,763	1,150,592	1,227,272	1,318,600	1,245,100
of Revenue Bond Fee	151,000	0	0	91,000 ^F	0
REVENUE OVER EXPENSE	<u>60,934</u>	<u>(7,045)</u>	<u>(51,190)</u>	<u>0</u>	<u>(17,500)</u>
OF CASH AND RECEIVABLES		7,045	51,190	0	0
REVENUE FROM PROPOSED RATE INCREASE					17,500

ES:

recurring increase due to an employee on extended sick leave.
 recurring increase due to an accounting adjustment to properly reflect the cost of a
 part-time maintenance employee shared with Southern Hills.
 including \$75,000; Apt. lighting \$5,000; Kitchen cabinets \$74,400; Balcony repairs
 \$1,000; Landscaping \$5,000; Recreation equipment \$3,000.
 liability replacements, as needed.
 includes \$91,000 one-time increase in allowance for bad debt, due to changes in
 application of payment priorities in the University's billing system.
 recurring use as approved at the December 1993 Board meeting. See Note E.

University Housing - Auxiliary Housing
Comparative Statement of Actual and Estimated
Income and Expense
(Accrual Basis)

	ACTUAL FY-91	ACTUAL FY-92	ACTUAL FY-93	BUDGETED FY-94	PROJECTED FY-95
INCOME					
Operations	102,570	104,692	99,767	111,500	111,500
Interest	4,423	4,024	2,654	3,000	3,000
TOTAL INCOME	<u>106,993</u>	<u>108,716</u>	<u>102,421</u>	<u>114,500</u>	<u>114,500</u>
EXPENSE					
Salaries	9,077	9,626	9,950	10,000	10,400
Wages (Net of USOE)	3,740	4,440	4,440	4,400	4,400
Utilities	21,762	22,240	18,784	23,600	24,300
Maintenance Bldg. Ground & Equip.	19,434	20,150	15,412	17,500	17,900
Special Projects	11,294	31,899	24,839	37,700	28,000
Less Use of Reserves	0	0	0	0	0
Equipment	12,567	4,923	0	14,600	15,000
Administration	6,055	6,617	6,547	7,800	8,000
Other Current Expense	3,776	4,030	11,374	6,300	6,400
Special Current Exp.	1,608	1,473	1,331	1,000	2,000
Rep. & Repl. Reserve	<u>10,000</u>	<u>10,000</u>	<u>10,000</u>	<u>10,000</u>	<u>10,000</u>
TOTAL OPERATING EXPENSE	<u>99,313</u>	<u>115,398</u>	<u>102,677</u>	<u>132,900</u>	<u>126,400</u>
REVENUE OVER EXPENSE	<u>7,680</u>	<u>(6,682)</u>	<u>(256)</u>	<u>(18,400)</u>	<u>(11,900)</u>
USE OF CASH AND RECEIVABLES		6,682	256 ^A	18,400 ^B	8,900
REVENUE FROM PROPOSED RATE INCREASE					3,000

NOTES:

^A Cash balance on 6/30/93 was \$53,241.

^B Projected cash balance for 6/30/94 is \$34,841.

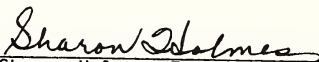
^C Projected cash balance for 6/30/95 is \$25,941.

Mr. Brewster commented that Dr. Brown had sent copies of an article from the Association of Governing Boards of Colleges and Universities referring to agenda priorities for 1994 for trustees based on responses received from presidents and chancellors of institutions that participate in AGB. He continued that one of the top five priorities is charitable giving. He explained that giving from trustees in 1992 represented 13.5% of all individual giving. He stated it was important for trustees to lead with their actions in supporting the institutions. He challenged his fellow trustees to share their success with this institution for which they are responsible.

The Chair announced that there will be a news conference in the Video Lounge immediately following.

Mrs. Stiehl moved that the meeting be adjourned. The motion was duly seconded, and after a voice vote the Chair declared the motion to have passed.

The meeting adjourned at 11:20 a.m.



Sharon Holmes, Executive Secretary

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MINUTES OF THE MEETING OF THE BOARD OF TRUSTEES
SOUTHERN ILLINOIS UNIVERSITY
MARCH 10, 1994

The regular monthly meeting of the Board of Trustees of Southern Illinois University convened on Thursday, March 10, 1994, at 11:20 a.m. in the Ballroom of the University Center, Southern Illinois University at Edwardsville, Edwardsville, Illinois. The regular Chair and Secretary being present, the meeting was called to order. The following members of the Board were present:

Nick Adams
John Brewster
Molly D'Esposito, Vice-Chair
Mark A. Kochan
William R. Norwood
Celeste M. Stiehl
A. D. VanMeter, Jr., Chair
George T. Wilkins, Jr., Secretary

The following member was absent:

Harris Rowe

Executive Officers present were:

James M. Brown, Chancellor, Southern Illinois University
John C. Guyon, President, SIUC
Nancy Belck, President, SIUE

Also present were Sharon Holmes, Executive Secretary of the Board; C. Richard Gruny, Board Legal Counsel; and Donald W. Wilson, Board Treasurer.

The Secretary reported a quorum present.

NOTE: Copies of all background documents furnished to the Board in connection with the following matters have been placed on file in the Office of the Board of Trustees.

The Chair introduced Mike Payne, representing the SIUC Administrative and Professional Staff Council, and Jim Leming, representing the SIUC Graduate Council.

Under Trustee Reports, Mr. Brewster reported that he had attended the meeting of the Nominating Committee of the SIU Foundtion. He stated that the committee had reviewed the existing slate of candidates and proposed additional nominees which will be presented to the Board of Directors at its meeting in Chicago in April in conjunction with the 125th anniversary celebration. He reported that the nominating committee and board were continuing to place greater emphasis on the giving history of potential applicants and prospects of increasing contributions. He continued that the nominating committee and the board are also attempting to expand the geographic dispersion of its board members.

Mrs. D'Esposito reported that she had attended the March 1 meeting of the Illinois Board of Higher Education. She stated that perhaps the most significant event at that meeting was that Governor Jim Edgar had joined them and announced his plans for increasing the amount of dollars in his budget for higher education, on the operating side. With respect to the capital side, she said the Governor had recommended that all 19 projects on the IBHE list be approved, which would impact our campuses. She announced that there was received a wonderful report on access and preparation in undergraduate education which had been prepared by Dr. Ann Bragg. She explained that the report gave a lot of significant information about what is being done on the 12 public university campuses to make the transition from high school to college more successful. She reported that policy recommendations were provided to the board on international education which the board approved. She mentioned that a number of participants on that committee were from SIUC and SIUE, but it was spearheaded by Dr. Osberg and Dr. Klasek. She stated that Mrs. Stiehl's daughter also served on that committee.

Under Committee Reports, Mrs. D'Esposito, Chair of the Finance Committee, stated that the Committee had met this morning in the Mississippi-Illinois Room of the University Center. She gave the following report:

We had a notice of proposed tuition increases. We recommend for placement on the omnibus motion the following matters: N, Increase in Campus Housing Activity Fee, SIUE [Amendment to 4 Policies of the Board C-9]; O, Increase in Textbook Rental Fee, SIUE [Amendment to 4 Policies of the Board C-5]; P, Increase in Athletic Fee, SIUE [Amendment to 4 Policies of the Board C-5]; Q, Establishment of Room and Board Rates, Student Residence Hall, SIUE; and R, Increase in Tower Lake Apartment Rental Rates, SIUE [Amendment to 4 Policies of the Board C-12]. Our committee has recommended for approval, but as a separate voting item, Board agenda item S, Increase in Residence Hall Rates and Apartment Rentals, SIUC [Amendment to 4 Policies of the Board B-15]. We recommended to the Executive Committee a request for proposal on administrative information systems at SIUC.

Dr. Wilkins, Chair of the Architecture and Design Committee, stated that the Committee had met following the Finance Committee meeting. He gave the following report:

We ask that the following items be placed on the omnibus motion: M, Project Approval and Retention of Architect: University Center Cafeteria Renovation, SIUE; T, Increase in Project Budget: Optometric Eye Care Clinic SIUE; U, Project Approval and Selection of Architect: Evergreen Terrace Remodeling, SIUC; V, Project Approval and Selection of Architect: Fire Alarm Renovations, Phase III, University Housing, SIUC; and W, Project Approval, Land Acquisition: 334, 404, and 404½ West Calhoun Street, Springfield Medical Campus, SIUC.

Mr. Norwood, Chair of the Academic Matters Committee, stated that the Committee had met following the Architecture and Design Committee meeting. He gave the following report:

We discussed PQP. The most interesting part of our morning was the presentation from the School of Business Undergraduate Program Revision "Quality Teamwork and Global Competition: An Undergraduate Business Curriculum for the 21st Century." It was presented by Dean Ault, Dr. Elliott, Dr. Puro, Dr. Bueno, and Mr. Wall, who is a student. It was very interesting, informative, and exciting for the members who were present.

Under Executive Officer Reports, Dr. Guyon stated that the SIUC Foundation had received an unrestricted gift of \$250,000 from the estate of Mr. Orville Hudgens from Herrin, Illinois. He reported that at the National

Association of Campus Activities, SIUC had competed in eight categories, and won seven first prizes and a second, basically sweeping the competition. He continued that the moot court team placed second in the Midwest Regionals and will go to the national championships. He stated that the men's basketball team had won the Missouri Valley basketball tournament.

Mr. VanMeter asked President Guyon to prepare a brief report to the Chancellor and the Board regarding earthquake preparedness and whether there is anything that the Board or the University should be doing. President Guyon stated he would be delighted to have the opportunity to report on that matter.

Mr. Norwood commented that this was the second time in a row that SIUC had won the Missouri Valley conference. Mr. Brewster stated that that accomplishment was unprecedented for anyone in the conference.

President Belck reported that for the first time ever SIUE's women's basketball team was in the playoffs. She continued that they had traveled a long 16 hours to Michigan Tech at Houghton, Michigan, that they didn't win the game, but they had played well. She stated that she was pleased to have three guests here today to talk about the Olympic Festival. She said that she thought this was a wonderful opportunity to not only showcase the University and get people coming across the river to SIUE, but also to show cooperation in the St. Louis metropolitan area as well. She introduced Mike Dyer, President of the U.S. Olympic Festival 94; Jill Duffner, loaned executive to the Olympic Festival from Illinois Power Company, and Ralph Korte, Chairman of Korte Construction, and a very important member of the Olympic Festival. She announced that the Trustees appreciated the flags and pins that were left on the table.

Mr. Ralph Korte made the following remarks:

Thank you President Belck and welcome to Southern Illinois University at Edwardsville. I want to thank the Board of Trustees for giving time today for us to give you an update on the excitement that is going to be occurring in July. Being part of the construction, I'll give you an update on that. Additionally I'd like to thank the Board of Trustees for giving us this opportunity. Without your support this thing would not have happened here in our community which allows our side of the river to be an integral part of the greater St. Louis metropolitan area for this event. It's the first time that I know of that we have been a full partner in an event of this type.

I toured the facility just yesterday and I'm really impressed with this legacy that we are going to leave for future generations. This is something we can all truly be proud of. That we will have left this as a monument to our efforts. Again, I want to thank the Board of Trustees for their help in making that happen.

The project is well on schedule. The base is down for the track and we are contemplating putting the final surface on the track starting April 1. We are scheduled to have the building completed May 1 and start doing some trials, and I think we have some trial events taking place there in the first two weeks of May. We can all have a chance to see this facility during the festival, but I'm told that this track will be one of the top three in the country, this running surface. It is that unique. It is only one of three in the country.

Jill Duffner make the following comments:

Thank you very much for letting us talk with you this morning. I've been loaned to the Olympic Festival from Illinois Power and I feel very grateful to my company that they did that and Illinois has gotten very strong support from me to the festival. The one thing is I want to thank Illinois, especially SIUE, the staff at the festival thinks that Illinois is the greatest thing that they've ever seen. There have been no problems; a lot of cooperation. People have gone out of their way to make things happen and we are getting a really great reputation. I have to thank a lot of the staff here at SIUE under Dr. Buck and the committees he has formed. It's just been terrific. I'm sure that all of you are aware that the sport hosts here at SIUE are Emerson Electric for the track and field and Illinois Power will be the wrestling host. The awareness campaign is really out there now. I believe the people that are down here in central and southern Illinois have seen a lot of the television ads. The ticket kickoff at the Galleria was outstanding. The Galleria was overwhelmed with the response we got. The Illinois Bureau of Tourism is the major corporate patron of the festival and they are doing a massive campaign for public awareness throughout the state and in our neighboring states. Illinois is getting some good press out of them. The torch relay is going to be coming through central and southern Illinois starting the end of May and all the way through June. It will be going from Springfield, Decatur, Carbondale, and about 19 communities here in southwestern and southern Illinois. Hopefully, we're going to bring it through Edwardsville on the 24th of June and make the track and field stadium dedication as part of that process. We're hoping that that will come to fruition. The one thing I would like to mention is we do have four interns from SIUE that are on staff at our St. Louis facility. Southwestern Illinois Bureau of Tourism is paying for

them to be on staff and it's really exciting. Finally, the environmental look. I see some of you have your flag sets up. SIU is really going out and going to do a great campaign to put a lot of our banners and everything up. You already had them up when you dedicated the Art and Design Building and we just know SIU is going to do a terrific job. Illinois is going to have the best venues that the festival has.

Mike Dyer made the following comments:

There's never any doubt where Jill comes from. We're real excited to be here. The U.S. Olympic Festival is the absolute largest event sponsored by the United States Olympic Committee. It's 37 different sports, more sports than either the summer or winter games because we have sports from both. We'll have over 3,000 athletes in town and this is the developmental tool for the United States Olympic Committee. These young kids that will be here competing in wrestling, here on campus at the track and field are hopefully future Olympians. And 80% of the Americans who win medals in the Olympic games have previously competed in some Olympic Festival. So the Mary Lou Rettens, the Jackie Joyner-Kersey, the Greg Louganis, Charles Barkley, Michael Jordan, all of these people have competed in previous Olympic Festivals. We're really going to witness the best young developing athletes in the country. This event is a truly regional event. We span both sides of the river and we're very proud of that. We have an awful lot of work to go. The communities in the entire region have supported this outstandingly. We have broken all ticket records for the first month of sales. We're well over 50% of our goal to sell approximately \$2 million in tickets. We're over \$1 million already with just about four months to go. Volunteerism has been incredible. We didn't know how we would find 12,000-15,000 volunteers. We've actually had to limit volunteers. We're no longer recruiting volunteers because we have a waiting list. I think that's a testament to the way this entire metropolitan area has come together to support this event. I'd just like to say my hats are off to those people who are providing lasting legacies and I think the track and field here is just as Ralph explained it. We wanted to have a great event for the community, to have great exposure for the community, to have a great economic impact. One of the reasons you really do these things and it gets lost in the shuffle sometimes is to have a lasting impact after the event and we'll have 10 great days and we'll have great experiences and great memories, but the best thing about it is we'll have a brand new track and field facility that this community, this campus, and everybody can utilize. We'll have a brand new auditorium. We'll have worked together as an entire community for hopefully bigger and better things in the future. I'd just like to thank everybody here that helped make that happen. I invite everybody to take part and hopefully be in the entire metropolitan area seeing one of the 37 different sports and 25 different venues all take place simultaneously. We invite you to be a part of it. Thank you very much.

President Belck thanked the three for coming. She announced that the Kimmel Leadership Banquet will be held on March 31. She stated they were very pleased that Carol and Walter Kimmel will be there for the evening.

Chancellor Brown displayed the proclamation signed by the Governor of the State of Illinois and countersigned by the Secretary of State recognizing the 125th anniversary of Southern Illinois University as of March 9, 1994. Chancellor Brown read the following proclamation:

WHEREAS, Southern Illinois Normal University was created by an Act of the 26th General Assembly of Illinois as the second state-supported normal school in Illinois; and

WHEREAS, Southern Illinois Normal University opened its doors at Normal Hall in Carbondale in 1874 to 53 students for a four-week summer seminar and went on to train thousands of elementary- and secondary-school teachers; and

WHEREAS, in 1947, the institution became Southern Illinois University equipped with a Board of Trustees and an expanded mission. It has since developed into a major university system offering degrees at the associate, baccalaureate, masters, doctoral, professional, and specialist levels; and

WHEREAS, enrollment at Southern Illinois University at Carbondale, Southern Illinois University at Edwardsville, the SIUC School of Law at Carbondale, the SIUE School of Dental Medicine at Alton, and the SIU School of Medicine at Carbondale and Springfield has grown to a total enrollment of some 35,000 with students from every county in Illinois, every state in the Union, and 100 foreign lands; and

WHEREAS, the Southern Illinois University System provides top quality higher education to these students; engages in basic and applied research in a wide variety of disciplines; offers academic and professional service at the community, state, and national level; and conducts a number of significant international exchange programs with colleges and universities around the globe; and

WHEREAS, Southern Illinois University is celebrating its 125 Anniversary or Quasquicentennial Year, starting March 9, 1994; and

WHEREAS, Southern Illinois University has just cause to be proud of its achievements during the last century and a quarter and has earned the pride of the state to be graced with the resource and capability of this great institution;

WHEREAS, I, Jim Edgar, Governor of the State of Illinois, proclaim March 9, 1994, as SOUTHERN ILLINOIS UNIVERSITY QUASQUICENTENNIAL DAY in Illinois.

Signed on the 22nd of February, 1994.

Chancellor Brown stated that this proclamation will be displayed in the Office of the Chancellor and the Board of Trustees at Carbondale. He continued that in addition the legislature on the 2nd of March adopted a joint resolution which essentially echoes this resolution. He added that the joint resolution was sponsored by Senator Dunn, Senator Hasara, Senator Vadalabene, all in the Senate, and by Representative Hawkins in the House. He reported that the Carbondale City Council had adopted a similar resolution recognizing this significant milestone in the history of the University.

Chancellor Brown announced that on March 17 the General Assembly begins working in earnest with the principal interest at the moment being the Governor's FY-95 budget recommendations. He stated that SIU's appropriation bill, SB 1770, is sponsored by Senators Dunn, Vadalabene, and Hasara. He noted that there will be a hearing on the provisions in that bill on March 31. He explained that there were hundreds of bills already in the hopper and they were beginning to try to assess how those bills may affect SIU and to establish our positions regarding them.

Chancellor Brown reported that the Board of Trustees and the Chancellor have hosted a number of receptions around Edwardsville welcoming President Belck. He stated that one had been held in Alton at the School of Dental Medicine, one at East St. Louis, and one last night with over 500 enthusiastic people attending. He reported that there will be a reception for the University community, employees, faculty, staff, and students on Monday which will end the formal recognition of President Belck's arrival.

The Chair stated that pursuant to notice members of the Board of Trustees had had breakfast with Brian Donnelly, Acting Vice-President for Administration and Executive Director of University Park. He continued that the breakfast had been held in the Board Room of the University Center,

Southern Illinois University at Edwardsville, at approximately 7:45 a.m. He stated that it had been most enjoyable and informative.

The Chair stated that normally notice items were discussed in committee. He continued that he had been asked by some constituencies that they be given an opportunity to speak at this meeting in regard to Item H, Notice of Proposed Tuition Increases. He stated he certainly wanted to make time available to them and that the matter would be taken up at this time.

The following matter was presented for notice only:

NOTICE OF PROPOSED CHANGES: TUITION RATE INCREASE
FOR FISCAL YEARS 1995 AND 1996
[AMENDMENT TO 4 POLICIES OF THE BOARD B-1, B-2, B-3, and C-1]

Summary

This matter gives notice that the Chancellor and the Presidents will recommend to the Board of Trustees of Southern Illinois University at its April 14, 1994 meeting the adoption of tuition rate increases for FY 1995 and FY 1996 as specified in the resolution and tables included in this matter. If approved, the proposed tuition rate and structure as listed in Table I for SIUC, Table II for SIUE, and Table III for our professional schools will become effective with the fall semesters 1994 and 1995.

Rationale for Adoption

The budgetary situation within the State of Illinois has been dismal for the past few years, and SIU, like other public universities in the state has had to consider alternative methods of providing needed revenue, including increases in tuition. During the period FY-90 to FY-94, tax dollar support for SIU increased by only two-tenths of one percent, and when adjusted for inflation, SIU has actually experienced more than a 13% net loss over the period. Even though the income fund revenues (mostly tuition) increased by 19.7% during the same period, when adjusted for inflation, SIU experienced only a 3% increase in purchasing power from increases in tuition. And while total appropriated funds for SIU during FY-90 to FY-94 increased by 5.1%, when adjusted for inflation, SIU had a net loss in purchasing power of more than 9% in total appropriated funds.

In connection with Fiscal Year 1995 budget recommendations, the Illinois Board of Higher Education at its meeting of January 11, 1994, formally recommended a general 3% increase in tuition for public universities in the state. This recommendation reflects the IBHE policy that tuition increase "over time should approximate the rate of inflation." It would, if adopted by the SIU Board of Trustees, add about \$1.2 million to the funding available to SIUC and about \$420,000 to the funding available to SIUE.

The IBHE recommended budget does not provide any new funding for inflationary increases in utility costs or general price increases. It does not allow us to maintain the status quo. It does not provide any additional resources for strengthening the quality of undergraduate education (providing quality faculty and staff, library materials, instructional equipment, computing resources), for improving the retention and graduation rates of undergraduate students, for maintaining graduate and professional programs, for supporting new or improved academic programs, or for meeting the costs of externally mandated activities.

The focus statements recently formulated by SIUC and SIUE and approved by the Illinois Board of Higher Education emphasize the goal of providing and enhancing high quality undergraduate education. SIUE is recognized for its high quality undergraduate programs, and SIUC has identified as special areas of focus the maintenance and continual enhancement of the quality of undergraduate education in both general education and the major, and the improvement of undergraduate retention and graduation rates.

A review of academic year tuition rates within Illinois shows SIUC to be \$366 below the University of Illinois at Urbana-Champaign and \$225 below Northern Illinois University and Illinois State University. With the tuition increases being recommended, SIUC's undergraduate tuition would remain well below the University of Illinois and would continue to be below Northern and Illinois State. Undergraduate tuition at SIUE continues to be the lowest in the state; \$122 below Eastern Illinois University and Western Illinois University, similarly classified as Comprehensive I universities. With the recommended increases, tuition at SIUE would still be below that charged by its peer institutions in Illinois.

If approved by the Board, the proposed tuition increases in this matter would increase the current academic year undergraduate and graduate tuition rate at SIUC of \$150 per credit hour to \$160 in Fall 1994 and to \$170 in Fall 1995. The current \$1,800 academic year cost for a student enrolled for 24 credit hours (12 per semester) would become \$1,920 in Fall 1994 and \$2,040 in Fall 1995. The current \$2,250 academic year cost for a student enrolled in 30 credit hours (15 per semester) would become \$2,400 in Fall 1994 and \$2,550 in Fall 1995.

The current academic year SIUE undergraduate tuition rate of \$143.90 per credit hour would become \$152 in Fall 1994 and \$160 in Fall 1995. The current \$1,726.80 academic year cost for a student enrolled for 24 credit hours (12 per semester) would become \$1,824 in Fall 1994 and \$1,920 in Fall 1995. The current academic year SIUE graduate tuition rate of \$154.10 per credit hour would become \$162 in Fall 1994 and \$170 in Fall 1995. The current \$1,849.20 academic year cost for a student enrolled for 24 credit hours (12 per semester) would become \$1,944 in Fall 1994 and \$2,040 in Fall 1995.

Of the proposed tuition increase, the first 3% will be used to support the IBHE recommended budget because without this 3%, our IBHE recommended budget would be reduced. Further, approximately 28% of the undergraduate tuition increase above the 3% will go to support the Monetary Award Programs. These amounts are detailed in the following chart:

	SIUC	SIUE
FY-95 Undergraduate Tuition Revenue Generated by Proposals in this Matter	\$2,364,400	\$787,800
Less:		
IBHE Recommended Increase (Approximately 3%)	1,168,800	420,500
Reduction for MAP Awards	334,800	102,800
Net Additional Tuition Revenue Available	860,800	264,500

The \$860,800 of net additional revenue at SIUC will be used to support undergraduate retention and the purchase of library materials, undergraduate instructional equipment, and technology to support instruction.

The \$264,500 of net additional revenue at SIUE will be used to support instructional programs and services and to improve the student/faculty ratio in accord with SIUE's four-year budget plan.

The gross revenue generated in FY-96 by these proposed increases would be approximately the same as for FY-95; \$2.4 million for SIUC and \$0.8 million for SIUE.

SIUE is also proposing the establishment of a clinical charge for students in the Master of Science Program in Nursing who have a specialization in Nurse Anesthesia. These students will be required to take a minimum of five clinical terms. The per term cost would be \$2,000 beginning in Summer 1994 and \$3,500 beginning in Fall 1995. The funds generated by the charge will be used to support the clinical program for these students.

This matter also proposes tuition increases for the professional schools of Medicine, Law, and Dentistry. As has been our practice historically, revenues from these increases will be used to support the respective professional schools. Table III details the proposed professional school increases.

The SIUC School of Medicine is currently 40% behind the proposed University of Illinois rate in cost-to-degree and is the least expensive midwest public medical school. The proposed increase for the School of Medicine would bring the current cost to degree of \$26,226 to \$31,473 in FY-95 and to \$36,792 in FY-96. At the end of the two-year period, the cost-to-degree for the SIUC School of Medicine would equal the FY-95 cost-to-degree for the University of Illinois. The proposed increase will provide \$137,000 in FY-95 above the IBHE mandated 3% increase. Tuition revenues generated will be used to make educational program enhancements, expand technology initiatives, and increase need-based scholarships.

The proposed increase recommended for the SIUC School of Law will raise the academic year tuition rate from \$2,796 to \$3,216 in Fall 1994, and to \$3,696 in Fall 1995. The proposed increase will provide \$83,000 in FY-95, which will be used for upgrading information technology and fund-raising/development activities.

The proposed increase for the SIUE School of Dental Medicine will raise the academic year tuition rate from \$3,990 to \$4,500. In Fall 1995, tuition at the Dental School would be raised to a new annual level of \$5,000. The proposed increase will provide \$105,000, which will be used for strengthening and enhancing the instructional programs of the School of Dental Medicine, particularly the purchase of needed instructional equipment.

Considerations Against Adoption

University officers are aware of, and concerned about, the continuing increase in costs of attending Southern Illinois University.

Constituency Involvement

Constituencies were not involved in formulating this proposal.

Resolution

BE IT RESOLVED, By the Board of Trustees of Southern Illinois University, in regular meeting assembled, That tuition increases for SIUC, SIUE, and the professional schools of Law, Dentistry, and Medicine, as specified in Tables I, II, and III attached, be authorized.

TABLE I

Academic Year Tuition Rates, SIU Carbondale
Undergraduate and Graduate

Illinois Residents				Non-Residents			
Hours/ Sem	FY-94	FY-95	FY-96	Hours/ Sem	FY-94	FY-95	FY-96
1	150.00	160.00	170.00	1	450.00	480.00	510.00
2	300.00	320.00	340.00	2	900.00	960.00	1,020.00
3	450.00	480.00	510.00	3	1,350.00	1,440.00	1,530.00
4	600.00	640.00	680.00	4	1,800.00	1,920.00	2,040.00
5	750.00	800.00	850.00	5	2,250.00	2,400.00	2,550.00
6	900.00	960.00	1,020.00	6	2,700.00	2,880.00	3,060.00
7	1,050.00	1,120.00	1,190.00	7	3,150.00	3,360.00	3,570.00
8	1,200.00	1,280.00	1,360.00	8	3,600.00	3,840.00	4,080.00
9	1,350.00	1,440.00	1,530.00	9	4,050.00	4,320.00	4,590.00
10	1,500.00	1,600.00	1,700.00	10	4,500.00	4,800.00	5,100.00
11	1,650.00	1,760.00	1,870.00	11	4,950.00	5,280.00	5,610.00
12	1,800.00	1,920.00	2,040.00	12	5,400.00	5,760.00	6,120.00
13	1,950.00	2,080.00	2,210.00	13	5,850.00	6,240.00	6,630.00
14	2,100.00	2,240.00	2,380.00	14	6,300.00	6,720.00	7,140.00
15	2,250.00	2,400.00	2,550.00	15	6,750.00	7,200.00	7,650.00

TABLE II

Academic Year Tuition Rates, SIU Edwardsville
Undergraduate and Graduate

Undergraduate Illinois Residents				Undergraduate Non-Residents			
Hours/ Sem	FY-94	FY-95	FY-96	Hours/ Sem	FY-94	FY-95	FY-96
1	143.90	152.00	160.00	1	431.70	456.00	480.00
2	287.80	304.00	320.00	2	863.40	912.00	960.00
3	431.70	456.00	480.00	3	1,295.10	1,368.00	1,440.00
4	575.60	608.00	640.00	4	1,726.80	1,824.00	1,920.00
5	719.50	760.00	800.00	5	2,158.50	2,280.00	2,400.00
6	863.40	912.00	960.00	6	2,590.20	2,736.00	2,880.00
7	1,007.30	1,064.00	1,120.00	7	3,021.90	3,192.00	3,360.00
8	1,151.20	1,216.00	1,280.00	8	3,453.60	3,648.00	3,840.00
9	1,295.10	1,368.00	1,440.00	9	3,885.30	4,104.00	4,320.00
10	1,439.00	1,520.00	1,600.00	10	4,317.00	4,560.00	4,800.00
11	1,582.90	1,672.00	1,760.00	11	4,748.70	5,016.00	5,280.00
12	1,726.80	1,824.00	1,920.00	12	5,180.40	5,472.00	5,760.00
Graduate Illinois Residents				Graduate Non-Residents			
Hours/ Sem	FY-94	FY-95	FY-96	Hours/ Sem	FY-94	FY-95	FY-96
1	154.10	162.00	170.00	1	462.30	486.00	510.00
2	308.20	324.00	340.00	2	924.60	972.00	1,020.00
3	462.30	486.00	510.00	3	1,386.90	1,458.00	1,530.00
4	616.40	648.00	680.00	4	1,849.20	1,944.00	2,040.00
5	770.50	810.00	850.00	5	2,311.50	2,430.00	2,550.00
6	924.60	972.00	1,020.00	6	2,773.80	2,916.00	3,060.00
7	1,078.70	1,134.00	1,190.00	7	3,236.10	3,402.00	3,570.00
8	1,232.80	1,296.00	1,360.00	8	3,698.40	3,888.00	4,080.00
9	1,386.90	1,458.00	1,530.00	9	4,160.70	4,374.00	4,590.00
10	1,541.00	1,620.00	1,700.00	10	4,623.00	4,860.00	5,100.00
11	1,695.10	1,782.00	1,870.00	11	5,085.30	5,346.00	5,610.00
12	1,849.20	1,944.00	2,040.00	12	5,547.60	5,832.00	6,120.00

Students in the Master of Science Program in Nursing with a specialization in Nurse Anesthesia entering the clinical phase of the program during Summer term 1994 or thereafter will be assessed a clinical charge of \$2,000 per term in addition to regular graduate level tuition. Students must pay the clinical charge each term of clinical registration with a minimum of five terms. Beginning with the Fall term 1995, this charge will be \$3,500 per term.

TABLE III

 SIU Professional Schools
 Academic Year Tuition Rates

	FY-94	FY-95	FY-96
SCHOOL OF DENTAL MEDICINE			
Illinois Residents	3,990.00	4,500.00	5,000.00
Non-Residents	11,970.00	13,500.00	15,000.00

	FY-94	FY-95	FY-96
SCHOOL OF MEDICINE			
9 Semester Basis			
Illinois Residents	8,742.00	10,491.00	12,264.00
Non-Residents	26,226.00	31,473.00	36,792.00

11 Semester Basis			
Illinois Residents	7,152.00	8,583.00	10,035.00
Non-Residents	21,456.00	25,749.00	30,105.00

Students entering the School of Medicine prior to FY-95 pay 3 semesters per year for the first nine of the eleven semesters; beginning with the class entering in FY-95, students will pay 3 semesters per year for each of the eleven semesters.

SCHOOL OF LAW

Illinois Residents				Non-Residents			
Hours/ Sem	FY-94	FY-95	FY-96	Hours/ Sem	FY-94	FY-95	FY-96
1	233.00	268.00	308.00	1	699.00	804.00	924.00
2	466.00	536.00	616.00	2	1,398.00	1,608.00	1,848.00
3	699.00	804.00	924.00	3	2,097.00	2,412.00	2,772.00
4	932.00	1,072.00	1,232.00	4	2,796.00	3,216.00	3,696.00
5	1,165.00	1,340.00	1,540.00	5	3,495.00	4,020.00	4,620.00
6	1,398.00	1,608.00	1,848.00	6	4,194.00	4,824.00	5,544.00
7	1,631.00	1,876.00	2,156.00	7	4,893.00	5,628.00	6,468.00
8	1,864.00	2,144.00	2,464.00	8	5,592.00	6,432.00	7,392.00
9	2,097.00	2,412.00	2,772.00	9	6,291.00	7,236.00	8,316.00
10	2,330.00	2,680.00	3,080.00	10	6,990.00	8,040.00	9,240.00
11	2,563.00	2,948.00	3,388.00	11	7,689.00	8,844.00	10,164.00
12	2,796.00	3,216.00	3,696.00	12	8,388.00	9,648.00	11,088.00

Mr. Kochan stated that when the Governor proposed the recommendation for the adoption of the IBHE proposal that he thought the tuition proposal for this campus would be in accordance with that recommendation. He stated that unfortunately that has not been the case. He continued that in fact the proposal is more than double the IBHE recommendation. He stated that although SIUC has real financial problems and unfunded mandates that need to be considered, he felt that the two-year recommendation might be premature since we don't know what the fiscal year or the state budget's going to look like in that second year. He explained that he did expect additional revenues to be generated, albeit income taxes, revenue enhancements, whatever, and the substantial increase of that would go to higher education no matter who was elected Governor. He continued that he thought it unfortunate to increase tuition the second year when additional money would be available. He said that what he would like to do at the next Board meeting is to make a motion to amend the recommendation for a one-year increase. He explained that enrollment has gone down, particularly at the sophomore and freshmen levels, and that community colleges were becoming a better bargain. He stated that if we weren't careful we may be taking ourselves out of that particular market. He announced that a couple of other universities to the north have a higher tuition increase, but they also have a larger pool of individuals. He continued that there were many ways to predict tuition rates and increases in fees: the economy, inflation, political windfall. He said that he thought those were all positive right now. He stated he thought we were putting the cart before the horse in this particular instance and in that respect he hoped the increase would be kept to a one-year proposal.

The Chair recognized Mrs. Susan Hall, President, SIUC Graduate and Professional Student Council. Mrs. Hall made the following comments:

The Graduate and Professional Student Council is currently in the process of formulating its response to the proposed increase. Obviously, the news of this proposal was received with consternation. Students wondered why there was a proposal for an increase more than double the recommended Illinois Board of Higher Education's 3% tuition increase level especially in light of the Governor's recent budget address in which Mr. Edgar stated that he would support the state higher education budget as proposed. There is concern from the GPSC Executive Board that such an increase would result in spending authority being denied the university as in the case of the law school tuition increase last year. If the legislature refused to give spending authority for the amount of that law school tuition increase, and by the way, did we ever receive that authority? I know Dr. Wilson has stated earlier the money was in our income fund, but did we ever receive the legislative authority to spend it?

What is the guarantee that this year's increase would be approved? Are students going to be asked to pay more money only to have the spending of those funds denied the campus? We feel this is a valid concern. Can we be assured spending authority will be granted? With tuition continuing to rise and the percentage of instructional costs being paid by student tuition dollars continuing to increase, GPSC finds it ironic that students have so little input into how these funds are being spent. The Board item states this position well as written under the heading "Constituency Involvement." It reads with respect to the tuition increase proposal, "Constituencies were not involved in formulating this proposal." In order to obtain accountability for the tuition dollars collected, perhaps GPSC should focus our lobbying effort on the General Assembly and seek passage of the bill currently in Senate committee mandating that appropriations be made by function. We would hope and prefer that student involvement in the process could happen without legislative intervention. As students are being asked to pay more and more, increased participation and accountability becomes more and more important to them.

Less than one-third of the graduate and professional students at SIUC receive tuition waivers. The only financial aid programs available to this constituency are guaranteed student loans. We do not have access to the Illinois Student Assistance Commission Monetary Award Program nor the Pell Grant program. Therefore, none of that 28% of the extra increase going to the Illinois Student Assistance Commission is accessible to graduate and professional students. This means that for most of us, the tuition increase will come directly out of our pockets by way of increased student loan indebtedness. Those students forced to borrow money for their educational needs will end up paying far more than this initial tuition increase. If they borrow under the Stafford or Perkins loan programs, they will pay this increase back at 8-10% interest with interest beginning to accrue six months after graduation. If they borrow under the Supplemental or Illinois Opportunity Loan programs, they will pay this increase back at 8-9% interest beginning to accrue immediately upon receipt of the funds.

GPSC wishes to make the point that the current rate of inflation is only 3%. This proposed tuition increase is more than double that amount. It is not a cost of living increase or a cost of doing business increase. Students are tired of the burden being placed entirely on our shoulders each time the state refuses to provide sufficient funding for higher education. According to the Illinois Office of the Auditor General, tuition at SIUC rose

an approximate 272% between 1980 and 1990. Yet during that same time period, the Higher Education Price Index only increased 73.7%, the Per Capita Disposable Income Index only increased 74.6%, and the Consumer Price Index increased only 51.6%, while General Revenue Fund appropriations to Illinois higher education increased only 41.3%. It is because of these facts that students have started a statewide effort to ask the General Assembly to link tuition increases to one of the above-mentioned economic indicators.

As for legislative mandates, GPSC is willing to work with the General Assembly to propose the elimination of the accumulation of the unpaid sick and vacation days benefit. It is my understanding this mandate currently costs the University over \$1.5 million per year and that amount is rapidly increasing each year. Is the University going to join us in this request? I don't believe the intent of any of the legislative mandates was to seek funds from student tuition dollars in order for them to be financed. What are the University's efforts at the legislative level concerning unfunded mandates? Do our legislators know that these mandates are requiring increases in student fee dollars to meet their requirements? We stand ready to assist and cooperate in any lobbying that could reduce this unfunded debt to the University.

Thank you for this opportunity to address you on this matter. I am available to discuss these student concerns with any member of the Board at his or her convenience and hope you will keep them in mind during your deliberations on this proposed tuition increase.

Mr. Norwood stated that when we talk about tuition and other fee increases he considers it very carefully before voting for an increase. He continued that when we talk about increases what is important is that what you receive from that University is of a quality that will make you as competitive as possible in the marketplace. He explained that if we just try to keep costs down it is inevitable that the quality goes down and we're not doing a good service to any student by cutting down the cost at the expense of taking away from the product. He asked that we look at it as what we can deliver and what you will get from these universities to make you better trained to compete in this world. He stated you must keep that in mind.

Mrs. D'Esposito commented that if this two-year proposal is passed and the environment changes significantly that this Board is still free to revisit the tuition policy and change it. She just wanted everyone to be aware of that; that we're not locked into this.

Dr. Dickie Spurgeon, President, SIUE Faculty Senate, stated that the constituencies at Edwardsville were involved in this process under President Lazerson where we contemplated a series of increases that these present increases are part of. He continued that President Belck had involved all constituencies and that there is a Budget Council that works closely with the President and we approved this all the way.

Mr. VanMeter reiterated what Mrs. D'Esposito said at the conclusion of the discussion on this matter in the Finance Committee meeting. He explained that our procedures serve us well in this regard in the fact that this is a notice item; that for the very reason that these are very important to the University and these questions to the life of the University that we should put them on the table for a 30-day period in which we all have an opportunity to look at them, to review them, to discuss them with the staff and the Chancellor's Office and others, and to satisfy ourselves that the increases are as correct as we can judge at this time. He stated that this was a notice item and that he was sure they were hearing the administration and that during this coming month that they will all be carefully reviewing the materials that they have recently given us and other materials. He continued that there will be other questions that will be proposed to them and that at the next Board meeting this will become an action item and it will be again revisited and at that time additional comments will be taken before finally arriving at a conclusion.

The Chair explained the procedure for the Board's omnibus motion and he proposed that, after discussion, there would be taken up the following matters:

REPORT OF PURCHASE ORDERS AND CONTRACTS,
JANUARY, 1994, SIUC AND SIUE

In accordance with III Bylaws 1 and 5 Policies of the Board C, summary reports of purchase orders and contracts awarded during the month of January, 1994, were mailed to the members of the Board in advance of this meeting, copies were placed on file in the Office of the Board of Trustees, and these reports are hereby submitted for information and entry upon the minutes of the Board with respect to the actions of the Executive Committee.

CHANGES IN FACULTY-ADMINISTRATIVE PAYROLL - SIUC

I. The following changes in faculty-administrative payroll are submitted to the Board of Trustees for ratification in accordance with the Board Policy on Personnel Approval (2 Policies of the Board B). Additional detailed information is on file in the Office of the President. Where appropriate, salary is reported on a monthly basis and on either an academic year (AY) or fiscal year (FY) basis.

A. Continuing Appointments

<u>Name</u>	<u>Title</u>	<u>Department</u>	<u>Effective Date</u>	<u>Salary</u>
1. Cruz, Ricardo C.	Asst Professor	English	08/16/94	\$3,834.00/mo \$34,506.00/AY
2. Joseph, Allison E.	Asst Professor	English	08/16/94	\$4,000.00/mo \$36,000.00/AY
3. Reynolds, David R.	Development Officer Institutional Adv	SIU Foundation	01/18/94	\$1,750.00/mo \$21,000.00/FY
4. Watson, Steven S.	Head Football Coach	Intercollegiate Athletics	01/07/94	\$5,000.00/mo \$60,000.00/FY

B. Leave of Absence With Pay

<u>Name</u>	<u>Type of Leave</u>	<u>Department</u>	<u>Purpose</u>	<u>Date and % of Leave</u>
1. Adams, Jane H.	Sabbatical	Anthropology	Writing	08/16/94 - 12/31/94 100%
2. Adams, Jill E.	Sabbatical	School of Law	Writing	01/01/95 - 05/15/95 100%
3. Bender, Marvin Lionel	Sabbatical	Foreign Lang. & Lit.	Writing	07/01/94 - 12/31/94 100%
4. Bradley, Richard W.	Sabbatical	Educ Psych & Spec Ed	Research	08/16/94 - 12/31/94 100%
5. Briggs, Larry S.	Sabbatical	School of Art & Design	Writing	01/01/95 - 05/15/95 100%
6. Busch, Larry W.	Sabbatical	School of Art & Design	Research	01/01/95 - 05/15/95 100%
7. Carter, Rose Mary	Sabbatical	Work Force Educ & Dev	Research	01/01/95 - 05/15/95 100%
8. Castellano, Thomas C.	Sabbatical	Crime Study	Research	01/01/95 - 05/15/95 100%
9. Corcoran, Kevin J.	Sabbatical	Psychology	Research	01/01/95 - 06/30/95 100%
10. Corruccini, Robert S.	Sabbatical	Anthropology	Research	08/16/94 - 12/31/94 100%
11. Cox, Shelly M.	Sabbatical	Library Affairs	Writing	01/01/95 - 06/30/95 100%
12. Dotson, John E.	Sabbatical	History	Research	01/01/95 - 05/15/95 100%
13. Evans, Donald M.	Sabbatical	Plant & Soil Science	Writing	01/01/95 - 06/30/95 100%

B. Leave of Absence With Pay (continued)

<u>Name</u>	<u>Type of Leave</u>	<u>Department</u>	<u>Purpose</u>	<u>Date and % of Leave</u>
15. Endres, Jeannette	Sabbatical	Animal Science	Research	01/01/95 - 05/15/95 100%
16. Ford, Susan M.	Sabbatical	Anthropology	Research	01/01/95 - 05/15/95 100%
17. Gatens-Robinson, E.	Sabbatical	Philosophy	Writing	01/01/95 - 05/15/95 100%
18. Goben, Charles A.	Sabbatical	Elec Engineering	Research	07/01/94 - 06/30/95 50%
19. Goldman, Samuel	Sabbatical	Educ Adm & Higher Ed	Research	01/01/95 - 05/15/95 100%
20. Greenfield, Sylvia R.	Sabbatical	School of Art & Design	Research	01/01/95 - 05/15/95 100%
21. Gullely, Sarah B.	Sabbatical	Curriculum & Instruc	Writing	08/16/94 - 12/31/94 100%
22. Gupta, Bidyut	Sabbatical	Computer Science	Research	01/01/95 - 05/15/95 100%
23. Harre, Paul A.	Sabbatical	Electronics Tech	Research	08/16/94 - 12/31/94 100%
24. Hu, Chia-Lun John	Sabbatical	Elec Engineering	Research	08/16/94 - 12/31/94 100%
25. Huck, John F.	Sabbatical	Work Force Educ & Dev	Research	01/01/95 - 05/15/95 100%
26. Karmos, Ann H.	Sabbatical	Curriculum & Instruc	Writing	01/01/95 - 05/15/95 100%
27. Klubek, Brian P.	Sabbatical	Plant & Soil Science	Research	07/01/94 - 12/31/94 100%
28. Kraft, Steven E.	Sabbatical	Agribusiness Econ	Writing	08/16/94 - 12/31/94 100%
29. Landecker, Manfred	Sabbatical	Political Science	Writing	08/16/94 - 08/15/95 50%
30. McGlinn, Robert J.	Sabbatical	Computer Science	Research	08/16/94 - 12/31/94 100%
31. McKillip, John A.	Sabbatical	Psychology	Research	08/16/94 - 12/31/94 100%
32. Migone, Aldo Dante	Sabbatical	Physics	Research	08/16/94 - 12/31/94 100%
33. Miller, Roy Eugene	Sabbatical	Political Science	Research	08/16/94 - 12/31/94 100%
34. Muller, Jon David	Sabbatical	Anthropology	Research	07/01/94 - 12/31/94 100%
35. Myers, Oval Jr.	Sabbatical	Plant & Soil Science	Research	01/01/95 - 05/15/95 100%
36. Pappelis, Aristotel	Sabbatical	Plant Biology	Research	01/01/95 - 06/30/95 100%
37. Parkinson, Michael G.	Sabbatical	Speech Communication	Writing	08/16/94 - 12/31/94 100%
38. Person, Leland S.	Sabbatical	English	Writing	08/16/94 - 12/31/94 100%
39. Phillips, John B.	Sabbatical	Chem & Biochem	Research	08/16/94 - 08/15/95 50%
40. Pourboghra, Farzad	Sabbatical	Elec Engineering	Research	08/16/94 - 12/31/94 100%
41. Riggat, T. F.	Sabbatical	Rehab Institute	Research	08/16/94 - 12/31/94 100%
42. Roubois, Robert P.	Sabbatical	Music	Research	01/01/95 - 06/30/95 100%
43. Rudnick, Hans H.	Sabbatical	English	Research	01/01/95 - 05/15/95 100%
44. Sayeh, Mohammad	Sabbatical	Elec Engineering	Research	01/01/95 - 05/15/95 100%
45. Schedler, George E.	Sabbatical	Philosophy	Writing	01/01/95 - 05/15/95 100%
46. Sexton, John L.	Sabbatical	Geology	Research	08/16/94 - 12/31/94 100%
47. Smith, Lynn C.	Sabbatical	Curriculum & Instruc	Research	08/16/94 - 12/31/94 100%
48. Snyder, John F.	Sabbatical	Psychology	Research	08/16/94 - 12/31/94 100%
49. Solverson, Lyle	Sabbatical	Agribusiness Econ	Research	01/01/95 - 05/15/95 100%

B. Leave of Absence With Pay (continued)

<u>Name</u>	<u>Type of Leave</u>	<u>Department</u>	<u>Purpose</u>	<u>Date and % of Leave</u>
50. Teaff, Joseph D.	Sabbatical	Health Educ & Rec	Writing	01/01/95 - 05/15/95 100%
51. Timpé, Eugene F.	Sabbatical	Foreign Lang & Lit	Research	01/01/95 - 05/15/95 100%
52. Tinsley, Howard E.A.	Sabbatical	Psychology	Research	07/01/94 - 06/30/95 50%
53. Troutt, Marvin D.	Sabbatical	Management	Research	07/01/94 - 06/30/95 50%
54. Tully, Timothy R.	Sabbatical	Applied Arts	Writing	01/01/95 - 06/30/95 100%
55. Turley, William S.	Sabbatical	Political Science	Research	01/01/95 - 05/15/95 100%
56. Tyman, Stephen	Sabbatical	Philosophy	Writing	08/16/94 - 12/31/94 100%
57. Utgaard, John E.	Sabbatical	Geology	Research	01/01/95 - 05/15/95 100%
58. VanOosting, James	Sabbatical	Speech Communication	Research	01/01/95 - 06/30/95 100%
59. Vaux, Alan C.	Sabbatical	Psychology	Research	01/01/95 - 05/15/95 100%
60. Wainer, Michael S.	Sabbatical	Computer Science	Research	01/01/95 - 05/15/95 100%
61. Wilson, Donna M.	Sabbatical	Physical Education	Research	08/16/94 - 12/31/94 100%
62. Zimra, Clarisse	Sabbatical	English	Writing	01/01/95 - 05/15/95 100%

II. The following changes in faculty-administrative payroll at the School of Medicine/Springfield campus are submitted to the Board of Trustees for ratification in accordance with the Board Policy on Personnel Approval (2 Policies of the Board B). Additional detailed information is on file in the Office of the Dean and Provost. Where appropriate, salary is reported on a monthly basis and on either an academic year (AY) or fiscal year (FY) basis.

A. Continuing Appointments

<u>Name</u>	<u>Title</u>	<u>Department</u>	<u>Effective Date</u>	<u>Salary</u>
1. Auer, Charles*	Clin Asst Prof	Fam and Comm Med	01/01/94	----
2. Bien, James*	Clin Asst Prof	Fam and Comm Med	01/01/94	----
3. Lodato, Ronna*	Clin Asst Prof	Pathology	01/01/94	----
4. McKee, R. Craig*	Clin Asst Prof	Fam and Comm Med	01/01/94	----
5. Malafa, Mokenge	Asst Prof	Dept of Surgery	07/01/94	----
				\$4,500.00/mo
				(\$5,000.00/mo
				\$60,000.00/FY-100%)
				Additional compensation may be
				derived through the Medical
				Services and Research Plan

*This appointment carries faculty privileges except that time in this appointment does not count toward

CHANGES IN FACULTY-ADMINISTRATIVE PAYROLL - SIUE

I. The following changes in faculty-administrative payroll are submitted to the Board of Trustees for ratification in accordance with the Board Policy on Personnel Approval (2 Policies of the Board B). Additional detailed information is on file in the Office of the President. Where appropriate, salary is reported on a monthly basis and on either an academic year (AY) or fiscal year (FY) basis.

A. Continuing Appointments

<u>Name</u>	<u>Title</u>	<u>Department</u>	<u>Effective Date</u>	<u>Salary</u>
1. Donnelly, Brian E.	Acting Vice-President for Administration	Vice-President for Administration	01/18/94	\$6,880.00/mo \$82,560.00/FY
2. Epps, Willie	Acting Director	East St. Louis Center	01/01/94	\$5,500.00/mo \$66,000.00/FY

B. Leaves of Absence With Pay

<u>Name</u>	<u>Type of Leave</u>	<u>Department</u>	<u>Purpose</u>	<u>Dates and % of Salary</u>
1. Conover, Gary L.	Sabbatical	SDM - Applied Dental Medicine	Clinical research entitled "Digital photo-stimulable phosphor imaging plates in the assessment of alveolar bone loss."	07/01/94 - 12/31/94 100%

PROJECT APPROVAL AND RETENTION OF ARCHITECT:
UNIVERSITY CENTER CAFETERIA RENOVATION, SIUE

Summary

This matter would grant project and funding approval to renovate the SIUE University Center cafeteria dining and food serving areas. The estimated cost of the renovation is \$430,000, which will be funded from the University Center's operating budget.

The matter would also authorize retention of the architect for the project. With regard to the Quality Based Selection (QBS) guidelines, this matter would also serve as the Board's written determination that it is in the best interest of the State and the University to proceed with immediate selection of an architectural firm.

In addition this matter requests that the project and its proposed funding source be submitted to the Illinois Board of Higher Education for approval as a non-instructional capital improvement.

Rationale for Adoption

The University Center cafeteria opened in March, 1967 and has not been remodeled or refurbished since. Currently, approximately 892 customers are served in the facility daily during the regular academic term and approximately 222,000 customers are served annually.

Implementing the meal program in fall 1994 for residents of the new student housing will require dining service for 500 customers for two or three meals every day. The dining area currently has a maximum seating capacity of 670. Modifications to the dining area will permit students living in the residence hall and other cafeteria patrons to be accommodated conveniently and quickly. Also, the area does not provide a quality dining environment because of its condition and design.

The renovation will make current seating capacity for approximately 100 patrons more accessible through incorporating adjacent meeting rooms as part of the dining area. An additional 130 patron spaces will be added by purchasing tables and chairs for use in the existing dining area. This furniture would replace worn and broken furniture that has not been replaced over the years.

These changes will enhance services to customers by improving traffic flow and lighting conditions, by providing a sufficient number of patron spaces to accommodate the cafeteria's normal customer load as well as the students who will live in the residence hall, and by providing more convenient areas for mealtime study groups to gather. The dining area decor will be upgraded to create a more pleasant, comfortable, and attractive setting for patrons.

The project will also renovate the cafeteria food serving ("scramble") area which includes the traditional in-line cafeteria service, beverage stations, and in-house fast-food type products. The modifications will upgrade the serving area facilities and decor to be consistent with current commercial standards, and permit introducing brand-name products.

Retention of the project architect at this time is recommended as the only means by which the project can be completed in time to serve cafeteria patrons including students who will live in the residence hall beginning this August. Initiation of the project has been delayed by discussions about the operation of the University Center food service and whether proposals should be sought to contract all or part of the food service operation. As a result, the University is now in a position that it must act immediately and in the most expeditious manner to assure completion of the cafeteria improvements.

The architectural firm recommended for the project performed the preliminary planning for the dining area improvements and consulted on the service area improvements. Selection of the firm for preliminary planning was done through the University's established procedures but, because fees for the preliminary work would be below \$25,000, the selection process was not based on QBS guidelines. The process involved: the identification of prequalified firms based on the Illinois Capital Development Board's prequalified list; solicitation of qualifications and statements of interest from the firms identified; composition of an appropriate review committee; review of credentials of interested firms; interviews with selected firms; evaluation of selected firms' qualifications and ranking of firms; recommendation to the Vice-President for Administration of a firm; a review of the recommendation by the Vice-President for Administration; and recommendation to the President of the firm.

The QBS guidelines permit selection of a firm through a non-QBS based process "when an agency determines in writing that it is in the best interest of the State to proceed with the immediate selection of a firm. . . ." University officers believe that the current circumstance qualifies under this exception: if a QBS-based search must be performed it will be impossible to complete the renovations prior to August 1994; the University will have contracted with students to live in the residence hall and will have required those students to purchase a meal plan to be provided through the University Center without assurance that the Center's facilities can adequately and properly provide the meal service. The firm recommended has given excellent service on prior University projects and is already familiar with the cafeteria renovation elements through the preliminary planning work.

Considerations Against Adoption

University officers prefer to not seek exceptions on matters such as the architectural firm selection. However, no viable option has been identified.

Constituency Involvement

Not pertinent to this matter.

Resolution

BE IT RESOLVED, By the Board of Trustees of Southern Illinois University in regular meeting assembled, That:

- (1) The capital project, University Center Cafeteria Renovation, SIUE, be and is hereby approved at an estimated cost of \$430,000, with funding for the project to be from the SIUE University Center operating budget.
- (2) Retention of the firm of Artec, Incorporated, Belleville, Illinois, to provide architectural and engineering services in connection with the project herein approved, be and is hereby approved.
- (3) With regard to the Quality Based Selection provisions for contracting for architectural services, this action constitutes this Board's written determination that immediate selection of the architectural and engineering firm for the project herein approved is in the best interest of the State and the University.
- (4) The project approved herein, including the budget and funding source, be recommended to the Illinois Board of Higher Education as a non-instructional capital improvement.
- (5) The Chancellor of Southern Illinois University be and is hereby authorized to take whatever action may be required in the execution of this resolution in accordance with established policies and procedures.

INCREASE IN CAMPUS HOUSING ACTIVITY FEE, SIUE
[AMENDMENT TO 4 POLICIES OF THE BOARD C-9]

Summary

This matter would approve an increase in the Campus Housing Activity Fee (CHAF), SIUE, from its current rate of \$6.00 per semester to \$8.00 per semester, and from \$3.00 to \$5.00 for the summer session. The fee is assessed of residents in University housing which will include students living in the new residence hall.

Attached for information is a schedule showing historic, current, and projected fiscal year income and expenses for the CHAF account.

Rationale for Adoption

The Campus Housing Activity Fee supports programming, activities, and services for residents of University housing at SIUE. Programs and activities include picnics, movies, and allowances for residents to plan and conduct activities for those living in an apartment building or in a wing in the case of the new residence hall. In the past, CHAF has supported service functions

such as the Tower Lake bus operation and provided basic telephone service for residents. During the past several years, funding for these services has been shifted to the general operating budget based on recommendations from the annual fee and rent review process.

The proposed increase will provide funds necessary to continue programming and activities for residents at Tower Lake Apartments, and to establish programs and activities for residents of the new residence hall. The attached budget for CHAF shows historic, current and projected income and expenditures concerning Tower Lake Apartment operations, and projected income and expenditures related to the residence hall. The decline in CHAF review from FY-92 to FY-94 is the result of University officers correcting collection of the fee at a rate that had not been approved by the President or the Board. The error was discovered by the President's Office during the revision of policies for semester calendar conversion and University officers immediately corrected it. Because the services which were supported by the higher fee rate had already been provided, refunds were not made. The FY-93 Special Projects expenditure supported resurfacing of basketball and tennis courts which serve residents at Tower Lake Apartments.

Considerations Against Adoption

University officers are concerned about increases in student fees which may affect access to the University. These factors were considered in arriving at the recommendation presented herein.

Constituency Involvement

The proposal to increase CHAF was developed by the Tower Lake Advisory Committee which is comprised of residents of Tower Lake Apartments, and is the designated fee review committee. The Committee's report and recommendation was reviewed and approved by the Student Senate, SIUE. Collection of CHAF from residents of the new residence hall was recommended by Housing management and derives from the financial plans established for the new residence hall. This matter is recommended for adoption by the Vice-President for Student Affairs and the President, SIUE.

Resolution

BE IT RESOLVED, By the Board of Trustees of Southern Illinois University in regular meeting assembled, That effective with the collection of fees for summer 1994, 4 Policies of the Board C-9 is amended to read as follows:

9. A special activity fee for each academic term for which an on-going campus housing contract is in force shall be collected from and administered for the benefit of all students residing in University housing at the Edwardsville campus. This activity fee shall be deposited to the University General Operating Fund Account to be disbursed by authority of its Fiscal Officer in accordance with University policy and the approved budget of recognized organizations including all students who pay the fee. The fee shall be \$8.00 per semester and \$5.00 for the summer session.

BE IT FURTHER RESOLVED, That the Chancellor of Southern Illinois University be and is hereby authorized to take whatever action may be required in the execution of this resolution in accordance with established policies and procedures.

	Actual FY 91	Actual FY 92	Actual FY 93	BUDGET FY 94	BUDGET FY 95	BUDGET FY 96	BUDGET FY 97
CASH CARRYOVER:							
INCOME							
Tower Lake Apartments:							
CHAF Fees	\$103,404	\$105,111	\$84,484	\$22,900	\$22,900	\$22,900	\$22,900
Revenue From Proposed Increase FY95					\$5,880	\$5,880	\$5,880
Bus Operations	\$0	\$416	\$195	\$150	\$150	\$150	\$150
Vending	\$8,055	\$40,515	\$37,374	\$32,000	\$30,000	\$30,000	\$30,000
Interest Income	\$1,140	\$1,755	\$2,245	\$1,000	\$1,000	\$1,000	\$1,000
Student Residence Hall:							
CHAF Fees (\$6.00/semester)					\$5,866	\$5,866	\$5,866
Revenue From Proposed Increase FY95					\$1,956	\$1,956	\$1,956
Interest Income					\$500	\$500	\$500
TOTAL INCOME	\$112,599	\$147,797	\$124,299	\$56,050	\$68,232	\$68,232	\$68,232
Total Cash Available	\$108,256	\$159,186	\$171,606	\$47,847	\$69,235	\$69,225	\$69,445
EXPENDITURES							
Tower Lake Apartments:							
Salaries	\$0	\$0	\$0	\$20,864	\$22,012	\$22,782	\$23,580
Wages (Bus Operation)	\$36,478	\$52,364	\$53,599	\$0	\$0	\$0	\$0
Other:							
Refunds	\$6,018	\$6,152	\$6,798	\$4,000	\$6,000	\$6,000	\$6,000
Programming	\$12,084	\$14,406	\$13,956	\$14,000	\$17,000	\$17,000	\$17,000
Bus Operations	\$32,400	\$29,068	\$36,679	\$0	\$0	\$0	\$0
Building Allowances	\$5,887	\$9,889	\$8,776	\$8,000	\$10,000	\$10,000	\$10,000
Special Projects	\$4,000	\$0	\$60,000	\$0	\$5,000	\$4,000	\$4,000
Student Residence Hall:							
Refunds					\$1,000	\$1,000	\$1,000
Programming					\$4,250	\$4,250	\$4,250
Wing Allowances					\$1,500	\$1,500	\$1,500
Monitor Program					\$1,500	\$1,500	\$1,500
TOTAL EXPENDITURES	\$96,867	\$111,879	\$179,808	\$46,864	\$68,262	\$68,032	\$68,830
NET INCOME / (LOSS)	\$11,389	\$47,307	(\$48,201)	\$981	\$973	\$1,193	\$615

INCREASE IN TEXTBOOK RENTAL FEE, SIUE
[AMENDMENT TO 4 POLICIES OF THE BOARD C-5]

Summary

This matter would approve an increase in the Textbook Rental Fee, SIUE, from its current rate of \$46.50 per academic term to \$52.00 per academic term. The Textbook Rental Fee is assessed on the same basis during a semester and the summer session.

Attached for information is a schedule of historic, current, and projected fiscal year income and expense information concerning Textbook Rental Service.

Rationale for Adoption

The Textbook Rental Fee is the principal source of revenue supporting SIUE's Textbook Rental Service. The service provides textbooks for undergraduate students on a rental basis, and stocks required textbooks for graduate courses. Graduate students purchase their textbooks, do not participate in the Textbook Rental Program, and are not assessed the Textbook Rental Fee.

The Textbook Rental Fee was last increased effective summer 1991. The principal expense affecting operation of the service is the cost of textbooks which is impacted both by inflationary increases and text adoption decisions. Textbook price increases have averaged six to eight percent per year, or approximately twice the general inflation rate. Textbook adoptions at SIUE generally follow a three-year cycle. However, textbook publishers have been shortening revision cycles for textbooks. When this occurs, SIUE is sometimes forced to adopt the new edition of a textbook prior to the end of a normal three-year cycle. This occurs because the University must order additional, replacement copies of textbooks, particularly in the second and third years of the adoption cycle. If the edition of the textbook adopted by the University is no longer in print, then the University is forced to adopt the new edition to avoid the prospect of students who are taking the same class having different versions of the same text.

Conversion to the semester academic calendar affected text purchases for FY-94 and planned purchases for FY-95 because of the revisions in course curricula. This is the reason for the substantial increase in book purchase costs in FY-94 and FY-95. The cash balance accumulated through prior years is offsetting part of the increase in costs, particularly in FY-94. The proposed fee increase would generate an additional \$88,200 in FY-95. Without the increase, Textbook Service would incur an operating deficit of \$164,350 in FY-95, and would have a negative cash balance of approximately \$74,100.

The increase shown in FY-94 and FY-95 in the Other Expenses cost category relates to a planned enhancement of the hardware and software necessary to operate the book issues and returns system used by the service.

The Textbook Service Advisory Committee, the designated Textbook Rental Fee review committee, examined two levels of proposed fee increase: increasing the full-time student fee by \$5.50 per term and by \$11.00 per term. The Committee recommended the smaller fee increase with the intention of seeking future fee increases on a more regular basis to balance revenues and expenses of the service. The Committee and University officers believe this is more fair for students in comparison to seeking a larger increase which would generate substantial cash carryover balances allowing the service to operate for several years without a fee increase.

Considerations Against Adoption

University officers are concerned about increases in the cost of attendance and their possible negative effect on access to the University. Textbook Rental Service represents a substantial value for SIUE students compared with the costs that students incur under traditional textbook purchase programs. These factors were considered in arriving at the recommendation presented.

Constituency Involvement

The increase in the Textbook Rental Fee was recommended by the Textbook Service Advisory Committee which is comprised of student and faculty representatives. The Committee's recommendation was reviewed and approved by the Student Senate, SIUE. This proposal is recommended for adoption by the Vice-President for Student Affairs and the President, SIUE.

Resolution

BE IT RESOLVED, By the Board of Trustees of Southern Illinois University in regular meeting assembled, That effective with the collection of fees for the summer session, 1994, that portion of 4 Policies of the Board C-5 which pertains to the Textbook Rental Fee be amended to read as follows:

5. General student fee schedule for Southern Illinois University at Edwardsville in effect summer term, 1994:

Fall and Spring Semester Fee Rates

<u>Credit Hours</u>	<u>Textbook Rental Fee</u>
1	\$ 4.80
2	9.60
3	14.40
4	19.20
5	24.00
6	28.80
7	33.60
8	38.40
9	43.20
10	48.00
11	52.00
12 and over	52.00

Summer Session Fee Rates

<u>Credit Hours</u>	<u>Textbook Rental Fee</u>
1	\$ 4.80
2	9.60
3	14.40
4	19.20
5	24.00
6	28.80
7	33.60
8	38.40
9	43.20
10	48.00
11	52.00
12 and over	52.00

BE IT FURTHER RESOLVED, That the Chancellor of Southern Illinois University be and is hereby authorized to take whatever action may be required in the execution of this resolution in accordance with established policies and procedures.

SOUTHERN ILLINOIS UNIVERSITY AT EDWARDSVILLE
 TEXTBOOK SERVICE
 COMPARATIVE STATEMENT OF RECEIPTS AND EXPENDITURES

	ACTUAL			BUDGETED	PROJECTED
	FY91	FY92	FY93	FY94	FY95
CASH CARRYOVER	106,324	150,681	112,292	301,718	90,252
RECEIPTS					
SALES TO UNDERGRADS	89,962	90,695	71,141	60,040	60,000
SALES TO GRADS (UC)	51,256	61,304	59,653	48,163	50,000
SALES TO DEPARTMENTS	2,881	1,007	2,641	1,000	1,000
SALES OF SCRAP	10,276	13,680	6,573	7,000	7,000
SALES FOR RESALE	47,318	8,540	12,782	12,000	15,000
TOTAL SALES	201,693	175,226	152,790	128,203	133,000
PENALTIES-NO RETURNS	38,126	42,159	89,144	62,500	60,500
PENALTIES-LATE RETURNS	21,300	15,662	18,787	18,000	15,000
	59,426	57,821	107,931	80,500	75,500
INTEREST INCOME	3,859	4,008	6,529	5,000	5,000
STUDENT FEES	569,077	714,052	776,659	735,000	735,000
REVENUE FROM PROPOSED INCREASE					88,200
TOTAL CASH RECEIPTS	834,055	951,107	1,043,909	948,703	1,036,700
DISBURSEMENTS					
SALARIES	131,154	130,630	136,345	142,500	145,350
WAGES	46,965	48,320	39,045	49,800	47,310
OTHER EXPENSES	32,585	41,672	41,304	75,240	77,500
PURCHASES (BOOKS)	578,994	768,874	637,789	892,629	842,690
TOTAL DISBURSEMENTS	789,698	989,496	854,483	1,160,169	1,112,850
CHANGE IN CASH	44,357	(38,389)	189,426	(211,466)	(76,150)
CASH TO BE CARRIED OVER	150,681	112,292	301,718	90,252	14,102

INCREASE IN ATHLETIC FEE, SIUE
[AMENDMENT TO 4 POLICIES OF THE BOARD C-5]

Summary

This matter would approve an increase in the Athletic Fee, SIUE, from its current rate of \$30.55 per semester to a rate of \$32.55 per semester for a full-time student. Summer session rates would be increased correspondingly from the current rate of \$20.35 to \$21.70 for a full-time student. The increases would be effective summer 1994.

Attached for information is a schedule of historic, current, and projected fiscal year information on revenues and expenditures for the Intercollegiate Athletic Program at SIUE.

Rationale for Adoption

The Athletic Fee is the principal source of revenue supporting the Intercollegiate Athletic Program at SIUE. The last increase in the Athletic Fee was effective summer 1982. Since that time, inflationary cost increases have been offset by increasing the efficiency of program operations.

In June, 1993, the President received the Athletic Program PQP report which was developed by the Intercollegiate Athletic Committee. The Committee also serves as the designated fee review committee for the Athletic Fee. Responding to the IBHE PQP recommendation that state support be phased out of athletic programs, the Committee proposed actions to begin eliminating the \$225,565 in state funds currently committed to SIUE's Athletic Program. The Committee recommended direct reductions in the program to eliminate approximately \$157,600 in costs, and proposed actions to generate additional revenue of about \$68,000 independent of a student fee increase. The program reductions would involve eliminating three men's sports, one women's sport, and the addition of one high participation women's sport. In addition to addressing the IBHE concern about state support, the Committee recommendations also address Title IX gender equity considerations. The Committee recommended that SIUE seek quality in a smaller number of sports while maintaining NCAA Division II membership. The Committee report and recommendations were submitted to the constituency senates for comment. When these reviews are complete, administrative officers will act on the Committee's PQP recommendations and implement a plan to phase out state support over a three-year period as called for by the IBHE.

In conducting the fee review and developing its recommendations, the Committee made no presumptions about the decisions that would be made concerning the PQP recommendations or their phasing. Consequently, the attached financial information reflects the current program. In principle, the PQP recommendations will reduce both resources and expenditures concurrently and the program's overall financial position would remain relatively unchanged.

The Committee recommended a \$2.00 per semester increase in the Athletic Fee for a full-time student. This increase, which will generate approximately \$35,900 per year in additional revenue, is intended to provide minimal funding necessary to sustain the Athletic Program. As the financial information reflects, even with the fee increase, at the close of FY-95 the program would have a deficit balance of about \$18,000 when all income and expenses are considered. This deficit will be offset by further cost reductions or revenue generation plans as action is taken on the PQP recommendations. To fully illustrate the income and costs comprising the Athletic Program, all sources of income and expenses are reflected.

Considerations Against Adoption

University officers are concerned that increases in fees which increase the cost of attendance could affect access to the University. These factors were considered at arriving at the recommendation presented herein.

Constituency Involvement

This proposal was developed by the Intercollegiate Athletic Committee which is comprised of faculty, staff, and student members, and ex-officio representatives of the Athletic Program. The Committee's proposal was reviewed and approved by the Student Senate, SIUE. This matter is recommended for adoption by the Vice-President for Development and Public Affairs and the President, SIUE.

Resolution

BE IT RESOLVED, By the Board of Trustees of Southern Illinois University in regular meeting assembled, That:

1. Effective with the collection of fees for the summer session, 1994, that portion of 4 Policies of the Board C-5 which pertains to the Athletic Fee be amended to read as follows:

5. General student fee schedule for Southern Illinois University at Edwardsville in effect summer term, 1994:
 - a. Fall and Spring Semester Fee Rates

<u>Credit Hours</u>	<u>Athletic Fee</u>
1	\$ 3.40
2	6.80
3	10.20
4	13.60
5	17.00
6	20.40
7	23.80
8	27.20
9	30.60
10	32.55
11	32.55
12 and over	32.55

b. Summer Session Fee Rates

<u>Credit Hours</u>	<u>Athletic Fee</u>
1	\$ 2.25
2	4.50
3	6.75
4	9.40
5	11.25
6	13.50
7	15.75
8	18.00
9	20.25
10	21.70
11	21.70
12 and over	21.70

2. The Chancellor of Southern Illinois University be and is hereby authorized to take whatever action may be required in the execution of this resolution in accordance with established policies and procedures.

**FEE REVIEW PROCESS FY 94/95
 INTERCOLLEGIATE ATHLETICS
 Revenue/Expenditure Summary**

	TOTAL REVENUE	TOTAL EXPENSES	BALANCE
FY 92 - Actual			
Intercollegiate Athletics.	865,836	813,924	51,912
Concessions.	19,478	18,764	714
Financial Aid.	232,028	231,995	33
Foundation			
Unrestricted.	20,566	23,288	(2,722)
Restricted.	86,196	58,568	27,628
GRAND TOTAL.	1,224,104	1,146,539	77,565
FY 93 - Actual			
Intercollegiate Athletics.	829,726	798,946	30,780
Concessions.	14,766	9,628	5,138
Financial Aid.	257,927	257,948	(21)
Foundation			
Unrestricted.	22,116	19,511	2,605
Restricted.	82,802	57,046	25,756
GRAND TOTAL.	1,207,337	1,143,079	64,258
FY 94 - Proposed			
Intercollegiate Athletics.	787,042	786,542	500
Concessions.	27,138	17,225	9,913
Financial Aid.	252,926	252,926	00
Foundation			
Unrestricted.	21,480	20,400	1,080
Restricted.	90,281	68,000	22,281
GRAND TOTAL.	1,178,867	1,145,093	33,774
FY 95 - Proposed			
Intercollegiate Athletics.	730,416	818,247	(51,972)
Proposed Fee Increase.	35,859		
Concessions.	34,913	19,350	15,563
Financial Aid.	252,926	252,926	00
Foundation			
Unrestricted.	21,980	20,400	1,580
Restricted.	84,781	68,000	16,781
GRAND TOTAL.	1,160,875	1,178,923	(18,048)

**FEE REVIEW PROCESS FY 94/95
INTERCOLLEGIATE ATHLETICS
Revenue Summary**

	Actual FY 92	Actual FY 93	Proposed FY 94	Proposed FY 95
IN. ATHLETICS ACCOUNT				
Carryover.	38,276	51,912	30,780	500
Fee Distribution . .	465,451	485,270	454,697	425,351
Proposed Fee Increase				35,859
State Funds.	245,960	229,530	225,565	225,565
Other Revenue:				
Gate.	12,726	9,428	14,000	16,000
Season Tickets. .	8,235	8,666	12,000	13,000
Other	51,041	12,586	20,000	20,000
Additional Sport Income	44,147	32,334	30,000	30,000
IN. ATHLETICS				
SUB-TOTAL	865,836	829,726	787,042	766,275
VADALABENE CONCESSIONS				
Carryover.	2,128	714	5,138	9,913
Revenue.	17,350	14,052	22,000	25,000
VADALABENE CONCESSIONS				
SUB-TOTAL	19,478	14,766	27,138	34,913
FINANCIAL AID ACCOUNT				
Carryover.	(1,357)	33	(21)	00
Fee Distribution . .	104,649	114,730	118,303	118,282
Other Revenue. . . .	6,000	7,370	--	--
SUB-TOTAL	109,292	122,133	118,282	118,282
Waiver Allocation	122,736	135,794	134,644	134,644
FINANCIAL AID				
SUB-TOTAL	232,028	257,927	252,926	252,926
FOUNDATION - Unrestricted				
Carryover.	(3,485)	(2,252)	580	1,080
Unrestricted Income.	24,051	24,368	20,900	20,900
UNRESTRICTED				
SUB-TOTAL	20,566	22,116	21,480	21,980
FOUNDATION - Restricted				
Carryover.	13,457	27,795	27,781	22,280
Restricted Income. .	72,739	55,007	62,500	62,500
RESTRICTED				
SUB-TOTAL	86,196	82,802	90,281	84,780
GRAND TOTAL - REVENUE	1,224,104	1,207,337	1,778,867	1,160,870

**FEE REVIEW PROCESS FY 94/95
INTERCOLLEGIATE ATHLETICS
Expenditure Summary**

	Actual FY 92	Actual FY 93	Proposed FY 94	Proposed FY 95
IN. ATHLETICS ACCOUNT				
Salary	478,692	490,564	505,842	533,547
Central Operation .	144,318	116,242	115,750	119,750
Sport Operation . .	135,414	152,205	134,950	134,950
Expenditure from:				
Generated Income.	55,500	39,935	30,000	30,000
IN. ATHLETICS				
 SUB-TOTAL	813,924	798,946	786,542	818,247
VADALABENE CONCESSIONS				
Expenditures	18,764	9,628	17,225	19,350
FINANCIAL AID ACCOUNT				
Cash Expenditures .	109,259	122,154	118,282	118,282
State Waivers	122,736	135,794	134,644	134,644
FINANCIAL AID				
 SUB-TOTAL	231,995	257,948	252,926	252,926
FOUNDATION				
Unrestricted	23,288	19,511	20,400	20,400
Restricted	58,568	57,046	68,000	68,000
FOUNDATION				
 SUB-TOTAL	81,856	76,557	88,400	88,400
GRAND TOTAL-				
 EXPENDITURES	1,146,539	1,143,079	1,145,093	1,178,923
RESERVES - Balance				
or (Deficit)	77,565	64,258	33,774	(18,048)

ESTABLISHMENT OF ROOM AND BOARD RATES,
STUDENT RESIDENCE HALL, SIUE
[AMENDMENT TO 4 POLICIES OF THE BOARD C-12]

Summary

This matter would establish the room and board charges for students living in the new residence hall at SIUE. The rates would be effective at the beginning of residence hall operations which is scheduled for fall 1994.

Attached for information is a schedule showing projected income and expenses for the residence hall operation.

Rationale for Adoption

The room and board rates proposed herein were derived from the financial planning for the new residence hall. The rates are designed to provide sufficient revenue to fund operations and debt service, establish and maintain necessary reserves, and provide residents with a suitable meal plan during FY-95. The financial projections in this board matter include increases for room rates of 3% a year and board rates of 5% a year for fiscal years 1996 and 1997.

Students living in the residence hall will be required to purchase one of the board (meal) plans as part of their contract for housing. The only difference between board plan A and plan B is that plan B provides a slightly higher food expenditure allowance for the student.

Proposed rates are for semesters, and no summer session rate is proposed at this time. Housing management and University officers intend to utilize the residence hall during the summer for conference housing and for housing prospective and incoming students as part of the orientation program. The conference housing and orientation program rates will be established through approval of the President under the Board's delegation of authority in 4 Policies of the Board A-4-a-3.

In addition to room and board charges, residents of the residence hall would pay the Campus Housing Activity Fee (CHAF). The CHAF fee supports programs and activities for residents of University housing at SIUE. Application of CHAF students living in the residence hall is addressed in a separate matter concerning that fee.

Approval of room and board rates for the new residence hall is appropriate at this time so that the rates can be included in recruitment and other literature about the University, and to permit housing management to prepare for and begin contracting with students who will live in the residence hall.

Considerations Against Adoption

University officers are aware of none.

Constituency Involvement

The rates proposed were developed as part of the overall Student Residence Facilities project financial planning.

Resolution

BE IT RESOLVED, By the Board of Trustees of Southern Illinois University in regular meeting assembled, That:

- 1. Effective with the collection of student fees and charges for fall term 1994, 4 Policies of the Board C-12 be and is hereby amended to include the following section:

Student Residence Hall

Per Student Rates Per Semester

Room rental charge	\$1,014
Board charge:	
Plan A	735
Plan B	785

- 2. The Chancellor of Southern Illinois University be and is hereby authorized to take whatever action may be required in the execution of this resolution in accordance with established policies and procedures.

University Housing - Student Residence Hall
Comparative Statement of Estimated Income and Expenses

	Proposed Budget FY-95	Proposed Budget FY-96	Proposed Budget FY-97
INCOME			
Operations:			
Rental	\$1,033,094	\$1,033,094	\$1,033,094
Board	726,062	726,062	726,062
Conference Housing	120,000	120,000	120,000
Vending	30,000	30,000	30,000
Interest Income	40,000	40,000	40,000
Revenue From Proposed Increase FY-96	0	66,353	66,353
Revenue From Proposed Increase FY-97	0	0	69,070
TOTAL INCOME	\$1,949,156	\$2,015,509	\$2,084,579
EXPENDITURES			
Salaries	\$ 211,316	\$ 222,938	\$ 235,200
Wages	99,388	99,388	99,388
Other:			
Personnel Services	28,156	29,141	30,161
Debt Service	380,639	573,427	573,427
Travel	2,000	2,070	2,142
Equipment	10,000	10,350	10,712
Commodities	12,752	13,198	13,660
Contractual Services	965,820	999,624	1,034,611
Telecommunications	51,920	53,737	55,618
Operation of Auto	0	0	0
Special Maint. Projects	0	0	0
TOTAL EXPENDITURES	\$1,761,991	\$2,003,874	\$2,054,920
NET INCOME / (LOSS)	187,165	11,635	29,659
CASH CARRYOVER	187,165	198,800	228,459

INCREASE IN TOWER LAKE APARTMENT RENTAL RATES, SIUE
[AMENDMENT TO 4 POLICIES OF THE BOARD C-12]

Summary

This matter would approve increases in single student and family housing rental rates at SIUE's Tower Lake Apartments. The proposed rates reflect 3% increases for family residents and 8% increases for single student residents. The proposed rates would be effective summer term, 1994.

This matter also revises the rental rate assignment structure for single student housing.

Attached for information is a schedule showing historic, current, and projected fiscal year information on income and expenditures for the apartments.

Rationale for Adoption

Rental rates for the University's Tower Lake Apartments were last increased effective summer 1993. The rent increases proposed herein are necessary to fund costs of the continuing renovation program at the apartments.

In FY-93, a part of the renovation program for the apartments was included in the Student Residence Facilities project. That element of the renovation program, estimated to cost \$1,205,000, will replace roofs and balconies on buildings in single student housing (7500), replace roofs on buildings in family housing (7400), and make miscellaneous electrical and plumbing improvements in all buildings. The cost of that renovation work is reflected in increased debt service expenses for the apartments. Debt service is projected to increase from \$441,000 in FY-94 to \$997,475 in FY-95.

A second major element of the renovation program is planned to begin in FY-94. The proposal being developed would replace siding, gutters and downspouts, soffit and fascia, install new windows and sliding glass and aluminum doors, and provide sealing and caulking. All buildings in the 7500 side of the apartment complex would be included, with work phased over several years as funds become available. Part of the funding to begin this initiative is identified in the FY-94 budget as Special Maintenance Projects. Additional funds will be requested from the repair and replacement reserve for the apartment operation. This phase of the renovation program will address the deterioration in buildings in the 7500 side of the apartment complex.

The attached budget for Tower Lake Housing has been projected for three years beyond the current year to illustrate planned annual increases in rental rates. The housing rates were developed as part of the financial planning for the new Student Residence Facility and included rent equalization between the new facility and Tower Lake Apartments. The projected rent increases for fiscal years 1996 and 1997 are 8% a year for shared bedroom units, 5% a year for deluxe and single rooms, and 3% a year for family units.

Revision of the single student rental assignment structure will provide housing management with a simplified, flexible rate structure. The structure will allow an appropriate rate to be assessed regardless of the assignment to a two- or a three-bedroom unit and the size of the bedroom. Some bedrooms are appreciably larger than others in the same unit, especially in the three-bedroom units. The revision eliminates rates for three-bedroom 6- or 3-student assignments which are not used.

Considerations Against Adoption

University officers are concerned about increases in student costs which can affect access to the University. These factors were considered in developing the recommendation presented.

Constituency Involvement

This proposal was developed by the Tower Lake Advisory Committee which is the designated review body for Tower Lake Apartment rental rates. The Committee is comprised of residents of the apartments. The Committee's proposal was reviewed and approved by the Student Senate. This matter is recommended for adoption by the Vice-President for Student Affairs and the President, SIUE.

Resolution

BE IT RESOLVED, By the Board of Trustees of Southern Illinois University in regular meeting assembled, That effective with the collection of rent for summer term, 1994, 4 Policies of the Board C-12 is amended to read as follows:

12. Rental rates for the use and occupancy of University Housing on the campus of Southern Illinois University at Edwardsville effective summer term, 1994, are as follows:

FAMILY HOUSING I, TOWER LAKE APARTMENTS

\$409 per month - two-bedroom, unfurnished apartment
 \$479 per month - two-bedroom, furnished apartment
 \$460 per month - three-bedroom, unfurnished apartment
 \$535 per month - three-bedroom, furnished apartment

As a service to incoming Faculty/Staff, housing facilities will be available to them while they secure permanent housing. Faculty/Staff shall be limited to a six-month contract at a rate which is, as to each type of unit, \$100.00 higher than above.

SINGLE STUDENT HOUSING I, TOWER LAKE APARTMENTS

Per student rental rates:

Assignment Type*	Per Semester	Per Summer Term
Shared Room	\$ 810.00	\$448.00
Deluxe Single Room	\$1,593.00	\$869.00
Single Room	\$1,204.00	\$670.00

*Shared room = two students assigned to a bedroom designed for occupancy by two students.

Deluxe Single Room = one student assigned to a bedroom designed for occupancy by two students.

Single Room = one student assigned to a bedroom designed for occupancy by one student.

BE IT FURTHER RESOLVED, That the Chancellor of Southern Illinois University be and is hereby authorized to take whatever action may be required in the execution of this resolution in accordance with established policies and procedures.

10-Jan-94
 University Housing - Tower Lake Apartments
 Comparative Statement of Actual and Estimated
 Income and Expenses

	Previous Yr.		Previous Yr.		Current Yr.		Proposed Budget		Proposed Budget	
	Actual FY 91	Actual FY 92	Actual FY 93	Budget FY 94	Budget FY 95	Budget FY 96	Budget FY 97	Proposed Budget FY 96	Proposed Budget FY 97	
INCOME										
Operations:										
Rental	\$2,694,667	\$2,804,383	\$2,819,612	\$2,923,560	\$2,924,691	\$2,924,691	\$2,924,691	\$2,924,691	\$2,924,691	
Conference Housing	\$21,787	\$15,268	\$19,349	\$30,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	
Vending	\$26,024	\$1,586	\$1,523	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	
Interest Income	\$61,288	\$50,094	\$41,727	\$59,000	\$40,000	\$40,000	\$40,000	\$40,000	\$40,000	
Revenue From Proposed Increase FY 95					\$207,581	\$207,581	\$207,581	\$207,581	\$207,581	
Revenue From Proposed Increase FY 96					\$219,259	\$219,259	\$219,259	\$219,259	\$219,259	
Revenue From Proposed Increase FY 97					\$234,607	\$234,607	\$234,607	\$234,607	\$234,607	
TOTAL INCOME	\$2,803,766	\$2,871,331	\$2,882,211	\$3,014,060	\$3,178,772	\$3,178,772	\$3,178,772	\$3,398,031	\$3,632,638	
EXPENDITURES										
Salaries	\$778,469	\$772,723	\$779,935	\$886,594	\$736,329	\$736,329	\$736,329	\$776,827	\$819,553	
Wages	\$147,581	\$146,282	\$159,510	\$177,059	\$172,530	\$172,530	\$172,530	\$172,530	\$172,530	
Other:										
Personnel Services	\$81,512	\$85,365	\$88,929	\$79,566	\$87,573	\$87,573	\$87,573	\$90,638	\$93,810	
Debt Service	\$411,316	\$426,532	\$454,554	\$441,000	\$1,037,841	\$1,031,225	\$1,031,225	\$1,031,225	\$1,031,225	
Travel	\$3,888	\$7,982	\$5,136	\$4,628	\$4,790	\$4,790	\$4,790	\$4,958	\$5,131	
Equipment	\$16,467	\$38,125	\$64,852	\$43,600	\$45,126	\$45,126	\$45,126	\$46,705	\$48,340	
Commodities	\$40,947	\$31,747	\$41,899	\$76,555	\$75,152	\$75,152	\$75,152	\$77,782	\$80,505	
Contractual Services	\$895,889	\$827,672	\$887,292	\$1,089,472	\$938,753	\$971,609	\$971,609	\$1,005,616	\$1,005,616	
Telecommunications	\$114,246	\$125,942	\$128,744	\$133,236	\$109,924	\$109,924	\$109,924	\$109,924	\$109,924	
Operation of Auto	\$14,154	\$10,070	\$9,110	\$9,130	\$9,450	\$9,450	\$9,450	\$9,450	\$9,450	
Special Maint. Projects	\$420,982	\$32,580	\$91,799	\$800,000	\$0	\$0	\$0	\$150,000	\$250,000	
TOTAL EXPENDITURES	\$2,925,451	\$2,505,020	\$2,671,760	\$3,740,840	\$3,217,468	\$3,217,468	\$3,217,468	\$3,441,649	\$3,626,084	
NET INCOME / (LOSS)	(\$121,685)	\$366,311	\$210,451	(\$726,780)	\$173,943	(\$38,696)	\$173,943	(\$43,618)	\$6,554	
CASH CARRYOVER	\$352,657	\$728,968	\$939,419	\$212,639	\$173,943	\$130,325	\$173,943	\$130,325	\$136,879	

INCREASE IN PROJECT BUDGET: OPTOMETRIC EYE CARE CLINIC, SIUE

Summary

This matter would increase the budget for the capital project, Optometric Eye Care Clinic, SIUE, to \$538,600 from \$445,600. Funding for the original project budget is from FY-90 capital appropriations to the Capital Development Board for SIUE. Funding for the increase in the budget will come from remaining funds from a FY-91 Build Illinois appropriation (\$26,570) and \$66,430 from the FY-94 Capital Renewal appropriation for the Edwardsville Campus Infrastructure Repairs project.

Rationale for Adoption

At its meeting on October 12, 1989, the Board of Trustees approved the project and the project budget. On April 12, 1990, the Board recommended the project architectural firm to the Capital Development Board. The project will renovate a portion of the fifth floor of the East St. Louis Center to create an optometric eye care clinic to be operated by the School of Optometry of the University of Missouri at St. Louis.

The low bids received by the Capital Development Board exceeded the original budget. After reviewing the bids, University and Capital Development Board officers determined that the scope of the project cannot be scaled down and still result in a viable clinic facility. Rebidding the project is not expected to result in lower bids. The recommended option is to increase the project budget to \$538,600 to permit the award of contracts. Monies appropriated to the Capital Development Board for SIUE projects are available to fund the increase in the project budget. The reduction in the Edwardsville Campus Infrastructure Repairs project will require deferring some lower priority elements of that project.

Considerations Against Adoption

University officers are aware of none.

Constituency Involvement

Not pertinent to this action.

Resolution

BE IT RESOLVED, By the Board of Trustees of Southern Illinois University in regular meeting assembled, That:

- (1) The approved budget for the capital project, Optometric Eye Care Clinic, SIUE, be and is hereby increased to \$538,600, with funding for the project to be from appropriations to the Capital Development Board for SIUE projects.

- (2) The Chancellor of Southern Illinois University be and is hereby authorized to take whatever action may be required in the execution of this resolution in accordance with established policies and procedures.

PROJECT APPROVAL AND SELECTION OF ARCHITECT: EVERGREEN
TERRACE REMODELING, SIUC

Summary

This matter seeks project and budget approval to remodel some of the kitchens in the Evergreen Terrace married student housing area.

The estimated cost of this work is \$150,000. Funding will come from housing revenue generated by Evergreen Terrace.

This matter further requests authorization for the plans and specifications for this project to be prepared by the Physical Plant Engineering Services.

Rationale for Adoption

The University Housing Office is planning to remodel the kitchens in approximately 90 of the 304 apartments in the Evergreen Terrace residential area. Kitchen cabinets will be replaced, electrical service will be expanded, and ground fault interrupters will be installed.

Contracts for the general and electrical work will be issued, and the plumbing work will be completed by in-house personnel. Physical Plant Engineering Services will prepare the plans and specifications for this project.

Considerations Against Adoption

University officers are aware of none.

Constituency Involvement

Not pertinent to this matter.

Resolution

BE IT RESOLVED, By the Board of Trustees of Southern Illinois University in regular meeting assembled, That:

- (1) The project to remodel some of the kitchens in the Evergreen Terrace residential area be and is hereby approved at an estimated cost of \$150,000.
- (2) Funding for this project will come from housing revenue generated by Evergreen Terrace.

- (3) Upon recommendation of the Architecture and Design Committee, authorization be and is hereby granted for the plans and specifications to be prepared by Physical Plant Engineering Services.
- (4) The Chancellor of Southern Illinois University be and is hereby authorized to take whatever action may be required in the execution of this resolution in accordance with established policies and procedures.

PROJECT APPROVAL AND SELECTION OF ARCHITECT: FIRE ALARM
RENOVATIONS, PHASE III, UNIVERSITY HOUSING, SIUC

Summary

This matter seeks project and budget approval to make renovations to the fire alarm system in Neely Hall which is in the University Park residential area.

The estimated cost of this project is \$300,000. Funding will come from student housing revenues.

This matter further requests authorization for the plans and specifications for this project to be prepared by the same private engineering firm that has been commissioned on the previous phases of work.

Rationale for Adoption

The University Housing Office has developed plans to move forward to the next phase of renovations of its fire alarm systems. The Board of Trustees has given its approval to previous phases at its meetings on May 9, 1991, November 12, 1992, and November 11, 1993. This present request of \$300,000 is for Neely Hall, the seventeen-floor high rise dormitory that is part of the University Park residential area. The work is to be completed during the summer while the building is not in use.

The engineering firm of Buchanan and Bellows of Bloomington, Illinois, has been approved by the Board to prepare the plans and specifications for each of the preceding fire alarm projects. Their work has been timely and within the budget allowed, and their knowledge of the campus system that has been gained through these past projects is very valuable. For these reasons, it is requested herein that this firm be approved to prepare the plans and specifications for this next phase.

Considerations Against Adoption

University officers are aware of none.

Constituency Involvement

Not pertinent to this matter.

Resolution

BE IT RESOLVED, By the Board of Trustees of Southern Illinois University in regular meeting assembled, That:

- (1) The project to renovate the fire alarm system in Neely Hall be and is hereby approved at an estimated cost of \$300,000.
- (2) Funding for this project will come from student housing revenue.
- (3) Upon recommendation of the Architecture and Design Committee, the firm of Buchanan and Bellows be and is hereby authorized to prepare the plans and specifications.
- (4) The Chancellor of Southern Illinois University be and is hereby authorized to take whatever action may be required in the execution of this resolution in accordance with established policies and procedures.

PROJECT APPROVAL, LAND ACQUISITION
334, 404, AND 404½ WEST CALHOUN STREET,
SPRINGFIELD MEDICAL CAMPUS, SIUC

Summary

This matter seeks project approval and authorization to request that the SIU Foundation purchase the properties at 334, 404, and 404½ West Calhoun Street, Springfield, Illinois, for future Springfield campus development.

Rationale for Adoption

The properties identified are contiguous with existing University property at Springfield and are available at a reasonable market price. These properties are in an area where planned facilities development is anticipated. Funding for the purchase can come from monies that have been given to the SIU Foundation to further the efforts of the School of Medicine.

Considerations Against Adoption

University officers are aware of none.

Constituency Involvement

Not pertinent to this matter.

Resolution

BE IT RESOLVED, By the Board of Trustees of Southern Illinois University in regular meeting assembled, That:

- (1) The project to purchase the property at 334, 404, and 404½ West Calhoun Street, Springfield, Illinois, through the SIU Foundation at a cost of \$107,500 is approved.
- (2) The Chancellor of Southern Illinois University be and is hereby authorized to take whatever action may be required in the execution of the resolution in accordance with established policies and procedures.

Mr. Norwood moved the reception of Reports of Purchase Orders and Contracts, January, 1994, SIUC and SIUE; the ratification of Changes in Faculty-Administrative Payroll, SIUC and SIUE; and the approval of the Minutes of the Meeting held February 10, 1994; Project Approval and Retention of Architect: University Center Cafeteria Renovation, SIUE; Increase in Campus Housing Activity Fee, SIUE [Amendment to 4 Policies of the Board C-9]; Increase in Textbook Rental Fee, SIUE [Amendment to 4 Policies of the Board C-5]; Increase in Athletic Fee, SIUE [Amendment to 4 Policies of the Board C-5]; Establishment of Room and Board Rates, Student Residence Hall, SIUE; Increase in Tower Lake Apartment Rentals Rates, SIUE [Amendment to 4 Policies of the Board C-12]; Increase in Project Budget: Optometric Eye Care Clinic, SIUE; Project Approval and Selection of Architect: Evergreen Terrace Remodeling, SIUC; Project Approval and Selection of Architect: Fire Alarm Renovations, Phase III, University Housing, SIUC; and Project Approval, Land Acquisition: 334, 404, and 404½ West Calhoun Street, Springfield Medical Campus, SIUC. The motion was duly seconded. Student Trustee opinion in regard to the motion was indicated as follows: Aye, Nick Adams, Mark Kochan. The motion carried by the following recorded vote: Aye, John Brewster, Molly D'Esposito, William R. Norwood, Celeste M. Stiehl, A. D. VanMeter, Jr., George T. Wilkins, Jr.; nay, none.

The following matter was presented:

INCREASE IN RESIDENCE HALL RATES AND APARTMENT
RENTALS, SIUC
[AMENDMENT TO 4 POLICIES OF THE BOARD B-15]

Summary

This matter proposes increases in residence hall rates effective Summer Session 1994 and increases in apartment rentals effective July 1, 1994. Typical increases include \$44 per semester (2.8%) for double occupancy room and board in the residence halls, \$5 per month (1.5% to 1.8%) in family housing, and \$8 to \$10 per month (2.6% to 2.8%) in other apartment rentals.

Rationale for Adoption

After recovering in FY-93, residence hall occupancy again decreased in FY-94 due to a 14.0% drop in freshmen (18.0% drop in new freshmen). The occupancy drop of 6.6% from FY-93 to FY-94 would have been even more severe if marketing efforts had not been so successful in retaining current residents from FY-93. The greater flexibility in meal plans and other efforts to respond to student needs and preferences have been well received. Further efforts are being made to discover and respond to student preferences. The loss of revenue from reduced occupancy is being partially offset by deferring some of the planned improvements and repairs (special projects) in FY-94.

The modest rate increase proposed here is based primarily on meeting inflationary increases. Although expenses are budgeted to exceed revenue by \$791,600 in FY-94, this is largely offset by the excess of revenue over expense in FY-93 due to delays in renovation projects. Expenses are also projected to exceed revenue by \$679,580 in FY-95. Of this amount, \$386,100 is proposed to be met by the rate increase. The remaining \$293,480 will come from the use of cash and receivables. Cash balances are judged to be sufficiently strong to permit this usage. The cash balance on June 30, 1993, net of prepayments for FY-94, was \$3,569,204.

A salary increase of 4.0% had been projected for FY-94. The savings from the actual increase of 2.5% is approximately \$54,000 and was applied toward the revenue loss from decreased occupancy. An increase of 3.5% has been projected for FY-95. Any savings from a lesser increase will be applied toward deferred projects or a loss of revenue should that occur. A 3.0% decline in the freshman class is projected for Fall 1994, which Housing plans to offset by increased retention of current residents.

The variety of meal plans and other options makes direct comparisons among universities difficult. However, our current rates rank a distant second from those of the University of Illinois and are comparable to those of the other resident State universities, whose annual rates are separated by generally less than \$100.

No increase in Summer Session rates is proposed, due to the low Summer occupancy. There is also no increase proposed for the Summer leases with fraternities and sororities.

Southern Hills apartment complex and Greek Row are part of the same funded debt entity as the residence halls (including the Northwest Annex) and share in their common operating experience. Applying a comparable percentage increase to the lease for fraternities and sororities (2.8%) would increase their rate from \$48,760 to \$50,112 for the academic year. Two changes from past practice are proposed. First, it is proposed that the housekeeping/advisor credit normally given annually be replaced by a one-time reduction in the lease of \$1,772. Second, following the experience gained at Evergreen Terrace, it is proposed that each organization pay for their own use of electricity for the full year in return for a reduction of \$7,800 in the lease. This amount is the average charge for electricity per building over the last several years. Currently, those fraternities or sororities which elect to remain open during the Summer Session pay their own electrical usage during that time. The proposed lease amount, after these reductions, is \$40,540.

Evergreen Terrace continues to show good occupancy and much improved conditions than existed a few years ago before the extensive renovations. Housing is operating on a plan to maintain these apartments on a continuous basis so as to avoid the deterioration that occurred before. A modest rent increase of \$5 per month (less than 2.0%) is proposed. Among the major improvement projects for FY-95 are repainting of an increased number of apartments and continuing replacement of kitchen cabinets and appliances.

A 2.6% increase of \$8 per month is proposed for Elizabeth Apartments and a 2.8% increase of \$10 per month for University Courts, similar to the increase for the residence halls.

Considerations Against Adoption

The proposed increases could be reduced or avoided by depleting working cash balances or deferring maintenance and renovation projects.

Constituency Involvement

The preparation of the budget and its implications have been shared with the Residence Hall Association. A variety of means, including questionnaires and staff interaction with residents, are used to determine needs and preferences of the residents.

This matter has been shared with the Undergraduate Student Government and the Graduate and Professional Student Council.

Resolution

BE IT RESOLVED, By the Board of Trustees of Southern Illinois University in regular meeting assembled, That the rents and charges heretofore established for the following University Housing shall be and are hereby changed until otherwise amended to the rate shown in the following schedule, and that 4 Policies of the Board B-15 be and is hereby amended to read as follows:

15. University Housing:

- a. Schedule of rates for University-operated single student housing at SIUC effective Summer Session, 1994:

	<u>Room Rate</u>	<u>Food Rate</u>	<u>Room and Food Rate</u>
Resident - Per Semester			
Double Occupancy			
19 Meals	\$ 960	\$ 668	\$1,628
15 Meals M-F	960	633	1,593
Any 15 Meals	960	643	1,603
12 Meals + \$45 Credit	960	668	1,628
Break Housing Increment	118		
Single Room Increment	476		
Resident - Summer Session			
Double Occupancy	483	310*	793
Single Room Increment	113		
Non-Resident - Per Semester			
19 Meals		783	
15 Meals M-F		746	
Any 15 Meals		756	
12 Meals + \$45 Credit		783	

*Meals provided through a non-refundable credit in the Student Center.

- b. Schedule of rates for Greek Row building lease at SIUC effective Summer Session, 1994:

Fraternities and Sororities

Academic year (including maintenance and utilities except electricity)*	\$40,540
Summer Session	1,208

*Tenants are responsible for electricity for the full year. Lease also includes refund of credit for housekeeping/advisor.

SIUC Leased Office Space

Annual (without utilities & maintenance)	\$20,300
--	----------

- c. Schedule of rates for University-owned apartment rental housing at SIUC effective July 1, 1994:

	<u>Monthly Rate</u>
Southern Hills - Furnished, with utilities	
Efficiency	\$293
One bedroom	317
Two bedroom	339
Evergreen Terrace* - Unfurnished, plus charges for metered electricity	
Two bedroom	280
Three bedroom	302
Elizabeth Apartments - Furnished, with utilities	
Efficiency	312
University Courts - Furnished, with utilities	
One bedroom	372

*Rates subject to approval by the SIU Foundation (Carbondale) and the Department of Housing and Urban Development.

University Housing - Funded Debt
Comparative Statement of Actual and Estimated
Income and Expense
(Accrual Basis)

	ACTUAL FY-91	ACTUAL FY-92	ACTUAL FY-93	BUDGETED FY-94	PROJECTED FY-95
INCOME					
Operations	15,459,631	15,470,126 ^A	16,405,650 ^B	16,303,200 ^A	16,352,200
Investments	331,907	273,208	221,533	204,000	204,000
TOTAL INCOME	<u>15,791,538</u>	<u>15,743,334</u>	<u>16,627,183</u>	<u>16,507,200</u>	<u>16,556,200</u>
EXPENSE					
Salaries	3,787,746	3,514,053 ^D	3,607,713	3,713,600	3,843,600
Wages	1,216,103	1,230,631	1,206,259	1,231,400	1,231,400
Less USOE	(169,014)	(232,678) ^F	(285,486)	(255,600)	(255,600)
Food	2,248,509	2,084,387 ^G	2,102,606	2,113,300	2,197,800
Utilities	1,864,123	1,939,485	1,782,139 ^H	1,902,500	1,959,600
Maintenance Bldg.					
Ground & Equip.	2,177,873	2,366,470	2,378,756 ^I	2,472,300 ^I	2,534,100
Special Projects	1,158,627	1,601,689	733,041 ^I	1,630,800 ^I	1,578,200
(Use of Reserves)	0	(653,649) ^J	0	0 ^K	0
Equipment	375,941	156,497 ^L	158,227	598,200 ^L	517,100
Cable TV	0	158,867 ^L	210,865 ^L	220,500 ^L	224,900
Administration	1,156,223	1,227,790	1,284,017 ^M	1,312,000	1,338,400
Special Projects	12,313	0	4,714 ^N	17,000	17,000
Commodities	293,263 ^O	285,407 ^O	537,271 ^N	342,900 ^O	351,500
Special Projects	123,653 ^O	111,615 ^P	53,606 ^O	65,600 ^O	74,000
Telecommunications	486,343	504,958	490,575	493,200 ^Q	493,200
Maintenance Allowance	528,472 ^Q	527,046 ^Q	555,987 ^Q	594,800 ^Q	594,800
Other Current Exp.	418,194 ^R	481,155 ^R	581,683 ^R	474,200 ^R	483,700
Special Projects	72,623 ^S	60,196 ^S	0	0	0
TOTAL OPERATING EXPENSES	<u>15,750,992</u>	<u>15,363,919</u>	<u>15,401,973</u>	<u>16,926,700</u>	<u>17,183,700</u>
Debt Service	<u>1,528,858</u>	<u>1,669,784^T</u>	<u>1,776,807^T</u>	<u>1,723,400^T</u>	<u>1,441,000</u>
TOTAL EXPENSE	<u>17,279,850</u>	<u>17,033,667</u>	<u>17,178,780</u>	<u>18,650,100</u>	<u>18,624,700</u>
Use of Revenue					
Bond Fee	1,248,819	1,252,606	1,267,000	1,351,300	1,388,900
REVENUE OVER EXPENSE	<u>(239,493)</u>	<u>(37,727)</u>	<u>715,403^U</u>	<u>(791,600)^U</u>	<u>(679,500)</u>
USE OF CASH AND RECEIVABLES	239,493	37,727	(715,403)	791,600	293,400
REVENUE FROM PROPOSED RATE INCREASE					386,100

University Housing - Funded Debt
Comparative Statement of Actual and Estimated
Income and Expense
(Accrual Basis)

NOTES:

- A Rate increase offset by decline in occupancy due to decline in freshmen of 11.0% (FY-92) and 14.0% (FY-94). Loss would have been greater without increased retention of returning students.
- B Reflects increased occupancy due to marketing efforts to retain upper division residents, a 6.0% increase in freshmen, and increases from snack areas, offset by adjustments for reduced meal plans.
- C Assumes success in further marketing efforts to retain upperclassmen in the face of a projected 3.0% decline in freshmen.
- D Reflects staff reductions, primarily in Food Service, from reduced weekend services and elimination of bakery and meat-cutter positions.
- E Assumes 3.5% salary increase. Savings from a smaller actual increase would be used to fund maintenance projects on the 5-year plan.
- F Reduced cost reflects tighter controls on food production and inventory.
- G Assumes 4.0% cost increase.
- H FY-93 reflects one-time rebate of approximately \$127,000 for electricity.
- I \$900,000 was deferred from FY-93 to FY-94 due to project delays. Funding for new projects for FY-94 was reduced due to lower occupancy.
- J Funds to install cable TV system to be repaid from operations.
- K Includes replacement of major food service equipment items.
- L Programming costs and, beginning FY-93, a full-time electrician to maintain the system. Also reflects cost of channels added at student request.
- M Reflects regular salary increases, a new position (computer specialist), and replacement software costs.
- N Reflects the reclassification of certain equipment items as commodities.
- O Non-recurring purchase under \$100 (furniture, mattresses, dishes, etc.).
- P Includes one-time cost of installing emergency-security telephones on grounds around Housing areas.
- Q Cost of room and board for resident Housing staff.

^RIncludes refuse removal, taxes, laundry, insurance, transportation, and bad debt expense. FY-92 included \$56,818 bad debt expense for damages at Greek Row.

^SShared expense for installation of Vali-Dine ID system.

^TIncludes \$100,000 annual repayment to Reserve for funding to install cable TV. FY-95 reflects the benefits of the restructuring of the bonds.

^UIncludes funding for projects budgeted for FY-93, but carried over to FY-94. Cash balance at the end of FY-93 was \$3,569,204 excluding prepayments for FY-94.

University Housing - Evergreen Terrace
Comparative Statement of Actual and Estimated
Income and Expense
(Accrual Basis)

	ACTUAL FY-91	ACTUAL FY-92	ACTUAL FY-93	BUDGETED FY-94	PROJECTED FY-95
COME					
Operations	1,130,281	1,129,298	1,164,524	1,212,600	1,212,600
Interest	<u>10,416</u>	<u>14,249</u>	<u>11,558</u>	<u>15,000</u>	<u>15,000</u>
TOTAL INCOME	<u>1,140,697</u>	<u>1,143,547</u>	<u>1,176,082</u>	<u>1,227,600</u>	<u>1,227,600</u>
PENSE					
Salaries	39,594	40,016	57,097 ^A	63,000 ^B	65,200
Wages (Net of USOE)	82,378	93,254	82,052	88,300	88,300
Utilities	351,910	316,251	323,948	326,800	335,000
Maintenance Bldg.					
Ground & Equip.	216,875	179,703	272,858	237,300	243,200 ^C
Special Projects	229,130	200,102	140,631	162,200	164,400 ^C
Less Use of Reserves	0	0	0	0	0 ^D
Equipment	2,039	6,543	2,090	25,300	10,000
Administration	55,207	55,752	59,302	62,200	64,100
Refuse Removal	17,072	18,306	19,119	22,200	22,800
Other Current Exp.	27,841	31,026	53,384	125,100 ^E	34,800
Real Estate Rental	<u>208,717</u>	<u>209,639</u>	<u>216,791</u>	<u>206,200</u>	<u>217,300</u>
TOTAL OPERATING EXPENSES	1,230,763	1,150,592	1,227,272	1,318,600	1,245,100
Revenue					
Bond Fee	151,000	0	0	91,000 ^F	0
REVENUE OVER EXPENSE	<u>60,934</u>	<u>(7,045)</u>	<u>(51,190)</u>	<u>0</u>	<u>(17,500)</u>
ADJUSTMENTS TO REVENUE					
RECEIVABLES		7,045	51,190	0	0
ADJUSTMENTS TO EXPENSES					
VENUE FROM PROPOSED RATE INCREASE					17,500

NOTES:

1. Nonrecurring increase due to an employee on extended sick leave.

2. Nonrecurring increase due to an accounting adjustment to properly reflect the cost of a full-time maintenance employee shared with Southern Hills.

3. Painting \$75,000; Apt. lighting \$5,000; Kitchen cabinets \$74,400; Balcony repairs \$2,000; Landscaping \$5,000; Recreation equipment \$3,000.

4. Appliance replacements, as needed.

5. Includes \$91,000 one-time increase in allowance for bad debt, due to changes in the application of payment priorities in the University's billing system.

6. Nonrecurring use as approved at the December 1993 Board meeting. See Note E.

University Housing - Auxiliary Housing
Comparative Statement of Actual and Estimated
Income and Expense
(Accrual Basis)

	ACTUAL FY-91	ACTUAL FY-92	ACTUAL FY-93	BUDGETED FY-94	PROJECTED FY-95
INCOME					
Operations	102,570	104,692	99,767	111,500	111,500
Interest	4,423	4,024	2,654	3,000	3,000
TOTAL INCOME	<u>106,993</u>	<u>108,716</u>	<u>102,421</u>	<u>114,500</u>	<u>114,500</u>
EXPENSE					
Salaries	9,077	9,626	9,950	10,000	10,400
Wages (Net of USOE)	3,740	4,440	4,440	4,400	4,400
Utilities	21,762	22,240	18,784	23,600	24,300
Maintenance Bldg.					
Ground & Equip.	19,434	20,150	15,412	17,500	17,900
Special Projects	11,294	31,899	24,839	37,700	28,000
Less Use of					
Reserves	0	0	0	0	0
Equipment	12,567	4,923	0	14,600	15,000
Administration	6,055	6,617	6,547	7,800	8,000
Other Current Expense	3,776	4,030	11,374	6,300	6,400
Special Current Exp.	1,608	1,473	1,331	1,000	2,000
Rep. & Repl. Reserve	<u>10,000</u>	<u>10,000</u>	<u>10,000</u>	<u>10,000</u>	<u>10,000</u>
TOTAL OPERATING EXPENSE	99,313	115,398	102,677	132,900	126,400
REVENUE OVER EXPENSE USE OF CASH AND RECEIVABLES	<u>7,680</u>	<u>(6,682)</u>	<u>(256)</u>	<u>(18,400)</u>	<u>(11,900)</u>
		6,682	256 ^A	18,400 ^B	8,900
REVENUE FROM PROPOSED RATE INCREASE					3,000

NOTES:

^ACash balance on 6/30/93 was \$53,241.

^BProjected cash balance for 6/30/94 is \$34,841.

^CProjected cash balance for 6/30/95 is \$25,941.

Mrs. D'Esposito stated that the Finance Committee had recommended approval of this matter. She moved that the resolution be approved. The motion was duly seconded.

Mr. Kochan stated that he had been presented with two resolutions from the SIUC Undergraduate Student Council and the Graduate and Professional Student Council. Mr. Kochan stated that on this particular housing increase issue, he commended Harvey Welch and Ed Jones. He explained that they had done an excellent job in trying to keep the costs down. He said meal plans had been offered and tables had been set up in the Student Center to be accessible to the students. He stated that he would support this particular increase.

The motion having been duly made and seconded, the Chair called for a roll call vote. Student Trustee opinion in regard to the motion was indicated as follows: Aye, Nick Adams, Mark Kochan; nay, none. The motion carried by the following recorded vote: Aye, John Brewster, Molly D'Esposito, William R. Norwood, Celeste M. Stiehl, A. D. VanMeter, Jr., George T. Wilkins, Jr.; nay, none.

The following resolutions from the SIUC Undergraduate Student Council and the Graduate and Professional Student Council are hereby entered into the minutes.

UNDERGRADUATE STUDENT GOVERNMENT
SOUTHERN ILLINOIS UNIVERSITY AT CARBONDALE
STUDENT SENATE
22 FEBRUARY 1994

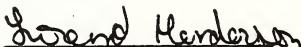
BILL TO OPPOSE THE PROPOSED HOUSING INCREASE

- WHEREAS:** University Housing plans to increase the rate for room and board by \$44 per semester or approximately 2.8%; and,
- WHEREAS:** Students currently pay over \$3100 per semester to Southern Illinois University at Carbondale; and,
- WHEREAS:** Of this \$3100 per semester, \$1584 per semester goes directly to University Housing; and,
- WHEREAS:** Students are currently burdened by both financial aid cuts and expensive Bursar bills; and,
- WHEREAS:** In addition to the proposed housing increase, the University also plans increases in Athletic, Tuition, and Health Service Fees; and,
- WHEREAS:** The increases of Housing, Tuition, Athletics, and Health Service could total over \$200 per semester; and,
- THEREFORE BE IT ENACTED THAT:** The Undergraduate Student Government oppose the Housing Fee increase due to the fact that SIUC Students can no longer afford more increases; and,
- THEREFORE BE IT FURTHER ENACTED THAT:** That Undergraduate Student Government help University Housing in finding other avenues of funding.

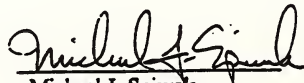
Written and Submitted by: John R. Shull, Thompson Point Senator

Passed: Voice Vote

Certified:



Lorenzo Henderson
Vice President
Undergraduate Student Body



Michael J. Spiwak
President
Undergraduate Student Body

**GRADUATE AND PROFESSIONAL STUDENT COUNCIL
SOUTHERN ILLINOIS UNIVERSITY AT CARBONDALE
FEBRUARY 28, 1994**

**RESOLUTION OPPOSING THE PROPOSED INCREASE IN
RESIDENCE HALL RATES AND APARTMENT RENTALS**

- WHEREAS:** University housing has proposed increases in residence hall rates effective Summer Session 1994 and increases in apartment rentals effective July 1, 1994. These increases include \$44 per semester (2.8%) for double occupancy room and board in the residence halls, \$5 per month (1.5% to 1.8%) in family housing, and \$8 to \$10 per month (2.6% to 2.8%) in other apartment rentals; and
- WHEREAS:** In addition to the proposed housing increase, the University also plans increases in tuition and numerous student fees; and
- WHEREAS:** Overall SIUC student enrollment is declining; and
- WHEREAS:** Current vacancies in off-campus approved housing are being remedied by allowing John A. Logan College athletes to reside there, and the University Administration now proposes making available on campus housing to all John A. Logan students; and
- WHEREAS:** In recent years, University Housing has implemented housing fee increases each year; and
- WHEREAS:** This current trend will only result in creating further vacancies in on-campus housing; and
- WHEREAS:** This may also cause University Housing to become less competitive with other student rental options; and
- WHEREAS:** The University Housing policy of "Deferred Maintenance" has resulted in an inefficient appropriation of resources and has further obstructed its ability to engage in long-term planning; and
- WHEREAS:** University Housing has demonstrated a lack of long-term scope in planning.
- THEREFORE BE IT RESOLVED:**
The Graduate and Professional Student Council opposes the proposed increases in residence hall rates and apartment rentals; and
- THEREFORE BE IT FURTHER RESOLVED THAT:**
The GPSC reaffirms its request for the creation of an advisory board for University and Off-Campus Approved Housing.

The following matters were presented for notice only:

NOTICE OF PROPOSED FEE INCREASE: STUDENT MEDICAL*
BENEFIT FEE, SIUC
[AMENDMENT TO 4 POLICIES OF THE BOARD B-6 AND B-12-b]

Summary

This matter seeks an increase only in the Insurance Premium component of the Student Medical Benefit Fee in response to a 31.32% increase in the FY-95 premium rate per student. An additional increase of \$7.00 is also necessary to annualize the amount of the FY-94 premium rate increase that was paid from working cash. Added together, this totals to a \$42.00 increase in the semester rate and a \$25.20 increase in the summer rate.

As proposed, the FY-95 Student Medical Insurance Premium Fee would be \$148.00 per semester and \$88.80 for the summer. Negotiations with the provider are continuing. It is possible that this proposed increase could be reduced if a plan of managed care can be implemented.

Continuing efforts are being made to reduce costs in the on-campus component of the Student Health Programs to cover inflationary increases rather than proposing a further fee increase for FY-95.

Rationale for Adoption

The Student Health Fee and the Student Medical Insurance Premium Fee are the two components of the Student Medical Benefit Fee. The former funds the on-campus program of primary health care while the latter funds the contract with an external provider of health insurance. An increase is proposed only for the insurance component in response to a 31.32% premium rate increase and to annualize the portion of the FY-94 rate increase which was paid from non-recurring funds in FY-94.

The 1994-95 insurance premium is based on actual SIUC experience during the last completed contract year (1992-93). Expense is measured by claims incurred and paid during the contract year and twelve months following for conditions which occurred during the contract year.

Last year at this time, the University was faced with a 76% increase in premium, based on 1991-92 claims experience that had more than doubled from the previous contract period. In negotiating with the insurance provider, the University took the position that 1991-92 represented an anomaly, based on prior claims experience, and that claims would decline in 1992-93. On that basis, the insurance provider was willing to risk a reduced premium increase of 34%, rather than 76%.

*President Guyon reported to the Finance Committee that the amount of the increase would be reduced in the matter presented at the April Board meeting.

Unfortunately, it appears that 1991-92 was not an anomaly. The claims experience for 1992-93 is running 3.4% ahead of 1991-92. The relatively small increase, however, is encouraging news for future premium growth. The underestimated premium base for 1993-94 must be adjusted to project the premium for the 1994-95 contract year, in addition to the relatively modest claims increase of 1992-93 over 1991-92. Negotiations with the provider, with no changes in coverage, have resulted in a 31.32% premium increase for 1994-95. Added to the 34% increase last year, the total of almost 68% is still less than the 76% increase that had been proposed last year.

One other effort was made last year to reduce the \$29.00 fee increase needed to fund the 34% premium increase. A \$2.00 amount of the previous year's fee increase was determined to be available on a recurring basis. A further \$7.00 portion was deferred to FY-95 by the non-recurring use of working cash. The proposed FY-95 semester fee increase of \$42.00 is determined by adding the above \$7.00 to the \$35.00 needed to fund the 31.32% premium increase.

The proposed increase would bring the annual cost for health insurance to \$384.80, or \$32.07 per month. The total cost for comprehensive health care, including on-campus primary care, would amount to \$48.97 per month.

Student leadership has consistently wanted to maintain the current coverages, or even to increase coverage, so reductions in covered services have not been seriously considered. However, the insurance provider has suggested that a smaller premium increase could be obtained by entering into a managed care arrangement.

The managed care approach would be similar to that currently offered to employees by the State of Illinois. A network of preferred providers offering discounted charges and physicians willing to accept payment based on reasonable and customary charges would be developed. Students who elected to use someone outside the network would pay a slightly higher co-payment. Caps for total out-of-pocket expense would still protect students from excessive costs.

While many details remain to be resolved, exploratory efforts by the insurance provider indicate that a managed care network may be feasible for SIUC students. This has arisen as such a late-breaking possibility that there has not been sufficient time to develop a firm agreement with the provider and to obtain an informed opinion from the student constituencies prior to the preparation of this informational matter. If the managed care approach is not found to be possible, then the fee increase as proposed would be required to continue the current health care program.

It is hoped that the necessary details of an agreement and the informed opinion of the student constituencies can be obtained in time for a lower fee increase to be proposed when this matter is presented for action at the April meeting. If that cannot be done by April, then it is recommended that this matter be acted upon as it stands. When a managed care proposal does become a firm option, a reduced fee would be proposed, similar to what occurred a few years ago when the insurance contract was put out for bid a second time.

Considerations Against Adoption

Costs might be decreased by reducing coverage and rebidding the contract.

Constituency Involvement

An administrative task force formed last year from Student Health Programs, Office of the Vice-President for Student Affairs, and University Risk Management has continued to negotiate with the providers on this issue. A member of the Student Health Advisory Committee, who was available when the issue of managed care arose, was also included in a meeting with the provider. This issue has since been discussed with student leadership and is under consideration by their respective constituencies.

Resolution

BE IT RESOLVED, By the Board of Trustees of Southern Illinois University in regular meeting assembled, That, effective with the collection of fees for Fall Semester, 1994, 4 Policies of the Board B-6 be amended to show the following schedule:

<u>Hours</u>	<u>Student Medical Insurance Premium⁵</u>	
1	\$106.00	<u>\$148.00</u>
2	106.00	<u>148.00</u>
3	106.00	<u>148.00</u>
4	106.00	<u>148.00</u>
5	106.00	<u>148.00</u>
6	106.00	<u>148.00</u>
7	106.00	<u>148.00</u>
8	106.00	<u>148.00</u>
9	106.00	<u>148.00</u>
10	106.00	<u>148.00</u>
11	106.00	<u>148.00</u>
12 or more	106.00	<u>148.00</u>

⁵Rate shown applies to Fall and Spring Semesters only; Summer Session rate is ~~\$63.60~~ \$88.80. Subsequent rates are subject to change in accordance with the terms of the contract with the insurance supplier.

BE IT FURTHER RESOLVED, That 4 Policies of the Board B-12-b be amended as follows:

- 12. b. Student Medical Insurance Premium. Commencing with the Fall Semester, 1993 1994, a Student Medical Insurance Premium of ~~\$106.00~~ \$148.00 for Fall Semester, ~~\$106.00~~ \$148.00 for Spring Semester, and ~~\$63.60~~ \$88.80 for Summer Session shall be collected from each student. Subsequent rates are subject to change in accordance with the terms of the contract with the insurance supplier.

Student Health Insurance Program
Statement of Revenue and Expense

	FY-91 Actual	FY-92 Actual	FY-93 Actual	FY-94 Budget	FY-95 Projected
REVENUE					
Insurance Premium Fee	3,223,863	3,412,302	3,377,495 ^A	4,588,401 ^B	4,112,771 ^C
Interest Earnings	<u>34,622</u>	<u>27,265</u>	<u>30,060</u>	<u>30,000</u>	<u>30,000</u>
TOTAL REVENUE	3,258,485	3,439,567	3,407,555	4,618,401	4,142,771
EXPENSE					
Insurance Premiums	2,569,087	3,468,517	3,491,054 ^D	4,488,270 ^E	5,633,540 ^E
Adjustment for Prior Years	511,515 ^F	0	(515,811) ^G	0	0
Claims Administration:					
Salaries	72,216	88,811	89,653	82,011	84,881 ^H
Wages	6,616	12,362	20,776	16,000	16,000
Less use of F.W.S.	0	(695)	(1,949)	0	0
Commodities	1,758	3,507	2,387	3,750	3,750
Contractual Services	10,571	24,107	24,571	20,500	20,500
Other Current Expenses	525	2,640	130	150	150
Telecommunications	<u>38</u>	<u>720</u>	<u>629</u>	<u>650</u>	<u>650</u>
Subtotal, Claims Admin.	94,724	131,452	136,697	123,061	125,931
TOTAL EXPENSE	3,175,326	3,599,969	3,111,940	4,611,331	5,759,471
REVENUE OVER EXPENSE	83,159	(160,402)	295,615	7,070	(1,616,700)
Proposed increase of \$42					<u>1,629,589</u>
ENDING FUND BALANCE	<u>139,106</u>	<u>(21,296)</u>	<u>274,319</u> ^I	<u>281,389</u>	<u>294,278</u>

- NOTES:
- Includes a \$3 increase and a late ISAC payment for FY-92 of \$53,070.
 - Includes \$20 fee increase, 3.6% enrollment decline, and \$291,733 late ISAC payment for FY-93.
 - Assumes a 4.28% enrollment decline.
 - Reflects no premium increase for FY-93.
 - Reflects the premium increase, adjusted for projected enrollment.
 - One-time expense to close out Blue Cross contract with change to Accordia.
 - Refund for underutilized premiums in the 1991-92 contract year.
 - Assumes 3.5% salary increase.
 - Ending balance would have been \$566,052 if the Spring ISAC payment had been received prior to June 30, 1993. The drop from \$566,052 to the balance shown for FY-94 would reflect the use of working cash to pay a portion of the premium for FY-94.

NOTICE OF PROPOSED FEE INCREASE: STUDENT ACTIVITY FEE, SIUC
[AMENDMENT TO 4 POLICIES OF THE BOARD B-6 AND B-11]

Summary

This matter seeks a \$3.00 increase in the Student Activity Fee for a proposed rate of \$18.75 per semester, effective with the collection of fees for Fall Semester, 1994. This increase is proposed for additional funding for Recognized Student Organizations (RSOs).

Rationale for Adoption

Currently, funds generated from a \$10.60 portion of this fee are used for the support of student organizations and programming. The funds collected are allocated between the Undergraduate Student Government (86%) and the Graduate and Professional Student Council (14%) in proportion to their respective enrollments.

For FY-94 this funding amounted to \$344,277 and \$56,045 respectively. These funds are allocated among the various student organizations by the Undergraduate Student Government and the Graduate and Professional Student Council, subject to the approval of the Vice-President for Student Affairs. The proposed increase, adjusted for the projected enrollment decline, would make \$413,765 (an increase of \$69,488) and \$67,357 (an increase of \$11,312) respectively available for allocation in FY-95.

Considerations Against Adoption

The increase could be avoided by reduced funding of student organizations.

Constituency Involvement

This matter has been requested by student leadership and has the support of the Vice-President for Student Affairs. On February 2, 1994, the Undergraduate Student Government voted to request this increase. The Graduate and Professional Student Council has this matter under consideration.

Resolution

BE IT RESOLVED, By the Board of Trustees of Southern Illinois University in regular meeting assembled, That 4 Policies of the Board B-6 be amended to show the following schedule for the Student Activity Fee, to be effective with the collection of fees for Fall Semester, 1994:

<u>Hours</u>	<u>Student Activity Fee</u>	
1	\$-1.31	\$ 1.56
2	2.62	<u>3.12</u>
3	3.93	<u>4.69</u>
4	5.24	<u>6.25</u>
5	6.55	<u>7.81</u>
6	7.86	<u>9.38</u>
7	9.17	<u>10.94</u>
8	10.48	<u>12.50</u>
9	11.79	<u>14.06</u>
10	13.10	<u>15.62</u>
11	14.41	<u>17.19</u>
12 or more	15.75	<u>18.75</u>

BE IT FURTHER RESOLVED, That, effective with the collection of fees for Fall Semester, 1994, 4 Policies of the Board B-11 be amended to read as follows:

11. Student Activity Fee. Commencing with the ~~Summer--Session,--1993~~ Fall Semester, 1994, a Student Activity Fee of ~~\$15.75~~ \$18.75 per semester shall be collected from each full-time student to be used in support of student activities and welfare.
 - a. Funds generated from a ~~\$10.60~~ \$13.60 portion of this fee shall be used for support of student organizations and programming.
 - b. Funds generated from a \$1.15 portion of this fee shall be used to support a program of campus safety.
 - c. Funds generated from a \$4.00 portion of this fee shall be used to construct or lease a child-care facility and in support of a program of day care for student dependents through Rainbow's End child development center.
 - d. That portion of the funds generated from the full ~~\$15.75~~ \$18.75 fee paid by the medical students at the Springfield facility, including those enrolled in programs of physiology and pharmacology, shall be allocated to support student organizations and programming at that location.

The Chair announced that there will be a news conference in the International Room immediately following.

Mr. Brewster moved that the meeting be adjourned. The motion was duly seconded, and after a voice vote the Chair declared the motion to have passed.

The meeting adjourned at 12:10 p.m.



Sharon Holmes, Executive Secretary

April 14, 1994

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MINUTES OF THE MEETING OF THE BOARD OF TRUSTEES
SOUTHERN ILLINOIS UNIVERSITY
APRIL 14, 1994

The regular monthly meeting of the Board of Trustees of Southern Illinois University convened on Thursday, April 14, 1994, at 10:40 a.m. in Ballroom "D" of the Student Center, Southern Illinois University at Carbondale, Carbondale, Illinois. The regular Chair and Secretary being present, the meeting was called to order. The following members of the Board were present:

Nick Adams
Molly D'Esposito, Vice-Chair
Mark A. Kochan
William R. Norwood
Celeste M. Stiehl
A. D. VanMeter, Jr., Chair
George T. Wilkins, Jr., Secretary

The following members were absent:

John Brewster
Harris Rowe

Executive Officers present were:

James M. Brown, Chancellor, Southern Illinois University
John C. Guyon, President, SIUC
Nancy Belck, President, SIUE

Also present were Sharon Holmes, Executive Secretary of the Board; C. Richard Gruny, Board Legal Counsel; and Donald W. Wilson, Board Treasurer.

The Secretary reported a quorum present.

NOTE: Copies of all background documents furnished to the Board in connection with the following matters have been placed on file in the Office of the Board of Trustees.

The Chair stated that Mr. Brewster and Mr. Rowe were absent today because they were attending a funeral in Jacksonville, Illinois.

The Chair announced that pursuant to notice members of the Board had had breakfast with Dr. J. Robert Quatroche, Vice-President for Institutional Advancement, in the Wabash Room of the Student Center at approximately 7:45 a.m. He stated that the Board had learned a great deal and has high hopes for the great job Dr. Quatroche will be doing for the University.

The Chair introduced Roger Hines, representing the SIUC Civil Service Employees Council, and Terry Pickerill, representing the SIUC Undergraduate Student Government.

The Chair announced that the next meeting of the Board of Trustees will be held at the School of Medicine in Springfield, Illinois, on May 12, 1994, and there will be an executive session with Chancellor Brown, which begins the annual evaluations.

Under Trustee Reports, Mr. Norwood reported that he had attended the meetings of the State Universities Retirement System on March 10 and 11 in Champaign. He reported that the effective rate of interest for next year will be 8%. He stated that Mr. Robert Sechler, a member of the Board for 10 years, had been replaced. He continued that Mr. Sechler had done an outstanding job on the Retirement System and he just wanted to recognize him. He announced that Ken Codlin, the SURS investment manager, had been trying to get a home loan program together, and that after it has been completed and has received legislative action, it will be an opportunity for young participants in the system to borrow up to 5% of the home's cost against their retirement accounts to supplement their primary financing. Mr. Norwood urged everyone to visit the new SURS building in Champaign. He stated that the SURS building received the Achievement Award presented by the Consulting Engineers Council of Illinois for 1994 for its engineering excellence.

Under Committee Reports, Mrs. D'Esposito, Chair of the Finance Committee, stated that the Committee had met this morning in Ballroom "D" of the Student Center. She gave the following report:

We would like to recommend for consideration by the full Board as separate items: Item J, revised, Tuition Rate Increase for Fiscal Year 1995; Item K, Increase in Student Medical Benefit Fee, SIUC [Amendment to 4 Policies of the Board B-6 and B-12-b]; and Item L, Increase in Student Activity Fee, SIUC [Amendment to 4 Policies of the Board B-6 and B-11].

Dr. Wilkins, Chair of the Architecture and Design Committee, stated that the Committee had met following the Finance Committee meeting. He gave the following report:

The Committee asks that the following items be placed on the omnibus motion: Item P, Project Approval and Selection of Engineer: Renovations to Parking Lots, SIUC; Item Q, Revised Project Approval: Renovations of Morris Library Elevator Controls, SIUC; Item R, Project Approval: Neckers Building Renovations, SIUC; and Item S, Approval of Plans and Specifications and Authority to Award Contracts: University Center Cafeteria Renovation, SIUE.

Mr. Norwood, Chair of the Academic Matters Committee, stated that the Committee had met following the Architecture and Design Committee meeting. He gave the following report:

The Committee recommends the following matters for inclusion on the omnibus motion: Item M, Recommendation for Honorary Degree, SIUC (Ray W. Fuller); Item N, Recommendation for Honorary Degree, SIUC (Brian P. Lamb); and Item T, Recommendation for Distinguished Service Award, SIUE (John D. Kendall). The Committee also recommends Item O, Recommendation for Distinguished Service Award, SIUC (Ivan A. Elliott, Jr.), but asks that it not be included on the omnibus motion. We had a PQP update from Dr. Haller and an information report on interdisciplinary projects for people with disabilities. We all learned a lot.

Under Executive Officer Reports, President Belck stated that she was completing 14 weeks as President. She reported that the residence halls construction is on schedule for opening in August and with the Board's help in expediting the renovation of the food service needs in the University Center, SIUE will be prepared to feed an additional 500 on-campus students expected to

move into the residence halls. She stated that SIUE has an increased focus to improve minority faculty and student recruitment and retention. She continued that to that end Johnetta Haley will be back on campus for the next 18 months helping SIUE do a better job of not only recruiting minority faculty, students, and staff, but retaining them. She explained that in Johnetta Haley's honor, there is a Scholars Academy that is targeted for scholarships for minority students. She reported that Paul Pitts is working very hard to increase the awareness of diversity needs and inclusion at SIUE. She stated that each month she will continue to keep the Board informed of special events associated with the Olympic Festival. She stated that May 7 is the date of the first semester commencement at SIUE.

President Guyon stated that it was a real privilege to publicly acknowledge and say thank you to Don and Joann Boydston who have established a Chair in American Philosophy at SIUC with emphasis probably on John Dewey. He continued that the grant will accumulate to more than \$1 million at the time they finish their donations. He stated that the department already has considerable stature and the grant will enhance expertise in American Philosophy. He explained that the Boydstons joined the University in 1955, Don as Chair of the Department of Health Education, and built one of the finest academic departments in the country in that particular area. He stated that Dr. Don Boydston served for 15 years as Director of Athletics. He stated that Joann became Director of the Dewey Center in 1960 and edited those Dewey papers which were published by the University Press, that by all measures set the standard for editorship of this type of work in the country. He continued that Joann had received an honorary degree from Indiana University recognizing those efforts. He stated that SIU owes the Boydstons for the money, but it also owes

the Boydstons for nearly 40 years of contribution in a quality way to the University community.

The Chair also acknowledged appreciation to the Boydstons on behalf of the trustees. He explained that here are two people who have not only given during their life to the University and enriched it by being here, but who will continue to enrich it in the years to come. He thanked them on behalf of the entire University community and particularly on behalf of the trustees.

Mr. Norwood stated that he had known Dr. Don Boydston as the Athletic Director. He reiterated some stories showing the concern and caring expressed by the Boydstons to athletes at SIUC. He said the care and love the Boydstons had for this University is a lesson that we all could emulate.

Chancellor Brown gave the following legislative report:

The legislature is now in session and meeting nearly every day during the week. However, we must remember that it is early in the session and positioning on such major issues as the FY-95 state budget, the Medicaid shortfall, state funding for local police departments, riverboat gambling in Chicago, assault rifle ban, and on and on is the way of life in Springfield. May 31 is the targeted adjournment date. With regard to bills impacting SIUC, we have the FY-95 budget: Senate Bill 1770 for operations and Senate Bill 1774 for capital. Both bills passed out of the Senate Appropriations Committee Wednesday morning, April 13, at the Governor's budget level without amendments. There was some discussion of reallocating PQP money for those campuses that did not receive PQP bonus funding, but amendments implementing those proposals were held until second reading. The appropriation bills now go to the Senate floor where the deadline for passing bills on third reading is next Friday, April 22. Best intelligence is that we may be heard in the House Appropriation Committee the first week in May. The Senate has passed to the House Senate Bill 1776, the fiscal year 94 supplemental appropriation bill that includes \$2.6 million of income fund money for SIUC. Yesterday the House bypassed a committee and moved SB 1776 to third reading. Negotiations among the House, Senate, and Governor's Office are taking place. We trust that a final version will be considered in the near future. A bill to rearrange governance in higher education was heard by the House Higher Education Committee yesterday and placed before a subcommittee. Individual early retirement bills are not moving in the General Assembly this spring. I would be surprised if anything matured before the session ends. A couple of bills fully funding the retirement system are being discussed, but they have price tags in the hundreds of millions of dollars range and could significantly impact higher education funding if passed and signed by the Governor. In summary, the General Assembly is in session and so far so good.

The Chair explained the procedure for the Board's omnibus motion and he proposed that, after discussion, there would be taken up the following matters:

REPORTS OF PURCHASE ORDERS AND CONTRACTS,
FEBRUARY, 1994, SIUC AND SIUE

In accordance with III Bylaws 1 and 5 Policies of the Board C, summary reports of purchase orders and contracts awarded during the month of February, 1994, were mailed to the members of the Board in advance of this meeting, copies were placed on file in the Office of the Board of Trustees, and these reports are hereby submitted for information and entry upon the minutes of the Board with respect to the actions of the Executive Committee.

CHANGES IN FACULTY-ADMINISTRATIVE PAYROLL - SIUC

I. The following changes in faculty-administrative payroll are submitted to the Board of Trustees for ratification in accordance with the Board Policy on Personnel Approval (2 Policies of the Board B). Additional detailed information is on file in the Office of the President. Where appropriate, salary is reported on a monthly basis and on either an academic year (AY) or fiscal year (FY) basis.

A. Continuing Appointments

<u>Name</u>	<u>Title</u>	<u>Department</u>	<u>Effective Date</u>	<u>Salary</u>
1. Brenstein, Robert J.	Computer Information Specialist	College of Science	02/16/94	\$2,900.00/mo \$34,800.00/FY
2. Carnevale, Elaine M.	Asst Professor	Animal Science, Food & Nutrition	02/01/94	\$3,500.00/mo \$42,000.00/FY
3. Davie, Daniel K.	Researcher II	Library Affairs	02/01/94	\$2,383.00/mo \$28,596.00/FY
4. Johnson, Ruth B.	Asst Professor	Linguistics	08/16/94	\$3,350.00/mo \$30,150.00/AY
5. Lowe-Dupas, Helene	Asst Professor	Foreign Lang & Lits	08/16/94	\$3,667.00/mo \$33,003.00/AY
6. Wen, Shixing	Asst Professor	Library Affairs	03/14/94	\$2,375.00/mo \$28,500.00/FY

B. Award of Tenure

<u>Name</u>	<u>Title on Effective Date of Tenure</u>	<u>Department</u>	<u>Effective Date</u>
1. Adams, Jill E.	Associate Professor	School of Law	08/16/94
2. Allen, James S.	Professor	History	08/16/94
3. Balasubramanian, S.	Associate Professor	Marketing	08/16/94
4. Brunner, Edward	Professor	English	08/16/94
5. Chen, Pei-Li	Associate Professor	Mathematics	08/16/94
6. Cotter, John D.	Assistant Professor	Aviation Tech	08/16/94
7. Diesburg, Kenneth L.	Assistant Professor	Plant & Soil Science	08/16/94
8. Dotson, Michael D.	Assistant Professor	Info Mgmt Sys	08/16/94
9. Fraedrich, John P.	Associate Professor	Marketing	08/16/94

B. Award of Tenure (cont'd.)	Name	Title on Effective Date of Tenure	Department	Effective Date
	10. Gatens-Robinson, E.	Associate Professor	Philosophy	08/16/94
	11. Ghafoori, Nader	Associate Professor	Civil Engr & Mechanic	08/16/94
	12. Gibson, David J.	Associate Professor	Plant Biology	08/16/94
	13. Gupta, Bidyut	Associate Professor	Computer Science	08/16/94
	14. Hodgson, Scott	Associate Professor	Radio-TV	08/16/94
	15. Holland, Susan	Assistant Professor	Health Care Prof	08/16/94
	16. Kim, Alan Hyun-Oak	Associate Professor	Foreign Lang & Lit	08/16/94
	17. King, James B.	Associate Professor	School of Account	08/16/94
	18. Lant, Christopher L.	Associate Professor	Geography	08/16/94
	19. Lieberman, Robbie	Associate Professor	History	08/16/94
	20. Lordan, Beth	Associate Professor	English	08/16/94
	21. McClure, Lisa J.	Associate Professor	English	08/16/94
	22. McKinley, William	Associate Professor	Management	08/16/94
	23. Merrill-Fink, Lori	Associate Professor	Theater	08/16/94
	24. Miah, Muhammad M.	Associate Professor	School of Social Work	08/16/94
	25. Midden, Karen S.	Associate Professor	Plant & Soil Science	08/16/94
	26. Middleton, Beth A.	Associate Professor	Plant Biology	08/16/94
	27. Morgan, Marjorie	Associate Professor	History	08/16/94
	28. Nickrent, Daniel	Associate Professor	Plant Biology	08/16/94
	29. Paul, Bradley C.	Associate Professor	Mining Engineering	08/16/94
	30. Phelps, John E.	Professor	Forestry	08/16/94
	31. Phillips, Daniel H.	Associate Professor	School of Music	08/16/94
	32. Pultorak, Edward G.	Associate Professor	Curriculum & Instr	08/16/94
	33. Roddy, Jan Peterson	Associate Professor	Cinema & Photo	08/16/94
	34. Schwarz, Thomas V.	Associate Professor	Finance	08/16/94
	35. Sharp, William L.	Associate Professor	Ed Adm & High Ed	08/16/94
	36. Small, Mark A.	Associate Professor	Adm of Justice	08/16/94
	37. Staub, James R.	Associate Professor	Geology	08/16/94
	38. Tiebout, Leigh	Assistant Professor	Health Care Prof	08/16/94
	39. Wainer, Michael S.	Associate Professor	Computer Science	08/16/94
	40. Zimra, Clarisse	Associate Professor	English	08/16/94

II. The following changes in faculty-administrative payroll at the School of Medicine/Springfield campus are submitted to the Board of Trustees for ratification in accordance with the Board policy on Personnel Approval (2 Policies of the Board B). Additional detailed information is on file in the Office of the Dean and Provost. Where appropriate, salary is reported on a monthly basis and on either an academic year (AY) or fiscal year (FY) basis.

A. Continuing Appointments

<u>Name</u>	<u>Title</u>	<u>Department</u>	<u>Effective Date</u>	<u>Salary</u>
1. Koszyk, Philip M.	Asst Professor	Int Medicine	06/01/94	\$2,917.00/mo \$35,004.00/FY-60% (\$4,850.00/mo \$58,200.00/FY-100%) Additional compensation may be derived through the Medical Services and Research Plan -----
2. Stewart, Thomas D.*	Clin Asst Prof	Fam and Comm Medicine	02/01/94	-----

B. Leave of Absence with Pay

<u>Name</u>	<u>Type of Leave</u>	<u>Department</u>	<u>Purpose</u>	<u>Date and % of Leave</u>
1. Spencer, David	Sabbatical	Fam and Comm Med	Course Development	02/01/94 - 06/17/94

*This appointment carries faculty privileges except that time in this appointment does not count toward tenure.

CHANGES IN FACULTY-ADMINISTRATIVE PAYROLL - SIUE

I. The following changes in faculty-administrative payroll are submitted to the Board of Trustees for ratification in accordance with the Board Policy on Personnel Approval (2 Policies of the Board B). Additional detailed information is on file in the Office of the President. Where appropriate, salary is reported on a monthly basis and on either an academic year (AY) or fiscal year (FY) basis.

A. Continuing Appointments

<u>Name</u>	<u>Title</u>	<u>Department</u>	<u>Effective Date</u>	<u>Salary</u>
1. Banks, Ronald D.	Assistant In	School of Engineering	March 1, 1994	\$3,500.00/mo \$42,000.00/FY

RECOMMENDATION FOR HONORARY DEGREE, SIUCSummary

The Chancellor, on the recommendation of the Honorary Degrees and Distinguished Service Awards Committee and the President of Southern Illinois University at Carbondale, presents to the Board of Trustees a resolution recommending that Dr. Ray W. Fuller be awarded the honorary degree, Doctor of Science, at the May 14, 1994, commencement of the College of Science of Southern Illinois University at Carbondale.

Rationale for Adoption

Dr. Ray W. Fuller, a Lilly Research Fellow and Adjunct Professor of Neurobiology at the Indiana University School of Medicine, is recognized by his peers as "one of the top neuroscientists in the world," according to Dr. Ronald A. Browning, Professor in the Department of Physiology at Southern Illinois University at Carbondale, who nominated him for an honorary degree. "Although Dr. Fuller has made numerous contributions and discoveries that have enhanced our knowledge of brain chemistry, perhaps his crowning achievement," observed Dr. Browning, "is his work that led to the discovery of Prozac (fluoxetine) which is currently the most widely used drug for the treatment of mental depression."

Along with two other researchers of Eli Lilly and Company, Dr. Fuller received the 1993 Discoverers Award for research leading to the discovery of Prozac, which was featured on the cover of Newsweek in 1990 as a "breakthrough drug for depression."

A native of Southern Illinois, Dr. Fuller was born on December 16, 1935, in Dongola. He holds two degrees from Southern Illinois University at Carbondale, a Bachelor of Arts in Chemistry (1957) and Master of Arts in Microbiology (1958). He received a Doctor of Philosophy degree in biochemistry from Purdue University (1961) and an honorary Doctor of Science degree from Purdue (1990). He is a member of Sigma Xi and Phi Lambda Upsilon honor societies and received the Southern Illinois University at Carbondale Alumni Achievement Award (1986).

Dr. Fuller is affiliated with a number of professional societies, including the American Society of Biological Chemists, American Society for Neurochemistry, American Chemistry Society, American Society for Pharmacology and Experimental Therapeutics, Society for Neuroscience (past president of the Indianapolis chapter), and the International Society for Neurochemistry. His scientific service has included membership on the editorial board of a dozen scientific journals, refereeing scientific papers for 58 journals, reviewing grant applications for national agencies including the National Institutes of Health, and chairing international neurochemistry symposia.

The author of more than 400 full-length scientific publications, Dr. Fuller also has a similar number of published abstracts from presentations at scientific meetings to his credit.

Concluding his nomination of Dr. Fuller for an honorary degree, Dr. Browning had this to say: "In summary, Ray W. Fuller exemplifies all that we would want our undergraduate and graduate students to strive for. Few individuals in the world can achieve what he has accomplished, but he is an excellent role model for those who strive to be the best they can."

Considerations Against Adoption

None are known.

Constituency Involvement

The Honorary Degrees and Distinguished Service Awards Committee of Southern Illinois University is composed of members from the appropriate faculty and constituency groups. The President reviewed the recommendation and, in consultation with the Vice-President for Academic Affairs and the Dean of the College of Science, recommends this degree.

Resolution

BE IT RESOLVED, By the Board of Trustees of Southern Illinois University in regular meeting assembled, That the honorary degree of Doctor of Science be presented to Dr. Ray W. Fuller at the May 14, 1994 commencement or some commencement thereafter of Southern Illinois University at Carbondale.

RECOMMENDATION FOR HONORARY DEGREE, SIUC

Summary

The Chancellor, on the recommendation of the Honorary Degrees and Distinguished Service Awards Committee and the President of Southern Illinois University at Carbondale, presents to the Board of Trustees a resolution recommending that Brian P. Lamb be awarded the honorary degree, Doctor of Humane Discourse, at the May 13, 1994, commencement of the College of Mass Communication and Media Arts of Southern Illinois University at Carbondale.

Rationale for Adoption

Brian P. Lamb, chairman and chief executive officer of Cable Satellite Public Affairs Network (C-SPAN), founded the television network in 1979 and has shepherded its growth to the point where its two channels now serve more than 60 million cable households 24 hours a day "with a daily, unedited chronicle of the nation's public life," according to a recent New York Times Magazine story by Thomas J. Meyer.

C-SPAN's technique--self-styled "video verite"--is simply to turn on the cameras and let them run, providing viewers with uncut proceedings of the U.S. Congress and its committees, marathon gavel-to-gavel broadcasts of political conventions, wide-ranging coverage of presidential campaigns and political think-tank panel discussions, "showing life as it happens, without commentary, spin or editing," Meyer wrote. The broadcasts are uninterrupted by

commercials. They are paid for by the local cable companies that offer the service as part of a package of news and entertainment programs.

In nominating Mr. Lamb for an honorary degree, Dr. Joe S. Foote, Professor in the Department of Radio-Television and Dean of the College of Mass Communication and Media Arts at Southern Illinois University at Carbondale, recalled: "In the beginning, C-SPAN was truly a one-man show. I remember meeting Brian in late 1979 when he ran C-SPAN from a spartan store-front office in an apartment complex in Arlington, Virginia." Foote pointed out how Lamb started with coverage of the U.S. House of Representatives and then branched out, going international, to cover the Canadian and British parliaments, the European Parliament, and the Japanese Diet. He is currently working to integrate C-SPAN into law, journalism, speech, and political science classes in American schools and colleges.

Mr. Lamb was born on October 9, 1941, in Lafayette, Indiana. He graduated from Purdue University in 1963 with a bachelor's degree in speech. After a stint in the Navy, he returned to Lafayette to work in television, then moved to Washington, D.C., where he worked as a freelance reporter for United Press International Audio, as a Senate press secretary and as a White House telecommunications policy staffer. In 1974, he started publishing a biweekly newsletter, The Media Report, and then became Washington bureau chief for CableVision magazine. In 1977, he began seeking support from cable industry executives for what would eventually become C-SPAN, whose staff now numbers 170. He lives in Arlington, Virginia.

"Brian Lamb . . . has not only developed C-SPAN into the crown jewel of the cable industry," Dr. Foote concluded, "but he has done so in a way that enhances the principles of representative democracy he holds dear. . . . He is an ideal candidate for an honorary degree from SIUC."

Considerations Against Adoption

None are known.

Constituency Involvement

The Honorary Degrees and Distinguished Service Awards Committee of Southern Illinois University at Carbondale is composed of members from the appropriate faculty and constituency groups. The President reviewed the recommendation and, in consultation with the Vice-President for Academic Affairs and the Dean of the College of Mass Communication and Media Arts, recommends this degree.

Resolution

BE IT RESOLVED, By the Board of Trustees of Southern Illinois University in regular meeting assembled, That the honorary degree of Doctor of Humane Discourse be presented to Brian P. Lamb at the May 13, 1994, commencement or some commencement thereafter of Southern Illinois University at Carbondale.

PROJECT APPROVAL AND SELECTION OF ENGINEER:
RENOVATIONS TO PARKING LOTS, SIUC

Summary

This matter seeks project and budget approval to resurface and expand three parking lots on the Carbondale campus.

The estimated cost of this project is \$413,000. Funding for this work will come from traffic and parking revenue.

This matter also requests permission to use the Physical Plant Engineering Services for the preparation of plans and specifications.

Rationale for Adoption

This project will resurface and expand parking lots #19, #39, and #63. Lot #19 is located behind and to the east of the Personnel Office. It will be resurfaced and expanded from 110 spaces to 142 at an approximate cost of \$42,500. Lot #39 is located south of the Biological Sciences Building and west of the Agriculture Building. It will be resurfaced and expanded from 102 spaces to 276 at an approximate cost of \$273,500. Lot #63 is located east of the Law School. It will be resurfaced and expanded from 201 spaces to 271 at an approximate cost of \$77,400. The project will cost approximately \$393,400, and a 5% contingency creates a total budget of \$413,000.

The nature of this project and its source of funds cause it to be defined as a noninstructional capital improvement. Consequently, it must be approved at a meeting of the Illinois Board of Higher Education prior to the commitment of funds.

Considerations Against Adoption

University officers are aware of none.

Constituency Involvement

This project has the recommendation of the Campus Traffic and Parking Committee which has constituency representation.

Resolution

BE IT RESOLVED, By the Board of Trustees of Southern Illinois University in regular meeting assembled, That:

- (1) The project to resurface and expand parking lots, SIUC, be and is hereby approved at a total cost of \$413,000.
- (2) Funding for this project shall be from traffic and parking revenue.

- (3) This project and its source of funds are to be recommended to the Illinois Board of Higher Education as a noninstructional capital improvement.
- (4) Upon recommendation of the Architecture and Design Committee, authorization be and is hereby granted for the plans and specifications to be prepared by Physical Plant Engineering Services.
- (5) The Chancellor of Southern Illinois University be and is hereby authorized to take whatever action may be required in the execution of this resolution in accordance with established policies and procedures.

REVISED PROJECT APPROVAL: RENOVATIONS OF MORRIS
LIBRARY ELEVATOR CONTROLS, SIUC

Summary

This matter seeks a second revision to the project and budget approval given earlier for the project to renovate elevators #3 and #4 in Morris Library.

The original budget for this project was approved at \$130,000. A revised budget was also approved at \$155,000. This request will raise the budget still further to \$195,000.

All of the funding for this project is coming from state appropriations through the Physical Plant maintenance budget.

Rationale for Adoption

At its meeting on February 11, 1993, the Board of Trustees gave project and budget approval to make renovations to the controls of elevators #3 and #4 in Morris Library at an estimated cost of \$130,000. On September 9, 1993, the Board approved a revision to the budget of the project, and authorized it to be raised to \$155,000. That revision was necessary in order to accommodate bids that were significantly higher than expected. At that same time, the Board awarded the contract for this project to the low bidder, the Dover Elevator Co., Evansville, Indiana.

Subsequent to that award, it was determined that the new computerized controls could not function properly in the extreme temperatures of the penthouse equipment room. Accordingly, it has become necessary to increase the capacity of the heating and cooling units that serve the penthouse and the new elevator controls within. The estimated cost for this work is \$30,000. The cooling portion will be done through one of the existing time-and-material contracts, and the remainder of the work will be done by in-house craft personnel.

In addition, the University requested the services of a mechanical equipment consultant to provide advice and to review the specifications of this entire project. The consultant's fee is \$9,400.

The revised project and budget approval requested herein now reflects these added expenses and a higher cost of \$195,000.

Considerations Against Adoption

University officers are aware of none.

Constituency Involvement

Not pertinent to this matter.

Resolution

BE IT RESOLVED, By the Board of Trustees of Southern Illinois University in regular meeting assembled, That:

- (1) The request for a second revision in the project and budget approval given on February 11, 1993, to the project to renovate elevator controls in Morris Library, be and is hereby approved at a higher cost of \$195,000.
- (2) Funding for this revised project will be from state appropriations through the Physical Plant maintenance budget.
- (3) The Chancellor of Southern Illinois University be and is hereby authorized to take whatever action may be required in the execution of this resolution in accordance with established policies and procedures.

PROJECT APPROVAL: NECKERS BUILDING RENOVATIONS, SIUC

Summary

This matter seeks project and budget approval to renovate the third floor of C section in the J. W. Neckers Building.

The total cost of the project is approximately \$1,500,000. Funding for this project will come from the National Science Foundation in the form of a matching grant at approximately \$734,500, from additional state appropriations for capital renovations, and from reallocated capital renovation funds previously appropriated to the University.

Upon official notification of the award of grant, the University will begin the approval process to select an architectural firm for the entire project.

Rationale for Adoption

The J. W. Neckers Building was opened in 1968. While the original floor plan provided ample space for instructional laboratories, it contained no provisions for research laboratories. In an attempt to address the lack of adequate research facilities, relatively small remodeling projects have been the only way to solve the most pressing needs.

The Academic Research Facilities Modernization Act was passed by Congress in 1988 to assist in revitalizing the nation's research facilities. A wide range of facilities are eligible, but the act centers mostly on science and engineering research laboratories. The major goal of the program is to give financial assistance to those academic institutions which have historically received relatively little federal funding for improvements to their academic science and engineering infrastructures. The National Science Foundation (NSF) has the responsibility to develop and administer the program. It is believed that this act will provide the needed mechanism and a portion of the funding to remodel and renovate eight of the laboratories in the Neckers Building.

In April, 1993, the University submitted a proposal to the NSF in which funding was requested to remodel the eight large laboratories on the third floor. The laboratories would be remodeled into 16 research units for analytical and organic research by the senior faculty of the Department of Chemistry and Biochemistry. In November, 1993, the University was notified by the NSF that its proposal had received preliminary approval, and that several additional items of information were required from the University before the proposal could be carried forward to the next phase of competition. One of those items is to be a statement that: (1) identifies the sources of the matching funds, (2) how the University will obtain them, and (3) approximately when those matching funds will become available. The text that follows provides the needed information.

It will be necessary to divide the project into two phases in order to maintain the existing research and administrative operations on the third floor. The total project cost will be approximately \$1,500,000, which includes architect's fees. Phase I will remodel the four laboratories on the south side of the third floor at an estimated cost of \$750,000. Funding for this first phase will come equally from the NSF grant and from allocated FY 1994 capital renovation appropriations made to the University or from additional state appropriations for capital renovation projects.

Phase II work will begin soon after phase I is completed. The four laboratories on the north side of the third floor will be remodeled at an estimated cost of \$750,000. Funding for this second phase will come equally from the NSF grant and from capital renovation appropriations made to the University.

It should be noted that this proposed use of state appropriations as the University's matching funds carries with it the requirement that the Capital Development Board will administer and control the project in the same manner as any other CDB project. While the process may add a few weeks to the

overall project, it should not be a cause for concern. Upon notification of the award of grant, the University will begin the process to recommend and select an architectural firm for both phases of the project.

Also, it should be noted that supervisory staff of the CDB have given preliminary approval to this proposed use of state funds, and they have indicated a willingness to cooperate in the reallocation of funds to this project.

Considerations Against Adoption

University officers are aware of none.

Constituency Involvement

Not pertinent to this matter.

Resolution

BE IT RESOLVED, By the Board of Trustees of Southern Illinois University in regular meeting assembled, That:

- (1) The project to make renovations to the J. W. Neckers Building third floor, section C, be and is hereby approved at an estimated cost of \$1,500,000.
- (2) Funding for this project will come from a National Science Foundation grant in the amount of \$734,500, from reallocated capital renovation appropriations to the University, and from additional state appropriations for capital renovations.
- (3) The Chancellor of Southern Illinois University be and is hereby authorized to take whatever action may be required in the execution of this resolution in accordance with established policies and procedures.

APPROVAL OF PLANS AND SPECIFICATIONS AND AUTHORITY TO AWARD CONTRACTS: UNIVERSITY CENTER CAFETERIA RENOVATION, SIUE

Summary

This matter would approve the plans and specifications and authorize the members of the Board's Executive Committee to award contracts in connection with the capital project, University Center Cafeteria Renovation, SIUE. The estimated cost of the project is \$430,000, which will be funded from the University Center's operating budget.

Rationale for Adoption

At its March 10, 1994 meeting, the Board approved the project and retention of the project architect. The project will renovate the dining and

food serving areas in the University Center Cafeteria. These actions are essential to enable SIUE to serve residents of the new housing facility as well as existing cafeteria patrons.

The action approved by the Board in March explained the need to expedite the project so that the improvements can be completed in time to serve students who will live in the residence hall beginning this August. This need to expedite action is the basis for requesting authority for members of the Board's Executive Committee to award contracts in connection with the project.

The project has been submitted for approval by the Illinois Board of Higher Education as a non-instructional capital improvement. No contracts will be recommended for award by the members of the Executive Committee until the project has received such approval by the IBHE.

The project architect, Artec, Inc., has completed the plans and specifications on an expedited schedule at the University's request. The plans and specifications have been reviewed by SIUE officers and by Mr. Carl Bretscher on behalf of the Chancellor and the Board of Trustees.

Considerations Against Adoption

University officers are aware of none.

Constituency Involvement

Not pertinent to this matter.

Resolution

BE IT RESOLVED, By the Board of Trustees of Southern Illinois University in regular meeting assembled, That:

- (1) The plans and specifications for the capital project, University Center Cafeteria Renovation, SIUE, be and are hereby approved as presented to the Board this date, and officers of Southern Illinois University at Edwardsville be and are hereby authorized to proceed with bidding the project in accordance with the plans and specifications herein approved.
- (2) The members of the Executive Committee of this Board be and are hereby authorized to award contracts in connection with the aforementioned capital project, provided that no contracts will be recommended for award prior to the approval of the project as a non-instructional capital improvement by the Illinois Board of Higher Education.
- (3) The Chancellor of Southern Illinois University be and is hereby authorized to take whatever action may be required in the execution of this resolution in accordance with established policies and procedures.

RECOMMENDATION FOR DISTINGUISHED SERVICE AWARD, SIUE

Summary

The Chancellor, on the recommendation of the President of Southern Illinois University at Edwardsville, presents to the Board of Trustees a resolution recommending the presentation of the Distinguished Service Award to Professor Emeritus John D. Kendall at an early commencement of Southern Illinois University at Edwardsville.

Rationale for Adoption

John Kendall was born August 30, 1917 in Kearney, Nebraska. He received his baccalaureate degree in music from Oberlin College in 1939, and the Master of Arts degree from Teachers College, Columbia University in 1945. Subsequently, he also studied at the Dalcroze and the Juilliard Schools of Music in New York City, at Indiana University, and with Ivan Galamian. Several times during the 1950's and 1960's he studied in Japan, focusing on Japanese techniques of teaching the violin.

In 1939, Mr. Kendall began a distinguished career as an educator, musician, and conductor with appointment at Drury College in Springfield, Missouri. He later held appointments at Iowa State University, Muskingum College, and Indiana University. In September 1963, John Kendall joined the faculty of Southern Illinois University at Edwardsville as a Professor of Music.

Professor Kendall is best known perhaps for introducing the Suzuki method of string music instruction to the United States. As a result of his studies in Japan, and through his extraordinary teaching and performance abilities, Professor Kendall established a Suzuki violin program at SIUE. Through his nurturing and devotion, SIUE became a leading center for training in the Suzuki method, attracting graduate students from around the world. By extending the program through community service activities, Professor Kendall made music training available to thousands of children in the St. Louis region and beyond.

A man of remarkable energy and dedication, John Kendall has shared his teaching expertise, and his passion for music with people around the world. He has lectured, conducted seminars and workshops, directed plays, and given performances and recitals throughout the United States and in numerous foreign countries. His resume lists more than 400 such activities in the United States, Canada, Japan, Sweden, Ireland, England, Scotland, Germany, Iceland, Belgium, and Australia. Additionally, he has authored an array of books and articles and produced videotapes and films which share his experiences and wisdom with other music educators and the public.

Professor Kendall's abilities and achievements have been recognized in a number of ways previously. He is the recipient of grants from the Bok and the Presser Foundations. In 1971, he received SIUE's Teaching Excellence Award. And, the American String Teachers Association has twice honored him, in 1979 with its Distinguished Service Award, and in 1982 with its Distinguished Leadership Award.

John Kendall retired from full-time service at SIUE in August 1987, and was simultaneously accorded emeritus status. But his enthusiasm and love for music have kept him an active member in the University community. He continues to teach through workshops and seminars, and offer recitals and performances.

Professor John Kendall's distinguished work in establishing the Suzuki method of instruction has enriched the lives of thousands of children and their families, enhanced music education immeasurably, and brought distinction to the University. Countless people have benefitted from his willingness and ability to share his insights for music and its instruction. It is for these reasons that this recommendation for the Distinguished Service Award is presented.

Considerations Against Adoption

University officers are aware of none.

Constituency Involvement

The University Committee for Honorary Degrees and Distinguished Service Awards and the President of Southern Illinois University at Edwardsville have recommended this award.

Resolution

BE IT RESOLVED, By the Board of Trustees of Southern Illinois University in regular meeting assembled, That the Distinguished Service Award, SIUE, be presented to Professor Emeritus John D. Kendall at the May 7, 1994 commencement or some commencement thereafter of Southern Illinois University at Edwardsville.

With regard to Item H, Changes in Faculty-Administrative Payroll, SIUC, Chancellor Brown stated there was a correction to number 7, Diesburg, Kenneth L., wherein his title on the effective date of tenure should be Assistant Professor. The Chair stated that the record will so show the change and the matter will be included on the omnibus motion unless there is an objection.

Mr. Norwood moved the reception of Reports of Purchase Orders and Contracts, February, 1994, SIUC and SIUE; the ratification of Changes in Faculty-Administrative Payroll, SIUC and SIUE (with the correction for Kenneth L. Diesburg); and the approval of the Minutes of the Meeting held

March 10, 1994; Recommendation for Honorary Degree, SIUC (Ray W. Fuller); Recommendation for Honorary Degree, SIUC (Brian P. Lamb); Project Approval and Selection of Engineer: Renovations to Parking Lots, SIUC; Revised Project Approval: Renovations of Morris Library Elevator Controls, SIUC; Project Approval: Neckers Building Renovations, SIUC; Approval of Plans and Specifications and Authority to Award Contracts: University Center Cafeteria Renovation, SIUE; and Recommendation for Distinguished Service Award, SIUE (John D. Kendall). The motion was duly seconded. Student Trustee opinion in regard to the motion was indicated as follows: Aye, Nick Adams, Mark Kochan. The motion carried by the following recorded vote: Aye, Molly D'Esposito, William R. Norwood, Celeste M. Stiehl, A. D. VanMeter, Jr., George T. Wilkins, Jr.; nay, none.

The following matter was presented:

TUITION RATE INCREASE FOR FISCAL YEAR 1995
[AMENDMENT TO 4 POLICIES OF THE BOARD B-1, B-2, B-3, and C-1]

Summary

This matter gives notice that the Chancellor and the Presidents will recommend to the Board of Trustees of Southern Illinois University at its April 14, 1994 meeting the adoption of tuition rate increases for FY 1995 and FY 1996 as specified in the resolution and tables included in this matter. If approved, the proposed tuition rate and structure as listed in Table I for SIUC, Table II for SIUE, and Table III for our professional schools will become effective with the fall semesters 1994 and 1995.

Rationale for Adoption

The budgetary situation within the State of Illinois has been dismal for the past few years, and SIU, like other public universities in the state, has had to consider alternative methods of providing needed revenue, including increases in tuition. During the period FY-90 to FY-94, tax dollar support for SIU increased by only two-tenths of one percent, and when adjusted for inflation, SIU has actually experienced more than a 13% net loss over the period. Even though the income fund revenues (mostly tuition) increased by 19.7% during the same period, when adjusted for inflation, SIU experienced only a 3% increase in purchasing power from increases in tuition. And while total appropriated funds for SIU during FY-90 to FY-94 increased by 5.1%, when adjusted for inflation, SIU had a net loss in purchasing power of more than 9% in total appropriated funds.

In connection with Fiscal Year 1995 budget recommendations, the Illinois Board of Higher Education at its meeting of January 11, 1994, formally recommended a general 3% increase in tuition for public universities in the state. This recommendation reflects the IBHE policy that tuition increases "over time should approximate the rate of inflation." It would, if adopted by the SIU Board of Trustees, add about \$1.2 million to the funding available to SIUC and about \$420,000 to the funding available to SIUE.

The IBHE recommended budget does not provide any new funding for inflationary increases in utility costs or general price increases. It does not allow us to maintain the status quo. It does not provide any additional resources for strengthening the quality of undergraduate education (providing quality faculty and staff, library materials, instructional equipment, computing resources), for improving the retention and graduation rates of undergraduate students, for maintaining graduate and professional programs, for supporting new or improved academic programs, or for meeting the costs of externally mandated activities.

The focus statements recently formulated by SIUC and SIUE and approved by the Illinois Board of Higher Education emphasize the goal of providing and enhancing high quality undergraduate education. SIUE is recognized for its high quality undergraduate programs, and SIUC has identified as special areas of focus the maintenance and continual enhancement of the quality of undergraduate education in both general education and the major, and the improvement of undergraduate retention and graduation rates.

A review of academic year tuition rates within Illinois shows SIUC to be \$366 below the University of Illinois at Urbana-Champaign and \$225 below Northern Illinois University and Illinois State University. With the tuition increases being recommended, SIUC's undergraduate tuition would remain well below the University of Illinois and would continue to be below Northern and Illinois State. Undergraduate tuition at SIUE continues to be the lowest in the state; \$122 below Eastern Illinois University and Western Illinois University, similarly classified as Comprehensive I universities. With the recommended increases, tuition at SIUE would still be below that charged by its peer institutions in Illinois.

If approved by the Board, the proposed tuition increases in this matter would increase the current academic year undergraduate and graduate tuition rate at SIUC of \$150 per credit hour to \$160 in Fall 1994 and to \$170 in Fall 1995. The current \$1,800 academic year cost for a student enrolled for 24 credit hours (12 per semester) would become \$1,920 in Fall 1994 and \$2,040 in Fall 1995. The current \$2,250 academic year cost for a student enrolled in 30 credit hours (15 per semester) would become \$2,400 in Fall 1994 and \$2,550 in Fall 1995.

The current academic year SIUE undergraduate tuition rate of \$143.90 per credit hour would become \$152 in Fall 1994 and \$160 in Fall 1995. The current \$1,726.80 academic year cost for a student enrolled for 24 credit hours (12 per semester) would become \$1,824 in Fall 1994 and \$1,920 in Fall 1995. The current academic year SIUE graduate tuition rate of \$154.10 per credit hour would become \$162 in Fall 1994 and \$170 in Fall 1995. The current \$1,849.20 academic year cost for a student enrolled for 24 credit hours (12 per semester) would become \$1,944 in Fall 1994 and \$2,040 in Fall 1995.

Of the proposed tuition increase, the first 3% will be used to support the IBHE recommended budget because without this 3%, our IBHE recommended budget would be reduced. Further, approximately 28% of the undergraduate tuition increase above the 3% will go to support the Monetary Award Programs. These amounts are detailed in the following chart:

	SIUC	SIUE
FY-95 Undergraduate Tuition Revenue Generated by Proposals in this Matter	\$2,364,400	\$787,800
Less:		
IBHE Recommended Increase (Approximately 3%)	1,168,800	420,500
Reduction for MAP Awards	334,800	102,800
Net Additional Tuition Revenue Available	860,800	264,500

The \$860,800 of net additional revenue at SIUC will be used to support undergraduate retention and the purchase of library materials, undergraduate instructional equipment, and technology to support instruction.

The \$264,500 of net additional revenue at SIUE will be used to support instructional programs and services and to improve the student/faculty ratio in accord with SIUE's four-year budget plan.

The gross revenue generated in FY-96 by these proposed increases would be approximately the same as for FY-95; \$2.4 million for SIUC and \$0.8 million for SIUE.

SIUE is also proposing the establishment of a clinical charge for students in the Master of Science Program in Nursing who have a specialization in Nurse Anesthesia. These students will be required to take a minimum of five clinical terms. The per term cost would be \$2,000 beginning in Summer 1994 and \$3,500 beginning in Fall 1995. The funds generated by the charge will be used to support the clinical program for these students.

This matter also proposes tuition increases for the professional schools of Medicine, Law, and Dentistry. As has been our practice historically, revenues from these increases will be used to support the respective professional schools. Table III details the proposed professional school increases.

The SIUC School of Medicine is currently 40% behind the proposed University of Illinois rate in cost-to-degree and is the least expensive midwest public medical school. The proposed increase for the School of Medicine would bring the current cost to degree of \$26,226 to \$31,473 in FY-95 and to \$36,792 in FY-96. At the end of the two-year period, the cost-to-degree for the SIUC School of Medicine would equal the FY-95 cost-to-degree for the

University of Illinois. The proposed increase will provide \$137,000 in FY-95 above the IBHE mandated 3% increase. Tuition revenues generated will be used to make educational program enhancements, expand technology initiatives, and increase need-based scholarships.

The proposed increase recommended for the SIUC School of Law will raise the academic year tuition rate from \$2,796 to \$3,216 in Fall 1994, and to \$3,696 in Fall 1995. The proposed increase will provide \$83,000 in FY-95, which will be used for upgrading information technology and fund-raising/development activities.

The proposed increase for the SIUE School of Dental Medicine will raise the academic year tuition rate from \$3,990 to \$4,500. In Fall 1995, tuition at the Dental School would be raised to a new annual level of \$5,000. The proposed increase will provide \$105,000, which will be used for strengthening and enhancing the instructional programs of the School of Dental Medicine, particularly the purchase of needed instructional equipment.

Considerations Against Adoption

University officers are aware of, and concerned about, the continuing increase in costs of attending Southern Illinois University.

Constituency Involvement

Constituencies were not involved in formulating this proposal.

Resolution

BE IT RESOLVED, By the Board of Trustees of Southern Illinois University, in regular meeting assembled, That tuition increases for SIUC, SIUE, and the professional schools of Law, Dentistry, and Medicine, as specified in Revised Tables I, II, and III attached, be authorized.

REVISED TABLE I

Academic Year Tuition Rates, SIU Carbondale
Undergraduate and Graduate

Illinois Residents			Non-Residents		
Hours/ Sem	FY-94	FY-95	Hours/ Sem	FY-94	FY-95
1	150.00	154.50	1	450.00	463.50
2	300.00	309.00	2	900.00	927.00
3	450.00	463.50	3	1,350.00	1,390.50
4	600.00	618.00	4	1,800.00	1,854.00
5	750.00	772.50	5	2,250.00	2,317.50
6	900.00	927.00	6	2,700.00	2,781.00
7	1,050.00	1,081.50	7	3,150.00	3,244.50
8	1,200.00	1,236.00	8	3,600.00	3,708.00
9	1,350.00	1,390.50	9	4,050.00	4,171.50
10	1,500.00	1,545.00	10	4,500.00	4,635.00
11	1,650.00	1,699.50	11	4,950.00	5,098.50
12	1,800.00	1,854.00	12	5,400.00	5,562.00
13	1,950.00	2,008.50	13	5,850.00	6,025.50
14	2,100.00	2,163.00	14	6,300.00	6,489.00
15 and above	2,250.00	2,317.50	15 and above	6,750.00	6,952.50

REVISED TABLE II

Academic Year Tuition Rates, SIU Edwardsville
Undergraduate and Graduate

Undergraduate
Illinois Residents

Undergraduate
Non-Residents

Hours/Sem	FY-94	FY-95
1	143.90	148.20
2	287.80	296.40
3	431.70	444.60
4	575.60	592.80
5	719.50	741.00
6	863.40	889.20
7	1,007.30	1,037.40
8	1,151.20	1,185.60
9	1,295.10	1,333.80
10	1,439.00	1,482.00
11	1,582.90	1,630.20
12-18	1,726.80	1,778.40
19 and over*		

Hours/Sem	FY-94	FY-95
1	431.70	444.60
2	863.40	889.20
3	1,295.10	1,333.80
4	1,726.80	1,778.40
5	2,158.50	2,223.00
6	2,590.20	2,667.60
7	3,021.90	3,112.20
8	3,453.60	3,556.80
9	3,885.30	4,001.40
10	4,317.00	4,446.00
11	4,748.70	4,890.60
12-18	5,180.40	5,335.20
19 and over*		

Graduate
Illinois Residents

Graduate
Non-Residents

Hours/Sem	FY-94	FY-95
1	154.10	158.80
2	308.20	317.60
3	462.30	476.40
4	616.40	635.20
5	770.50	794.00
6	924.60	952.80
7	1,078.70	1,111.60
8	1,232.80	1,270.40
9	1,386.90	1,429.20
10	1,541.00	1,588.00
11	1,695.10	1,746.80
12-18	1,849.20	1,905.60
19 and over*		

Hours/Sem	FY-94	FY-95
1	462.30	476.40
2	924.60	952.80
3	1,386.90	1,429.20
4	1,849.20	1,905.60
5	2,311.50	2,382.00
6	2,773.80	2,858.40
7	3,236.10	3,334.80
8	3,698.40	3,811.20
9	4,160.70	4,287.60
10	4,623.00	4,764.00
11	5,085.30	5,240.40
12-18	5,547.60	5,716.80
19 and over*		

Students in the Master of Science Program in Nursing with a specialization in Nurse Anesthesia who are in the clinical phase of the program will be assessed a clinical charge of \$2,000 per term beginning with Fall term 1994 in addition to regular graduate level tuition. Students must pay the clinical charge each term of clinical registration with a minimum of five terms. Beginning with the Fall term 1995, this charge will be \$3,500 per term.

*A student enrolled for more than 18 hours will be assessed tuition equal to the rate charged for 18 hours plus the 1 hour rate for each hour beyond 18.

REVISED TABLE III

SIU Professional Schools
Academic Year Tuition Rates

	FY-94	FY-95
SCHOOL OF DENTAL MEDICINE		
Illinois Residents	3,990.00	4,500.00
Non-Residents	11,970.00	13,500.00

	FY-94	FY-95
SCHOOL OF MEDICINE		
9 Semester Basis		
Illinois Residents	8,742.00	10,491.00
Non-Residents	26,226.00	31,473.00

11 Semester Basis		
Illinois Residents	7,152.00	8,583.00
Non-Residents	21,456.00	25,749.00

Students entering the School of Medicine prior to FY-95 pay 3 semesters per year for the first nine of the eleven semesters; beginning with the class entering in FY-95, students will pay 3 semesters per year for each of the eleven semesters.

SCHOOL OF LAW

Illinois Residents			Non-Residents		
Hours/ Sem	FY-94	FY-95	Hours/ Sem	FY-94	FY-95
1	233.00	268.00	1	699.00	804.00
2	466.00	536.00	2	1,398.00	1,608.00
3	699.00	804.00	3	2,097.00	2,412.00
4	932.00	1,072.00	4	2,796.00	3,216.00
5	1,165.00	1,340.00	5	3,495.00	4,020.00
6	1,398.00	1,608.00	6	4,194.00	4,824.00
7	1,631.00	1,876.00	7	4,893.00	5,628.00
8	1,864.00	2,144.00	8	5,592.00	6,432.00
9	2,097.00	2,412.00	9	6,291.00	7,236.00
10	2,330.00	2,680.00	10	6,990.00	8,040.00
11	2,563.00	2,948.00	11	7,689.00	8,844.00
12	2,796.00	3,216.00	12	8,388.00	9,648.00

Mr. Kochan moved that the proposed tuition increase for undergraduate and graduate students at SIUC and SIUE as contained in Revised Table I and II be approved. The motion was duly seconded.

Mr. Norwood stated that he would not want SIU to get into a situation where the universities are in jeopardy because we haven't provided the amount of tuition necessary to keep quality programs. He explained that we have been state-supported schools, but we're moving toward state-assisted schools. He explained it takes money to keep the value of the degree. He continued that he has been for no tuition, no tuition, but reality sets in and it does cost to keep the level of quality that SIU is known for nationally and internationally.

The motion being duly made and seconded, the Chair called for a roll call vote. Student Trustee opinion in regard to the motion was indicated as follows: Aye, Nick Adams, Mark Kochan. The motion carried by the following recorded vote: Aye, Molly D'Esposito, Celeste M. Stiehl, A. D. VanMeter, Jr., George T. Wilkins, Jr.; nay, William R. Norwood.

The Chair stated that the tuition increase matter concerning the professional schools would now be considered. Mrs. D'Esposito moved that the professional schools' tuition increases contained in Revised Table III be approved. The motion was duly seconded.

Mrs. Susan Hall, President, SIUC Graduate and Professional Student Council made the following comments:

Thank you, Chairman VanMeter. I will attempt to keep my comments brief in order to allow my colleagues from the School of Law to address the Board concerning this matter. Obviously we are pleased to learn of the amendment to the undergraduate and graduate student tuition proposal. However, we are still greatly concerned about the proposed law and medical school tuition increases. At your last meeting Chancellor Brown reported with respect to the tuition increase matter that "we would have preferred to have no tuition increase at all, but the Presidents and I are convinced that this position

would not be politically or financially viable." A reading of the newspaper accounts of the last Senate Appropriations Committee hearings would suggest that the proposed increases in the professional school tuition should be reconsidered as well. The Champaign-Urbana News Gazette cited Senator Howard Carroll, Democrat from Chicago, in its March 25, 1994 edition with respect to the originally proposed public university tuition increases as believing that it would be hard to justify tuition increases so far above the rate of inflation. The Bloomington Pantagraph also in its March 25, 1994 edition quoted Senator Steve Rauschenberger, Republican from Elgin, during the Committee hearings admonishing the public universities, "You cannot continue the kind of cost curve we're seeing." On that same day, The Springfield State Journal Register reported that ". . . some senators didn't appear too thrilled with recently announced tuition hike proposals" and that ". . . lawmakers indicated that the budget requests submitted could be revised before the scheduled end of the legislative session on May 27. The General Assembly has the power to cut the universities' budget proposals to keep tuition hikes to a minimum." And, then, on April 4, 1994, the Chicago Tribune reported that most universities were seeking tuition increases in excess of the 3% increase contained in Governor Edgar's budget which had lawmakers from both political parties "a little miffed." The article closed by stating, "Lawmakers exercise indirect control over tuition rates because they can refuse to let universities spend all the money they collect. Although this option is rarely used, lawmakers said they were exploring it as a way of dealing with tuition rates that have skyrocketed at twice the rate of inflation during the last decade." Mr. Chairman, you will recall that both during a Finance Committee meeting last summer and again at your last Board meeting, I asked if SIUC would be denied the legislative spending authority for the \$37,700 in law school tuition unrecognized by the IBHE for this year. At both of those meetings, system and campus officers assured the Board that GPSC's concerns were groundless and that spending authority had been realized. I have here in my hand a letter dated April 13, 1994, from the IBHE stating that this increase "was not included in the BHE's budget recommendations, the Governor's budget, or appropriations approved to date for fiscal year 1994. As collected, unspent fiscal year 1994 revenue these monies are carried over as part of a beginning balance available for appropriation for fiscal year 1995." What assurances can the Board give our students, our law school students and medical school students, that this proposed tuition increase will be treated any differently? The newspaper reports cited above indicate that SIU's professional school tuition proposal will also not be well received by the Senate Appropriations Committee and suggests that such increases may not be financially or politically viable in light of potential legislative action to limit the spending authority for tuition dollars collected.

The Graduate and Professional Student Council also believes this increase should be reconsidered based solely on a simple review of the numbers. As I reported to you at the last Board meeting, tuition for graduate students at SIUC increased 272% between 1980 and 1990. Tuition rates for law and medical school students increased at an even more drastic rate. During that same time period, however, the Higher Education Price Index only increased 73.7%, the Consumer Price Index by only 73.7%, and the Per Capita Disposable Income Index by a mere 51.6%. The GPSC believes that students are not adverse to paying a fair share of the burden for a higher education. But tuition

increases of more than three times the rate of inflation as measured by even the highest of the abovementioned economic indicators, however, is not justifiable by any means. The BHE has recommended and the Governor has approved a higher education budget that includes a 3% tuition increase. In light of the historical data and assuming that students are willing to pay increases at the rate of inflation, even this 3% proposal is too high. In fact, tuition would have to be abated in order to bring rates into line with the BHE's policy of tuition being linked to increases in the Higher Education Price Index. I have a resolution to present on behalf of the GPSC and ask that it be entered into the permanent record. This resolution states GPSC's opposition to the tuition increase in general. It does state, however, that in the event it can be proven that such an increase is required in order to prohibit further university program cuts, the GPSC would reluctantly support the IBHE recommended 3% tuition increase.

In closing, I would like to once again remind the Board that most graduate and professional students will be forced to turn to additional student loan debt in order to finance the proposed tuition increase. This should not be viewed as just an individual personal problem but a problem for society as well. These students will be forced to make career decisions based solely on financial considerations. No longer will they have the freedom or the ability to take jobs in rural and underserved areas or in the fields of community and public service out of a desire to serve the common good. Another consideration should be the long-term effect on the economy when these students graduate and are forced to forego having families of their own, delay for years the buying of a home, and drastically limiting the purchases of consumer goods as their entire disposable incomes are channeled into student loan debt repayment. Numerous and far-reaching are the ramifications of increasingly removing the financial burden for higher education from the state and placing it onto the backs of students. The time is long overdue for a rational statewide tuition policy that ties increases to a reasonable economic indicator. It is the hope of GPSC that the SIU Board of Trustees will take a leadership role calling on the Governor and General Assembly to enact and enforce such a statewide tuition policy.

Mr. Chairman, there are several students here from the School of Law that wish to address the Board. We have placed a sheet of paper up at the microphone and we're asking that anyone who speaks would please sign their names so that Mrs. Holmes will have it for the record.

The following resolution was presented by Mrs. Hall, President, SIUC Graduate and Professional Student Council, for inclusion in the minutes.

**GRADUATE AND PROFESSIONAL STUDENT COUNCIL
SOUTHERN ILLINOIS UNIVERSITY AT CARBONDALE
APRIL 6, 1994**

RESOLUTION OPPOSING THE PROPOSED TUITION INCREASE

- WHEREAS:** The Southern Illinois University Board of Trustees is considering a two-year proposal to increase tuition in excess of 13% for graduate students, in excess of 30% for law students, and in excess of 40% for medical students; and
- WHEREAS:** The Illinois Board of Higher Education's recommended 3% tuition increase violates two of its own tuition policies which state that, "tuition rates should approximate a one-third share of instructional costs," and "tuition and fee increases should approximate the rate of increase in relevant economic indicators including the Higher Education Price Index;" and
- WHEREAS:** According to data provided by the Illinois Student Association in 1991, tuition at Southern Illinois University at Carbondale already exceeded 36% of instructional costs and tuition at the SIU system as a whole exceeded one-third of instructional costs; and
- WHEREAS:** According to the Illinois Auditor General, tuition at SIUC rose from \$574 in 1980, to \$1,560 in 1990, an increase of approximately 272%, yet during that same time period, the Higher Education Price Index only increased 73.7%, the Per Capita Disposable Income Index increased 74.6%, and the Consumer Price Index increased 51.6%; and
- WHEREAS:** Any tuition increase means financial hardship that threatens access to higher education for many students.

THEREFORE BE IT RESOLVED THAT:

The Graduate and Professional Student Council hereby states its opposition to any tuition increase; and

THEREFORE BE IT FURTHER RESOLVED THAT:

In the event it can be proven that a tuition increase is required in order to prevent further reduction in University programs, the GPSC would reluctantly support an increase at the IBHE recommended 3% level.

Mr. Norwood requested of Mrs. Hall that in the future when stating increases in our tuition that tuition increases at the rest of the state univiersities and the funding level from the state be included in order to get a better picture.

Mrs. Hall stated that Steve Friedel, President of the Student Bar Association, and Patrick Smith, GPSC President-elect, who is also a law student, would like to address the Board.

Mr. VanMeter asked if these two gentlemen were officially representing the law students. He stated he would ask that they limit their remarks to five minutes each.

Mr. Friedel made the following comments:

Ladies and gentlemen, my name is Steve Friedel. I am President of the Student Bar Association of the Law School. We have held a caucus at the law school to get student input concerning the proposed tuition increase. At that caucus we were under the assumption that there would be a 7% increase on campus and a 15% increase for the law school and a 15% increase next year. Now seeing - - and there was an overwhelming rejection to that idea. Now seeing that the tuition increase on campus is at 3%, what we're still seeing is the 15% for the law school. What that means is a differential of 12% that the law students will be paying for their legal education. Now, notwithstanding the idea that Susan Hall is expressing that we may not ever see that money that we are paying, even if we would see that money there are considerations that must be looked at. But before I look at those considerations I want to explain to you a little bit of what the law students at Southern Illinois University is like. If you go over to the law school, which I invite you to do, what you will see are students who are hard working. When you originally look at a law school when you're trying to figure out where you are going to go to law school there are a number of considerations that you have to take into account and you haven't done this before and so it's kind of overwhelming. One of the overwhelming or one of the consistent characteristics of our students is that they find this to be an affordable education. The education that we receive for the price we pay for our education is below market rates which understandably allows us students who would otherwise not afford to go to law school to come to Southern Illinois University. Now there is a sentiment which I have heard from a number of people that is that we should go ahead and jack up tuition for professional schools because we're working on a professional degree. Now this concept that we can throw money into making it better does not make sense to me. Because the idea is and I think we have some sort of inferiority complex which makes us think that we should become a little U of I, which there is no explanation for that. We are getting a good education at Southern Illinois University. If I wanted to be paying U of I tuition I would be going to the University of Illinois. I am here at Southern Illinois

University because I can afford it. I may not be able to afford to go to a school paying a higher tuition rate. What you will see in our student body is that allows for a number of non-traditional students to be able to come here. Students who are older, who have families, to get a legal education. An education they might not otherwise get. What that translates to is a harder working student body and that is one of our strengths, that we know what we are paying for. We know it is our work getting us where we are going. Now increasing tuition means that that does not become a viable option for our students, which means that pool is not going to be acceptable for SIU to draw from, which allows us to do a number of things. One is to get an affordable education. The other, which is very important in the legal community, is that it allows us to go into the legal community and practice public interest law. What Susan was talking about is that we are dictated in our job - - what sort of job we might take that is dictated by what we can afford. The fact that we can leave law school without an overwhelming debt means that we can afford to do things like be public defenders, like be states attorneys, we can afford to work for civil rights groups, we can afford to work for public interest groups, which is something we may not otherwise be able to do. If you look at what this money is going to be spent for if the tuition increase is given to the law school we have proposals from our administration. Now I do have a lot of good things to say about our administration. I am very proud of them. However, in terms of what the proposal is for we do not know exactly where the money is going to go. I feel a little bit like Don Quixote going after the windmills because we have proposals in the law school white paper which is for a number of things that we do need and a number of things we do not need. We do not know where this money is going to go and so I am forced to argue, at least address all of them. The first thing that I have been told that we are working on is this constant information technologies, they want to update information technologies. Now that is an umbrella term, doesn't make sense because in that it includes personal computers in the library, but it also includes, before I say that, which students support and we understand that this is a needed upgrade, the computers do need to be replaced. However, in that concept of information technologies is this trunking device so that it is called internet which will allow our faculty to get directly on line and our students to get directly on line. We believe that this is an excessive cost. It is something that we believe that the University can get the same benefits by upgrading our modem systems which is something that as soon as the University upgrades their modem capabilities that we can get basically the same service without paying the excessive cost. The second thing that I have been told they want to use money for is for planning and placement. Now that was in the Board of Trustees' proposal which said that the money would be going to planning and placement. So we really don't know where this money is going. But in terms of placement, what could have been said is that we would increase the placement department, but instead what has been said is that we would increase alumni relations in order for placement to be opened up. The placement department in the law school does need more funding. It does need another person there. However, we're not sure that the way this was proposed is going to get that. We're not sure what that money is going to be used for. Now the white paper calls for moving Dean Blackstone's office. We don't think it is necessary. We would prefer to have another person there instead of spending that money that way. We do not know what that money is going about. The third thing is the full time writing instructor which is another proposal that we understand. This is a writing instructor. Basically a remedial writing instructor that the

University would like to pay a marginal amount for. It's not an excessive amount, but what this is for is a writing instructor to teach remedial English in the law school. Now I personally find that a little bit insulting. I mean, we would be spending our money on that. If we need remedial writing in the law school there's something wrong with the educational system. But the second and third years are going to be paying for this and not going to be getting the benefits from it. Now if we want to have better writers in the law school that means an increase in admission standards and not in hiring a remedial writing instructor. Finally, the last thing that I would like to speak to is the concept that is in the white paper which I'm not really sure - - no one is sure what is going to happen with this and this is the proposal to decrease research assistantships or at least cut the money to the research assistantships. What I'd like to speak to is the value of those research assistantships. Those serve two functions. The first function that they serve is that they give our faculty a base which they can do more. Which is a good idea and I am in favor, I think the law students are in favor of supporting our faculty. But the second thing that they do is they give students an opportunity to work and to not incur such a high debt. Now the idea is to move money back from that and what the administration would like to do I believe is to pool the money so they can give it out on what they consider to be a need-based criteria. Unfortunately no one knows what a need-based criteria is. In the law school because we are law students and thus we claim we have a job we are all at full need. So at that point we all are need-based. And so what these assistantships are are an academic base. They reward the good students in order to give them an opportunity to work. Now what that allows those students to do is to go into public interest fields in order to not leave the law school with an excessive debt. Law students do not accept this proposal. We do not like it and we would urge you not to strap that on otherwise struggling students. Thank you.

Mr. Smith made the following comments:

Being a law student, of course, I'm being taught the value of using three words when one will do. However, I will forego that training in an attempt to keep my comments brief. If I might encapsulate what you have heard so far, I would do so as the following. Law students are not adverse to paying their fair share of a legal education. In fact, to an extent, we support some increases in order to improve the quality of our program. However, I hate to disassemble down to layman terminology; as I said I am a law student but I will in order to most clearly identify the feeling around the law school. And that goes something like this. 30%, are you out of your minds? 30%, we don't even know where this money is going. We've tried on several occasions to get firm commitments, for someone to tell us yes, we're raising your tuition 30%, but this is going to be the benefit. You're going to see it here, here, and here. Instead of getting solid answers what we've gotten are small portions of edited versions of the approximate truth. That's it. We've been told point blank we don't know where the money is going to be used yet, because we don't have it. However, once we have it we'll be glad to tell you where we spent it. Now, having a business background as myself and many of the law students have, it occurred to us that if we walked into a bank and asked for a loan and said, well, I'm not exactly sure where I'm going to spend it, but I assure you it will be for a good cause, we probably wouldn't get very far with the loan

officer. The same is true, I believe, with the education/academic field here. We're asking to be loaded with a burden which we are unsure is necessary and that's unconscionable. I do not see how on this issue the Board of Trustees, yourselves being tied very closely to academics, can say 30% is a reasonable number to charge the law students in the next two years for a legal education when we, when our administration, and when in fact you yourselves cannot say that you can show any added benefit to the law students for that purpose.

Mr. VanMeter stated that the increase before the Board today was only 15%; that the additional is being disregarded.

Mr. Smith continued with the following remarks:

I might speak to that very briefly. In the last three to four years tuition at the law school has increased roughly 30-40%. In the last four years the ranking of the law school has fallen from 88 out of 175 schools to 108 out of 175 schools. Perhaps that indicates that money might not be the problem. I'm reminded of an episode of Gilligan's Island where the ultra-rich Howells attempt to use dollar bills to fix a wheel that will not fit. We're simply throwing money into an area where it's not exactly clear that lack of money is the problem. I think that a more reasonable solution than 15% this year can be reached and I'm sure a more reasonable solution would be supported by the law students because we recognize that tuition increases will come and the cost of doing a legal education will rise. However, to characterize 15% simply as the cost of inflation, the added yearly increase in providing a legal education seems a bit far-fetched considering the cost of providing an undergraduate education seems only to be 3% and at best guess 7%. Twice as much just doesn't seem to make reasonable sense. Thank you.

Mr. Richard Whitney made the following comments:

My name is Richard Whitney. I'm a first year student at the SIU School of Law. I know that some law students have raised particular concerns about the lack of accountability of the future plans for improvements at the law school. Those concerns are valid; however, in the main is not the focus of my own objection to the proposed tuition increase. Certainly many of us at the law school are uncomfortable taking a purely adversarial position with respect to this proposal. We surely don't want to be perceived to be opposed to improving the curriculum and resources available at the school. And frankly I feel uncomfortable publicly opposing the proposals of the law school administration because I think it's fair to say that most of us have a sincere respect for Dean Haynsworth, Dean Britton, and the rest of the administration. And yet I must state my opposition. At bottom it is a question of fairness and balance. One of the strengths of the SIU School of Law is its affordability particularly to people of modest means and non-traditional working class students like myself as Steve Friedel mentioned. It is to its credit that the School of Law is reasonably accessible in that fashion. Many of us came here with a reasonable expectation that such accessible tuition levels would be maintained. It is fair to say that we have relied on that assumption in choosing to attend school here. Accordingly, to place the burden of improvement plans on this particular generation of law students to the tune of

30% in two years or 15% in one year with plans for another 15% is manifestly unfair to us and further is unfair to future prospective students of modest means who aspire to practice. It would in my judgment take us far afield from one of the school's strengths, affordability. Reasonable increases commensurate with demonstrated need, reasonably related to real increases in costs and the rate of inflation would probably find support at the law school. However, in the absence of any real guarantees that increases of the nature that we're discussing are actually going to regown to the benefit of the law school I find that we really cannot support such an onerous burden being placed on this generation of law students. Thank you.

Mr. Jonathan P. Dotson made the following comments:

Ladies and gentlemen, members of the Board. I'll keep my remarks brief. What we've got here is a question of return on investment. When Dean Haynsworth came we raised tuition I believe roughly 30% over a three year period. In that same period we dropped as noted from 88 to 108. He's asking now for another 15%. I assure you that next year although this is broken out now into two years, he'll be asking for another 15%. Ask for a firm idea of how this money is going to be invested so that you know you will be getting your money's worth. Thank you.

Mr. Dan Schmeckel made the following comments:

I think the real question I'm here to ask today is about money. It's about reality and irresponsibility. I'm going to tell you straight up Board I think you've been irresponsible with our money. You've asked us six times this semester for money. Six times in six different ways. Okay. Now all the arguments that my colleague students here have made notwithstanding I find that to be kind of ridiculous for a lot of different reasons. One of them being the way this Board spends money it seems like you guys were gluttonous for it. You can't get enough. If you spent the money in a way that was, I don't know, feasible in some way I would not have a problem with a 13% tuition increase or a 30% tuition increase. But we have examples of for instance spending \$800,000 on a day care facility paid for out of student activity funds that serves less than 1/10th of 1% of the student population. Sir, I'm against the fee increases for the very reasons that I have stated. The Board is spending the money received from its students irresponsibly. And that any increases you're asking for increases in tuition and you're not telling us what you're spending the money on, that's irresponsible as well. You're going to vote later on today on a \$244,000 increase in parking when we've given you a solution that costs nothing. The money the Board is spending is not being spent responsibly. Well, as far as it goes Board I hope you will start to spend our money more responsibly because I as a non-traditional student cannot afford a tuition increase.

Mr. Kochan made the following comments:

Mr. Chairman, just in summation of some of the previous arguments concerning the tuition increase at the professional schools. I think there are merits as far as the issue of where is the money going, where is it going to be spent. I don't think anybody in particular is against the cost of tuition,

affordable as far as access and the ensuing probability of having quality, but as far as where is it going and what is going to be implemented I think it has some merit to that. The other question of professionals incurring a debt. Our medical school is known throughout the nation for its primary care. If there is too much of a burden as far as professionalization of the medical school, the law school, I question whether or not that will pose some trouble as far as enhancing the choices they can make as far as assisting in particular public service or public agencies. As far as cutting the research assistants and raising tuition, I find that quite contradictory. Research assistants are a major source of support financially for students, a great learning opportunity, and enables them to get some hands-on experience. If you cut that and raise tuition at the same time, I don't think it sends a clear, positive message to that particular constituency. Thank you.

Mr. Norwood made the following comments:

I wrote down several things, but I'll be brief also. Sometimes pilots use 10 words for every one that could be used. I think we have a question here of flexibility and I don't think the law school should be any more stringently restrictive about some managerial flexibility than anyone else. I was a student once upon a time and I don't recall when I went in and paid tuition that I asked the admissions office, what are you going to do with my tuition? I don't think that came up. I think we gave latitude to the University to know what to do with tuition and now we're saying we have to say we have a definitive plan for every dollar that we're asking in a tuition increase. You made a statement that we were 88 and now we're 108. Hopefully the tuition increase will keep us going the other direction. One other thing about the SIUC law school. Prior to 1991 we had the best passing rate on exams, state bar, I think that's accurate. We have slipped. Do we want to continue to slip or do we want to be number one in this passing rate that we were so well known for? And there are opportunities. We've got the moot courts, we do well. We've got a lot of things. So I just beg you to say the administration needs a little flexibility in what they see the need for the tuition increase. After the fact, if they haven't used the money well, things might change during the year where some of the monies that were collected as tuition might be needed slightly differently. Are we going to say to the administration, well, you didn't spend that money for what you said you were going to do to the exact dollar. We want our tuition refunded. I think that's being a little bit unreasonable and I would vote to have the administration have a little flexibility on how they used the tuition and let's evaluate how they did it.

The motion being duly made and seconded, the Chair called for a roll call vote. Student Trustee opinion in regard to the motion was indicated as follows: Aye, none; nay, Nick Adams, Mark Kochan. The motion carried by the following recorded vote: Aye, Molly D'Esposito, William R. Norwood, Celeste M. Stiehl, A. D. VanMeter, Jr., George T. Wilkins, Jr.; nay, none.

The following matter was presented:

INCREASE IN STUDENT MEDICAL BENEFIT FEE, SIUC
[AMENDMENT TO 4 POLICIES OF THE BOARD B-6 and B-12-b]

Summary

This matter seeks an increase only in the Insurance Premium component of the Student Medical Benefit Fee in response to a 15.7% increase in the FY-95 premium rate per student. An additional increase of \$7.00 is also necessary to annualize the amount of the FY-94 premium rate increase that was paid from working cash. Added together, this totals to a \$28.00 increase in the semester rate and a \$16.00 increase in the summer rate.

As proposed, the FY-95 Student Medical Insurance Premium Fee would be \$134.00 per semester and \$80.40 for the summer. These are lower numbers than were presented last month due to the implementation of a managed care system proposed by the provider, which is submitted here for Board approval along with the fee increase.

Continuing efforts are being made to reduce costs in the on-campus component of the Student Health Programs to cover inflationary increases rather than proposing a further fee increase for FY-95.

Rationale for Adoption

The Student Health Fee and the Student Medical Insurance Premium Fee are the two components of the Student Medical Benefit Fee. The former funds the on-campus program of primary health care while the latter funds the contract with an external provider of health insurance. An increase is proposed only for the insurance component in response to a 15.7% premium rate increase and to annualize the portion of the FY-94 rate increase which was paid from non-recurring funds in FY-94.

The 1994-95 insurance premium is based on actual SIUC experience during the last completed contract year (1992-93). Expense is measured by claims incurred and paid during the contract year and twelve months following for conditions which occurred during the contract year.

Last year at this time, the University was faced with a 76% increase in premium, based on 1991-92 claims experience that had more than doubled from the previous contract period. In negotiating with the insurance provider, the University took the position that 1991-92 represented an anomaly, based on prior claims experience, and that claims would decline in 1992-93. On that basis, the insurance provider was willing to risk a reduced premium increase of 34%, rather than 76%.

Unfortunately, it appears that 1991-92 was not an anomaly. The claims experience for 1991-93 is running 3.4% ahead of 1991-92. The relatively small increase, however, is encouraging news for future premium growth. The underestimated premium base for 1993-94 must be adjusted to project the premium for the 1994-95 contract year, in addition to the relatively modest claims

increase of 1992-93 over 1991-92. Negotiations with the provider, with no changes in coverage, have resulted in a 31.32% premium increase for 1994-95, which would have required the \$42.00 increase proposed last month.

Student leadership has consistently wanted to maintain the current coverages, or even to increase coverage, so reductions in covered services have not been seriously considered. However, the insurance provider has suggested that a smaller premium increase (15.7%) could be obtained by entering into a managed care arrangement.

The managed care approach would be similar to that currently offered to employees by the State of Illinois. A network of preferred providers offering discounted charges and physicians willing to accept payment based on reasonable and customary charges would be developed. Students who elected to use someone outside the network would pay a higher co-payment. Caps for total out-of-pocket expense would still protect students from excessive costs.

A fuller explanation of the proposal is given in the attached Memorandum of Understanding between the University, Acordia Collegiate Benefits, and Ethix Preferred Provider Organization. Approval of this proposed system of managed care is recommended as the most feasible means of holding down costs.

One other effort was made last year to reduce the \$29.00 fee increase needed to fund the 34% premium increase. A \$2.00 amount of the previous year's fee increase was determined to be available on a recurring basis. A further \$7.00 portion was deferred to FY-95 by the non-recurring use of working cash. The proposed FY-95 semester fee increase of \$28.00 is determined by adding the above \$7.00 to the \$21.00 needed to fund the 15.7% premium increase.

The proposed increase would bring the annual cost for health insurance to \$348.40, or \$29.03 per month. The total cost for comprehensive health care, including on-campus primary care, would amount to \$45.93 per month.

Considerations Against Adoption

Costs might be decreased by reducing coverage and rebidding the contract. If the managed care proposal is not accepted, then the needed fee increase to continue the present coverage would be \$42.00 as proposed last month.

Constituency Involvement

An administrative task force formed last year from Student Health Programs, Office of the Vice-President for Student Affairs, and University Risk Management has continued to negotiate with the providers on this issue. The Student Health Advisory Board voted unanimously, with all nine members present, to adopt a resolution concluding that "the PPO plan is in the best long-term interest of SIU students, since implementing the plan will reduce the needed rate increase from . . . \$42.00 per semester to . . . \$28.00 per semester, and

hopefully mitigate any fee increase in the future." This issue has been discussed with student leadership and is under consideration by their respective constituencies.

Resolution

BE IT RESOLVED, By the Board of Trustees of Southern Illinois University in regular meeting assembled, That, the SIUC President be authorized to enter into a program of managed care for the Student Health Program; and

BE IT FURTHER RESOLVED, That, effective with the collection of fees for Fall Semester, 1994, 4 Policies of the Board B-6 be amended to show the following schedule:

<u>Hours</u>	<u>Student Medical Insurance Premium</u> ⁵
1	\$134.00
2	134.00
3	134.00
4	134.00
5	134.00
6	134.00
7	134.00
8	134.00
9	134.00
10	134.00
11	134.00
12 or more	134.00

⁵Rate shown applies to Fall and Spring Semesters only; Summer session rate is \$80.40. Subsequent rates are subject to change in accordance with the terms of the contract with the insurance supplier.

BE IT FURTHER RESOLVED, That 4 Policies of the Board B-12-b be amended as follows:

- 12. b. Student Medical Insurance Premium. Commencing with the Fall Semester, 1994, a Student Medical Insurance Premium of \$134.00 for Fall Semester, \$134.00 for Spring Semester, and \$80.40 for Summer Session shall be collected from each student. Subsequent rates are subject to change in accordance with the terms of the contract with the insurance supplier.

Student Health Insurance Program
Statement of Revenue and Expense

	FY-91 Actual	FY-92 Actual	FY-93 Actual	FY-94 Budget	FY-95 Projected
REVENUE					
Insurance Premium Fee	3,223,863	3,412,302	3,377,495 ^A	4,588,401 ^B	4,112,771 ^C
Interest Earnings	<u>34,622</u>	<u>27,265</u>	<u>30,060</u>	<u>30,000</u>	<u>30,000</u>
TOTAL REVENUE	3,258,485	3,439,567	3,407,555	4,618,401	4,142,771
EXPENSE					
Insurance Premiums	2,569,087	3,468,517	3,491,054 ^D	4,488,270 ^E	5,057,515 ^E
Adjustment for Prior Years	511,515 ^F	0	(515,811) ^G	0	0
Claims Administration:					
Salaries	72,216	88,811	89,653	82,011	84,881 ^H
Wages	6,616	12,362	20,776	16,000	16,000
less use of F.W.S.	0	(695)	(1,949)	0	0
Commodities	1,758	3,507	2,887	3,750	3,750
Contractual Services	10,571	24,107	24,571	20,500	20,500
Other Current Expenses	525	2,640	130	150	150
Telecommunications	<u>38</u>	<u>720</u>	<u>629</u>	<u>650</u>	<u>650</u>
Subtotal, Claims Admin.	94,724	131,452	136,697	123,061	125,931
TOTAL EXPENSE	3,175,326	3,599,969	3,111,940	4,611,331	5,183,446
REVENUE OVER EXPENSE	83,159	(160,402)	295,615	7,070	(1,040,675)
Proposed increase of \$28					<u>1,086,392</u>
ENDING FUND BALANCE	<u>139,106</u>	<u>(21,296)</u>	<u>274,319^I</u>	<u>281,389</u>	<u>327,107</u>

NOTES:

^AIncludes a \$3 increase and a late ISAC payment for FY-92 of \$53,070.

^BIncludes \$20 fee increase, 3.6% enrollment decline, and \$291,733 late ISAC payment for FY-93.

^CAssumes a 4.28% enrollment decline.

^DReflects no premium increase for FY-93.

^EReflects the premium increase, adjusted for projected enrollment.

^FOne-time expense to close out Blue Cross contract with change to Accordia.

^GRefund for underutilized premiums in the 1991-92 contract year.

^HAssumes 3.5% salary increase.

^IEnding balance would have been \$566,052 if the Spring ISAC payment had been received prior to June 30, 1993. The drop from \$566,052 to the balance shown for FY-94 would reflect the use of working cash to pay a portion of the premium for FY-94.

April 14, 1994

RECEIVED

799
MAR 04 1994

STUDENT HEALTH PROGRAM
DIRECTOR'S OFFICE

MEMORANDUM OF UNDERSTANDING

SOUTHERN ILLINOIS UNIVERSITY, STUDENT HEALTH INSURANCE

AND

ACORDIA COLLEGIATE BENEFITS AND ETHIX PREFERRED PROVIDER ORGANIZATION

MARCH 1, 1994

Acordia Collegiate Benefits has previously proposed adding the Ethix Preferred Provider Organization (PPO) to the Southern Illinois University Student Health Insurance Plan. The reasoning behind that proposal was:

1) Discounts from providers participating in the PPO plan would reduce the claims costs incurred by the plan, and reduce copayments required from students.

2) A PPO plan would allow Physician charges to be paid on a "usual and customary" basis, rather than on a billed charge basis. The billed charge method of paying claims results in excessive payments to providers who overcharge for services.

3) Publication of Preferred Providers in the SIU Handbook would help guide students to credentialed, cost effective providers in the area. Students seeking services outside of the Carbondale area would be able to locate Preferred Providers through the Student Health Center or through a toll free call to Ethix.

4) The Southern Illinois University Student Health Insurance Plan is a major purchaser of medical services in Carbondale. It is important to develop a partnership between the university and the providers. Acordia and Ethix can serve as facilitators in the process.

Acordia proposed a benefit plan design change, which would pay 80% of covered charges for services rendered by a PPO provider, and 70% for services received from a non-PPO provider. The benefit differential is essential to encourage students to seek care from the PPO network. The Stop Loss limit (that point where services are covered at 100%) would remain at \$2,000 in covered medical expenses. This plan design would limit the exposure of a student to \$600 in out-of-pocket costs, even if all services are received from non-PPO providers, assuming that the providers accept a Usual and Customary level of payment. Students could be responsible for higher payments if usual and customary allowances are not accepted.

(1)

Acordia

The Ethix PPO Plan contains various safeguards to assure that students are not penalized, and also to reflect the reality that not all services may be available through a PPO network. Acordia has also designed some unique features to reflect SIU medical utilization patterns. These include:

1) Emergency Services - Emergency treatment is paid at the PPO rate, regardless of where services are rendered. It is not reasonable to expect patients to seek out a PPO provider in an emergency situation.

2) Services not Provided in Network - certain services, such as Physical Therapy and Durable medical Equipment, are not included in the PPO network. Those services will be paid at the PPO level.

3) Lack of Providers - it is possible that, for particular specialties, there will be no providers in the area, or perhaps only one provider who is not accepting new patients. Acordia will waive the penalty in those cases. Note: The Ethix Physician contract requires a participating physician to accept PPO members as new patients. In certain cases, the contract will specify a particular number of new patients, such as 100.

4) Selected Out-of Network Referrals - the SIU Health Center utilizes certain area providers for specific services, such as Harrisburg Hospital for Inpatient Mental & Nervous Condition admissions, St. Joseph Hospital for midwifery services, Dr. Thorpe and St. Francis Hospital for orthopedic services, and Carbondale Family Practice Center for inpatient referrals and patient management. Those will be identified by SIU prior to the effective date of the PPO Plan, and services will be paid at the PPO level, regardless of the provider's status with the PPO.

IMPLEMENTATION OF ETHIX PREFERRED PROVIDER NETWORK

The prime consideration for Acordia to recommend a PPO Plan was the inclusion of Carbondale Memorial Hospital in the PPO network. Negotiations over the past several months between Ethix and Carbondale Memorial resulted in a contract being agreed to, effective January 1, 1994.

The next phase calls for development of a physician network in the Carbondale area. Ethix is ready to proceed with this phase, following receipt of two items from SIU:

1) Notice that the Student Leadership has approved the implementation of Ethix PPO to the Student Health Insurance Plan.

2) A listing from the Student Health Center providing those physicians SIU considers most important for Ethix to contract.

(2)

If a decision to add the Ethix PPO is made in late February or early March, the Ethix will begin the process of meeting with Physicians immediately. The initial thrust will take place during March, April and May. Each physician will be advised that, if a contract is signed before June, then the physician's name will be included in the SIU Student Health Insurance Handbook for the 1994/1995 school year.

SIU will be kept advised as physicians are signed up to the Ethix network, and we will rely upon the Student Health Center leadership to lend support to the PPO plan.

ETHIX PPO FEATURES

In addition to the discounts available for hospital claims, there are additional features of the Ethix PPO plan which work to the student's benefit:

- 1) Providers agree to file claims on behalf of the patient, and to only collect the copayment at the time of service. This will greatly reduce the need for the student to file a claim, and also reduce any up front out of pocket costs.
- 2) Physicians and Hospitals agree to discounts or reduced reimbursement schedules, which will lower the amount of copayment due for a medical service.
- 3) The Student Health Insurance handbook will contain a listing of providers in the Carbondale area, helping to eliminate guesswork and uncertainty.
- 4) Student leadership input will be solicited in deciding how to best grow and modify the network.
- 5) Complaints about network providers will often be handled by Ethix, giving additional clout to the patient.

Acordia is committed to making the PPO plan a positive feature of the Southern Illinois University Student Health Insurance Plan. We understand that the network may not be completely in place in time for the beginning of the 1994/1995 contract period, but believe that a sufficient network will exist to justify the addition of the Ethix network to SIU.

It is very important that the PPO plan be viewed as a beneficial change, and Acordia will do everything possible to minimize difficulties resulting from penalty situations. We have pledged to operate with a common sense approach to administration of the plan, and will rely heavily on the judgement of the Student Health Center. Southern Illinois University will have a Student Health Insurance Plan which operates more efficiently, and at a lower cost, than the plan currently in place.

Mrs. Hall, President, SIUC Graduate and Professional Student Council, stated that the GPSC had deliberated at great length on this issue and did come out in support of going to the managed health care with the preferred provider option. She stated that the GPSC was in support of moving toward that proposal. She continued that one consideration taken into account was the fact that out of the 19,203 students who paid the fee, only 2,904 actually used the off-campus health insurance benefit; of those students, a large number of them utilized the Carbondale Memorial Hospital which will be a member of the preferred provider system, so those students will not be in any way affected by this change other than the fact that it should save some dollars for those students. She presented the following resolution for inclusion in the minutes.

**GRADUATE AND PROFESSIONAL STUDENT COUNCIL
SOUTHERN ILLINOIS UNIVERSITY AT CARBONDALE
MARCH 23, 1994**

**RESOLUTION IN SUPPORT OF THE USE OF A PREFERRED PROVIDER OPTION
FOR THE STUDENT MEDICAL INSURANCE PROGRAM**

WHEREAS: The use of a Preferred Provider Option (PPO) for the student insurance component of the Student Health Program would reduce the amount of the proposed increase in the Student Medical Benefit Fee from \$42.00 per semester to \$28.00 per semester; and

WHEREAS: According to the Student Health Program, approximately 2,904 of the 19,203 students enrolled utilize the insurance coverage; and

WHEREAS: The majority of those students were treated by Carbondale Memorial Hospital which has already agreed to participate in the PPO; and

WHEREAS: This is the final year of our contract with Acordia College Health Benefits, Inc., and the Student Health Program will be going out for bids during the next year; and

WHEREAS: Student Health Program officials have assured GPSC and the Undergraduate Student Government that if students are dissatisfied with the PPO after its inception, bids will be adjusted to reflect this disapproval and coverage will be bid without a PPO option; and

WHEREAS: Students are being advised that we must either support the status quo and pay an additional \$42.00 per semester, support the Preferred Provider Option and pay an additional \$28.00 per semester, or reduce overall student coverage; and

WHEREAS: The Graduate and Professional Student Council has consistently voted to maintain or increase the current level of insurance coverage.

THEREFORE BE IT RESOLVED THAT:

The Graduate and Professional Student Council hereby supports the implementation of a Preferred Provider Option form of managed health care for the student health insurance coverage with the understanding that student concerns and problems with such a system will be included in, and adjusted for, during any bid process for a new insurance coverage contract.

Mrs. D'Esposito moved approval of the resolution as presented. The motion was duly seconded. Student Trustee opinion in regard to the motion was indicated as follows: Aye, Nick Adams, Mark Kochan; nay, none. The motion carried by the following recorded vote: Aye, Molly D'Esposito, William P. Norwood, Celeste M. Stiehl, A. D. VanMeter, Jr., George T. Wilkins, Jr.; nay, none.

The following matter was presented:

INCREASE IN STUDENT ACTIVITY FEE, SIUC
AMENDMENT TO 4 POLICIES OF THE BOARD R-6 AND R-117

Summary

This matter seeks a \$3.00 increase in the Student Activity Fee for a proposed rate of \$18.75 per semester, effective with the collection of fees for Fall Semester, 1994. This increase is proposed for additional funding for Recognized Student Organizations (PSOs).

Rationale for Adoption

Currently, funds generated from a \$10.60 portion of this fee are used for the support of student organizations and programming. The funds collected are allocated between the Undergraduate Student Government (86%) and the Graduate and Professional Student Council (14%) in proportion to their respective enrollments.

For FY-94 this funding amounted to \$344,277 and \$56,045 respectively. These funds are allocated among the various student organizations by the Undergraduate Student Government and the Graduate and Professional Student Council, subject to the approval of the Vice-President for Student Affairs. The proposed increase, adjusted for the projected enrollment decline, would make \$413,765 (an increase of \$69,488) and \$67,357 (an increase of \$11,312) respectively available for allocation in FY-95.

Considerations Against Adoption

The increase could be avoided by reduced funding of student organizations.

Constituency Involvement

This matter has been requested by student leadership and has the support of the Vice-President for Student Affairs. On February 2, 1994, the Undergraduate Student Government voted to request this increase. The Graduate and Professional Student Council has this matter under consideration.

Resolution

BE IT RESOLVED, By the Board of Trustees of Southern Illinois University in regular meeting assembled, That 4 Policies of the Board B-6 be amended to show the following schedule for the Student Activity Fee, to be effective with the collection of fees for Fall Semester, 1994:

<u>Hours</u>	<u>Student Activity Fee</u>
1	\$ 1.56
2	3.12
3	4.69
4	6.25
5	7.81
6	9.38
7	10.94
8	12.50
9	14.06
10	15.62
11	17.19
12 or more	18.75

BE IT FURTHER RESOLVED, That, effective with the collection of fees for Fall Semester, 1994, 4 Policies of the Board B-11 be amended to read as follows:

11. Student Activity Fee. Commencing with the Fall Semester, 1994, a Student Activity Fee of \$18.75 per semester shall be collected from each full-time student to be used in support of student activities and welfare.
 - a. Funds generated from a \$13.60 portion of this fee shall be used for support of student organizations and programming.
 - b. Funds generated from a \$1.15 portion of this fee shall be used to support a program of campus safety.
 - c. Funds generated from a \$4.00 portion of this fee shall be used to construct or lease a child-care facility and in support of a program of day care for student dependents through Rainbow's End child development center.
 - d. That portion of the funds generated from the full \$18.75 fee paid by the medical students at the Springfield facility, including those enrolled in programs of physiology and pharmacology, shall be allocated to support student organizations and programming at that location.

Mrs. Hall stated that GPSC was in favor of this increase; in fact, this request was initiated by the two student governments. She asked that the GPSC resolution regarding this matter be included in the minutes.

**GRADUATE AND PROFESSIONAL STUDENT COUNCIL
SOUTHERN ILLINOIS UNIVERSITY AT CARBONDALE
MARCH 23, 1994**

**RESOLUTION IN SUPPORT OF THE PROPOSED INCREASE
IN THE STUDENT ACTIVITY FEE**

- WHEREAS:** A \$3.00 increase in the Student Activity Fee effective with the collection of fees for Fall Semester, 1994, has been proposed; and
- WHEREAS:** The funds generated from this additional funding would allow the Graduate and Professional Student Council to increase its funding of Registered Student Organizations (RSOs) and Professional Development; and
- WHEREAS:** Declining enrollment has steadily decreased the GPSC's annual budget each year for the past three years and, without this proposed increase, will drastically reduce its Fiscal Year 1995 operating budget; and
- WHEREAS:** GPSC has depleted its RSO funding line in early Spring Semester of each of the past three years; and
- WHEREAS:** As a direct result of campus budget cuts, Professional Development funding requests have steadily increased each year and GPSC is fast approaching a time when requests will outnumber the amount of funding available to distribute.

THEREFORE BE IT RESOLVED THAT:

The Graduate and Professional Student Council hereby states its support for the proposed \$3.00 increase in the Student Activity Fee.

April 14, 1994

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Ms. Terry Pickerill, representing the SIUC Undergraduate Student Government, stated that USG also favors this fee increase. She submitted the following resolution for inclusion in the minutes.

UNDERGRADUATE STUDENT GOVERNMENT
SOUTHERN ILLINOIS UNIVERSITY AT CARBONDALE
STUDENT SENATE
26 JANUARY 1994

RESOLUTION TO INCREASE THE STUDENT ORGANIZATION ACTIVITY FEE

- WHEREAS: The need for student activities has increased in importance in both graduate school applications and employment viability; and
- WHEREAS: These activities play a crucial role in the personal and academic development of the students of Southern Illinois University at Carbondale; and
- WHEREAS: The level of student involvement in these activities has greatly increased and will continue to do so; and
- WHEREAS: This increase in activities has led to an increased demand for both general funding and yearly fee allocations; and
- WHEREAS: Decreased enrollment coupled with an increased demand for student activities has created a situation where student demand for activities and activity fee dollars cannot be met.

THEREFORE BE IT RESOLVED:

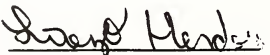
That the Undergraduate Student Government recommends to the Southern Illinois University Board of Trustees to increase the Student Organization Activity Fee (SOAF) by three dollars.

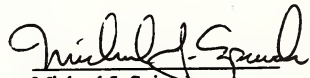
Written and submitted by:

Megan Chaparro, Senator, West Side

Passed: 25-yes 3-oppose 1-abstain

Certified:


 Lorenzo Henderson
 Vice President
 Undergraduate Student Body


 Michael J. Spiwak
 President
 Undergraduate Student Body

Mr. Norwood moved approval of the resolution. The motion was duly seconded. Student Trustee opinion in regard to the motion was indicated as follows: Aye, Nick Adams, Mark Kochan; nay, none. The motion carried by the following recorded vote: Aye, Molly D'Esposito, William R. Norwood, Celeste M. Stiehl, A. D. VanMeter, Jr., George T. Wilkins, Jr.; nay, none.

The following matter was presented:

RECOMMENDATION FOR DISTINGUISHED SERVICE AWARD, SIUC

Summary

The Chancellor, on the recommendation of the Honorary Degrees and Distinguished Service Awards Committee and the President of Southern Illinois University at Carbondale, presents to the Board of Trustees a resolution recommending the presentation of the Distinguished Service Award to Ivan A. Elliott, Jr. at the May 15, 1994, Graduate School Commencement of Southern Illinois University at Carbondale.

Rationale for Adoption

Ivan A. Elliott, Jr., a distinguished attorney in the State of Illinois for more than four decades, served as a member of the Southern Illinois University Board of Trustees from 1967 to 1991. During that time, he was Chairman of the Board (1973-1977), Vice-Chairman of the Board (1971-1972 and 1977-1978), and Chairman of the Finance Committee (1980-1991).

During his years of service on the Board of Trustees, Mr. Elliott represented the University on the Merit Board, State Universities Civil Service System (1968-1991), and served as Chairman of the Merit Board twice (1969-1978 and 1981-1991). He also served on the Illinois Board of Higher Education (1973-1977).

In addition, Mr. Elliott served as a member of the Board of Directors of the Southern Illinois University Foundation (1968-1991) and on the executive committee of the Foundation Board (1970-1991).

Mr. Elliott was born on October 31, 1923, in Carmi, Illinois. He and his wife, Lauralynn, have three daughters. A product of the Carmi public schools, he took his Bachelor of Arts in Political Science with highest honors (1948) and his Doctor of Law degree with honors (1950), both from the University of Illinois at Urbana. His scholastic honors include membership in Phi Beta Kappa, Phi Kappa Phi, and the Golden Key National Honor Society.

A practicing attorney with Conger and Elliott since 1952, Mr. Elliott has been admitted to practice before the Supreme Court of Illinois, Supreme Court of the United States, Court of Appeals of the 7th Circuit, and District Court of the Southern District of Illinois. He has been selected as one of

"The Best Lawyers in America" in editions of that publication from 1983 to the present.

A member of numerous professional, civic, and church organizations, Mr. Elliott has published more than 20 professional articles. His business interests have included service as director of the First National Bank, Carmi (1974 to date), director and president, White County Abstract Company (1966 to date), and director, Carmi Times Publishing Company (1966-1974).

In nominating him for this award, Harry J. Haynsworth, Professor and Dean of the Southern Illinois University School of Law, described Mr. Elliott as follows: "Ivan Elliott has given long and distinguished service to the University and, more particularly, to the SIU School of Law and the legal profession. Mr. Elliott is a lawyer who is held up to aspiring attorneys as one who has battered the legal profession, his community, and this University. Mr. Elliott's professional contributions are many. He has been an active member of the organized bar. He has contributed to the education of other lawyers by serving as a member of the Illinois Institute of Continuing Legal Education and is a much sought after speaker in the area of estate planning. Mr. Elliott has also distinguished himself in practice and was identified as one of the nation's best in early and in subsequent editions of The Best Lawyers in America."

Considerations Against Adoption

None are known.

Constituency Involvement

The Honorary Degrees and Distinguished Service Awards Committee of Southern Illinois University at Carbondale is composed of members from the appropriate faculty and constituency groups. The President reviewed the recommendation and, in consultation with the Vice-President for Academic Affairs and the Dean of the Graduate School, recommends this Distinguished Service Award.

Resolution

BE IT RESOLVED, By the Board of Trustees of Southern Illinois University in regular meeting assembled, That the Distinguished Service Award, SIUC, be presented to Ivan A. Elliott, Jr. at the May 15, 1994 commencement or some commencement thereafter of Southern Illinois University at Carbondale.

Mr. Norwood and Dr. Wilkins jointly moved approval of the resolution. The motion was duly seconded.

Dr. Wilkins stated in honor of Mr. Elliott the Board did not want to move the agenda. He explained that Mr. Elliott is a distinguished servant to southern Illinois and this University is number one in his heart, even though

he graduated from another place. He said in those days SIU didn't have a law school.

Mr. Norwood stated that Mr. Elliott served on the SIU Board of Trustees from 1967 to 1991 and is really the Dean of the modern SIU trustees. He continued that Mr. Elliott bleeds maroon and white and when we honor him we really honor ourselves because he has done such an outstanding job. He said Mr. Elliott has been Chairman of this Board, Vice-Chairman, Chairman of the Finance Committee, and Chairman of the Merit Board for something like 22 years. He explained that during those 24 years of service on this Board Mr. Elliott had only missed one meeting and the Board got into trouble. Mr. Norwood stated that it was a distinct pleasure to have served with Mr. Elliott.

The motion being duly made and seconded, the Chair called for a roll call vote. Student Trustee opinion in regard to the motion was indicated as follows: Ave, Nick Adams, Mark Kochan; nay, none. The motion carried by the following recorded vote: Ave, Molly D'Esposito, William R. Norwood, Celeste M. Stiehl, A. D. VanMeter, Jr., George T. Wilkins, Jr.; nay, none.

Mr. VanMeter made the following comments:

Legal Counsel would tell us that it wasn't necessary to have a roll call vote on that resolution, but I wanted the vote to be on record. All of the work of the trustees is not necessarily raising tuition and I tell you this: it's not a pleasure some of the things we have to do. Some of the things we have to do are thrust upon us by necessity and in our own vision of the University and the vision that was created by our Chancellor and the two Presidents and others who have worked within the University for the necessity of thinking ahead as those who have gone before us, such as Ivan Elliott, have had to do in providing for the University and in providing for the future of the University. And that's not always a very pleasant thing to have to do and you have to meet those people who are going to have to carry a good part of that burden. But sometimes some of the things that we get to do are very, very pleasant. And on an annual basis we get to do something that is a delight for all of the Board to do because it does several things. First of all it honors a person and a family who have given materially to this University, the Lindell W. Sturdis family and Lindell Sturdis himself who served on this Board for many, many years. So it gives us an opportunity to look back as we sometimes not want to do and to think about those who have gone before and who have given so very, very much to the University. It also gives us an

opportunity to recognize a whole group now, over 15 people, who have received this very, very special award and to again thank them and finally to thank a very particular person who is receiving the award today. We have just honored a former trustee, Ivan Elliott, and I said I wanted to reserve my remarks in regard to the vote because I think they're summed up best as far as I'm personally concerned in an experience I had many, many years ago when I was appointed to this Board. I ran into a fellow lawyer and he said, oh, I saw in the newspaper where you were appointed to a Board of some school or something or other and I said, Southern Illinois University. He acted as if he didn't quite understand and then he finally said, oh, that's Ivan Elliott's school. And I said, yes. So it has been related for many, many years that Ivan Elliott has put his imprint on this University in a most forceful, intelligent, and capable way. And for those students who are here, here's a man who has given a great deal over all the years and we all appreciate what he has done for us. I am going to ask if Ivan will come forward and if you will take over and present the Lindell Sturgis Award.

Mr. Elliott made the following presentation:

I want to thank Mr. VanMeter, Dr. Wilkins, and Mr. Norwood for their kind remarks. I'm much more comfortable giving an award than receiving an award. I do appreciate it and it's a joy to be here today to give the 15th Lindell W. Sturgis Award. This is an award to memorialize Lindell Sturgis and his family for the service he gave to this institution. Lindell was on the governing boards of SIU for 30 years, 20 of those with the Board of Trustees in its present configuration. He was Chairman for a couple of years, Vice-Chairman, and served on all kinds of committees. It was very fitting that the family should ask that money be given in his memory and that an award of this type be set up. The award is given annually to an employee of Southern Illinois University at Carbondale and it's given to an individual who is an employee who shows the recognition and contribution to the community, area, state, and nation and it is based on non-job related activities. This is for people who do their jobs and do it well, but also work in the community. The number of annual recipients may be altered as the funds are available and there are additional people that are deserving. The second award is occasionally given, which is an award for outstanding professional achievement in the area of public service by a member of the staff or faculty. This may be job-related, but at the same time it is going above and beyond the realm of duty toward the job.

We're pleased today to have a number of people here today to assist me in making this award on behalf of the Board of Trustees. First of all we have John and Jean Fasley, who are the daughter and son-in-law of Lindell Sturgis. Sue and Milton Wetherington are not able to be here. Viola Sturgis, the widow of Lindell Sturgis, is not able to travel this far.

The first award was given to Bill O'Brien. The second award to David Christensen; fourth recipient, Carol McDermott; fifth recipient, Betty Mitchell. The first recipient of the Professional Achievement Award was Rex Karnes. Edward Shea, sixth recipient; Ery Coppi, eighth recipient; Arthur Aikman, ninth recipient. Art made special travel arrangements to get here today. We appreciate the special arrangements you made, Art. Dave Kenney is the second recipient of the Professional Achievement Award. Ben Gelman,

twelfth recipient; Robert Arthur, thirteenth recipient; Gordon White, fourteenth recipient. J. C. Garavalia was the third recipient of the Professional Achievement Award. Robert Quatroche is the Vice-President for Institutional Advancement. I'd also like to recognize the members of the committee and ask them to stand and be recognized. Jack Dyer, Chairman; Rex Karnes, Dave Grobe, Dorothy McCombs, Harris Pubin, Catherine Hunter, Marianne Osberg, and Sharon Holmes. It's just a joy to have you come out and help us honor these people. Mr. Chairman, I would be pleased to ask a Board member to move that the Board present the fifteenth Lindell W. Sturgis Public Service Award to Linda Benz.

Mr. Norwood made the motion to approve. The motion was duly seconded, and after a voice vote the Chair declared the motion to have passed unanimously.

Mr. Elliott recognized Linda Benz and outlined for the Board the wide variety of activities in which she is currently and has been involved regarding community service. He presented Ms. Benz with a plaque and a check for \$500.

Mr. Elliott stated that this was the fourth time that the Lindell W. Sturgis Public Service Award Committee has recommended that a second award be presented. He stated that it was a pleasure to request that a Board member move that we present the fourth Lindell W. Sturgis Memorial Professional Achievement Award to Clyde L. Choate.

Dr. Wilkins made the motion to approve. The motion was duly seconded, and after a voice vote the Chair declared the motion to have passed unanimously.

Mr. Elliott outlined the wide variety of activities of Mr. Choate's career. He presented Mr. Choate with a plaque and a check for \$500.

Mr. Choate made the following remarks:

Thank you very much. Ivan left out one thing on the political experience. I had been in the legislature for several years and was on the statewide nominating committee to select outstanding candidates to represent our party. I can recall calling Ivan one night and asking him if he would like to be nominated for Attorney General for the State of Illinois to succeed his father. He declined because he said he and his wife talked it over and he needed time to build his law firm. I just wanted to advise you that Ivan could have followed in his father's footsteps and been Attorney General of the State

of Illinois. Ivan, you made two mistakes. First, you turned the microphone over to a retired politician and a retired member of Southern Illinois University. The second mistake was that you didn't put a time limit on it.

I take significant pleasure and consider it a pleasure to receive the Lindell W. Sturgis Award. I have received a few trophies in my time, citations, resolutions, but I can think of none that pleases me greater than the Lindell W. Sturgis Award. When Lindell was running the bank and I can distinctly recall being in his office and waiting to see him one day and he invited me in after a fellow walked out with overalls and a blue denim shirt. Lindell said to me, Clyde, did you notice the fellow that just went out of my office. I said, yes, I did. He said that poor man borrowed \$500 from me and he needed \$2,000. He doesn't have any collateral; he doesn't have a job because he lost his job. He has a family. Clyde, I gave him the additional \$2,000 because I know that man's character, his honesty, and one of these days when he becomes able he will pay me the \$2,500 that he owes me. You can't do that today. But Lindell Sturgis was a man of character. He was a man that had compassion. Not only for the people of Massac County, but for this area as well. As I found out in later years, for the general public of the State of Illinois. I would like to thank the members of the committee and I'd like to thank the Board of Trustees for making this award. I'd like to thank you particularly, Ivan, for presenting it. On behalf of my wife and I we will announce in the near future where the \$500 is going and I think you will approve. Thank you very much.

Mr. Elliott thanked the Board again for the pleasure of presenting this award and for the kind remarks.

Mr. VanMeter thanked him for making the presentation. The Chair recognized Dr. Steven Kraft, Chair, SIUC Graduate Council.

Dr. Kraft made the following remarks:

I'd like to take this opportunity to thank the Board of Trustees for the opportunity to work with you over the last two years dealing with issues of graduate education at SIUC. This should be my last meeting representing the Graduate Council at SIUC. I'd like to thank you and voice a few concerns and things that I have as I go with respect to graduate education and POP. I was gratified to see your overwhelming support for athletics at the February meeting of the Board of Trustees. Given the primacy of academic activities at institutions of higher education and given the central role of graduate education to the Ph.D. level at SIUC. I trust that you will continue to defend in the same vein and support programming. Last week I had an opportunity to attend the workshops sponsored by the Illinois Higher Board of Education on faculty roles and responsibilities. It was an eye-opening experience for me in terms of the IBHE staff and their apparent unwillingness to enter into meaningful discussions with faculty members and administrators. As the issue of faculty roles and responsibilities come forward I urge you as a Board and especially those of you who interact directly with the Illinois Board of Higher Education to fully explore what is the current situation at SIUC rather than accepting uncritically the positions and evaluations advanced by the IBHE

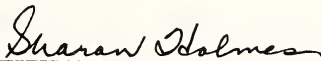
staff. I urge you to work closely with the leadership of the Faculty Senate, the Graduate Council, and the administration of this campus and the system. The issues at stake in the debate over faculty roles and responsibilities have major implications for the long-run nature of our institution and the scope and breadth of academic activities at our institution and it is directly tied to what will continue to happen in terms of graduate education. I urge you as these activities come forward, come to the administration, come to the faculty leadership, find out what is happening here rather than just relying on reports that you obtain from the staff of the Illinois Board of Higher Education. There are significant issues here and I believe there is real disparity between what the reality is and what the IRHE staff believes what that reality is. Thank you very much. It's been a joy to work with you.

Mr. VanMeter thanked Dr. Kraft. He stated that the Board had enjoyed working for him, had appreciated his many comments, and that the Board did not take lightly the last comment he had just made.

The Chair announced that there would be a news conference in the Video Lounge and that lunch would follow in Ballroom "B." He stated that guests at the luncheon would be John and Jean Easley, members of the Lindell W. Sturgis Memorial Public Service Award Committee, past recipients of the award, Ms. Linda Benz, Mr. and Mrs. Clyde L. Chote, and Mr. Ivan A. Elliott, Jr.

Dr. Wilkins moved that the meeting be adjourned. The motion was duly seconded, and after a voice vote the Chair declared the motion to have passed unanimously.

The meeting adjourned at 12:15 p.m.



Sharon Holmes, Executive Secretary

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MINUTES OF THE MEETING OF THE BOARD OF TRUSTEES
SOUTHERN ILLINOIS UNIVERSITY
MAY 11, 1994

A special meeting of the Board of Trustees of Southern Illinois University convened at 3:12 p.m., in the Board Room of First of America Bank, 1 Old Capitol Plaza North, Springfield, Illinois. The Chairman and Secretary being present, the meeting was called to order. The following members of the Board were present:


Nick Adams
John Brewster
Molly D'Esposito, Vice-Chair
Mark Kochan
William R. Norwood
Harris Rowe
Celeste M. Stiehl
A. D. VanMeter, Jr., Chair
George T. Wilkins, Jr., Secretary

Also present were Dr. James M. Brown, Chancellor of Southern Illinois University, and Mr. C. Richard Gruny, Board Legal Counsel.

A quorum was present.

Mr. Rowe moved that the Board go into closed session to consider information regarding the appointment, employment or dismissal of employees or officers, and adjourn directly from the closed session with no action having been taken. The motion was duly seconded. Student Trustee opinion in regard to the motion was indicated as follows: Aye, Nick Adams, Mark Kochan; nay, none. The motion carried by the following recorded vote: Aye, John Brewster, Molly D'Esposito, William R. Norwood, Harris Rowe, Celeste M. Stiehl, A. D. VanMeter, Jr., George T. Wilkins, Jr.; nay, none.

The meeting adjourned at 5:15 p.m.


George T. Wilkins, Jr., Secretary

MINUTES OF THE MEETING OF THE BOARD OF TRUSTEES
SOUTHERN ILLINOIS UNIVERSITY
MAY 12, 1994

The regular monthly meeting of the Board of Trustees of Southern Illinois University convened on Thursday, May 12, 1994, at 10:40 a.m., in the Auditorium of the School of Medicine, 801 North Rutledge, Springfield, Illinois. The regular Chair and Secretary being present, the meeting was called to order. The following members of the Board were present:

Nick Adams
John Brewster
Molly D'Esposito, Vice-Chair
Mark Kochan
William R. Norwood
Harris Rowe
Celeste M. Stiehl
A. D. VanMeter, Jr., Chair
George T. Wilkins, Jr., Secretary

Executive Officers present were:

James M. Brown, Chancellor, Southern Illinois University
Nancy Belck, President, SIUE
John C. Guyon, President, SIUC

Also present were Sharon Holmes, Executive Secretary of the Board; C. Richard Gruny, Board Legal Counsel; and Donald W. Wilson, Board Treasurer.

The Secretary reported a quorum present.

NOTE: Copies of all background documents furnished to the Board in connection with the following matters have been placed on file in the Office of the Board of Trustees.

The Chair announced that pursuant to notice the Board of Trustees had held a special meeting at 3:12 p.m. in the Board Room of First of America Bank, 1 Old Capitol Plaza North, Springfield, Illinois, on Wednesday, May 11, 1994. He continued that the only public portion of the meeting consisted of a motion to close the meeting to the public for the purpose of considering information

regarding the appointment, employment or dismissal of employees or officers. He stated that the occasion was the annual evaluation of Chancellor James Brown pursuant to the Statutes of the Board.

The Chair stated that pursuant to notice members of the Board of Trustees had had breakfast with Dr. Carl Getto, Dean and Provost, School of Medicine, at 7:30 a.m., in the Executive Board Room of the Ramada Renaissance. He explained that the session was most informative, most helpful, and most enjoyable.

The Chair introduced the following newly-elected constituency heads: Dr. Mary Lou Higginson, President, SIUC Faculty Senate; Dr. Jim Leming, Chair, SIUC Graduate Council; Dr. Michael Payne, Chair, SIUC Administrative and Professional Staff Council; Dr. John Farley, President, SIUE Faculty Senate; and Ms. Mary Rast, President, SIUE University Staff Senate. The Chair welcomed them to the meeting.

The Chair stated that the next meeting of the SIU Board of Trustees will be June 9 at the SIUE School of Dental Medicine in Alton. He explained that there would be an executive session for the purpose of Dr. Guyon's evaluation and that appropriate notices would be given.

Under Trustee Reports, Mr. Brewster reported that he had attended the April 30th meeting of the SIU Foundation Board of Directors in Chicago. He stated that Dr. Quatroche had been officially introduced to the board and he had reported on his plans for fund-raising for SIUC. Mr. Brewster outlined the fund-raising potential for SIU and cited the NACUBO endowment study for 1993. He stated that SIU is number 386 out of 437 at this point. He explained that we have to do the best we can to get all the funds that are available to provide the best education and service we can to the students and people of the State of Illinois. He continued that Dr. Quatroche had talked about the

strategic plan and possible campaigns. He explained that the Foundation had taken a little heat in the local press about having the 125th anniversary celebration in the Chicago area. He explained that that was a fund-raising event conducted in the Chicago area to attempt to improve the fund-raising potential in that area. He stated that this was not a University event, but was an event promoted by the Foundation. He said that SIU has the largest collection of alumni in the Chicago area and that's our opportunity base. He continued that on the one hand you don't want to be too resentful of free expression of ideas, but we were trying to raise money to support programs and make them better.

Mr. Brewster stated there was discussion at the meeting on amendments to the Foundation Bylaws concerning organization of the Executive Committee; that of three motions presented two had been passed 23-1, with his vote being the no vote. He stated that John Moody, President-elect of the Foundation, had presented a report to the Development Committee. He also stated that an Investment Committee Report had been presented. He explained that there had been several changes: increased international equity exposure of the Foundation from 10% to 15%; restrictions had been dropped on South Africa; and a change to a fixed spending policy consisting of a total of 5% on endowed funds, including the 1% investment fee. He reported that the new President of the Foundation, beginning July 1, is Paul Conti. He stated that Dr. Waters had presented the development report and that Dr. Waters will be leaving the Foundation. He said that Dr. Waters had served the Foundation tremendously during this period of transition. Mr. Brewster reported that Dr. Waters had reported on a couple of substantial contributions to the School of Medicine; \$225,000 from a grateful patient and a \$500,000 gift from the Illinois Health Improvement Association. He reported the expectation of receiving a gift of a

little over \$1 million from an interest in a minor league baseball team. He explained that probably in the next fiscal year the Foundation would be looking at total funds, endowed and unrestricted, of close to \$30 million. In response to a question from Mrs. D'Esposito, Mr. Brewster explained the Foundation's policies in terms of spending the Foundation's money.

Mrs. D'Esposito reported that she had attended the 125th celebration at the Field Museum and that it was a great party and a wonderful place to have a party. She stated that logistically the Field Museum can be difficult, but whoever was in charge of all the arrangements had done a beautiful job in making the place very comfortable, cozy, and lovely. She said that Mr. Norwood had kicked off the evening with an announcement of his activities that day flying students to Carbondale. She said that there had been a wonderful video presentation and suggested a showing of that video for interested parties. She announced that she had won one of the raffles, a picture of Mary Lou's diner, which she will hang with honor in her office at home.

Mr. Norwood stated that it was a great party. He reported that a United Airlines chartered plane flew 90 inner-city youngsters to SIU and Carbondale to view the aviation program. He stated that United will be repeating the trip again next year. He reported that United employs about 70-80 pilots from the SIU aviation program.

Dr. Wilkins stated that he was happy to attend the celebration. He reported that there was a young lady and her parents sitting across the table from him whom he did not recognize, but who were from Granite City and Madison. He said that this 18-year old high school senior had received a scholarship. He continued that this lady was very articulate, had written her own speech, and it made you think that America was going to get greater and greater. He stated that he didn't know what her ACT score was, but that it had to be way,

way up there. He explained that this young lady could have gone to any university in the United States, but because of her parents, both of whom are graduates of SIU, she is going to SIUC.

Mr. Norwood stated that Dr. Wilkins' daughter, Elizabeth, was also in attendance at the celebration. He continued that Elizabeth will be graduating from SIUC in August with a Ph.D.

Mrs. D'Esposito commented on the quality of the students selected to receive the scholarships for the Chicagoland area.

Mr. Brewster explained that those scholarships were part of the cooperation between the Alumni Association and the Foundation. He said that the cooperation between those two are getting better all the time, and it just shows how successful you can be when you work together.

Mr. Kochan stated it was an exceptional event. He explained that there had been some complaints, but the celebration occurred in an area where SIU had a very large concentration of graduates. He continued that it was an attempt to make up for the lack of attention in that area and that future endeavors would be in that area.

Mr. VanMeter seconded what everyone else had said. He stated it was obvious that everyone had thoroughly enjoyed the evening and it was a great asset to the University.

Mrs. D'Esposito reported that she had attended the May 3 meeting of the Illinois Board of Higher Education at Rosary College in River Forest, Illinois. She stated that two topics under priorities, quality, and productivity had been discussed; the first was faculty roles and responsibilities and the second was the study on affordability. With respect to faculty roles and responsibilities, she explained that there had been two meetings on the subject which focused on faculty productivity and how faculty

is rewarded and motivated to do various things. She continued that issues related to faculty responsibility are also central to the objectives of focusing on priorities and improving quality and productivity in Illinois higher education. She stated that they are looking at faculty roles and responsibilities as the second piece after programs in the area of PQP. She announced that the IBHE discussed a report from Mr. Jerry Blakemore on the committee to study affordability, which is another subcommittee of the IBHE. She continued that Mr. Blakemore was not at the meeting, but his report indicated that there was going to be a lot of very interesting issues discussed in this committee. She explained that the report stated that the committee had concluded that there are both academic and financial implications in the time it takes for a student to complete a degree. She reported that the themes that the committee is going to be looking at are the needs for policies to serve both traditional and non-traditional students because obviously affordability impacts those two groups of people in different ways. She said that there had been discussion on the baccalaureate student graduation time to degree and retention at Illinois public institutions. She stated that the report was very extensive and there are interesting statistics contained therein.

With regard to graduation and retention, Mr. Norwood stated that there are additional items that should be taken into consideration such as the financial situation of students and ACTs. He explained that if the IBHE wants the whole story they should consider including those factors.

Under Committee Reports, Mrs. D'Esposito, Chair of the Finance Committee, stated that the Committee had met this morning in the Auditorium of the SIU School of Medicine. She gave the following report:

The Committee discussed the cash and investments report. We have no formal motions to recommend to the Board.

Dr. Wilkins, Chair of the Architecture and Design Committee, stated that the Committee had met following the Finance Committee meeting. He gave the following report:

The Committee asks that Item J, Approval of Plans and Specifications: University Center Food Service Improvements, SIUE, and Item K, Increase in Project Budget and Selection of Architect for Phase II: Renovation of Former Dental Clinic, SIUE, be included on the omnibus motion.

Mr. Norwood, Chair of the Academic Matters Committee, stated that the Committee had met following the Architecture and Design Committee meeting. He gave the following report:

The Committee reviewed the RAMP Planning Documents for Fiscal Year 1996. These documents will be on the agenda next month. We had an information report on the M.D./J.D. program which was very informative and very exciting. We had a brief discussion about PQP.

Mr. VanMeter called on Muriel Narve, President, SIUC Civil Service Employees Council, who made the following presentation:

On behalf of myself and the 2,000 Civil Service Employees of SIUC I wish to thank each of you, Chairman VanMeter, Chancellor Brown, and President Guyon for allowing us representation at the Board of Trustees meetings. During that three year tenure as President of the Civil Service Employees Council I have been fortunate enough to serve on many important committees, such as the Long Range Planning Committee, the President's Budget Advisory Committee, and two Vice-President Search Committees. We sincerely appreciate the opportunity to give input to the planning and future of the University. I am proud to have been a part of these difficult times and decisions. It is rare when all the constituencies are represented and given the opportunity to share information and ideas. The challenge was made possible because of President Guyon and Chancellor Brown. Their kindness and professionalism throughout the PQP process was greatly appreciated. I will cherish fondly my new friendships and acquaintances, especially Mrs. Sharon Holmes, who always has time to help and assist those with difficulties. I must thank each of you for allowing me to grow and experience this opportunity. May God bless and guide each of you and our Universities in the days ahead. Thank you.

The Chair said the Board had enjoyed working with her and that it certainly appreciated her very kind remarks.

Under Executive Officer Reports, President Belck said she was delighted to have completed her first semester as President, SIUE. She

reported that there had been a reception in Chicago after the IBHE meeting where she had met a whole different set of colleagues. She stated that there was to be a reception at Mr. VanMeter's bank in Springfield on May 17 for her and Dean Getto. She stated that last Saturday, SIUE had had five commencements and there was a formal commencement platform party address and celebration at 9:00 a.m., 11:00 a.m., 1:00 p.m., 3:00 p.m., and 5:00 p.m. She explained that there were over 10,000 guests and families and it was a truly special day. She announced that on Monday, May 16, at 11:15 a.m., there will be a groundbreaking ceremony for the Music Consolidation building. She reported that the last surface is going on the track at the Track and Field and Soccer Stadium and that they will be on schedule for that event. She reported that on June 18 there will be a legislative preview and on June 24 they will have the torch run which will be the formal dedication of the track and field stadium. She announced that Chancellor Brown had invited the Governor to that event and they are hopeful that he will be in attendance. She stated that the events will be from July 1-10 and that that will be a wonderful opportunity to showcase the University and the area. She announced that the residence halls project was on schedule. She stated that the School of Dental Medicine in Alton looked forward to hosting the Board of Trustees meeting in June. She stated that the School of Dental Medicine commencement is scheduled for June 4.

President Guyon reported that Arnette Hubbard, incoming President of the SIUC Alumni Association and Commissioner of Elections for the City of Chicago, had been selected to be an observer at the elections in South Africa. He stated that they were proud of the fact that SIUC has an alumnus playing a significant role in the South Africa elections. Dr. Guyon explained that a few years ago the Board of Trustees had approved a molecular biology initiative, a

program in which you try to move from more traditional kinds of biology into a genetic and molecular approach, and since that project was underway it has dealt with the sudden death syndrome of the soybean plant, and generated a new cyst nematode-resistant soybean strain. He continued that Tony Young, College of Agriculture, has told him that they are now moving into canola. He explained that canola has a very low saturated fat content and that you will be seeing a major outcome of that activity in coming years. He reported that a half a million dollar research grant has been submitted to the University. He announced that the University News Service has won two medals from the Council for the Advancement and Support of Education for news writing. He continued that these are the academic type Pulitzer awards, that they had earned a gold medal for research science and medical writing and a silver medal for general news writing. He asked that Sue Davis, Director of University News Service, stand and be recognized.

Dr. Wilkins stated that canola is a mustard seed and the closest major plant to produce canola oil is in Chattanooga, Tennessee. He continued that several agribusinesses are looking to build a huge processing plant in southern Indiana or southern Illinois. He said to take a mustard seed and turn it into a product shows how great American agriculture is.

Chancellor Brown stated that this was the first meeting ten days following his report to the Board on the Application for Appeal of Priscilla Smith, SIUE. He continued that his recommendation was that the application for appeal be granted and that the matter be considered by the Board, which implies neither agreement nor disagreement with either party's position, but instead was an indication that the Chancellor viewed the matter as appropriate for consideration by the full Board. He stated he had also recommended that the substantive appeal itself be denied.

The Chair stated that the matter now before the Board is a question of whether to grant or deny the Application for Appeal of Priscilla Smith, SIUE. He continued that the Bylaws provide that the granting of the application shall be by majority vote. He explained that if the Application is denied, the administrative action which is the subject of the grievance shall stand. He stated that if the Application is granted then the substantive appeal will be considered. He said that a motion to grant the Application may include a motion to dispose of the substantive issue also.

Mr. Rowe stated that in accordance with the Chancellor's recommendation, he moved that the Application for Appeal of Priscilla Smith, SIUE, be granted, but he consequently moved that the underlying substantive appeal be denied. The motion was duly seconded.

The Chair asked for a roll call vote. Student Trustee opinion in regard to the motion was indicated as follows: Aye, Nick Adams, Mark Kochan; nay, none. The motion carried by the following recorded vote: Aye, John Brewster, Molly D'Esposito, William R. Norwood, Harris Rowe, Celeste M. Stiehl, A. D. VanMeter, Jr., George T. Wilkins, Jr.; nay, none.

Chancellor Brown gave the following legislative update. He reported that since the last Board meeting, the Senate had amended SIU's budget request by \$327,200 which was the tuition increase adopted regarding professional schools. He stated that the Senate had also decreased the auto equipment line by \$44,000, on the basis that it was too much. He explained that it had been pointed out to them that SIU had already reduced that line by 8% and we have requested that that amount be restored to our operating budget. Dr. Brown explained that SIU had testified before the House Appropriations Committee last Thursday. He stated that although the House and Senate have scheduled May 27 as the date to adjourn the spring session there were a lot of issues that had

to be ironed out in the next three weeks. He explained that it was still too early to predict the funding level for FY 1995 higher education budgets or any others.

Chancellor Brown reported the passing of Senator Sam Vadalabene of Edwardsville. He stated that everyone knew he was a champion of causes for SIU, dedicated to the success of SIUE, and his tireless efforts had brought tremendous change and recognition for Southern Illinois University at Edwardsville. He said he could go on and on about Sam Vadalabene, but suffice it to say he will be sorely missed. He added that he and President Belck had the pleasure of witnessing the swearing in of Evelyn Bowles, Sam Vadalabene's replacement for the rest of the session.

Mr. VanMeter commented that Senator Vadalabene was a true friend of SIU.

The Chair explained the procedure for the Board's omnibus motion. Mr. Norwood moved the agenda which included the following: reception of Reports of Purchase Orders and Contracts, March, 1994, SIUC and SIUE; the ratification of Changes in Faculty-Administrative Payroll, SIUC and SIUE; and the approval of the Minutes of the meeting held April 14, 1994; Approval of Plans and Specifications; University Center Food Service Improvements, SIUE; and Increase in Project Budget and Selection of Architect: Phase II, Former Dental Clinic, SIUE. The motion was duly seconded. Student Trustee opinion in regard to this motion was indicated as follows: Aye, Nick Adams, Mark Kochan; nay, none. The motion carried by the following recorded vote: Aye, John Brewster, Molly D'Esposito, William R. Norwood, Harris Rowe, Celeste M. Stiehl, A. D. VanMeter, Jr., George T. Wilkins, Jr.; nay, none.

The following matters were thereby approved:

REPORTS OF PURCHASE ORDERS AND CONTRACTS, MARCH,
1994, SIUC AND SIUE

In accordance with III Bylaws 1 and 5 Policies of the Board C, summary reports of purchase orders and contracts awarded during the month of March, 1994, were mailed to the members of the Board in advance of this meeting, copies were placed on file in the Office of the Board of Trustees, and these reports are hereby submitted for information and entry upon the minutes of the Board with respect to the actions of the Executive Committee.

CHANGES IN FACULTY-ADMINISTRATIVE PAYROLL - SIUC

I. The following changes in faculty-administrative payroll are submitted to the Board of Trustees for ratification in accordance with the Board Policy on Personnel Approval (2 Policies of the Board B). Additional detailed information is on file in the Office of the President. Where appropriate, salary is reported on a monthly basis and on either an academic year (AY) or fiscal year (FY) basis.

A. Continuing Appointments

<u>Name</u>	<u>Title</u>	<u>Department</u>	<u>Effective Date</u>	<u>Salary</u>
1. Caceres, Alejandro	Assistant Professor	Foreign Lang & Lits	08/16/94	\$3,556.00/mo
2. Ferry, Susan L.	Asst to the VP for Academic Affairs	VP for Academic Affairs	03/28/94	\$3,750.00/mo
3. He, Agnes W.	Assistant Professor	Linguistics	08/16/94	\$3,667.00/mo
4. Joseph, Deborah M.	Prof Placement Counselor	University Career Services	03/01/94	\$2,420.00/mo
5. McCray, Judith	Assistant Professor	Radio-Television	05/01/94	\$4,167.00/mo
6. Shanks, Jerry M.	Coord of Residence Life	University Housing	03/22/94	\$2,300.00/mo
7. Simpson, Earl B.	Field Representative	Admissions & Records	03/15/94	\$2,200.00/mo
8. Stankiewicz, Donna	Assoc Director for Instit Advancement	SIU Foundation	03/28/94	\$5,833.33/mo
9. Stockwell, Carol A.	Researcher II	Center for Basic Skills	03/15/94	\$2,200.00/mo

*Ten month fiscal appointment.

II. The following changes in faculty-administrative payroll at the School of Medicine/Springfield campus are submitted to the Board of Trustees for ratification in accordance with the Board Policy on Personnel Approval (2, Policies of the Board B). Additional detailed information is on file in the Office of the Dean and Provost. Where appropriate, salary is reported on a monthly basis and on either an academic year (AY) or fiscal year (FY) basis.

A. Continuing Appointments

<u>Name</u>	<u>Title</u>	<u>Department</u>	<u>Effective Date</u>	<u>Salary</u>
1. Arjmand, Ellis H.	Asst Professor	Surgery/Peds	07/18/94	\$4,500.00/mo (\$5,000.00/mo Additional compensation may be derived through the Medical Services and Research Plan
2. Gupta, Salll*	Clin Asst Prof	Fam and Comm Medicine	07/01/94	----
3. Tappero, Ellen*	Clin Inst	Fam and Comm Medicine	04/01/94	----

B. Award of Tenure

<u>Name</u>	<u>Title on Effective Date of Tenure</u>	<u>Department</u>	<u>Effective Date</u>
1. Kelly, Desmond	Assoc Prof	Peds	05/15/94
2. Koschmann, Timothy	Assoc Prof	Med Ed	05/15/94

*This appointment carries faculty privileges except that time in this appointment does not count toward tenure.

CHANGES IN FACULTY-ADMINISTRATIVE PAYROLL - SIUE

I. The following change in faculty-administrative payroll is submitted to the Board of Trustees for ratification in accordance with the Board Policy on Personnel Approval (2 Policies of the Board B). Additional detailed information is on file in the Office of the President. Where appropriate, salary is reported on a monthly basis and on either an academic year (AY) or fiscal year (FY) basis.

A. Continuing Appointment

<u>Name</u>	<u>Title</u>	<u>Department</u>	<u>Effective Date</u>	<u>Salary</u>
1. Sullivan, Daniel J.	Director	Foundation - Major Gifts	4/11/94	\$4,584.00/mo \$55,008.00/FY

B. Awards of Tenure

<u>Name</u>	<u>Title</u>	<u>Department</u>	<u>Effective Date</u>
1. Anthony, Paul Louis	Assistant Professor	Lovejoy Library	11/01/94
2. Changar, Jerilynn B.	Assistant Professor	Art & Design	08/16/94
3. Covington, Nelda Kay	Assistant Professor	Health, Recreation & Physical Educ.	08/16/94
4. Hasty, Marilyn Lee	Assistant Professor	Mathematics & Statistics	08/16/94
5. Lu, Chunqing	Assistant Professor	Mathematics & Statistics	08/16/94
6. Mann, Joan Debbie	Assistant Professor	Foreign Languages & Literature	08/16/94
7. Martin, Barbara C.	Assistant Professor	Nursing	08/16/94
8. Meyering, Sheryl L.	Assistant Professor	English Language & Literature	0 /16/94
9. Parthasarathy, T. K.	Assistant Professor	Speech Pathology and Audiology	08/16/94
10. Pynes, Joan E.	Associate Professor	Public Administration and Policy Analysis	08/16/94
11. Ragen, Brian Abel	Assistant Professor	English Language & Literature	08/16/94
12. Smith, Scott R.	Assistant Professor	Electrical Engineering	08/16/94
13. Zamanou, Sofia	Assistant Professor	Speech Communication	08/16/94

APPROVAL OF PLANS AND SPECIFICATIONS: UNIVERSITY
CENTER FOOD SERVICE IMPROVEMENTS, SIUE

Summary

This matter would approve the plans and specifications for University Center Food Service improvements which are part of the Student Residence Facilities capital project. The approved budget for the Student Residence Facilities project is \$13.6 million, which is funded from revenue bonds. Of that amount, \$165,000 has been established as the budget for University Center Food Service improvements.

The plans and specifications for the project have been submitted for review by the Office of the Chancellor and by the Architecture and Design Committee of the Board.

Rationale for Adoption

At its November 12, 1992 meeting, the Board approved the Student Residence Facilities project with a budget of \$13.6 million to be funded from the sale of revenue bonds. On December 10, 1992, the Board approved the recommendation of firms with which to negotiate a contract for architectural/engineering services. A contract was negotiated with the firm of FGM, Inc., Belleville, Illinois, to perform such services for the portions of the project to renovate the Tower Lake Apartments and the University Center Food Service facilities. The Illinois Board of Higher Education approved the project as a non-instructional capital improvement at its January 5, 1993 meeting.

In July, 1993, members of the Executive Committee of the Board approved the award of contracts in connection with the Student Residence Hall portion of the Student Residence Facilities project. The total of the contracts awarded, contingency, architect and engineer fees, estimated cost of equipment, and costs for test borings, surveys, and the like is \$12,229,649. At its February 10, 1994 meeting, the Board approved the award of contracts for the portion of the project to renovate Tower Lake Apartments. The total of contracts awarded, contingency and architect and engineer fees for that portion of the project is \$1,205,351. The remaining \$165,000 is the budget for the University Center Food Service improvements.

The actions proposed herein are the final element of University Center improvements that are necessary to serve students who will live in the new residence hall. Together with the project to renovate the cafeteria dining and serving areas, these improvements will provide sufficient capacity to serve residence hall students and other cafeteria patrons in more efficient, comfortable, and attractive facilities.

The food service improvements which are part of the Student Residence Facilities project include: purchasing additional and replacement kitchen and service equipment (for example, ovens, fryers, griddles, mixers, coolers, freezers, and so forth); removing existing equipment and installing the equipment to be purchased; and funding for part of University Center costs for the new SIUE ID card system. The ID card system is necessary to implement the

declining balance meal program for students living in the new residence hall. The estimated cost of these improvements is:

Purchase of equipment	\$ 65,476
Remove old equipment and install new equipment	24,416
Contingency and architect and engineer fees	11,500
ID card system	<u>63,608</u>
Total	\$165,000

To assure that the equipment is manufactured and delivered by necessary deadlines, University officers propose to purchase the equipment directly. Some of the equipment must be custom designed and manufactured to fit in spaces available. Equipment manufacturers have advised that delivery may take five to seven weeks from the date the order is placed. As a result, if the equipment was to be ordered by a contractor following the award of contracts for equipment installation, the equipment could not be delivered and installed in time to complete the project prior to opening the residence hall. Installation of the equipment is scheduled to begin July 11 immediately following the conclusion of the Olympic Festival. In addition, direct purchase of the equipment by the University should result in lower total costs because a contractor would be expected to add a fee to the cost of the equipment as a normal business practice.

The project architect, FGM, Inc., has completed the plans and specifications. They have been reviewed by SIUE officers and by Mr. Carl Bretscher on behalf of the Chancellor and the Board of Trustees.

Considerations Against Adoption

University officers are aware of none.

Constituency Involvement

Not pertinent to this matter.

Resolution

BE IT RESOLVED, By the Board of Trustees of Southern Illinois University in regular meeting assembled, That:

- (1) The plans and specifications for the University Center Food Service Improvements portion of the capital project, Student Residence Facilities, SIUE, be and are hereby approved as presented to the Board this date, and officers of Southern Illinois University at Edwardsville are authorized to proceed with bidding in accordance with the plans and specifications approved.

- (2) Officers of Southern Illinois University at Edwardsville be and are hereby authorized to proceed with purchase of the equipment for the food service improvements, substantially as set forth in Exhibit A attached hereto.
- (3) The Chancellor of Southern Illinois University be and is hereby authorized to take whatever action may be required in the execution of this resolution in accordance with established policies and procedures.

Kitchen and Service Equipment

University Center Food Service Improvements, SIUE

	<u>Qty.</u>	<u>Item</u>	<u>Est. Unit Cost</u>	<u>Est. Total Cost</u>
1.	A 1 ea.	Double Gas Convection Oven SGH22	\$7,943.00	\$7,943.00
2.	A 1 ea.	Double Gas, SG22 Convection Oven	7,578.00	7,578.00
3.	A 1 ea.	Fryer Battery 3-65 lb. fryers on one frame GRD65	9,975.00	9,975.00
4.	A 1 ea.	Heavy Duty Gas Griddle 936A2	3,616.00	3,616.00
5.	A 1 ea.	Heavy Duty Gas Griddle 936A	2,920.00	2,920.00
6.	B 1 ea.	Electric Tilt Skillet 30 gallon #30-0	6,399.00	6,399.00
7.	B 1 ea.	Flexible Spray Hose	270.00	270.00
8.	A 1 ea.	Spreader Counter, same as GRD65, R021 Model size	678.00	678.00
9.	B 1 ea.	Pizza Make Table	2,000.00	2,000.00
10.	A 2 ea.	20 qt. Hobart Mixers, Model A-200T	2,950.00	5,900.00
11.	B 1 ea.	Broaster, Model 1800E with accessory kit	5,100.00	5,100.00
12.	A 1 ea.	Beverage Air Marketeer Triple Door, Reach-in Refrigeration MT72	3,825.00	3,825.00
13.	A 1 ea.	Beverage Air Marketeer MT49, 2 Door Reach-in	2,586.00	2,586.00
14.	A 1 ea.	Beverage Air Marketeer CF48, 2 Door Reach-in Freezer	2,586.00	2,586.00
15.	A 1 ea.	6 ft. Counter/Refrigeration, Atlas Metal Ind.	4,100.00	4,100.00
ESTIMATED TOTAL:				\$65,476.00

A = Replacement Equipment

B = Additional Equipment

INCREASE IN PROJECT BUDGET AND SELECTION OF ARCHITECT
FOR PHASE II: RENOVATION OF FORMER DENTAL CLINIC, SIUE

Summary

This matter will raise the budget for the Renovation of Former Dental Clinic, SIUE, capital project \$580,390 over the current budget of \$1,158,200. The total project budget will be \$1,738,590. The increase will provide funds for Phase II of the project, budgeted at \$908,030.

Phase I of the project, budgeted at \$830,560, was funded from FY-86 through FY-91 Build Illinois funds appropriated to the Capital Development Board for University projects. Phase I has been substantially completed. Phase II will be pursued as a University capital project, not through CDB.

Funding for Phase II of the project will come from FY-95 through FY-99 School of Dental Medicine operating budget funds and SIUE Foundation funds from the Phillip M. Hoag Memorial Fund. The University will obtain the casework and part of the equipment on an installment purchase basis through Allied Capital, Inc., under the terms of its contract with the Illinois Public Higher Education Cooperative.

This matter also requests approval for the plans and specifications for Phase II to be prepared by SIUE Facilities Management architecture and engineering staff.

Rationale for Adoption

On June 9, 1988, the Board granted project approval to renovate the former Dental Clinic at the Alton Campus. At its December 8, 1988 meeting, the Board recommended to the Capital Development Board the architect for Phase I of the project. At its July 13, 1989 meeting, the Board approved a revised project description, with the project to be completed in two or more phases.

The first phase was to provide for one laboratory complete except for casework, a second laboratory shell, laboratory support areas, a lecture hall, and a locker area. Subsequent phases would have completed the second laboratory, provided and installed casework in both laboratories, and provided office areas. Funding for Phase I, in the amount of \$830,560, was from FY-86, FY-87, FY-88, FY-90, and FY-91 Build Illinois funds appropriated to the Capital Development Board for University repair and renovation projects. Subsequent phases were to be funded from a combination of anticipated capital appropriations and University operating funds.

As completed, Phase I provided one large laboratory, exclusive of casework, laboratory support areas, the lecture hall, and the locker area. Favorable bids received for Phase I allowed the construction of a single large laboratory rather than two smaller laboratories as earlier contemplated. The proposed second laboratory shell and the office areas have been eliminated from the project planning. Action on subsequent phases of the project was delayed until funding could be identified. University officers have concluded that capital appropriations to complete the project are not likely, so it needs to

be funded by University operating budget funds. School of Dental Medicine and University officers hope to complete the project during Spring Semester, 1995.

As now proposed, Phase II will be the final element of the project, providing casework and associated fixtures, fume hoods, and connecting electric, gas, and air lines in the newly constructed laboratory. Also included will be additional movable and fixed equipment identified by Dental School faculty as critical to the operation of the facility. This equipment, necessary because of changes in technology in the delivery of dental education occurring since the initial project planning, includes integrated audio-visual computer systems for the lecture hall and the preclinical technique lab, lockers, floor mounted seating, and other laboratory equipment. The need for this equipment was the main justification for the increase in Dental School tuition approved by the Board at its April 1994 meeting.

Project costs and sources of funds for Phase II of the project are:

Project Costs

Casework	\$271,000
Installation of casework	30,000
Contingency for casework and installation	30,100
Equipment	490,690
Installment purchase costs, Allied Capital, Inc.	86,240
	<u>\$908,030</u>

Source of Funds

FY-95 - FY-99 SDM operating budget funds	\$838,290
SIUE Foundation funds	70,000
	<u>\$908,030</u>

University officers recommend that architectural and engineering services for Phase II be provided by SIUE Facilities Management staff. This will permit development of plans and specifications in a timely manner. Facilities Management staff have been involved in preliminary planning for Phase II and have confirmed their ability to provide plans and specifications at no additional cost.

Considerations Against Adoption

University officers are aware of none.

Constituency Involvement

Not pertinent to this matter.

Resolution

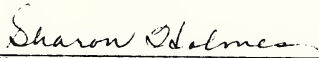
BE IT RESOLVED, By the Board of Trustees of Southern Illinois University in regular meeting assembled, That:

- (1) Phase II of the capital project, Renovation of Former Dental Clinic, SIUE, be and is hereby approved as presented to the Board this date, with the budget for the overall project being approved in the amount of \$1,738,590, and the budget for Phase II approved in the amount of \$908,030, to be funded from FY-95 - FY-99 School of Dental Medicine operating budget monies and funds from the SIUE Foundation.
- (2) Upon recommendation of the Architecture and Design Committee, authorization is hereby granted for the plans and specifications for Phase II of the project to be prepared by SIUE Facilities Management staff.
- (3) The Chancellor of Southern Illinois University be and is hereby authorized to take whatever action may be required in the execution of this resolution in accordance with established policies and procedures.

The Chair announced that there will be a news conference in Room 2266 immediately following.

Mrs. Stiehl moved that the meeting be adjourned. The motion was duly seconded, and after a voice vote the Chair declared the motion to have passed.

The meeting adjourned at 11:30 a.m.



Sharon Holmes, Executive Secretary

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MINUTES OF THE MEETING OF THE BOARD OF TRUSTEES
SOUTHERN ILLINOIS UNIVERSITY
JUNE 8, 1994

A special meeting of the Board of Trustees of Southern Illinois University convened at 2:03 p.m., in the Board Room of Magna Group, Inc., Magna Place, Highway 40 and Brentwood Boulevard, St. Louis, Missouri. The Chair and Secretary being present, the meeting was called to order. The following members of the Board were present:

John Brewster
Molly D'Esposito, Vice-Chair
Mark Kochan
William R. Norwood
Harris Rowe
Celeste M. Stiehl
A. D. VanMeter, Jr., Chair
George T. Wilkins, Jr., Secretary

The following member was absent:

Nick Adams

Also present were Dr. James M. Brown, Chancellor of Southern Illinois University, Dr. John C. Guyon, President, SIUC, and Mr. C. Richard Gruny, Board Legal Counsel.

A quorum was present.

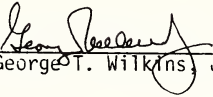
Mr. Brewster moved that the Board go into closed session to consider information regarding the appointment, employment or dismissal of employees of officers, and adjourn directly from the closed session with no action having been taken. The motion was duly seconded. Student Trustee opinion in regard to the motion was indicated as follows: Aye, Mark Kochan; nay, none. The motion carried by the following recorded vote: Aye, John Brewster, Molly

June 8, 1994

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D'Esposito, William R. Norwood, Harris Rowe, Celeste M. Stiehl, A. D. VanMeter, Jr., George T. Wilkins, Jr.; nay, none.

The meeting adjourned at 5:26 p.m.



George T. Wilkins, Jr., Secretary

MINUTES OF THE MEETING OF THE BOARD OF TRUSTEES
SOUTHERN ILLINOIS UNIVERSITY
JUNE 9, 1994

The regular monthly meeting of the Board of Trustees of Southern Illinois University convened on Thursday, June 9, 1994, at 10:30 a.m., in the former clinic building lecture hall in Building 283, SIUE School of Dental Medicine, Alton, Illinois. The regular Chair and Secretary being present, the meeting was called to order. The following members of the Board were present:

John Brewster
Molly D'Esposito, Vice-Chair
Mark Kochan
William R. Norwood
Harris Rowe
Celeste M. Stiehl
A. D. VanMeter, Jr., Chair
George T. Wilkins, Jr., Secretary

The following member was absent:

Nick Adams

Executive Officers present were:

James M. Brown, Chancellor, Southern Illinois University
Nancy Belck, President, SIUE
John C. Guyon, President, SIUC

Also present were Sharon Holmes, Executive Secretary of the Board; C. Richard Gruny, Board Legal Counsel; and Donald W. Wilson, Board Treasurer.

The Secretary reported a quorum present.

NOTE: Copies of all background documents furnished to the Board in connection with the following matters have been placed on file in the Office of the Board of Trustees.

The Chair announced that pursuant to notice the Board of Trustees had held a special meeting at 2:00 p.m. in the Board Room of Magna Group, Inc., Magna Place, Highway 40 and Brentwood Boulevard, St. Louis, Missouri, on Wednesday, June 8, 1994. He continued that the only public portion of the

meeting consisted of a motion to close the meeting to the public for the purpose of considering information regarding the appointment, employment or dismissal of employees or officers. He stated that the occasion was the annual evaluation of President John C. Guyon pursuant to the Statutes of the Board.

The Chair stated that pursuant to notice members of the Board of Trustees had had breakfast with Dr. Patrick J. Ferrillo, Jr., Dean of the SIUE School of Dental Medicine, at 7:30 a.m. in the conference center of the Holiday Inn Alton Parkway, Alton, Illinois, on June 9, 1994. He explained that the session was most enjoyable and informative, and it gave the Board a great opportunity to learn more about the Dental School.

The Chair introduced the following constituency representatives: Dr. Alan Karnes, SIUC Faculty Senate; Ms. Muriel Narve, SIUC Civil Service Employees Council; Dr. Cal Meyers, SIUC Graduate Council; Mr. Patrick Smith, newly-elected President of the SIUC Graduate and Professional Student Council; Ms. Mary Rast, President of the SIUE University Staff Senate.

Under Trustee Reports, Mr. Norwood reported that he had attended five commencements at SIUC from May 13-15. He announced that Mr. John Brewster had received the alumni achievement award at the School of Law commencement. He continued that Mr. Ivan Elliott, former member of the Board of Trustees, had received the Distinguished Service Award.

Mr. Norwood reported that he had attended the meeting of the State Universities Retirement System on June 2. He announced that the State Universities Retirement System had received an award from the Government Financial Officers Association in relation to its annual report. He stated that this was the 10th year in a row that the SURS staff had received this award. He explained that there are over 8,000 systems considered for this award and the SURS staff is one of only five who have received it 10 times. He

explained that SURS is going to a re-engineering of its operating system which will cost \$5.1 million, but that the payback period is three years. He stated that with this re-engineering written inquiries from participants can be answered within five working days and callers will only speak with one staff member. He hoped that the legislature would pass a continuing appropriation to help with the unfunded liability of SURS. He explained that SURS had been exempted from House Bill 3704, regarding purchasing contractual services. He reported that the SURS fund is \$5.21 billion, that the first quarter was not a good one for a lot of funds, and that the SURS fund had decreased about 4%. He announced that Mr. Art Aikman, retired SIUC employee, was re-elected Treasurer of SURS, and that he had been re-elected President.

Mr. Brewster reported that he had attended the 124th meeting of the Merit Board, State Universities Civil Service System on May 18, 1994. He stated that there were three cases for discharge, but none involving SIU. He continued that there were approximately five or six cases still pending which may come up at the next Merit Board meeting in September. He announced that the budget had been approved.

Mr. Brewster reported on an article he had read in the May 18 edition of the Chronicle of Higher Education regarding Foundations and fund-raising. He continued that the University of Illinois had brought in a little over \$100 million last year to put them into the top 20 in total giving. He stated that the University of Illinois has doubled the number of fund-raisers and staff workers soliciting gifts. He explained you have to spend money to make money. He reiterated once again that you have to aggressively pursue private donations because that is the only real source of unlimited new money.

Mrs. Stiehl reported that she had attended the May 26 meeting of the Southern Illinois University at Edwardsville Foundation Board of Directors.

She stated that the major discussion at that meeting was funding and increasing funding. She stated that Dr. Buck informed members that last year was their best year for contributions in the history of the Foundation and that all indications showed that this year would be even better than last year. She continued that the number of donors had increased some 41% for a total of 6,000 contributors. She said discussion had also centered on the contribution of \$50,000 by Senator Sam Vadalabene's family to establish the Senator Sam and Mary Lesko Vadalabene Presidential Scholarship, which will recognize outstanding students from the Senator's legislative district. She announced that Daniel Sullivan, Director, Foundation-Major Gifts, since April 11, discussed some of his preliminary plans for the major gift campaign. She reported that President Nancy Belck explained the Olympic Festival. She stated there had been two new members appointed to the Foundation, Rita Hardy and John Schmidt.

Under Committee Reports, Dr. Wilkins submitted the following Executive Committee Report:

EXECUTIVE COMMITTEE REPORT

By action at the April 14, 1994, meeting of the Board of Trustees, the Board authorized the members of the Executive Committee of the Board to award contracts for the renovation work in connection with the capital project, University Center Cafeteria Renovation, SIUE. The following matter was so approved and is reported to the Board at this time pursuant to III Bylaws 1:

AWARD OF CONTRACTS: UNIVERSITY CENTER CAFETERIA RENOVATION, SIUE

Summary

This matter approves the award of contracts for the renovation work in connection with the capital project, University Center Cafeteria Renovation, SIUE. Funding for the project, in the amount of \$430,000, will be from the University Center's operating budget.

The project will renovate the cafeteria dining and food serving areas and purchase tables and chairs to replace worn and broken furniture in the dining area. Contracts awarded herein are for renovation of the dining and food serving areas.

A summary of bids received is attached for information.

Rationale for Adoption

At its March 10, 1994 meeting, the Board approved the project and authorized retention of Artec, Inc., as architect for the project. At its April 14 meeting, the Board approved the project plans and specifications and authorized the members of the Executive Committee of the Board to award contracts for the project. The Illinois Board of Higher Education approved the project as a non-instructional capital improvement at its May 3 meeting.

Bids received for the renovation work are within budget and the award of contracts is now timely. The amount that will remain in the project budget for the furniture purchase is approximately five percent greater than University officers estimate will be necessary based on costs obtained during project planning.

Considerations Against Adoption

University officers are aware of none.

Constituency Involvement

Not pertinent to this matter.

Resolution

BE IT RESOLVED, By the members of the Executive Committee of the Board of Trustees of Southern Illinois University, That:

- (1) Contracts in connection with the capital project, University Center Cafeteria Renovation, SIUE, be awarded as follows:
 - (a) A contract in the amount of \$186,700 to Meyer-Korte Construction Company, Inc., Highland, Illinois, for the General Work.
 - (b) A contract in the amount of \$70,007 to Central Electric Contracting, Alton, Illinois, for the Electrical Work.
 - (c) A contract in the amount of \$8,575 be awarded to France Mechanical, Glen Carbon, Illinois, for the Plumbing Work.
- (2) The Chancellor of Southern Illinois University be and is hereby authorized to take whatever action may be required in the execution of this resolution in accordance with established policies and procedures.


BIDDING SUMMARY SHEET
 RENOVATION OF
 UNIVERSITY CENTER CAFETERIA
 ON THE
 SOUTHERN ILLINOIS UNIVERSITY
 AT EDWARDSVILLE CAMPUS

Bids were taken at 2:00 p.m. on May 6, 1994

<u>PROPOSED AWARDEES</u>		<u>BID PRICE</u>
<u>General Work</u>		
Meyer-Korte Construction Company, Inc. 502 Monroe Street Highland, IL 62249	Base Bid Only Alternates 1, 2, 5, 6, 7, 9, 4	\$155,700.00 \$ 31,000.00
<u>Electrical Work</u>		
Central Electric Contracting 415 Ridge Street Alton, IL 62002	Base Bid Only Alternates 2, 5, 9	\$ 64,177.00 \$ 5,830.00
<u>Plumbing Work</u>		
France Mechanical #25 Kettle River Drive Glen Carbon, IL 62034	Base Bid Only Alternate 2	\$ 7,790.00 \$ 785.00
Total of Bids		\$265,282.00
Plus Contingency		36,754.00
Plus Equipment and Furnishings		85,044.00
Plus Architect and Engineer Fees		<u>42,920.00</u>
TOTAL COST OF WORK		\$430,000.00
Time to complete: 90 calendar days		


NOTE: The priority of alternates was announced prior to the opening of the bids

RENOVATION OF
UNIVERSITY CENTER CAFETERIA
ON THE
SOUTHERN ILLINOIS UNIVERSITY
AT EDWARDSVILLE CAMPUS

		GENERAL WORK BASE BID	GENERAL WORK ALTERNATE G1 Demolition of wall	GENERAL WORK ALTERNATE G2 Removal of condiment counters
	Meyer-Korte Construction 502 Monroe Highland, IL 62249		\$ 155,700.00	\$ 6,800.00
Hiller & Maack Gen. Contractors 500 Merrell Collinsville, IL 62234		\$ 159,562.00	\$ 8,927.00	\$ 6,800.00
Limbaugh Builders 4186 Highway 163 Granite City, IL 62040		\$ 162,119.00	\$ 8,176.00	\$ 9,200.00
Bruce Unterbrink Construction, Inc. 915 A South Third St. Greenville, IL 62246		\$ 169,818.00	\$13,662.00	\$ 4,433.00
J. J. Wuellner & Son, Inc. P.O. Box 636 Godfrey, IL 62035		\$ 187,930.00	\$ 7,635.00	\$ 8,950.00
Lamar Construction, Inc. 27 Timber Meadows Ct. Edwardsville, IL 62025		\$ 188,242.00	\$19,705.00	\$ 7,800.00

RENOVATION OF
UNIVERSITY CENTER CAFETERIA
ON THE
SOUTHERN ILLINOIS UNIVERSITY
AT EDWARDSVILLE CAMPUS

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		GENERAL WORK ALTERNATE G5 Furnish and install lights on perimeter columns	GENERAL WORK ALTERNATE G6 Furnish and install new aluminum doors and frames	GENERAL WORK ALTERNATE G7 Furnish and install vertical blinds
	Meyer-Korte Construction 502 Monroe Highland, IL 62249		No Charge	\$ 4,700.00
Miller & Maack Gen. Contractors 500 Merrell Collinsville, IL 62234		No Bid	\$ 6,879.00	\$ 6,015.00
Limbaugh Builders, Inc. 4186 Highway 163 Granite City, IL 62040		No Bid	\$ 4,591.00	\$ 8,253.00
Bruce Unterbrink Construction, Inc. 915 A South Third Street Greenville, IL 62246		\$ 880.00	\$ 5,184.00	\$ 6,016.00
J. J. Wuellner & Son, Inc. P.O. Box 636 Godfrey, IL 62035		No Bid	\$ 4,830.00	\$ 5,005.00
Lamar Construction, Inc. 27 Timber Meadows Ct. Edwardsville, IL 62025		No Bid	\$ 6,400.00	\$ 7,800.00

RENOVATION OF
UNIVERSITY CENTER CAFETERIA
ON THE
SOUTHERN ILLINOIS UNIVERSITY
AT EDWARDSVILLE CAMPUS



		GENERAL WORK ALTERNATE G9 Delete xenon light fixtures at sign band	GENERAL WORK ALTERNATE G4 Installation of Acrylic Resin flooring	
Meyer-Korte Construction 502 Monroe Highland, IL 62249		No Charge	\$11,000.00	
Miller & Maack Gen. Contractors 500 Merrell Collinsville, IL 62234		No Bid	\$15,312.00	
Linbaugh Builders, Inc. 4186 Highway 163 Granite City, IL 62040		No Bid	\$15,737.00	
Bruce Unterbrink Construction, Inc. 915 A South Third St. Greenville, IL 62246		\$ 1,133.00	\$10,560.00	
J. J. Huellner & Son, Inc. P.O. Box 636 Godfrey, IL 62035		No Bid	\$15,310.00	
Lamar Construction, Inc. 27 Timber Meadows Ct. Edwardsville, IL 62025		\$ 6,800.00	\$ 8,500.00	

RENOVATION OF
UNIVERSITY CENTER CAFETERIA
ON THE
SOUTHERN ILLINOIS UNIVERSITY
AT EDWARDSVILLE CAMPUS

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	ELECTRICAL WORK BASE BID	ELECTRICAL WORK ALTERNATE E2 Removal of condiment counters and installation of new condiment counters	ELECTRICAL WORK ALTERNATE E5 Furnish and install lights on perimeter columns
Central Electric 15 Ridge Street Clinton, IL 62002	\$ 64,177.00	\$ 837.00	\$ 3,257.00
Central Electric Company, Inc. 14 Kettle River Drive Edwardsville, IL 62025	\$ 73,448.00	\$ 849.00	\$ 4,996.00
J. F. Electric Route 143 Edwardsville, IL 62025	\$ 88,400.00	\$ 260.00	\$ 6,600.00
Makers Electric Contracting 04 S. Clinton Clinton, IL 62216	\$115,947.00	\$ 1,488.00	\$ 6,966.00

RENOVATION OF
 UNIVERSITY CENTER CAFETERIA
 ON THE
 SOUTHERN ILLINOIS UNIVERSITY
 AT EDWARDSVILLE CAMPUS



ELECTRICAL WORK
 ALTERNATE E9

Delete zenon
 light fixtures
 at sign band

		<p>ELECTRICAL WORK ALTERNATE E9</p> <p>Delete zenon light fixtures at sign band</p>		
<p>Central Electric 415 Ridge Street Alton, IL 62002</p>		<p>\$ 1,736.00</p>		
<p>Drda Electric Company, Inc. 24 Kettle River Drive Edwardsville, IL 62025</p>		<p>\$ 3,948.00</p>		
<p>J. F. Electric Route 143 Edwardsville, IL 62025</p>		<p>(\$ 4,800.00)</p>		
<p>Rakers Electric Contracting 104 S. Clinton Aviston, IL 62216</p>		<p>\$ 1,000.00</p>		

June 9, 1994

RENOVATION OF
UNIVERSITY CENTER CAFETERIA
ON THE
SOUTHERN ILLINOIS UNIVERSITY
AT EDWARDSVILLE CAMPUS

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PLUMBING WORK
BASE BID

PLUMBING WORK
ALTERNATE G1G

Removal of
condiment
counters and
installation
of new
condiment
counters

France Mechanical Corp.
.O. Box 646
Edwardsville, IL 62025

\$ 7,790.00

\$ 785.00

ent Mechanical, Inc.
.O. Box 6
Edwardsville, IL 62025

\$ 10,068.00

\$ 2,226.00

ane Mechanical, Inc.
63 South 6th St.
ood River, IL 62095

\$ 13,000.00

\$ 1,350.00

Mrs. D'Esposito, Chair of the Finance Committee, stated that the Committee had met this morning in Room 1500, Building 263, of the SIUE School of Dental Medicine. She gave the following report:

We recommend for approval on the omnibus motion Item K, Temporary Financial Arrangements for Fiscal Year 1995. We had an update on mass transit from President Guyon, SIUC. We also discussed PQP with the Academic Matters Committee.

Dr. Wilkins, Chair of the Architecture and Design Committee, stated that the Committee had met following the Finance Committee meeting. He gave the following report:

We ask that the following items be placed on the omnibus motion: Item L, Approval of the Utility Easement to the Illinois Baptist State Association, SIUC; Item M, Revised Project Description, Increase in Project Budget, Approval of Plans and Specifications, and Authority to Award Contracts for Stage I: Tower Lake Housing Renovations, Phase II, SIUE; and Item N, Project Approval, Approval of Plans and Specifications, and Award of Contract: Roof Replacement, Schneider Hall, SIUC.

Mr. Norwood, Chair of the Academic Matters Committee, stated that the Committee had met following the Architecture and Design Committee meeting. He gave the following report:

The Committee recommends that Item J, Resource Allocation Management Program (RAMP) Planning Documents, Fiscal Year 1996, be placed on the omnibus motion. We had a discussion of the draft productivity report and PQP update. We heard reports from Dr. Werner, Ms. Speers, and Dr. Shepherd. Dean Ferrillo, SIUE School of Dental Medicine, gave us an update and an outlook on the future of the Dental School.

Under Executive Officer Reports, President Guyon reported that the Illinois Clean Coal Board recently awarded contracts for research in coal-related activities and SIUC faculty members have generated more than \$1 million from that board. He stated that that indicates the strength of the coal research program at SIUC. He announced that next week the Rainbow's End Child Development Laboratory will open, more than a year late, but it's a nice facility and will house on a full-time basis more than 100 students. He

continued that he anticipated the total number of clientele would be much greater than that because of part-time usage. He explained that this excellent facility was presented to the University from the student body. He continued that the University is indeed indebted to the students for having the foresight to put that facility together for the institution.

President Belck advised the Board that SIUE has been informed by AASCU that it is one of 20 institutions nationally that has been chosen to participate in a week-long institute in Washington. She explained that the emphasis will be increased minority recruitment and retention. She stated a representative from the SIU Board of Trustees will be invited to participate. She announced that the search for the Vice-President for Administration is going quite smoothly, and the search is down to 12 candidates who have had airport interviews. She reported that the College of Arts and Science implementation group has been working diligently since January and has submitted draft operating papers and various plans which will be used in open hearings on the campus this fall. She explained that the group is on track and is well on its way in the search for a Dean. She also announced that SIUE had been invited to join the Great Lakes Valley Conference, which had been SIUE's goal for some time. She said that Quincy and the University of Wisconsin-Parkside had also been invited to join. Dr. Belck reported that the Olympic Festival was only 3 weeks away, that the stadium was completed, that there will be an electronic scoreboard, and it is going to leave a first class facility. She announced that there will be several hours of live, prime-time, television coverage of the festival. She stated that a legislators' preview has been scheduled for June 18, and on June 24 will be the stadium dedication. She announced that the Governor will be attending the dedication ceremony.

Chancellor Brown stated that this was the first meeting ten days following his report to the Board on the Application for Appeal of Eric Bielecki, SIUC. He continued that his recommendation was that the application for appeal be refused. He stated that no action by the Board is required in order to implement the recommendation and that if the Board takes no action today the effect is to refuse the appeal. He continued that if any member of the Board desires to grant the Application for Appeal of Eric Bielecki, SIUC, in spite of the absence of a positive recommendation by the Chancellor, this is the meeting which any motion to that effect must be made. He explained that if such a motion is duly seconded and approved by a majority of voting Board members present the Application for Appeal is granted and the substance of the appeal may be considered by the Board. He stated that if no such motion is approved, the Bylaws provide that the Application for Appeal shall be deemed to have been denied and the action which is the subject of the grievance shall stand.

The Chair asked if there was a motion to grant the appeal. Hearing none, the Chair stated that the Application for Appeal shall be deemed to have been denied and the action which is the subject of the grievance shall stand.

Chancellor Brown reported that the legislature did not complete its business and adjourn by the end of May. He stated that the legislature was stuck in a stalemate with the problems being the \$700 million in Medicaid debt and a budget. He continued that leaders are communicating, but if the Medicaid matter is not resolved and the state has to cut \$300 to \$400 million from its budget to survive this year's fiscal difficulties, higher education will not thrive.

The Chair explained the procedure for the Board's omnibus motion. Mr. Norwood moved the agenda which included the following: reception of Reports of Purchase Orders and Contracts, April, 1994, SIUC and SIUE; the ratification of Changes in Faculty-Administrative Payroll, SIUC and SIUE; and the approval of the Minutes of the meetings held May 11 and 12, 1994; Resource Allocation and Management Program (RAMP) Planning Documents, Fiscal Year 1996; Temporary Financial Arrangements for Fiscal Year 1995; Approval of Utility Easement to the Illinois Baptist State Association, SIUC; Revised Project Description, Increase in Project Budget, Approval of Plans and Specifications, and Authority to Award Contracts for Stage I: Tower Lake Housing Renovations, Phase II, SIUE; and Project Approval, Approval of Plans and Specifications, and Award of Contract: Roof Replacement, Schneider Hall, SIUC. The motion was duly seconded. Student Trustee opinion in regard to the motion was indicated as follows: Aye, Mark Kochan; nay, none. The motion carried by the following recorded vote: Aye, John Brewster, Molly D'Esposito, William R. Norwood, Harris Rowe, Celeste M. Stiehl, A. D. VanMeter, Jr., George T. Wilkins, Jr.; nay, none.

The following matters were thereby approved:

REPORTS OF PURCHASE ORDERS AND CONTRACTS, APRIL,
1994, SIUC AND SIUE

In accordance with III Bylaws 1 and 5 Policies of the Board C, summary reports of purchase orders and contracts awarded during the month of April, 1994, were mailed to the members of the Board in advance of this meeting, copies were placed on file in the Office of the Board of Trustees, and these reports are hereby submitted for information and entry upon the minutes of the Board with respect to the actions of the Executive Committee.

CHANGES IN FACULTY-ADMINISTRATIVE PAYROLL - SIUC

I. The following changes in faculty-administrative payroll are submitted to the Board of Trustees for ratification in accordance with the Board Policy on Personnel Approval (2 Policies of the Board B). Additional detailed information is on file in the Office of the President. Where appropriate, salary is reported on a monthly basis and on either an academic year (AY) or fiscal year (FY) basis.

A. Continuing Appointments

<u>Name</u>	<u>Title</u>	<u>Department</u>	<u>Effective Date</u>	<u>Salary</u>
I. Guebert, Barbara A.	Academic Adv (50%)	College of Science	05/01/94	\$1,000.00/mo \$11,000.00/FY*

Leave of Absence With Pay

<u>Name</u>	<u>Type of Leave</u>	<u>Department</u>	<u>Purpose</u>	<u>Date and % of Leave</u>
I. Miller, Roy E.	Profess Develop/ Sabbatical	Insttit Res & Studies Political Science	Research 75% 25%	07/01/94 - 12/31/94 100%**

*11 month fiscal appointment.

**Supercedes previous leave reported as 100% at Political Science.

II. The following changes in faculty-administrative payroll at the School of Medicine/Springfield campus are submitted to the Board of Trustees for ratification in accordance with the Board Policy on Personnel Approval (2, Policies of the Board B). Additional detailed information is on file in the Office of the Dean and Provost. Where appropriate, salary is reported on a monthly basis and on either an academic year (AY) or fiscal year (FY) basis.

A. Continuing Appointments

<u>Name</u>	<u>Title</u>	<u>Department</u>	<u>Effective Date</u>	<u>Salary</u>
1. Miller, Thomas H.	Asst Prof of Clin Fam and Comm Med	Fam and Comm Medicine	07/01/94	\$4,250.00/mo \$ 51,000.00/FY-51% (\$8,334.00/mo \$100,008.00/FY-100%) Additional compensation may be derived through the Medical Services and Research Plan -----
2. Price, William***	Clin Asst Prof	Fam and Comm Medicine	07/01/94	-----
3. Scott, Mark David	Asst Prof of Clin Fam and Comm Med	Fam and Comm Medicine	05/01/94	\$6,250.00/mo \$ 75,000.00/FY-75% (\$8,334.00/mo \$100,008.00/FY-100%) Additional compensation may be derived through the Medical Services and Research Plan -----
4. Szweczyk, Paul***	Clin Asst Prof	Fam and Comm Medicine	07/01/94	-----
5. Tennenhouse, Joel***	Clin Asst Prof	Radiology	07/01/94	-----

***This appointment carries faculty privileges except that time in this appointment does not count toward tenure.

CHANGES IN FACULTY-ADMINISTRATIVE PAYROLL - SIUE

I. The following change in faculty-administrative payroll is submitted to the Board of Trustees for ratification in accordance with the Board Policy on Personnel Approval (2 Policies of the Board B). Additional detailed information is on file in the Office of the President. Where appropriate, salary is reported on a monthly basis and on either an academic year (AY) or fiscal year (FY) basis.

A. Continuing Appointment

<u>Name</u>	<u>Title</u>	<u>Department</u>	<u>Effective Date</u>	<u>Salary</u>
1. Bryant, Claretha	Director ¹	Health Service	4/15/94	\$4,167.00/mo.
2. Signorello, T. D.	Director ²	Student Publications	3/21/94	\$2,917.00/mo.

¹Previously served as Assistant Director of Health Service.

²Previously served as Acting Director of Student Publications.

RESOURCE ALLOCATION AND MANAGEMENT PROGRAM (RAMP)
PLANNING DOCUMENTS, FISCAL YEAR 1996: EXECUTIVE
SUMMARY

The RAMP Program and Planning Documents summarized herein are in accord with institutional mission and focus statements and detail the priorities, plans, and program and related resource needs of Southern Illinois University for Fiscal Year 1996. Included are mission and focus statements, priorities statements, program reviews, reviews of undergraduate education, new program requests, and program priorities requests for Southern Illinois University at Carbondale, including the School of Medicine, and for Southern Illinois University at Edwardsville. In keeping with the statewide Priorities, Quality, and Productivity initiative, these documents reflect the highest program priorities of the institutions and have been prepared in conformity with the revised RAMP guidelines promulgated by the Illinois Board of Higher Education.

SIUC, including the School of Medicine

The SIUC and School of Medicine RAMP requests are summarized in a single Board matter, but are described fully in separate RAMP documents. The Priorities Statements include specific short-term objectives consistent with mission and focus statements. For SIUC, the priorities include: Improvement of Undergraduate Retention and Graduation Rates; Enhancement of Undergraduate Education; Enhancement of Graduate Education and Research; Enhancement of Minority Participation; and Promoting Service to the Region. The School of Medicine's priorities address the School's continued leadership in medical education; expansion of the biomedical, social science, and humanities research base; strengthened commitment to providing health care, with an emphasis on primary care, to downstate Illinois; and maintenance of the financial and facilities base.

The SIUC budget requests include one new program request for a Master of Arts degree in Interactive Multimedia and nine program priorities requests, most of which are repeat requests, including: Instructional Technology Initiative; Introduction to Life Sciences; Undergraduate Program Quality enhancements in the School of Art and Design, Electrical Engineering, and Physics; Enhancing Minority Faculty Participation; Molecular Biology Initiative; Aquaculture Research and Demonstration Center; and Proactive Recruitment of Multicultural Professionals for Tomorrow (PROMPT). The School of Medicine budget requests include a Recruitment and Preliminary Education, Entry, Facilitation, and Retention of Minority Students Initiative and an Educational Initiatives request. Proposed FY-96 requests for SIUC and the School of Medicine total \$3,826,068.

SIUE

SIUE priorities are to: Promote Excellence in Undergraduate Education; Refine and Enhance Graduate Programs; General Academic Improvements; Increase Access, Retention, and Graduation of Underrepresented Students; Enhance Campus Life; Enhance the Campus Environment; Improve Administrative Efficiency; and Promote Services to the Region.

The SIUE budget requests include one new program request for a Master of Social Work, which is a repeat request from RAMPs 92, 93, 94, and 95, and five program priorities requests which are repeated from previous years, including: Excellence in Undergraduate Teaching/Honors Academy; Bachelor of Science in Business Administration; Enhancement of Nursing Graduate Programs; Improvement of the Undergraduate Program in Nursing; and Minority Incentives. Proposed FY-96 requests for SIUE total \$1,350,000.

RESOURCE ALLOCATION AND MANAGEMENT PROGRAM (RAMP)
PROGRAMMING AND PLANNING SUBMISSIONS (MISSION STATEMENT,
FOCUS STATEMENT, PRIORITIES STATEMENT, PROGRAM REVIEW
REPORTS, UNDERGRADUATE REVIEW REPORT, PROGRAM PRIORITIES
REQUESTS, NEW PROGRAM REQUEST), FISCAL YEAR 1996, SOUTHERN
ILLINOIS UNIVERSITY AT CARBONDALE, INCLUDING THE SCHOOL OF
MEDICINE

Summary

The Fiscal Year 1996 RAMP Programming and Planning Documents summarized in this matter have been prepared in accordance with revised guidelines promulgated by the Illinois Board of Higher Education (IBHE) and in conformity with University planning processes. They present the University's programmatic priorities and goals for Southern Illinois University at Carbondale (SIUC) including the School of Medicine for Fiscal Year 1996.

The Priorities Statement establishes five priorities to be accomplished within five years: Improve Undergraduate Retention and Graduation Rates; Enhance Undergraduate Education; Enhance Graduate Education and Research; Enhance Minority Participation; and Promote Service to the Region. The Priorities Statement for the School of Medicine addresses the School's continued leadership in medical education; expansion of the biomedical, social science, and humanities research base; strengthened commitment to providing health care, with an emphasis on primary care, to downstate Illinois; and maintenance of the financial and facilities base.

Reviews of instructional programs and public service and research units conducted during Academic Year 1993-94 are reported. A program review schedule is also included.

Budget requests for SIUC include: (1) Instructional Technology Initiative; (2) Introduction to the Life Sciences; (3) Undergraduate Program Quality: School of Art and Design; (4) Undergraduate Program Quality: Electrical Engineering; (5) Undergraduate Program Quality: Physics; (6) Enhancing Minority Faculty Participation; (7) Molecular Biology Initiative; (8) Aquaculture Research and Demonstration Center; (9) M.A. Degree in Interactive Multimedia; and (10) Proactive Recruitment of Multicultural Professionals for Tomorrow (PROMPT). For the School of Medicine, the requests are: (1) Recruitment and Preliminary Education, Entry, Facilitation, and Retention of Minority Students; and (2) Educational Initiatives.

Rationale for Adoption

These Documents provide a comprehensive and systematic plan for the utilization of resources and initiation of programming for Fiscal Year 1996 and beyond for SIUC. They are the official Documents by which SIUC communicates its priorities, plans, and resource needs to the Chancellor and are used subsequently by the Chancellor in communicating University needs to the Board of Trustees and the IBHE. The Documents originate from an ongoing planning process which identifies directions in which the institution may move while assessing the current status of existing programs.

Considerations Against Adoption

University officials are aware of none.

Constituency Involvement

The Programming and Planning Documents and Budget Requests have been developed following broad involvement of students, faculty, and staff within the respective academic and support units. In all instances, the Documents carry the recommendation of the various program directors and deans. In preparing the various requests, SIUC officials have followed the regular planning process to identify priorities and have sought the recommendations of the constituencies involved. Requests from the School of Medicine have been recommended by the Executive Committee.

Resolution

BE IT RESOLVED, By the Board of Trustees of Southern Illinois University in regular meeting assembled, That, subject to the authority reserved to this Board to make such modifications, changes, or refinements herein as it deems appropriate in reviewing RAMP Documents, the RAMP Programming and Planning Documents for Fiscal Year 1996 for Southern Illinois University at Carbondale including the School of Medicine, be and are hereby approved as presented to the Board this date; and

BE IT FURTHER RESOLVED, That the Chancellor shall take appropriate steps to accomplish filing of the materials approved herein with the Illinois Board of Higher Education in accordance with policies of Southern Illinois University.

PROPOSED FY-96 PROGRAMMING AND PLANNING REQUESTS
SOUTHERN ILLINOIS UNIVERSITY AT CARBONDALE
(INCLUDING THE SCHOOL OF MEDICINE)

Instructional Technology Initiative	\$ 517,147
Recruitment and Preliminary Education, Entry, Facilitation and Retention of Minority Students (SOM)	\$ 589,300
Introduction to the Life Sciences	\$ 91,000
Undergraduate Program Quality: School of Art and Design	\$ 209,000
Undergraduate Program Quality: Electrical Engineering	\$ 136,286
Undergraduate Program Quality: Physics	\$ 331,734
Enhancing Minority Faculty Participation	\$ 250,000
Molecular Biology Initiative	\$ 601,708
Educational Initiatives (SOM)	\$ 384,700
Aquaculture Research and Demonstration Center	\$ 379,661
M.A. Degree in Interactive Media	\$ 238,532
Proactive Recruitment of Multicultural Professionals for Tomorrow (PROMPT)	\$ 97,000
 TOTAL (SIUC)	 \$ 2,852,068
TOTAL (SOM)	\$ 974,000
TOTAL PROPOSED FY 96 REQUESTS (SIUC AND SOM)	\$ 3,826,068

SUMMARY OF PROPOSED FY-96 BUDGET REQUESTS

Instructional Technology Initiative \$ 517,147

The Campus' Priorities Statement indicates that integrating multimedia into the curriculum and facilitating interactive teaching and improving information literacy are two principal goals for enhancing undergraduate education. Technology support for instructional improvement is the most demanding area for resources because the need cannot be adequately met by internal reallocation without severely compromising adequate funding of existing programs. Thus, there is a need for recurring resources exclusively dedicated to technology to support instruction.

Recruitment and Preliminary Education, Entry, Facilitation, and Retention of Minority Students (SOM) \$ 589,300

Most medical schools successful in recruiting and retaining minority students have minority programs. In downstate Illinois there is no proactive systematic program pathway for minority students to enter the health professions. This proposal will build such a program at SIU-SOM that will encompass recruitment, preliminary education, entry facilitation, and retention of underrepresented minorities. This request was submitted originally in FY-93, but no funding has been recommended by the IBHE.

Introduction to the Life Sciences \$ 91,000

The funds requested will enable the Biological Sciences, Microbiology, Physiology, Plant Biology, and Zoology programs to deliver a new two-semester course which will be required of all their undergraduate majors. SIUC has given a high priority to undergraduate studies in the life sciences as part of the institutional focus on instruction in areas related to natural resources and the environment and to health care, and because of the central role of instruction in biology in any quality undergraduate curriculum.

Undergraduate Program Quality: School of Art and Design \$ 209,000

This is an updated version of a request that appeared in the FY-93 RAMP. The School of Art and Design seeks additional resources of \$209,000 to be allocated which will enable the unit to continue to improve and to provide quality education to both majors and non-majors. Funding will be used to add new faculty, state-of-the-art equipment, and to improve facilities.

Undergraduate Program Quality: Electrical Engineering \$ 136,286

This request seeks the remainder of funding required to complete the full implementation of the expansion proposal which was originally recommended for funding by the IBHE for FY-88. The IBHE again recommended that this proposal be funded at a level of \$125,600 in FY-89 and FY-90. The University is seeking outyear funding for this expansion which is detailed in the FY-89 RAMP Planning Documents, pages 236-243.

Undergraduate Program Quality: Physics \$ 331,734

This request was submitted in the FY-90 RAMP and was resubmitted in subsequent years. Details can be found in the FY-91 RAMP, pages 599-607. The funds requested would allow the department to address high teaching loads, to replace obsolete equipment in the undergraduate laboratories, to reinstitute advanced undergraduate laboratories, and to provide access to computer utilization by undergraduate students.

Enhancing Minority Faculty Participation \$ 250,000

The enhancement of minority participation on the campus is one of the five priorities in the University's Priorities Statement. The rationale for this request is to secure funds to increase the minority faculty presence in the disciplines in which the minority student enrollment continues to increase. The resources requested will be used to hire and to support minority faculty positions in the Colleges of Business and Administration, Engineering, and Science. The minority student population will be advantaged by having potential role models whom they may seek for guidance and mentoring. To date, resources have not been available to attract minority faculty in numbers consistent with the increase in students.

Molecular Biology Initiative \$ 601,708

The Molecular Biology Program was recommended for funding by the Illinois Board of Higher Education for FY-87, FY-88, FY-89, and FY-90. In FY-90, \$270,000 was allocated for the program, leaving a balance of \$430,000 in unfunded needs. Adjustment for inflation now makes the amount requested \$601,708. The details for the funding of this request are contained in the FY-89 RAMP Planning Document, pages 202-204.

Educational Initiatives (SOM) \$ 384,700

The School of Medicine is requesting the use of revenue generated from the second phase of a two-year tuition increase plan and supplemental general revenue funds to offset a temporary loss of income fund realized as part of the payment schedule conversion. These funds will be used for educational program maintenance and enhancements and need-based financial aid.

Aquaculture Research and Demonstration Center

\$ 379,661

The campus continues to lead in aquaculture and fish management at the state and national levels. The amount of external funding support for fisheries research has increased from \$488,000 in 1986 to an average of \$971,000 over the last three years. This request for funds would expand the activities of the Cooperative Fisheries Research Laboratory and would provide a coordinated program of research, training, demonstration, and technology transfer which would be an outgrowth of SIUC's long-standing leadership in fisheries in general and aquaculture in particular. Graduate training, research, and technology transfer which would be funded by this request address problems and policy issues related to the region's and state's natural resources and environment. This is an updated request found in the FY-93 and FY-94 RAMP documents.

M.A. Degree in Interactive Media

\$ 238,532

This is a request for a proposed Master's program in Interactive Multimedia, the objectives of which are the following: (1) to develop the professional and analytical skills necessary to use new media technologies for communication, creative production, and research; (2) to provide a training environment for local media developers (K-12, higher education, government, private industry); (3) to develop interactive multimedia processes for regional concerns in education, health, and the environment; and (4) to provide a teaching environment with a diverse student mix.

Proactive Recruitment of Multicultural Professionals for Tomorrow (PROMPT)

\$ 97,000

This request is for an extensive minority graduate recruitment program, established in FY-93 and FY-94, that involves every academic unit on the campus financially and programmatically. This program links the campus with twelve historically black colleges and universities in the Black College Alliance (BCA). The program also has components for providing summer research opportunities for students nominated by BCA institutions; identifying potential scholars attending colleges and universities in Illinois and its contiguous states; developing among SIUC minority undergraduates an interest in and an understanding of the professional opportunities provided by a graduate education; and providing advanced training for minority professionals and a minority faculty exchange.

This program will enable the campus to achieve its mission of creating new knowledge and integrating it into the education training of the teachers, researchers, and professionals of tomorrow. The program assures that the mission will be achieved by serving an increasingly culturally and ethnically diverse student population reflecting an increased participation of women and minorities in disciplines in which they are currently underrepresented.

RESOURCE ALLOCATION AND MANAGEMENT PROGRAM (RAMP)
PLANNING DOCUMENTS, FISCAL YEAR 1996: PRIORITIES
STATEMENTS, PROGRAM REVIEWS, REVIEW OF UNDERGRADUATE
EDUCATION, NEW PROGRAM REQUEST, PROGRAM PRIORITIES
REQUESTS, SIUE

Summary

The SIUE mission statement approved by the Board of Trustees in 1985 and included in RAMP 1987, and the recently developed focus statement prepared in consultation with IBHE, continue to define the University's purposes and directions. The Planning Statement describes the ways in which SIUE is fulfilling its mission through current activities and specific plans for FY 1995 and FY 1996. The Statement contains two principal sections: Mission and Focus Statements of Southern Illinois University at Edwardsville, and the University's Priorities Statement. The Priorities Statement has eight subsections: Promote Excellence in Undergraduate Education; Refine and Enhance Graduate Programs; General Academic Improvements; Increase Access, Retention, and Graduation of Underrepresented Students; Enhance Campus Life; Enhance the Campus Environment; Improve Administrative Efficiency; and Promote Services to the Region.

The RAMP Program Review section includes a description of the review process reflecting the use of IBHE PQP criteria; the results of all program reviews conducted in 1991-92; "brief" reviews conducted during 1993-94 in accordance with the IBHE's statewide lateral program review schedule; an eight-year review schedule for all academic programs; the results of reviews conducted for one public service unit (WSIE-FM); and an eight-year review schedule for public service units.

A Review of Undergraduate Education at Southern Illinois University at Edwardsville, specifically a report on Baccalaureate Skills and General Education, is also included in accordance with IBHE directives.

One New Program Request is presented: the Master of Social Work (also included in RAMPs 92, 93, 94, and 95). A cover sheet with abstract is included, as well as revised budget tables.

Five Program Priorities Requests are presented. All five were recommended for funding by IBHE in previous fiscal years. The B.S. in Business Administration, Excellence in Undergraduate Teaching/Honors Academy, and Improvement of the Undergraduate Program in Nursing appeared first in RAMP 92.

Enhancement of Nursing Graduate Programs (including Nurse Anesthesia) and Minority Incentives appeared first in RAMP 91. No funding was received for any of these. Since they are unchanged from previous RAMPs, only the title pages, abstracts, pertinent developments, and revised budget tables are presented.

Rationale for Adoption

The institutional mission statement and focus statement continue to express the objectives of SIUE. The program evaluation procedures and the results of all reviews respond to and reflect the needs of the institution and conform to Illinois Board of Higher Education requirements. The programmatic budget requests are designed to enhance the University's fulfillment of its mission.

Considerations Against Adoption

University officers are aware of none.

Constituency Involvement

The Priorities Statement has been reviewed by the appropriate administrators and staff. Internal program evaluation information is the result of extensive committee involvement through the Graduate Council and the Curriculum Council of the Faculty Senate, as well as substantial administrative consideration. The New Program Request and the Program Priorities Requests were previously approved by the University Planning and Budget Council. The President, SIUE, subsequently recommended them and received the concurrence of the Chancellor.

Resolution

BE IT RESOLVED, By the Board of Trustees of Southern Illinois University in regular meeting assembled, That, subject to authority reserved to this Board to make modifications, changes, or refinements herein as it deems appropriate in reviewing RAMP Documents, the RAMP Planning Documents for Fiscal Year 1996 for Southern Illinois University at Edwardsville be and are hereby approved as presented to the Board this date; and

BE IT FURTHER RESOLVED, That the Chancellor shall take appropriate steps to accomplish filing of the materials approved herein with the Illinois Board of Higher Education in accordance with prevailing practices of Southern Illinois University.

SIUE NEW PROGRAM REQUESTMaster of Social Work

\$ 200,000

The proposed program prepares students for the advanced practice of social work in one of two specializations: children and family services or community health care services. Advanced practice by masters-level social workers includes the acquisition, evaluation, and utilization of knowledge, values, and skills in social work practice as identified by the Council on Social Work Education. The program also prepares advanced practitioners to take active professional roles in the social development of the University's service region. Student enrollment is projected to be 75 in four years with an initial enrollment of 30 students. The proposal was included in RAMPs 92, 93, 94, and 95. The IBHE staff has no further reservations about the program and will recommend it for approval once suitable funding is identified.

SIUE PROGRAM PRIORITIES REQUESTSExcellence in Undergraduate Teaching/Honors Academy

\$ 500,000

This budget proposal has a dual purpose: that of enhancing general education and introductory-level courses in mathematics and in English composition, and that of providing resources to implement and support SIUE's Honors Academy program. The new resources requested will enable SIUE to employ full-time faculty members for assignment to general education and introductory-level courses in mathematics and English composition and to assign experienced faculty members to interdisciplinary courses in the Honors Academy. The proposal was approved by IBHE for \$500,000 in RAMP 92 but was not funded because no new program money was forthcoming for FY-92. It was resubmitted in RAMPs 93, 94, and 95.

Bachelor of Science in Business Administration

\$ 150,000

The purpose of this request is to permit the School of Business to implement proposed revisions in the requirements for the Bachelor of Science in Business Administration. The revisions in the curriculum include more emphasis on the liberal arts and sciences as the foundation for study in business, team-teaching, more structure in the sequencing of course material, continuous evaluation of the student's writing skills, and the development of multicultural and international perspectives. Funding of the proposal will assist faculty in the revision of their courses and teaching methods in accordance with the spirit of the curricular revisions. This proposal was recommended by the IBHE for funding in RAMP 92 (no funding was provided by the state) and was resubmitted in RAMPs 93, 94, and 95.

Enhancement of Nursing Graduate Programs

\$ 250,000

This request for state funding provides for implementation of the Master of Science Degree in Nursing, Nurse Anesthesia Specialization, and for improvement of graduate Nursing programs in general. State funding for initiation of the Nurse Anesthesia program was requested when the New Program Request for Nurse Anesthesia was put forward in RAMP 91. The program was approved and recommended in December, 1989, but no new program money was forthcoming from the state. Funding was again requested in RAMPs 92, 93, and 94. The Nurse Anesthesia program is now being implemented through a grant from the Department of Health and Human Services, Nursing Division. Funding will be needed effective FY-96 to continue the program. In FY-95, funds will be used for enhancement of other graduate specializations in Nursing.

Improvement of the Undergraduate Program in Nursing

\$ 100,000

State funding for initiation of major parts of the Registered Nurse offering was requested in FY 1983 and in FY 1986 and obtained in FY 1985 and FY 1990, respectively. Since then, needs in these offerings have expanded considerably due to increased Registered Nurse student enrollment. In addition, clinical practicum faculty supervision needs have increased for generic as well as for RN students. Additional funding is also being requested to expand undergraduate clinical practicum opportunities, provide supplemental course offerings in preparation for the Registered Nurse licensure examination, and to continue developmental course offerings and support activities for students that were initiated through federal grants. This proposal was submitted in RAMPs 92, 94, and 95.

Minority Incentives

\$ 150,000

The components of this Minority Incentive proposal for SIUE address the priorities set forth by the Illinois Board of Higher Education for Minority Preparation and Retention Initiatives in state universities. The funding request is for personnel to devote the time necessary to undertake this important institutional commitment, as well as for grants and awards to deserving secondary school and university students to enable them to take advantage of the services this proposal encompasses. This request is a resubmission of the Expanded/Improved Program Request that was approved by the IBHE for funding in both RAMP 91 and RAMP 92. It was resubmitted in RAMPs 93 and 95.

TOTAL NEW STATE RESOURCES REQUESTED FOR PROGRAMS:
FISCAL YEAR 1996, SOUTHERN ILLINOIS UNIVERSITY AT
EDWARDSVILLE

<u>New Program Request</u>	<u>Requested New State Appropriations</u>
Master of Social Work	<u>\$200,000</u>
Total New Program Request	\$ 200,000
 <u>Program and Institutional Support Budget Requests</u>	
Excellence in Undergraduate Teaching/Honors Academy	\$500,000
B.S. in Business Administration	150,000
Enhancement of Nursing Graduate Programs	250,000
Improvement of the Undergraduate Program in Nursing	100,000
Minority Incentives	<u>150,000</u>
Total Program and Institutional Support Budget Requests	\$1,150,000
 TOTAL PROGRAM REQUESTS FOR SIUE	 <u>\$1,350,000</u>

TEMPORARY FINANCIAL ARRANGEMENTS FOR FISCAL YEAR 1995

As of this date, Southern Illinois University's appropriation bill for Fiscal Year 1995 has not been enacted. Since it is essential to maintain the operation of the University between the beginning of Fiscal Year 1995 and that time at which the appropriation bill is enacted and an Internal Budget for Operations is approved by the Board of Trustees, Board approval of the following resolution is recommended:

Resolution

WHEREAS, Southern Illinois University's appropriation bill for Fiscal Year 1995 has not been enacted; and

WHEREAS, This meeting of the Southern Illinois University Board of Trustees is the last regular meeting prior to the beginning of Fiscal Year 1995;

NOW, THEREFORE, BE IT RESOLVED, By the Board of Trustees of Southern Illinois University in regular meeting assembled, That subject to the availability of funds, the Chancellor of Southern Illinois University is authorized to make, and to authorize the President of Southern Illinois University at Carbondale and the President of Southern Illinois University at Edwardsville to make, expenditures necessary for operations until such date as a completed Internal Budget for Operations for Fiscal Year 1995 is approved by the Southern Illinois University Board of Trustees.

APPROVAL OF UTILITY EASEMENT TO THE ILLINOIS BAPTIST
STATE ASSOCIATION, SIUC

Summary

This matter seeks approval to grant a permanent easement to the Illinois Baptist State Association for the purpose of placing a sanitary sewer line into their new building.

Rationale for Adoption

The planning for the Association's new building is almost completed. The placement of a sanitary sewer line into the facility from the closest city sewer main creates a need to run the line across University land a distance of 120 feet. The requested easement is a portion of an alley that was recently vacated by the City of Carbondale. This alley presently contains remnants of sewer lines that serviced the two houses on land that was conveyed to the Association. The old sewer lines are inadequate for continued use and will be removed during construction of the new line.

This easement will have no impact upon University facilities or programs. The easement will be adjacent to and east of land that is identified in some records as Alexander Unit 2 and in other records as tract G.

Considerations Against Adoption

University officers are aware of none.

Constituency Involvement

Not pertinent to this matter.

Resolution

BE IT RESOLVED, By the Board of Trustees of Southern Illinois University in regular meeting assembled, That:

- (1) The request to grant a permanent easement to the Illinois Baptist State Association for the purpose of constructing and maintaining a sanitary sewer line into the new facility be and is hereby approved.
- (2) The easements given to the Association shall be as described in documents on file in the Office of the Board of Trustees in accordance with I Bylaws 9.
- (3) The Chancellor of Southern Illinois University be and is hereby authorized to take whatever action may be required in the execution of this resolution in accordance with established policies and procedures.

GRANT OF SANITARY SEWER EASEMENT

The Grantor, the BOARD OF TRUSTEES OF SOUTHERN ILLINOIS UNIVERSITY, a body politic and corporate of the State of Illinois, for and in consideration of One Dollar (\$1.00) in hand paid, the receipt of which is hereby acknowledged, hereby conveys and grants to the Grantee, ILLINOIS BAPTIST STATE ASSOCIATION, an Illinois not-for-profit corporation, having its principal office in the City of Springfield, County of Sangamon, State of Illinois, and its successors and assigns, a permanent right-of-way easement for the purpose of laying, constructing, reconstructing, removing, replacing, renewing, maintaining, repairing, operating, and protecting a sewer or sewers, together with the necessary facilities incident to the construction, operation, and maintenance of said sewer or sewers, over, across, and beneath the following land owned by the Grantor in the County of Jackson, in the State of Illinois, to-wit:

A 15 foot wide by 120 feet long strip of land comprised of a part of the vacated alley lying between the east line of Block 2 and the west line of Block 3 of Alexander's First Addition to the City of Carbondale, Jackson County, Illinois, more particularly described as follows:

Beginning at the Southeast corner of Lot 2 in Block 2 of Alexander's First Addition to the City of Carbondale, Jackson County, Illinois, as shown by the recorded Plat thereof in Book 5 of Plats on Page 14 in the Recorder's Office of Jackson County, Illinois; thence Southerly along the East line of Lots 3 and 4 of said Block 2 a distance of 120 feet to a point; thence Easterly a distance of 15 feet to the West line of Block 3 of Alexander's First Addition; thence Northerly along said West line, a distance of 120 feet to a point; thence Westerly a distance of 15 feet to the point of beginning and containing 1800 square feet, more or less.

Situated in the City of Carbondale, in the County of Jackson, in the State of Illinois.

together with the perpetual right of access, ingress, and egress at all reasonable times, to and from the property herein described for the purposes aforesaid.

It is expressly covenanted and agreed between the Grantor and the Grantee herein, and as covenants running with the land herein described, as follows:

1. The Grantee shall have the obligation to restore the surface of that part of the property herein described used for construction purposes substantially to its original grade and improved state, including, but not limited to, repairing any driveway or parking area damaged, and reestablishing turf on any disturbed areas which were used as lawn.

2. No permanent building or structure shall ever be constructed by the Grantor or its successor in interest on said easement; provided, however, the Grantor and its successors may use the easement strip for driveway, parking, fence, or lawn improvements so long as such use does not prohibit or unreasonably interfere with the uses and purposes of said easement, or access by the Grantee for its use and purpose.

3. The said sewer or sewers and all facilities used or useful in connection therewith shall be installed and maintained at Grantee's sole risk and expense with due diligence and in a workmanlike manner, and Grantee shall indemnify and save the Grantor harmless from any loss, damage, or injury to person or property arising out of Grantee's operations hereunder, except such as may directly result from the negligence of the Grantor.

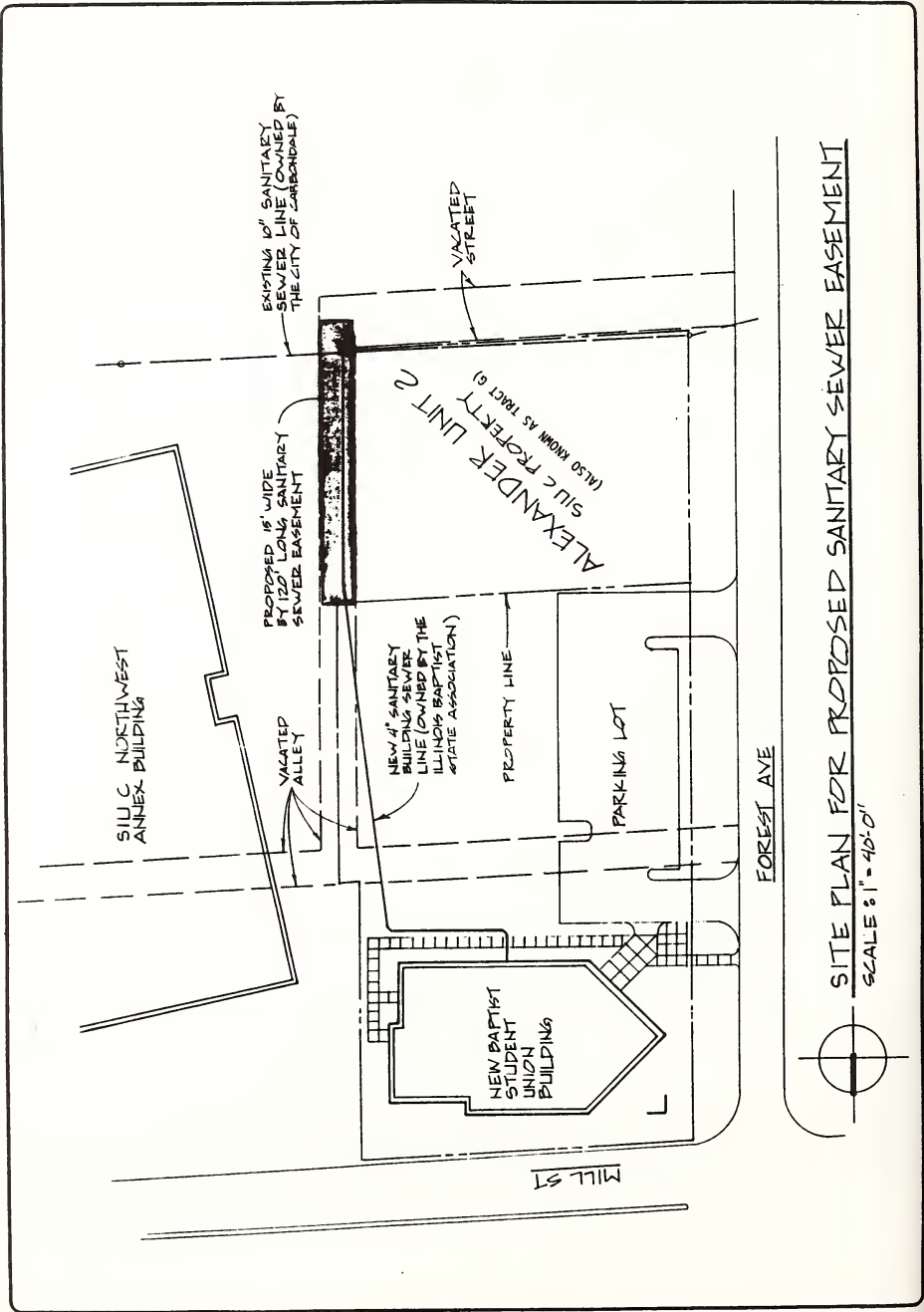
Dated this _____ day of June, 1994.

BOARD OF TRUSTEES OF SOUTHERN ILLINOIS
UNIVERSITY

By _____

ATTEST:

Executive Secretary



SITE PLAN FOR PROPOSED SANITARY SEWER EASEMENT

SCALE: 1" = 40'-0"



REVISED PROJECT DESCRIPTION, INCREASE IN PROJECT
BUDGET, APPROVAL OF PLANS AND SPECIFICATIONS,
AND AUTHORITY TO AWARD CONTRACTS FOR STAGE I:
TOWER LAKE HOUSING RENOVATIONS, PHASE II, SIUE

Summary

This matter would approve a revised project description and related increase in the project budget, and approve the plans and specifications for the capital project, Tower Lake Housing Renovations, Phase II, SIUE. It would also authorize the members of the Board's Executive Committee to award contracts in connection with Stage I of the project.

The renovation program was begun as part of the Student Residence Facilities capital project, and Phase I of the program is included in that project. The approved budget for Phase II of the renovations was \$3,047,374, to be funded by housing operating revenue and Repair and Replacement Reserve funds.

Proposed additions to the project include life safety renovations in the Commons Building and renovations to residential buildings and the Commons Building which are required by the Americans With Disabilities Act (ADA). These changes necessitate an increase in the Phase II budget of \$484,277. The total budget would increase from \$3,047,374 to \$3,531,651. Of that amount, \$1,200,000 is currently available to fund Phase II, Stage I renovations.

Rationale for Adoption

At its December 9, 1993 meeting, the Board approved continuing the Tower Lake housing renovation program by authorizing the project, Tower Lake Housing Renovations, Phase II, budgeted at \$3,047,374. The Board approved funding for Stage I of Phase II in the amount of \$1,200,000, comprised of \$800,000 from the operating budget of Tower Lake Housing, and \$400,000 from the Tower Lake Housing Repair and Replacement Reserve. The Board also approved continued retention of the firm of FGM, Inc., Belleville, Illinois, to provide architectural and engineering services for the project. The Illinois Board of Higher Education approved the project as a non-instructional capital improvement at its January 11, 1994 meeting.

As originally developed, Phase II would replace siding, gutters and downspouts, soffit and fascia covering, windows and sliding glass and aluminum doors, and provide related sealant and caulking in all residential buildings on the single student (500) side of the apartment complex and in the Commons Building. The revised project would also include new decking and hand rails and providing additional fire exits in the Commons Building, and making ADA-related improvements in residential buildings and the Commons Building. ADA-related work would include installing audible-visual smoke alarms in apartments in three 500 side buildings and in five buildings on the 400 side, and renovating bathrooms, retrofitting the elevator, installing a lift and motorized exterior doors, redesigning the front desk area, adjusting electrical and plumbing fixtures to proper heights, and improving the fire alarm system in

the Commons Building. The additional work recommended was identified during review of preliminary planning and development of final plans and specifications.

The additional renovations require an increase in the project budget of \$484,277, which includes amounts for construction contingency and architects fees. The total Phase II budget would be \$3,531,651. As previously planned, the project would be funded by Tower Lake housing operating revenues and Repair and Replacement Reserve funds, and would be pursued in stages. In accord with the Board's approval of the project, as funds become available University officers will return for authority to proceed with bidding and contracting additional stages of the renovations until they are complete.

Stage I would complete the work on eleven residential buildings on the 500 side, replace the decking and hand rails at the Commons Building, complete ADA-related work in residential buildings, and complete the motorized exterior doors in the Commons Building. The architect estimates the cost of the work in Stage I to be \$988,865, which will allow \$52,135 for construction contingency and \$159,000 for architect and engineer fees.

The architect has completed the plans and specifications for the Phase II renovations. They have been reviewed by SIUE officers and by Mr. Carl Bretscher on behalf of the Chancellor and the Board of Trustees.

Authority for members of the Executive Committee to award contracts for Stage I work is requested to take advantage of the prime construction season. Absent this authority, contracts could not be awarded until the September Board meeting.

Considerations Against Adoption

University officers are aware of none.

Constituency Involvement

Not pertinent to this matter.

Resolution

BE IT RESOLVED, By the Board of Trustees of Southern Illinois University in regular meeting assembled, That:

- (1) The revised capital project, Tower Lake Housing Renovations, Phase II, SIUE, be and is hereby approved as presented to the Board this date, with the amended budget for the project approved in the total amount of \$3,531,651.
- (2) The plans and specifications for the capital project, Tower Lake Housing Renovations, Phase II, SIUE, be and are hereby approved as presented to the Board this date, and officers of Southern Illinois University at Edwardsville are authorized to proceed with bidding the work to be included in Stage I of the project in accordance with the plans and specifications approved.

- (3) The members of the Executive Committee of this Board be and are hereby authorized to award contracts in connection with Stage I of the aforementioned capital project.
- (4) The Chancellor of Southern Illinois University be and is hereby authorized to take whatever action may be required in the execution of this resolution in accordance with established policies and procedures.

PROJECT APPROVAL, APPROVAL OF PLANS AND SPECIFICATIONS, AND
AWARD OF CONTRACT: ROOF REPLACEMENT, SCHNEIDER HALL, SIUC

Summary

This matter seeks project and budget approval to replace the roof on Schneider Hall, which is one of the three 17-story dormitories in the east campus residential area.

The original estimated cost of this project was \$80,000. Plans and specifications were prepared by the Physical Plant Engineering Services, and bids were opened on April 19. The low bid totaled \$105,575.

Project and budget approval is being requested herein to reflect this higher cost and to add a 9% contingency for a revised total project cost of \$115,000. Funding for this work will come from student housing revenue.

In addition, the approval of the plans and specifications is being requested, as is the award of contract.

Rationale for Adoption

The campus housing office has initiated a project to replace the roof on Schneider Hall, and the work is to be completed during the summer when the building is not in use. The estimated cost of this work was set at \$80,000. Plans and specifications for the project were prepared by the Physical Plant Engineering Services, and bid opening was conducted on April 19. The low bid was \$105,575, or 32% over the estimate. It has been determined that a large portion of that higher cost was caused by underestimating the amount of time and equipment necessary to lower all of the present roofing material to ground level, and then to raise all of the new material up to the roof. The budget is now revised to reflect the higher costs and to provide a 9% contingency, all for a total cost of \$115,000.

Project and budget approval, the approval of plans and specifications, and the award of contract are all being requested at this time.

Mr. Carl Bretscher, the Board's consulting architect, has reviewed the plans and specifications and recommends their approval.

Considerations Against Adoption

University officers are aware of none.

Constituency Involvement

Not pertinent to this matter.

Resolution

BE IT RESOLVED, By the Board of Trustees of Southern Illinois University in regular meeting assembled, That:

- (1) The project to replace the roof on Schneider Hall be and is hereby approved at a total cost of \$115,000.
- (2) Funding for this work will come from student housing revenue.
- (3) The contract to replace the roof on Schneider Hall be and is hereby awarded to American Construction and Energy of Belleville, Illinois, in the amount of \$105,575.
- (4) Final plans and specifications for this project are hereby approved as forwarded to the Board of Trustees via the Architecture and Design Committee for review, and shall be placed on file in accordance with I Bylaws 9.
- (5) The Chancellor of Southern Illinois University be and is hereby authorized to take whatever action may be required in the execution of this resolution in accordance with established policies and procedures.

The Chair stated that ordinarily at this time the Board would have the opportunity to acknowledge its retiring student trustees. He stated that Nick Adams, Student Trustee from SIUE, was unable to attend today's meeting. The Chair continued that he wanted to publicly acknowledge the excellent service Nick has rendered while a member of this Board of Trustees. He thanked Nick for his service and acknowledged that he was a very helpful and informed member of the Board. He stated that the Board had enjoyed working with him and enjoyed his participation in the various discussions of the Board. He explained that Nick had also handled himself in a most professional manner which brought great credit to his University. He said he was sorry Nick couldn't be at the meeting today, but asked that these remarks be conveyed to Nick together with a plaque appropriately acknowledging his service.

The Chair reported that the next meeting of the SIU Board of Trustees will be held on July 14, 1994 at SIUE. He explained that proper notice would be given regarding the executive session to be scheduled for Wednesday, July 13, 1994, for the evaluation of President Belck pursuant to the Statutes of the Board.

The Chair announced that there will be a news conference immediately following in this room.

Mr. Norwood moved that the meeting be adjourned. The motion was duly seconded, and after a voice vote the Chair declared the motion to have passed.

The meeting adjourned at 11:10 a.m.


Sharon Holmes, Executive Secretary

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