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Lindenwood College Faculty Meeting Minutes, 1977-1978

Lindenwood College

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James E. Spencer

FACULTY MEETING AGENDA

September 2, 1977, 1:30 P.M.

Library Building, Lower Level

President Spencer Presiding

- I. Invocation - Dr. Johnson
 - II. Minutes of May 18 and 23 meetings
 - III. Introduction of new faculty and staff - Deans Bartholomew, Crozier, Delaney, Eisendrath, and President Spencer
 - IV. Organization of the Faculty - President Spencer
 1. Meeting time and place
 2. Election of Faculty Secretary
 3. Election of Faculty Treasurer and establishment of dues
 4. Selection of Faculty Marshal
 5. Announcement of appointments to faculty committees
 - V. Reports
 1. Educational Policies Committee - Dr. Hood *Will meet last Wed. of each month.*
 2. Progress report of EPC sub-committee re LC 4 - Dr. Hood
 3. Summer Session - Dr. Hood
 4. 1977-78 new students - Mr. Gorsky
 5. College for Women - Dean Crozier
 6. College for Men - Dean Delaney
 7. Evening College - Dean Bartholomew
 8. College for Individualized Education - Dean Eisendrath
 9. President - President Spencer
 - VI. Business from the floor
 - VII. Announcements
 1. Orientation and Registration - Deans Crozier and Delaney, Mrs. Emory
 2. Convocation for new students and parents, and Faculty Open House - Deans Crozier and Delaney
 3. Faculty and Staff picnic - President Spencer
 4. Others
- Deans have discussion on transfer credit*
LC 4 must go through normal channels

The Lindenwood Colleges
St. Charles, Missouri

Minutes

Meeting of the Faculty of The Lindenwood Colleges
May 18, 1977

A special meeting of the Faculty of The Lindenwood Colleges was held Wednesday, May 18, 1977, at 3:00 P.M., in the Library Building, to act before the end of the year on matters pending before the Faculty. President William C. Spencer presided. Dr. Esther L. Johnson gave the invocation.

There were no student representatives present.

The minutes of the May 10 meeting were corrected as follows:

On page 2 add, "To meet the Humanities Division requirements all students must take either Humanities 111 or 112 (Humanities majors being required to take both courses)." (See April 20 minutes.)

On page 4, second to last paragraph - "On the recommendation of the Division of Natural Science and Mathematics...be changed to three (3) courses." Add at the end of the paragraph: "The motion was seconded and defeated."

On page 3 under Art, Art 115 should read "Art Appreciation II (not application if Hum 112 has been taken)."

The second paragraph of the May 11 Educational Policies Committee minutes should read: "Dr. Hood opened the meeting by reading a letter from Lou Florimonte. Lou brought up two points which he felt should be considered."

A motion was made, seconded and passed that the minutes of the May 4 and May 10 meetings, as corrected, be approved.

On the recommendation of the Educational Policies Committee a motion was made, seconded and approved that beginning next year when a student drops a course (prior to the time a WP or WF is given), the drop slip must carry the signature of the instructor as well as the adviser.

Dr. James F. Hood reported that EPC plans to designate a subcommittee of people available during the summer to resolve all questions of procedural interface between EPC, Lindenwood 4 and the full-time faculty. He made it clear that the committee would not be looking at quality, which is the job of the Academic Standards Committee. A report of the subcommittee will be made in the fall. The subcommittee will consist of Polly Eisendrath, John McClusky, and the other deans.

On the recommendation of EPC a motion was made, seconded and passed that in the fall a committee be formed consisting of twelve people - three to be elected from each division and three to be designated from Lindenwood 4 to review the 1975

Lindenwood 4 charter and revise it in the light of reality and experience gained since Lindenwood 4 began operations two years ago, and to examine that document in the light of concerns and interests of the academic departments.

On the recommendation of the Educational Policies Committee a motion was made and seconded to adopt for Lindenwood 4 the program in Active and Creative Therapies as proposed on pages 1, 2, and 3 of the May 11 memorandum to EPC from Polly Eisendrath, and distributed by mail to all faculty.

A motion was made, seconded and passed to amend the section "Prerequisites for Entrance" on page 3 to read:

Core Area Requisites

In order to graduate, all students pursuing the Master's Degree in Counseling Psychology or Marriage and Family Counseling must have covered the following requisite areas of study, either as previous college course work, or as part of graduate study in Lindenwood 4: Abnormal Psychology, Personality Theory and Testing/Diagnostics/Research Design. (Issues of accountability and professional ethics would be part of the latter.)

Students pursuing the Master's Degree in Art Therapy or Dance Therapy must have covered the following requisite areas of study, either as a component of previous college work or as a part of graduate study in Lindenwood 4: Abnormal Psychology, Personality Theory, and Accountability and Professional Ethics.

Issues of accountability and professional ethics will, of course, be dealt with by all students in A.C.T. during their practica and in the context of academic study in the program.

Prerequisites

In addition to our general requirements for graduate study in Lindenwood 4, all students entering any of the A.C.T. degree programs are expected to have a general background in the social sciences and at least 9 semester hours of study in psychology, including General Psychology. Deficiency in the psychology prerequisite must be accounted for through an additional trimester's study in a program core area (for a total of 4 core area trimesters). Other prerequisites -- such as study courses -- may be required in specific modalities.

The original motion, as amended, passed.

On the recommendation of EPC a motion was made that the Bachelor's and Master's degree programs in Administration for Working Professionals in Business and Human Services, as presented in the draft of a brochure and distributed to all faculty by mail, be approved for Lindenwood 4. The motion was seconded. The motion was voted on by written ballot and passed. Attention was called to the May 17 EPC minutes which state: "Dr. Bartholomew suggested the addition of this phrase in the 'Administration' documents: 'It is expressly declared that the words BUSINESS ADMINISTRATION shall not appear in combination, either as such, or in conjunction with any other modifier (e.g., 'small business administration') in the title or presentation of this program or in any degree title.' Dr. Bartholomew moved approval of the proposal with the amendment. Dean Crozier seconded, motion carried."

On the recommendation of EPC a motion was made and seconded that the Bachelor's and Master's degree programs in Health Administration in Lindenwood 4, as presented in brochure form and distributed to all faculty by mail, be approved. By acclamation it was agreed that the section on the last page in regard to Certification and Licensing be eliminated. The motion was passed.

Dr. Hood called attention to the following paragraph in the May 11 EPC minutes:

Dr. Bartholomew called to the committee's attention the fact that Mr. Eimerman, VA Representative, has pointed out that because the next Spring Term begins on January 31, veterans are not required to take a course but could still receive money for the January Term. Dr. Bartholomew suggested that by making examination week in May one day shorter, we could move the starting date for the Spring Term for February 1 and comply with the Veterans' Administration calendar for payment. Dr. Bartholomew moved that we change the calendar in that manner. Dr. Bornmann seconded, motion carried.

Dr. Hood, Chairman of the new Ad Hoc Committee on Consitution (other members of the committee being Daryl Anderson, Craig Eisendrath, James Evans, and John Nosari) moved that the recommendation of the committee, as attached to the May 18 agenda, be approved as an amendment to the Faculty Constitution. The motion was seconded. During the discussion Dr. C.Edward Balog stated that Faculty Council has recommended that Faculty Administrators have faculty rank without departmental affiliation and not be on tenure track. The motion passed.

Dr. Balog moved, and the motion was seconded, that the following proposed by-law revisions be accepted:

- I,B (add 10) Faculty Administrators are not eligible for tenure. Initial appointment to Faculty Administrator will be for the term of one year; the second appointment will also be for one year; the third and fourth appointments will be for a term of two years each; subsequent appointments will be for terms of three years each.
- I,C,4 Change to read: Final written notice of non-reappointment of Faculty Administrators shall be given during the penultimate trimester of their current contract. Change number 4 to number 5.
- I,D (add 7) Promotion of Faculty Administrators will be based on the same criteria as other faculty members with the exception of references to classroom teaching.
- II,A,1,b Change to read: The Dean of the faculty, professional librarians, and Faculty Administrators.
- V,A,1,b Change to: Four faculty members, one from each division and one Faculty Administrator, elected at large for staggered three year terms.

- V,A,3,c,(b) Change to read: Social Studies (elected by the Social Sciences Division), and one Faculty Administrator.
- V,B,1,a Change to read: Six faculty members, four elected, one of which shall be a Faculty Administrator, and two appointed.
- V,E,1,a Add after...President. One of the appointees should be a Faculty Administrator.
- V,F,1,a Change to read: The Nominations Committee, which consists of four faculty members, one from each division and one Faculty Administrator...

Dr. Hood moved that the following substitute motion be accepted:

Faculty Administrators, who now have faculty status, are eligible to serve on any faculty committee in the same way as any other member is eligible - that is, elected or appointed, that divisional status will have to be decided in the fall, and that the President bear in mind Faculty Administrators when making appointments to committees.

The substitute motion was seconded and passed.

Dr. W. Dean Eckert said that there are several budget problems which he hopes can be worked out next year. He finds that expense items appear on the budget which he knows nothing about. Dr. Spencer explained that under the new procedure no budget would have an expenditure drawn from it without the prior authority of the individual responsible for it. Dr. Eckert said that he also hoped there would be some way of crediting income (grants and fees) against the budget. Dr. Spencer replied that he is trying to work this out.

Dr. John Bornmann said that he would like to have monthly reports on the budget during the summer and at the end of the year.

Mrs. Jeanne Huesemann reminded members of the faculty to write the objectives for the NCATE report by the end of the month.

President Spencer announced that at the meeting of the Executive Committee of the Board of Directors on May 13 the committee unanimously adopted a resolution to name Professor T. W. Doherty Professor Emeritus upon his retirement.

A gift was presented to Louis Florimonte, who will be leaving at the end of the year by President Spencer on behalf of the Deans and the Faculty.

There being no further business the meeting was adjourned at 5:05 P.M.

Approved:

Mary Yonker
Acting Secretary

John Nichols
Secretary of the Faculty

The Lindenwood Colleges
St. Charles, Missouri

Minutes

Meeting of the Faculty of The Lindenwood Colleges
May 23, 1977

A special meeting of the Faculty of The Lindenwood Colleges was called to order by President William C. Spencer May 23, 1977 at the time of the Year-end Faculty Dinner at the President's House.

Following remarks by Dr. Anne Perry expressing great appreciation for the work of Dr. T. W. Doherty, who retired at the end of the academic year, Dr. James F. Hood read a resolution in appreciation of Dr. Doherty's great contribution to Lindenwood. The resolution was accepted by acclamation and will be transmitted to the Boards of The Colleges. Copy of the resolution is attached.

There being no further business the meeting was adjourned.

Mary Yonker
Acting Secretary

Approved:

John Nichols
Secretary of the Faculty



RESOLUTION

Professor Thomas W. Doherty is the quintessential humanist and linguist, a member of this faculty for the past twenty-seven years. His career encompassed a period of immense change in higher education in general and the teaching of languages in particular.

He has had a constant interest in languages and literature throughout most of his life. He graduated from Westminster College, Fulton, magna cum laude, in 1934, majoring in French and Classics, and received his M.A. from Middlebury in 1942, his major again in French. After service in the Army in World War II, a period of great personal moment to Bill and Christiane, he received a Diploma in Contemporary French Literature (with "very honorable" mention) from the Sorbonne in Paris. In 1959 he received the Doctor of Modern Languages degree from Middlebury. His emphasis was 20th century French literature, and his thesis concerned music in the life and work of Andrew Suarès, from which he has published two articles.

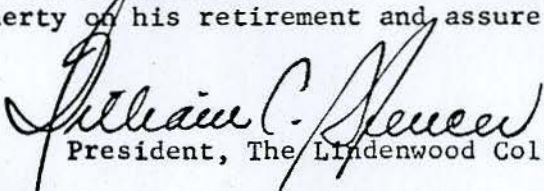
His teaching career began at Fulton High School where he taught French and Latin from 1936-1942. After the War, he became an Assistant Professor of Modern Languages at Evansville College, where he taught from 1946 to 1949. In 1950 he came to Lindenwood and has been a quiet but steady voice for humanities and languages and a factor in the lives of countless students for over a quarter of a century.

He belongs to a variety of professional organizations: American Association of Teachers of French, Modern Language Association of America, Foreign Language Association of Missouri of which he is past president, Alliance Française of St. Louis of which he is past president, and American Association of University Professors.

He has had all the academic committee assignments at Lindenwood through the years, the normal stigmata of the professor's life. For the past two years, he has been the marshal of our undisciplined faculty, suffering our foibles with his unfailing courtesy and understanding.

Bill and his family have been active members of the St. Charles Presbyterian Church of which he is an Elder and where he regularly plays the organ, music being a constant second love of his professional life. Bill and Christiane have a son, Dan, and a daughter, Anne Claire, both of whom have been well-known parts of the Lindenwood Community in their time.

There is no way that the accomplishments and importance of Bill Doherty at Lindenwood to his colleagues and his students can ever be fully known. But it is through the loyalty and steadfastness of Bill and others like him that the College perseveres. By recommendation of the Faculty Council and the President, the Board of Directors has named him Professor Emeritus. By that means his presence and voice among us can go on. We are proud to salute Professor T.W. Doherty on his retirement and assure him of our friendship and good wishes.


President, The Lindenwood Colleges


Dean, Lindenwood College for Women

May 23, 1977

Business

Dr. Jime Williams

Dr. Alex Anderson Phil.

Cynthia La Fata

Yvonne Rume Drama

Dr. Leslie VanCastele Director of Drama
John Cherry - Catalogue

LC 4

Dr. Sheldon Winberg

Faculty Marshall - Knuck

Faculty Secretary - Nichol

Faculty Rume - Emoy

Appointments Name

LC I Curviler Morris, Arthur

LC II " Williams

[Faint signature]

[Faint signature]

James E. ...

FACULTY MEETING AGENDA

November 2, 1977

Library Building, Night Owl Nook

- I. Invocation - Dr. Johnson
- II. Minutes of October 5 meeting
- III. Report of Educational Policies Committee - Dr. Hood
- IV. Report of Faculty Council - Dr. Anderson
- V. Proposal from Academic Resources Committee - Dr. Walter
- VI. Report of the President - Dr. Spencer
- VII. Business from the floor
- VIII. Announcements
- IX. Adjournment

THE LINDENWOOD COLLEGES
MINUTES
EDUCATIONAL POLICIES COMMITTEE
Wednesday, October 26, 1977

Members present: Dr. Spencer, Dr. Delaney, Dean Crozier, Dr. Bartholomew, Dr. Eisendrath, Eva Emory, Robert White, Dr. Hood, James Feeley, Jeanne Huesemann, Dr. Balog, Paul Gross, Cindy Gross, and

I. Old Business

1. The Deans presented a recommendation in the form of a motion that: Lindenwood Colleges accept for transfer from Community-Junior Colleges a maximum of 63 hours or the number of hours required to obtain an Associates Degree in the program in which the student is enrolled.

Motion approved.

2. James Feeley was appointed as EPC representative to the LCIV Standards Committee.
3. Ed Balog was appointed as EPC representative to the Committee on Graduate Faculty.

II. New Business

1. The following courses were approved:

Physical Education--

- PE 17A--approved for 1/2 course credit instead of 1/4
- PE 17B--approved as a new course for 1/2 course credit

Social Science Division

- BA 285--Business and the Consumer --course content change
- BA 335-J Technological Forecasting -- course content change
- MBA 514--Contemporary Accounting Theory--new course
- MBA 515--Operational Auditing--new course
- MBA 516--Statistics for Managerial Decision Making
- MBA 586--Analysis of Business Conditions
- MBA-600--Thesis

Education Department

- Edu 560--School Supervision: Elementary Secondary
- Edu 592--Practicum: Diagnosis of Reading Difficulties
- Edu 596--Practicum: Remediation of Reading Difficulties
- Edu 528--Preparation for Mainstreaming in Elementary Education
- Edu 096/509--Metric Measurement for Teachers
- Edu 502--Survey of International Education
- Edu 503--The Junior High/Middle School
- SEd 528--Methods of Teaching Children with Learning Disabilities
- SEd 529--Methods of Teaching Mentally Retarded Children
- SEd 530--Methods of Teaching the Behaviorally Disordered Child
- SEd 531--Methods of Teaching the Severely Handicapped
- SEd 532--Measurement of Functional Skills
- SEd 333/533--Speech and Language Development
- Edu 361--Multicultural Education

Psychology

Psy 103/503--Abnormal Psychology

Humanities

FLI 101-102--Elementary Italian

FLI 151-152--Intermediate Italian

Phl 204--Philosophy of Psychoanalysis

Phl 101--Modern Philosophy

Mus 250--Introduction to Opera

2. The motion was made and approved that the Deans annually submit a report on the number and types of academic irregularities they approve.
3. Lindenwood I student, Carol Recht, has moved out of state and would like to receive her degree from Lindenwood. She has 29 1/4 courses and would like to take the additional 6 3/4 courses in Conn. and transfer them to Lindenwood to meet degree requirements. The motion was made and approved that this be accepted.
4. Members of the Bachelor of Medicine will meet on October 27 to determine crediting for clinical experience for Bachelor of Medicine students. During November an updated document regarding the Bachelor of Medicine Program will be prepared and will be presented at the next EPC Meeting.
5. Motion was made and approved that all health care programs be integrated into the Science Division.
6. Dean Eisendrath announced that LCIV has a grant proposal for Activities and Creative Therapies. On December 14 they will have visitors to evaluate the proposal.
7. EPC has directed that approval for extension requests for incomplete grades will be handled by the chairman of the divisions as in the past.

The next meeting of EPC will be November 30 at 3:00 p.m.

Meeting adjourned.

The Lindenwood Colleges
St. Charles, Missouri

Minutes

Meeting of the Faculty of The Lindenwood Colleges
October 5, 1977

The regular meeting of the Faculty of The Lindenwood Colleges was held Wednesday, October 5, 1977 at 3:00 P.M., in the Night Owl Nook of the Library. President William Spencer presided. Dr. Esther L. Johnson gave the invocation.

Student representatives present were: Cindy Gross, Pixie Haviland, Maureen Tolie, Paul Gross and John O'Neill.

On motion made, seconded and passed the minutes of the September 2, 1977 meeting were approved as distributed.

Dean John N. Bartholomew introduced July Hales, VA Coordinator, and Ruth McCoy, Assistant to the Director of Financial Aid.

On the recommendation of the Educational Policies Committee Dr. James F. Hood moved that specific implementation of General Education requirements by enumerated Lindenwood courses shall be restricted to students beginning their studies at Lindenwood. Transfer students shall be evaluated by the Deans who shall give full consideration to the goals and policies established for General Education by the faculty. The motion was seconded and passed.

On the recommendation of the Educational Policies Committee it was moved and seconded that a standing committee be formed to evaluate and approve faculty members in graduate programs according to a criteria common to programs such as a terminal degree or strong teaching experience or exceptional expertise in a needed area. The members would include the Deans of the Colleges, the Directors of Graduate Programs, one member of EPC and one member of Faculty Council to be elected at the initial meeting in the fall. Following discussion a substitute motion was made and seconded that responsibility for deliberate selection of graduate faculty be placed in Faculty Council. The motion was defeated. The original motion was passed.

Dr. Hood called attention to the Report of the L4/EPC Liaison Committee, attached to the October 5 agenda, and stated that the committee to review the 1975 charter and revise it in the light of reality and experience gained since Lindenwood 4 began operations two years ago, and to examine that document in the light of concerns and interest of the academic departments will take this report into consideration when making its study. The following changes in the report were made or suggested:

1. Page 6, Question #8 - A motion was made, seconded and passed to delete the Undergraduate Review Committee and to substitute the Lindenwood 4 Academic Standards Committee.
2. Page 8, Question #10 - It was moved, seconded and passed that the last sentence - "If a prospective student is very interested in grades and course credits, this person is not likely to be a good candidate for Lindenwood 4 study." - be removed.

3. Page 7, Question #3 - "For the Bachelor of Science, Fine Arts, Music, or Music Education:" should be changed to "For the Bachelor of Science, Fine Arts, or Music:" since Lindenwood 4 cannot give a certifying degree.
4. On motion made, seconded and passed the last paragraph on page 6 and the second paragraph under #3 on page 7 be referred back to the Natural Science/Mathematics Division. The second paragraph under #3 reads: "Requirements in English, Social Sciences, and Natural Science/Mathematics are satisfied through cluster group study. We are proposing that students could satisfy the Natural Science/Mathematics requirements through one cluster group (3 L.C.C.) that would combine the two areas."
5. Dr. Robert W. King asked that resumes of Faculty Sponsors in his area be sent to him for review.
6. Page 1, Question #2 - Because we notify accrediting agencies that they have all education programs on record and that no other programs are offered, this paragraph and especially the sentence "Talks will be held with the Psychology and Education Departments to work out possible requirements and guidelines for undergraduate individualized programs." will be referred back to the Social Science Division.

President Spencer asked that other suggested changes be communicated to Dr. Hood.

Dr. Daryl Anderson, Chairman of Faculty Council, reported that Dr. Anne Perry has been elected Secretary, and Dr. James W. Evans has been elected Treasurer of the Council. The Council will meet the second Wednesday of each month at 1:00 P.M.

Dr. Anderson reported that Faculty Council discussed three issues at the last meeting:

1. A request has been made to clarify the issue as to who may attend faculty meetings without vote. Dr. Anderson asked members of the Faculty to notify the Council of any they believe should be at faculty meetings.
2. The Faculty Bylaws state that all members of the faculty shall be members of divisions. Faculty Administrators in Lindenwood 4 are not members of divisions. Faculty Council will make a recommendation in regard to this later.
3. On the recommendation of Faculty Council it was moved, seconded and passed that the duties of the Faculty Secretary be changed from "The Secretary of the Faculty shall keep a record of all proceedings of the Faculty, along with all memoranda, petitions, requests, and reports introduced at faculty meetings..." to "The Secretary of the Faculty shall keep a record of all proceedings of the Faculty, along with all memoranda, petitions, requests, and reports introduced at faculty meetings, and maintain an index of the faculty meeting minutes..."

In beginning the President's Report President Spencer said that theoretically the budget for the coming year is balanced. The final figures on enrollment for this year however are not yet complete but the enrollment for full-time resident and

non-resident students is not as high as projected for the Fall Term. There is a total increase in students over last year but fewer than projected. The Lindenwood 4 enrollment is not yet firm since the trimester began October 1 but it will probably be lower than projected. The Evening College and MBA enrollments are above that anticipated. It will be necessary to make extra efforts to get gift and grant income. President Spencer emphasized that we must all do everything possible to stay within the budget. If anyone thinks of ways to generate new income, please pass the information along.

He reported that at the request of the auditors, and with the approval of the Board and IRS, the fiscal year will be changed from June 16 - June 15 to June 1 - May 31.

Gifts and pledges totaling close to \$50,000 for the Student Center have been received. There is still substantial solicitation to be made however. All bids for the Student Center have been rejected because they were much higher than estimated. By October 12 revised bids will be in. Furniture, etc. which will not be used by the Student Center is being moved out of the red houses so that facilities for student activities can be set up in these houses. The lower floor of Stumberg Hall will become available soon for use of the faculty.

It is difficult to determine at the moment what will be done about the turf on the field, which is in very bad condition.

President Spencer announced that Founders' Day will be changed from October 21 probably to the middle of November.

It was necessary for President Spencer to leave the meeting and Dean John N. Bartholomew assumed the chair.

Dr. John S. Burd announced that the NCATE visit would be in November, 1978. He thanked those members of the faculty who have completed and sent in their reports. By November 1, 1977 course objectives should be completed. By January 1, 1978 the rough draft of standards should be written. The NCATE self-study committee is:

Susan Arisman
Howard A. Barnett
John N. Bartholomew
John S. Burd
Doris Crozier
Patrick F. Delaney, Jr.
Patricia Delks
W. Dean Eckert
James F. Hood
Jeanne Huesemann
Linda Sullivan
Donna Jo Vandagriff

Mrs. Eva Emory called attention to the list of potential candidates for degrees which had been distributed by mail prior to the meeting and said that the following names should be added to the list:

Robert Horton
Jill Klutenkamper
Linda Tate
Walter Tate

It was moved, seconded, and passed that these candidates be awarded the appropriate degrees upon satisfactory completion of their work.

Dr. Vincent Brescia announced that AAUP would meet Friday, October 14, at 3:30, in the Fine Arts Lounge. He invited anyone interested in joining AAUP to attend this meeting.

Dr. W. Dean Eckert announced that the body sculpture exhibit would be October 7 and 8.

Dr. B. Richard Berg announced that Miss Patricia Delks will coordinate the "want" list for the Title VI application.

Mrs. Jeanne Huesemann announced that she would be sending out information about Danforth Fellowships. Nominations for these fellowships should be sent to her as soon as possible since they must be in by November 15.

Dean Doris Crozier announced that the following members of the faculty will participate in the HECC Development Workshop:

John S. Burd
James H. Feely
Lucy Morros
Linda Nelson
Richard Rickert
James D. Walter

Dean Crozier also announced that WHO'S WHO IN AMERICAN COLLEGES forms will be sent out soon so that members of the faculty may nominate students for this honor.

There being no further business the meeting was adjourned at 5:00 P.M.

Mary Yonker
Acting Secretary

Approved:

John Nichols
Secretary of the Faculty

James Evans

FACULTY MEETING AGENDA

December 7, 1977, 3:00 P.M.

Library Building, Night Owl Nook

- I. Invocation - Dr. Johnson
- II. Minutes of November 2 meeting
- III. Report of Educational Policies Committee - Dr. Hood
- IV. Report of Faculty Council - Dr. Anderson
- V. Discussion of medical insurance - Mr. Berg
- VI. Report of the President - Dr. Spencer
- VII. Business from the floor
- VIII. Announcements
 - A. Date of January meeting - January 11, 1978 (second Wednesday)
 - B. Other announcements
- IX. Adjournment

*F.C. must bring working
of new Bachelor of Science Study
Committee for Bylaw revision*

The Lindenwood Colleges
St. Charles, Missouri

Minutes
Meeting of the Faculty of The Lindenwood Colleges
November 2, 1977

The regular meeting of the Faculty of The Lindenwood Colleges was held Wednesday, November 2, 1977, at 3:00 P.M., in the Night Owl Nook of the Library. President William C. Spencer presided. Dr. Esther L. Johnson gave the invocation.

Student representatives present were: Cindy Gross, Paul Gross, Maureen Tolie.

There being no corrections to the minutes of the October 5, 1977 meeting, the minutes were approved as distributed.

Dr. James F. Hood, Chairman of the Educational Policies Committee, on the recommendation of EPC moved that The Lindenwood Colleges accept for transfer from Community-Junior Colleges a maximum of 63 hours or the number of hours required to obtain an Associates Degree in the program in which the student is enrolled. The motion was seconded and passed.

Dr. Daryl Anderson, Chairman of Faculty Council, reported that Faculty Council, in accordance with the bylaws, recommends that the following persons by virtue of their official positions in The Colleges be invited to attend faculty meetings of the 1977-78 academic year as non-voting members as often as they wish and moved that this recommendation be approved. The motion was seconded and passed.

Director of Alumni Affairs
Director of Admissions
Director of Public Information
Director of Publications
Director of Counseling Services
Associate Registrar
Assistant to the Dean of the Evening College
National Program Coordinator of Lindenwood 4
Faculty meeting representatives from student
governments of Lindenwood I and II

It was suggested that if the above cannot attend and wish to have someone represent them, they may do so.

Dr. James D. Walter, speaking for the Academic Resources Committee primarily but other committees as well, proposed that either there be a general college fund to which committees can charge office supplies and other expenses or that each committee be given a minimal budget. President Spencer suggested that the major committees present to the deans or the President a request to build these expenses into the budget.

President Spencer expressed appreciation for the participation of the faculty and others in the Sesquicentennial Fair October 22. The net revenue of the fair is expected to be over \$7,000. President Spencer continued his report by saying that apparently there is some confusion about the part-time position of Mary Bartholomew. Mrs. Bartholomew has been employed for a trial period of six months in the hope of generating new income from which faculty members can directly benefit. Her responsibility is to contact faculty members to find out if they would like to develop or sponsor week-end or one or two week academic or even non-academic offerings for outside people who would use our conference facilities. She obviously cannot plan these events but she can be a backstop in helping to set up the programs and to contact prospective participants.

President Spencer then commented on several matters of which the faculty should be aware:

1. Administrative officers have been approached by Mr. Coleman of St. Joseph Hospital to see if Lindenwood is interested in expanding its nursing programs, and we are now exploring these possibilities.
2. In regard to the back campus, we are looking into the development of an inter-generational community. Faculty members, students and alumni will be asked to sit on an advisory committee as we move ahead with the pre-development study.
3. The contract has been awarded for construction of the Student Activities Center. A ground breaking ceremony will be held within the next few days. The anticipated completion date is from 90 to 120 days.
4. The red houses have been cleared out and student activity offices can now move in.
5. It would be helpful to have a faculty club in Stumberg Hall. If anyone is interested in serving on a survey committee, please give your name to Mary Yonker.

Dean Doris Crozier announced that a separate sheet has been prepared for each class showing the time schedule. These will be distributed to department chairmen for approval or correction. They should be returned to Mrs. Eva Emory by November 3.

Dr. Lucy Morros announced that a meeting of Committee W of AAUP will be held Wednesday, November 9, at 2 P.M., in Young 204.

Mr. John Nichols announced that the Alice Parker Memorial Lecture will be Friday, November 11, at 7:30 P.M., in Jelkyl Theatre. The speaker will be Dr. Peter Raven, Director of Missouri Botanical Garden. His topic will be "Shifting Continents: Their Effect on the Distribution of Plants and Animals."

Mr. Robert G. White, Jr. announced that Steve Karmen, New York writer of radio and tv advertising jingles, will speak on November 8, at 8 P.M., in Young Auditorium.

Miss Patricia Delks announced that through a duplicate exchange program Lindenwood has acquired 50 volumes of United States Code Annotated.

Mr. Paul Gross, on behalf of the yearbook staff, announced that this staff is looking for a faculty adviser. If anyone is interested, please contact Paul Gross or Steve Kochanski.

Mr. Arthur L. Kanak announced that the next art exhibit will be a ceramics exhibit with the opening reception on Friday, November 11, at 7 P.M., at which time guests will have an opportunity to talk with the artists.

Ms. Cindy Essenpreis announced that the Evening College banquet will be Saturday, November 12, in Ayres Dining Room. Mr. Alfred Fleishman will be the speaker.

There being no further business the meeting was adjourned at 4:05 P.M.

Mary Yonker
Acting Secretary

Approved:

John Nichols
Secretary of the Faculty

P L E A S E

ATTACH TO FACULTY
AGENDA

THE LINDENWOOD COLLEGES
St. Charles, Missouri

MINUTES
Educational Policies Committee
December 1, 1977

P L E A S E

Attach to Faculty
Agenda.

The meeting of the Educational Policies Committee was held in room 323 Roemer on the above date. Dr. Hood, Chairman, called the meeting to order at 3:00 p.m. Present were: Dr. Bartholomew, Dr. Swift, President Spencer, Jeanne Huesemann, Dr. Bornmann, Dean Crozier, Dr. Delaney, Dr. Balog, James Feely, Bob White, Eva Emory and student representatives Paul and Cindy Gross.

Reports from the divisions:

HUMANITIES division brought Dr. Van Tassel's proposed revision of the offerings in the Theatre Arts department. Dean Crozier asked that Dr. Van Tassel make a specific request in writing.

SOCIAL SCIENCE division:

MBA department proposed the following courses:

MBA 545 - BUSINESS POLICIES AND STRATEGIES (Replaces 542 and 543)

Utilizing top management perspective, this course analyzes the practices and problems confronting the modern business organization. Through an analysis of cases, students are required to integrate a knowledge of the functional areas of business in forming solutions to complex business problems. (Prerequisite: MBA 540 or 541.) Course approved.

Graduate courses in Psychology - PSY 501, 502, 504, 505, 506, 524, 526, 527, proposed as courses for Master of Arts in Education degrees. Referred to a joint committee of the Psychology and Education departments in order to make certain that the course content is applicable. Dean Eisendrath suggested that Sheldon Weinberg be included in the meeting.

History courses at the graduate level, four courses proposed for Masters of Arts in Education students.

His 522T Europe Since Hitler - An examination of the major events and their interpretation in contemporary Europe since the end of World War II. Four major segments include 1) The post-war condition and the Cold War, 2) Economic and Social Trends, 3) The Cultural Scene, 4) Contemporary Politics.

His 523T: Area Study: Sub-Saharan Africa, An examination of Africa below the Sahara as a region--its people, politics, recent history and environment.

His 520T United States Since the Depression: An examination of the major interpretations of the significant events in U. S. History since the Great Depression of the 1930's. Four segments: Franklin Roosevelt and the New Deal, Neutrality and War, 1932-1945, The Cold War, 1945- 1976, Domestic Issues Since 1945.

His 521T The Era of the American Revolution. Course will examine the causes, progress and results of the American War for Independence.

Courses approved.

NATURAL SCIENCE DIVISION

1. Dr. Delaney discussed with EPC the proposal of a Bachelor of Science degree in Nursing at Lindenwood. It would be an "add-on" type of degree, since nurses entering the program would already have an RN certificate. The Missouri Nurses' Association meeting will be held on the Lindenwood campus on December 14, 1977, Cobbs Hall.
2. The Bachelor of Medicine Program was presented in a more detailed fashion, including recommendations for credit for the clinical portion of the program. Dr. Delaney will make minor revisions and distribute a revised edition to the faculty. Program approved, with revisions.

Dean Crozier brought a request from Maggie Watson who asked to be allowed to return 5½ courses for a degree from Lindenwood. Request denied.

Meeting adjourned.

Bachelor of Medicine Program
Report and Recommendations

Revised 12-5-77

as suggested at the joint meeting of the Natural Science and Math Divisions on Nov. 16, and the EPC Meeting of Nov. 30

I. Committees

A. Executive Committee

1. Makes recommendations concerning the development and evaluation of the program, affiliation agreements, legal matters and recommends persons to serve on the advisory Committee.
2. Current Membership reports and makes program recommendations

Dr. Balog (Chairperson)

Dr. Barnett

Dr. Wochner-Director of Health and Hospital-St. Louis
Professor of Medicine Washington University

Dr. Birge-Assistant Professor of Medicine-Washington
University, Director of Medical Nurse Practitioners
Program.

Dr. Vavra-Director Unit I Medicine, St. Louis City Hospital
Professor of Medicine, Washington University

Mr. Sullivan-Administrator, St. Louis City Hospital

Dr. Swift (Ex-officio) Program Administrator

Dean Delaney (Ex-officio) Project Director

- B. Advisory Committee to the Executive Committee will be comprised of professionals, (physicians, health facilities administrations, health educators, business leaders, persons in government and social work). This committee will assist the Executive Committee, the Program Administrator and Program Medical Director (to be appointed) in continuous development and evaluation, and in faculty coordination of effective clinical relationships.

C. Bachelor of Medicine Admission Retention Committee

1. Makes recommendations for the admissions policy and procedures for the program, makes final selection of students and monitors each student's progress.
2. Current Admission Procedures

a. Regular Lindenwood application forms and procedures

b. Present three letters of reference from someone who can assess your intellectual ability; from someone who can assess your potential as a health care deliverer and educator; and from someone who can assess your dependability, work habits and attitude.

c. Preliminary screening by the Director of Admissions, Chairperson of the Admission Retention Committee, Program Administrator, Dean of Lindenwood College II

d. Answer the following questions in essay form;

1. What do you understand about the responsibilities and concerns of a Health Associate?
2. There are many ways to serve in the health profession. Why do you choose to serve as a Health Associate?
3. What special qualifications do you think you have for being a Health Associate?

4. Presently, we are considering applicants for our Health Associate program for adult health care. Plans for the future include Health Associate programs in pediatrics and mental health. Please comment concerning your interest in these areas.
3. Current Membership--Dr. Balog (chairperson), Dr. Perry, Dr. Vavra, Dr. Birge, Dr. Swift, Dean Delaney.

Recommendation: The Admission and Retention Committee become an EPC Sub-committee and have the following composition; a representative from EPC, a representative from each Division (to be elected by the Faculty serving two-year staggered terms), the Director of Unit I Medicine, St. Louis City Hospital, and the Program Administrator and Dean of LC II--both ex-officio.

D. Curriculum Committee--Bachelor of Medicine

1. Monitors the entire curriculum of the program, plans and implements the program seminars, communicates with the executive and Admission and Retention Committees. The Committee will have access to the consultant services of the Bachelor of Medicine Program.
2. Current Membership--Barnett, Nelson, Bornman, Perry, Swift (chairperson), Delaney (consultant).

Recommendation: The Curriculum Committee became a sub-committee of EPC and have the following compositions:

a representative from each division selected by the faculty
one member to be appointed
a representative from EPC
Dr. Birge
the Program Administrator
one Bachelor of Medicine Student from LC I to be elected by students
one Bachelor of Medicine Student from LC II to be elected by students
Dean of LC II--consultant

II Curriculum

The health education, health maintenance, health promotion component of the Bachelor of Medicine Program has been formulated. It is anticipated, based upon knowledge of undergraduate curricula in health education and initial conversations with practicing health educators, that this curricular component will have the following courses and be presented in the following order.

The freshman and sophomore years will include an interdisciplinary seminar in each year. The freshman seminar, healers and persons, has been completed and is ready for presentation in the Spring of 1978. The sophomore seminar, presently titled, The Anatomy of Change, should be offered in the Spring of 1979. In addition to these two interdisciplinary seminars, there should be field experiences for students during these two years.

These will consist of visits to health care schools, facilities, research centers and institutions representing various aspects of the health care industry and in some cases work with individual physicians or groups of physicians.

During the junior year, the student will be required to take an interdisciplinary seminar focused upon community health and health care research. This seminar will combine the presentation of community organization, health status and the types and availability of data for assessing health status, health care utilization and resources of communities. A fourth interdisciplinary seminar will be offered during the senior and second clinical year with a focus upon the organization and administration of health care systems. Also during the 4th year the student will begin a year and one-half sequence in patient education. This sequence will combine courses in preventive medicine, health care counselling and patient education techniques. The sequence will continue throughout the fifth year of internship.

The internship year will consist of full time placement within an Ambulatory Care Center within the City of St. Louis and a continuation of the patient education sequence. The students may choose to specialize in a area of health education. Possible fields of specialization could include school health, community health, gerontology, nutrition or rehabilitation. This health education curricular component, when added to the basic liberal arts requirements and the clinical training, should prepare the graduate of the Bachelor of Medicine program to contribute to the solution of this nation's problems in health care delivery both in redressing the present imbalance in the distribution of health care services and in supporting an increased emphasis upon preventive care, health maintenance and health promotion.

A. Program Outline

1. 1st and 2nd years Lindenwood General Education Requirements, Math 103, Math 104, Bio 101, Bio 102, Bio 309, Bio 310, Chm 151, Chm, 152 LWM 200 (first year), LWM 202 (second year) and field experiences in a health care facility. (to include Bio 101L, Bio 102L, Bio 309L, & 310L)

Recommendation: At the Joint meeting of the Divisions (Social Sciences and Science and Math) it was recommended that the distribution requirements in Science and Math be fulfilled by the math and science courses required in the program.

2. 3rd and 4th year--Clinical Studies
3rd year--September through August
4th year--September through May
3rd year seminar--LWM 300
4th year seminars--LWM 302 (Fall) 1st of a sequence of 3 seminars in patient education (spring) LWM 310.
3. 5th year--Internship Year--Summer through May
Placement in Ambulatory Care Center. Completion of the Patient Education Component, (LWM 311, LWM 312).

B. Course Approvals

LWM 200 Healers and Persons--The first segment of this course will consist of a historical survey of the medical arts, the healer-patient relationship. The second part will concentrate upon healers and persons in the 20th century U.S.A. This section will be more analytical and focus on in-depth investigations of healers, patients, and their relationship. (1st year--spring term)

LWM 202 Anatomy of Change--A presentation of sociologic changes affecting health and health care. Change will be viewed from historical, organizational, and individual perspectives. Economic, political, and demographic are some changes that will be discussed. (2nd year--spring term)

LWM 300 Community Health and Health Care Research--The presentation of material demonstrates that much of health and illness is rooted in the environment (both physical and social). Consideration will be given to the role of human dependency (ageing, the very young, the poor, the disabled), environmental stress (crowding, housing, unemployment), environmental pollution (air, water, noise), and other factors affecting the growth and development of communities. (3rd year, prerequisites LWM 200, LWM 202)

LWM 302 Organization and Administration of Health Care Systems--The presentation of ways in which organizational, political and economic structure of health care influences both provider and patient. This course emphasizes case studies of local, regional, and national health care delivery systems. The analysis of prospects and their promise of possible changes in health care financing and management will also be presented. (4th year, prerequisites LWM 200, LWM 202)

LWM 310 Preventive Medicine-1st of sequence of 3 seminars in Patient Education.

Presentation of those physical and counseling procedures in medicine specifically geared toward the prevention of disease. Major emphasis upon primary prevention--preventing physical, mental, and emotional disease and injury in contrast to treating the sick and injured and upon secondary prevention--slowing the progress of disease and conserving maximal function.

4th year Prerequisite LWM 300.

LWM 311 Care and Counseling-The presentation of knowledge about stress, the differential perception of symptoms between ethnic and cultural groups, the dynamics of patient provider interaction, and role analysis with instruction in personal counseling.

5th year Prerequisite LWM 310

LWM 312 Patient Education- A comprehensive, interdisciplinary approach to analyzing the educational needs of patients in a variety of settings. This series will focus upon five basics for patient education.

a. Identification of educational needs of patient and family.

b. Establishment of educational objectives.

c. Selection of appropriate educational methods.

d. Implementation of an educational program.

e. Evaluation

5th year Prerequisite LWM 311

Clinical Course--Third Year

The 300 level clinical courses are available to Bachelor of Medicine students who have completed the first two years of the program, and who have been reviewed by the Admissions and Retention Committee.

CLINICAL COURSES--THIRD YEAR

- LWM 330- Patient Assessment 3 1/2 courses. This is a lecture-demonstration discussion course. The material covered is designed to provide an understanding of techniques used in obtaining and recording a patient's history including the chief complaint, history of present illness, systemic review, past medical history, and social and family history. Emphasis is placed on problem-oriented approach to medical records, on the interpretation and integration of historical data and on proper interviewing techniques.
- LWM 331-Basic Laboratory Assessment 1/2 course. The course is designed to develop a basic understanding of common laboratory procedures used in the evaluation of disease processes. Emphasis includes blood work, urinalysis stool and skin tests, techniques in electrocardiographic tracing, and the interpretation of chest roentgenograms.
- LWM 332-Problem Analysis 1 Course. This is characterized by the presentation of historical and physical data obtained from selected patients to a physician consultant. The clinical findings are reviewed and the clinical data are integrated and interpreted in order that the patients' problems be identified.
- LWM 333-Introduction to Clinical Medicine 2 courses. This course presents the essentials of human physiology and pathophysiology in its relationship to clinical signs and symptoms elicited in the medical history and physical examination. An integrated organ systems approach is employed. Sections of the course deal with the physiology and pathophysiology of the cardiovascular, respiratory, gastrointestinal, genitourinary, endocrine, hematologic, and neuromuscular systems.
- LWM 334-Clinical Pharmacology 1 course. The course includes a review of general pharmacologic principles as well as the pharmacological properties, therapeutic uses, toxicity and side effects, and precautions for the use of drugs commonly employed in clinical medicine.
- LWM 335-Topics in Medicine 2 courses. This course presents common disease processes which afflict adult patients, particularly the elderly. Presentation of course is in modules, with each module covering a specific disorder. Disorder includes: diabetes mellitus, hypertension, arteriosclerosis, chronic obstructive pulmonary disease, arthritis and anemias.
- NOTE: 3rd year Sept. through August, 10 courses for clinical studies, 1 course LWM 300

Clinical Course--Fourth Year

The 300 level clinical courses of the fourth year are available to Bachelor of Medicine students who have completed the third year of clinical courses and who have been reviewed by the Admissions and Retention Committee.

LWM 340 Clerkship in Medicine 4 courses (32 weeks). The student will apply basic medical knowledge to problems encountered in general medical service and be exposed to a wide variety of inpatient and outpatient medical problems. During this clerkship, the student will formulate an understanding of various medical disorders, perform case histories and physical examinations, collect data, formulate a problem list and develop a plan for each problem.

LWM 041 Clerkship in Pediatrics 1/2 course. During this rotation, emphasis is placed on the exposure of the student to childhood illnesses and normal variations of growth and development through contact with pediatric patients.

LWM 042 Obstetrics and Gynecology 1/2 course. This experience acquaints the student with a broad spectrum of obstetrical and gynecological problems with a special emphasis in gynecological problems encountered in the care of ambulatory patients.

LWM 043 Surgery and EMergency Room 1/2 course. The student will receive and orientation to patients with surgically manageable diseases with special emphasis on the management of surgical problems as presented by ambulatory patients in a primary care setting.

ELECTIVES--Normally during the fourth year a student will enroll in up to five electives chosen from the list. On these elective courses students attend daily rounds and conferences. Students will perform histories and examinations and carry out diagnostic and therapeutic procedures under the guidance of clinical instructors.

LWM 050 Cardiology 1/2 course. A study of the indications, limitations, and methods for performing diagnostic procedures and therapeutic regimen for the evaluation of disorders of the cardiovascular systems.

LWM 051 Endocrinology 1/2 course. The student is provided an in-depth exposure to a wide variety of the endocrine problems of all age groups.

LWM 052 Gastroenterology 1/2 course. The student is provided an in-depth exposure to gastroenterology with emphasis on treatment of gastroenterologic conditions.

- LWM 053 Pulmonary Medicine 1/2 course. The student is provided an in-depth exposure to patients with respiratory conditions. The problems encountered by such patients are studied in detail.
- LWM 054 Neurology 1/2 course. An elective clinical experience in which common neurological diseases are presented to the student.
- LWM 055 Infectious Disease 1/2 course. The student is provided with an in-depth exposure to the diagnosis and management of patients with infectious diseases and their complication
- LWM 056 Dermatology 1/2 course. The student is provided with a view of the spectrum of dermatological diseases encountered in both in-patients and outpatients.
- LWM 057 Rheumatology 1/2 course. This elective is designed to provide the student with an in-depth exposure to patients with rheumatic disorders.
- LWM 058 Nephrology 1/2 course. This elective is designed to provide the student with clinical experience in the diagnosis and management of patients with acute and chronic renal disorders and with the treatment of renal disease.
- LWM 059 Pediatrics 1/2 course. An elective clinical experience providing the student with an additional orientation to pediatric patients.
- LWM 060 Community Medicine 1/2 course. This clinical experience furthers the student with additional experience in the care and management of ambulatory patients. Students will be exposed to preventive and other aspects of primary health care.
- LWM 061 Radiology 1/2 course. During this elective clinical experience the student will learn to apply his theoretical knowledge of Nephrology and Anatomy to the roentgenographic evaluation of clinical disease. Emphasis is given on providing students with experience in the interpretation of common roentgenographic procedures which would be anticipated as being available in a primary care setting.
- LWM 062 Clinical Psychiatry 1/2 course. The student will be exposed to a variety of patients with emotional illness and disabilities. This clinical experience will assist in teaching students to recognize common mental disorders seen in medical practice and to utilize accepted techniques for intervention and appropriate psychiatric referral.

LWM 063 Medicine 1/2 course. This elective provides the students with further opportunity to refine their skills in diagnostic procedures and therapeutic measures introduced in the treatment of general medical disorders.

LWM 064 Emergency Medicine 1/2 Course. This clinical elective provides the students with an opportunity to refine their skills in the management of acute medical or surgical illness. Emphasis is placed on further developing the students skills in emergency treatment and procedures.

LWM 065 Nutrition 1/2 course. A study of the applications of the principles of nutrition to clinical medicine and the utilization of nutritional principles in the treatment of various disorders.

LWM 450 5th year Bachelor of Medicine Internship (seven courses)
This internship year will consist of full time placement within an ambulatory care center normally within the City of St. Louis.

III. Additional Information and Notes

- A. A detailed description of all clinical and medical courses is available in Dean Delaney's Office.
- B. Course load
 - 1st year--Liberal Arts courses and General Education Requirements LWM 200 and field experience.
 - 2nd year--Liberal Arts courses, General Education Requirements LWM 202 and field experience.
 - 3rd year--10 clinical courses, 1 seminar, LWM 300
 - 4th year--8 clinical courses including electives, 2 seminars, LWM 302 and LWM 310
 - 5th year--7 courses LWM 450 Internship, 2 seminars LWM 311 and LWM 312
- C. It is understood that students will be enrolled in liberal arts courses and in health related subjects throughout the program.
- D. This document serves to help bring about the integration of the Bachelor of Medicine program as a part of the curriculum offered in LC I and LC II.
- E. Recently EPC passed a recommendation that health programs (other than those in health administration offered in LC III and IV) be housed and administered through the Math-Science Division.
- F. In translating clinical and medical instruction into Lindenwood course credits, about 50 hours of such studies were equated as one Lindenwood Course Credit.

James Coon

FACULTY MEETING AGENDA

January 11, 1978, 3:00 P.M.

Library Building, Night Owl Nook

- I. Invocation - Dr. Johnson
- II. Minutes of December 7 meeting
- III. Report of Educational Policies Committee - Dr. Hood
- IV. Report of Faculty Council - Dr. Anderson
- V. Discussion of report of Divisions re L4/EPC Liaison Committee - Dr. Hood
- VI. Report of the President - Dr. Spencer
- VII. Business from the floor
- VIII. Announcements
- IX. Adjournment

The Lindenwood Colleges
St. Charles, Missouri

Minutes
Meeting of the Faculty of The Lindenwood Colleges
December 7, 1977

The regular meeting of the Faculty of The Lindenwood Colleges was held Wednesday, December 7, 1977, at 3:00 P.M., in the Night Owl Nook of the Library. President William C. Spencer presided. Dr. Esther L. Johnson gave the invocation.

Student representatives present were Cindy Gross and Maureen Tolie.

There being no corrections to the minutes of the November 2, 1977 meeting, the minutes were approved as distributed.

Dr. James F. Hood, Chairman of the Educational Policies Committee moved that the Bachelor of Medicine program which was passed in principle last spring be approved as revised. Motion was seconded and passed. Copy of the revised program is attached.

Dr. Daryl Anderson, Chairman of the Faculty Council, reported that the committee is not idle, but that matters concerning revision of the constitution, faculty tenure and status of Faculty Administrators in College 4 were requiring careful study and would keep the Faculty Council busy for some time. Dr. Hood pointed out that the Faculty Council should also keep in mind the need for inclusion of the two standing committees listed in the revision of the Bachelor of Medicine program just approved.

Dr. B. Richard Berg reported on faculty medical insurance, giving figures for the present Blue Cross-Blue Shield-Blue Major cost per family and per single person and stated that the rates for this coverage will increase by approximately 14% on the next anniversary date, February 1, 1978. Questions asked concerned the possibility of dental coverage with Blue Cross (more expense), exploring alternative health insurance programs, and investigation of Health Maintenance Organizations.

President Spencer's report brought to the faculty's attention the meeting with the Admissions staff, held in November, with reference to admissions procedures for the academic year 1978-79. One idea which came from the meeting and is applauded, is the attitude expressed by faculty toward prospective students as well as toward new students in class. Dr. Spencer urged that faculty members make an effort to talk with students when they are on campus for a visit. Students feel they are getting information on a personal basis.

Dr. Spencer mentioned a recent visit made to Coe College, Cedar Rapids, Iowa in the company of Dean Delaney to investigate their Bachelor of Science in Nursing program, since Lindenwood is thinking of the possibility of offering a similar degree. He informed the faculty of the pending meeting of the directors of all diploma schools of nursing in the state of Missouri, to be held on the

Lindenwood College campus on Wednesday, December 14, 1977 from 9:00 A.M. to 2:30 P.M. in Young Lounge. Faculty were urged to stop in with questions and to participate in whatever manner they could. Dean Delaney explained that this will be a purely exploratory meeting.

Mrs. Eva Emory presented the names of the Lindenwood 4 students who expect to complete degrees in January, 1978. The motion was made and passed that those students be accepted for degrees upon satisfactory completion of requirements.

Dr. Hood pointed out that in the revision of the General Education requirements made last spring, the Social Science division had planned to include one restriction which did not get listed. The restriction: that courses used to satisfy the Distributional Electives in the Social Science Division may not come from the Education Department or from the Business Administration Department. He moved that this restriction be adopted. Motion was seconded and passed.

Mr. John Wehmer reported on his inspection of Stumberg Hall as a possible site for a Faculty Club. Mr. Wehmer feels that the building has very definite possibilities and assured the faculty that "the wheels are turning."

Mr. Arthur Kanak announced that the Christmas Student Art Exhibit is now on display and many nice things are available for sale. He urged everyone to visit the exhibit soon.

Dr. Spencer underlined the need for all faculty to help conserve energy - both heat and light.

Dean Doris Crozier announced that day classes for the January Term will not resume on January 2 as announced, but will begin on January 3, 1978. Evening College classes will begin on January 2.

There being no further business, the meeting was adjourned at 3:55 P.M.

E. Emory
Under Acting Secretary

Approved:

John Nichols
Secretary of the Faculty

Bachelor of Medicine Program
Report and Recommendations

Revised 12-5-77 as
suggested at the joint
meeting of the Natural
Science and Math and
Social Science Division
on Nov. 16, and the EPC
meeting of Nov. 30.

I. Committees

A. Executive Committee

1. Makes recommendations concerning the development and evaluation of the program, affiliation agreements, legal matters and recommends persons to serve on the advisory Committee.
2. Current Membership reports and makes program recommendations
Dr. Balog (Chairperson)
Dr. Barnett
Dr. Wochner- Director of Health and Hospital-St. Louis
Professor of Medicine Washington University
Dr. Birge- Assistant Professor of Medicine-Washington
University, Director of Medical Nurse Practitioners
Program.
Dr. Vavra-Director Unit I Medicine, St. Louis City Hospital
Professor of Medicine, Washington University
Mr. Sullivan-Administrator, St. Louis City Hospital
Dr. Swift (Ex-officio) Program Administrator
Dean Delaney (Ex-officio) Project Director

- B. Advisory Committee to the Executive Committee will be comprised of professionals, (physicians, health facilities administrations, health educators, business leaders, persons in government and social work). This committee will assist the Executive Committee, the Program Administrator and Program Medical Director (to be appointed) in continuous development and evaluation, and in faculty coordination of effective clinical relationships.

C. Bachelor of Medicine Admission Retention Committee

1. Makes recommendations for the admissions policy and procedures for the program, makes final selection of students and monitors each student's progress.
2. Current Admission Procedures
 - a. Regular Lindenwood application forms and procedures
 - b. Present three letters of reference from someone who can assess your intellectual ability; from someone who can assess your potential as a health care deliverer and educator; and from someone who can assess your dependability, work habits and attitude.
 - c. Preliminary screening by the Director of Admissions, Chairperson of the Admission Retention Committee, Program Administrator, Dean of Lindenwood College II
 - d. Answer the following questions in essay form:
 1. What do you understand about the responsibilities and concerns of a Health Associate?
 2. There are many ways to serve in the health profession. Why do you choose to serve as a Health Associate?
 3. What special qualifications do you think you have for being a Health Associate?

4. Presently, we are considering applicants for our Health Associate program for adult health care. Plans for the future include Health Associate programs in pediatrics and mental health. Please comment concerning your interest in these areas.
3. Current Membership--Dr. Balog (Chairperson), Dr. Perry, Dr. Vavra, Dr. Birge, Dr. Swift, Dean Delaney.

Recommendation: The Admission and Retention Committee became an EPC Sub-committee and has the following composition; a representative from EPC, a representative from each Division (to be elected by the Faculty serving two-year staggered terms), the Director of Unit I Medicine, St. Louis City Hospital, and the Program Administrator and Dean of LC II-- both ex-officio.

D. Curriculum Committee--Bachelor of Medicine

1. Monitors the entire curriculum of the program, plans and implements the program seminars, communicates with the executive and Admission and Retention Committees. The Committee will have access to the consultant services of the Bachelor of Medicine Program.
2. Current Membership--Barnett, Nelson, Bornman, Perry, Swift (Chairperson), Delaney (consultant).

Recommendation: The Curriculum Committee became a sub-committee of EPC and has the following compositions:

a representative from each division selected by the faculty
one member to be appointed
a representative from EPC
Dr. Birge
the Program Administrator
one Bachelor of Medicine Student from LC I to be elected by students
one Bachelor of Medicine Student from LC II to be elected by students
Dean of LC II--consultant

II. Curriculum

The health education, health maintenance, health promotion component of the Bachelor of Medicine Program has been formulated. It is anticipated, based upon knowledge of undergraduate curricula in health education and initial conversations with practicing health educators, that this curricular component will have the following courses and be presented in the following order:

The Freshman and Sophomore years will include an interdisciplinary seminar in each year. The Freshman-Seminar healers and persons, has been completed and is ready for presentation in the Spring of 1978. The sophomore seminar, presently titled, "The Anatomy of Change", should be offered in the Spring of 1979. In addition to these two interdisciplinary seminars, there should be field experiences for students during these two years. These will consist of visits to health care schools, facilities, research centers, and institutions representing various aspects of the health care industry and in some cases work with individual physicians or groups of physicians.

During the junior year, the student will be required to take an interdisciplinary seminar focused upon community health and health care research. This seminar will combine the presentation of community organization, health status and the types and availability of data for assessing health status, health care utilization and resources of communities. A fourth interdisciplinary seminar will be offered during the senior and second clinical year with a focus upon the organization and administration of health care systems. Also during the 4th year the student will begin a year and on-half sequence in patient education. This sequence will combine courses in preventive medicine, health care counselling and patient education techniques. The sequence will continue throughout the fifth year of internship.

The internship year will consist of full time placement within an Ambulatory Care Center within the City of St. Louis and a continuation of the patient education sequence. The students may choose to specialize in a area of health education. Possible fields of specialization could include school health, community health, gerontology, nutrition, or rehabilitation. This health education curricular component, when added to the basic liberal arts requirements and the clinical training, should prepare the graduate of the Bachelor of Medicine program to contribute to the solution of this nation's problems in health care delivery both in redressing the present imbalance in the distribution of health care services and in supporting an increased emphasis upon preventive care, health maintenance and health promotion.

A. Program Outline

1. 1st and 2nd years Lindenwood General Education Requirements, Math 103, Math 104 Bio 101, Bio 102, Bio 309, Bio 310, Chm 151, Chm 152, LWM 200 (first year), LWM 202 (second year) and field experiences in a health care facility. (to include Bio 101L, Bio 102L, Bio 309L & 310L)

Recommendation: At the Joint meeting of the Divisions (Social Sciences and Science and Math) it was recommended that the distribution requirements in Science and Math be fulfilled by the math and science sources required in the program.

2. 3rd and 4th year--Clinical Studies
3rd year--September through August
4th year--September through May
3rd year seminar--LWM 300
4th year seminar--LWM 302 (Fall) 1st of a sequence of 3 seminars in patient education (Spring) LWM 310.
3. 5th year-Internship--Summer through May
Placement in Ambulatory Care Center. Completion of the Patient Education Component, (LWM 311, LWM 312).

B. Course Approvals

- LWM 200 Healers and Persons--The first segment of this course will consist of a historical survey of the medical arts, the healer-patient relationship. The second part will concentrate upon healers and persons in the 20th century U.S.A. This section will be more analytical and focus on in-depth investigations of healers, patients, and their relationship. (1st year--Spring term)
- LWM 202 Anatomy of Change--A representation of sociologic changes affecting health and health care. Change will be viewed from historical, organizational, and individual perspectives. Economic, political, and demographic are some changes that will be discussed. (2nd year--spring term).
- LWM 300 Community Health and Health Care Research--The presentation of material demonstrates that much of health and illness is rooted in the environment (both physical and social). Consideration will be given to the role of human dependency (ageing, the very young, the poor, the disabled), environmental stress (crowding, housing, unemployment), environmental pollution (air, water, noise), and other factors affecting the growth and development of communities. (3rd year, prerequisites LWM 200, LWM 202)
- LWM 302 Organization and Administration of Health Care Systems-- The presentation of ways in which organizational, political and economic structure of health care influences both provider and patient. This course emphasizes case studies of local, regional, and national health care delivery systems. The analysis of prospects and their promises of possible changes in health care financing and management will also be presented. (4th year, prerequisites LWM 200, LWM 202)

- LWM 310 Preventive Medicine--1st of sequence of 3 seminars in Patient Education.
Presentation of those physical and counselling procedures in medicine specifically geared toward the prevention of disease. Major emphasis upon primary prevention--preventing physical, mental, and emotional disease and injury in contrast to treating the sick and injured and upon secondary prevention--slowing the progress of disease and conserving maximal function.
4th year, prerequisite LWM 300.
- LWM 311 Care and Counselling--The presentation of knowledge about stress, the differential perception of symptoms between ethnic, and cultural groups, the dynamics of patient provider interaction, and role analysis with instruction in personal counselling.
(5th year, Prerequisite LWM 310)
- LWM 312 Patient Education--A comprehensive, interdisciplinary approach to analyzing the educational needs of patients in a variety of settings. This series will focus upon five basics for patient education.
- a. Identification of educational needs of patient and family.
 - b. Establishment of educational objectives.
 - c. Selection of appropriate education methods.
 - d. Implementation of an educational program.
 - e. Evaluation
- (5th year, prerequisite LWM 311)

Clinical Course--third year

The 300 level clinical courses are available to Bachelor of Medicine students who have completed the first two years of the program, and who have been reviewed by the Admissions and Retention Committee.

CLINICAL COURSE--THIRD YEAR

- LWM 330 Patient Assessment 3 ½ courses. This is a lecture-demonstration discussion course. The material covered is designed to provide an understanding of techniques used in obtaining and recording a patient's history including the chief complaint, history of present illness, systemic review, past medical history, and social and family history. Emphasis is placed on problem-oriented approach to medical records, on the interpretation and integration of historical data and on proper interviewing techniques.
- LWM 031 Basic Laboratory Assessment ½ course. The course is designed to develop a basic understanding of common laboratory procedures used in the evaluation of disease processes. Emphasis includes blood work, urinalysis stool, and skin tests, techniques in electrocardiographic tracing, and the interpretation of chest roentgenograms.
- LWM 332 Problem Analysis 1 course. This is characterized by the presentation of historical and physical data obtained from selected patients to a physician consultant. The clinical findings are reviewed and the clinical data are integrated and interpreted in order that the patients' problems be identified.
- LWM 333 Introduction to Clinical Medicine 2 courses. This course presents the essentials of human physiology and pathophysiology in its relationship to clinical signs and symptoms elicited in the medical history and physical examination. An integrated organ systems approach is employed. Sections of the course deal with the physiology and pathophysiology of the cardiovascular, respiratory, gastrointestinal, genitourinary, endocrine, hematologic, and neuromuscular systems.
- LWM 334 Clinical Pharmacology 1 course. The course includes a review of general pharmacologic principles as well as the pharmacological properties, therapeutic uses, toxicity and side effects, and precautions for the use of drugs commonly employed in clinical medicine.
- LWM 335 Topics in Medicine 2 courses, This course presents common disease processes which afflict adult patients, particularly the elderly. Presentation of course is in modules, with each module covering a specific disorder. Disorder includes: diabetes mellitus, hypertension, atherosclerosis, chronic obstructive pulmonary disease, arthritis and anemias.

NOTE: 3rd year Sept. through August, 10 courses for clinical studies, 1 course LWM 300

Clinical Course--Fourth Year

The 300 level clinical courses of the fourth year are available to Bachelor of Medicine students who have completed the third year of clinical courses and who have been reviewed by the Admissions and Retention Committee.

- LWM 340 Clerkship in Medicine 4 courses (32 weeks). The student will apply basic medical knowledge to problems encountered in general medical service and be exposed to a wide variety of inpatient and outpatient medical problems. During this clerkship, the student will formulate an understanding of various medical disorders, perform case histories and physical examinations, collect data, formulate a problem list and develop a plan for each problem.
- LWM 041 Clerkship in Pediatrics $\frac{1}{2}$ course. During this rotation, emphasis is placed on the exposure of the student to childhood illnesses and normal variations of growth and development through contact with pediatric patients.
- LWM 042 Obstetrics and Gynecology $\frac{1}{2}$ course. This experience acquaints the students with a broad spectrum of obstetrical and gynecological problems with a special emphasis in gynecological problems encountered in the care of ambulatory patients.
- LWM 043 Surgery and Emergency Room $\frac{1}{2}$ course. The student will receive and orientation to patients with surgically manageable diseases with special emphasis on the management of surgical problems as presented by ambulatory patients in a primary care setting.
- ELECTIVES-- Normally during the fourth year a student will enroll in up to five electives chosen from the list. On these elective courses students attend daily rounds and conferences. Students will perform histories and examinations and carry out diagnostic and therapeutic procedures under the guidance of clinical instructors.
- LWM 050 Cardiology $\frac{1}{2}$ course. A study of the indications, limitations, and the methods for performing diagnostic procedures and therapeutic regimen for the evaluation of disorders of the cardiovascular systems.
- LWM 051 Endocrinology $\frac{1}{2}$ course. The student is provided an in-depth exposure to a wide variety of the endocrine problems of all age groups.
- LWM 052 Gastroenterology $\frac{1}{2}$ course. The student is provided an in-depth exposure to gastroenterology with emphasis on treatment of gastroenterologic conditions.

- LWM 053 Pulmonary Medicine $\frac{1}{2}$ course. The student is provided an in-depth exposure to patients with respiratory conditions. The problems encountered by such patients are studied in detail.
- LWM 054 Neurology $\frac{1}{2}$ course. An elective clinical experience in which common neurological diseases are presented to the student.
- LWM 055 Infectious Disease $\frac{1}{2}$ course. The student is provided with an in-depth exposure to the diagnosis and management of patients with infectious diseases and their complications.
- LWM 056 Dermatology $\frac{1}{2}$ course. The student is provided with a view of the spectrum of dermatological diseases encountered in both in-patients and out-patients.
- LWM 057 Rheumatology $\frac{1}{2}$ course. This elective is designed to provide the student with an in-depth exposure to patients with rheumatic disorders.
- LWM 058 Nephrology $\frac{1}{2}$ course. This elective is designed to provide the student with clinical experience in the diagnosis and management of patients with acute and chronic renal disorders and with the treatment of renal disease.
- LWM 059 Pediatrics $\frac{1}{2}$ course. An elective clinical experience providing the student with an additional orientation to pediatric patients.
- LWM 060 Community Medicine $\frac{1}{2}$ course. This clinical experience furthers the student with additional experience in the care and management of ambulatory patients. Students will be exposed to preventive and other aspects of primary health care.
- LWM 061 Radiology $\frac{1}{2}$ course. During this elective clinical experience the student will learn to apply his theoretical knowledge of Nephrology and Anatomy to the roentgenographic evaluation of clinical disease. Emphasis is given on providing students with experience in the interpretation of common roentgenographic procedures which would be anticipated as being available in a primary care setting.
- LWM 062 Clinical Psychiatry $\frac{1}{2}$ course. The student will be exposed to a variety of patients with emotional illness and disabilities. This clinical experience will assist in teaching students to recognize common mental disorders seen in medical practice and to utilize accepted techniques for intervention and appropriate psychiatric referral.

- LWM 063 Medicine $\frac{1}{2}$ course. This elective provides the students with further opportunity to refine their skills in diagnostic procedures and therapeutic measures introduced in the treatment of general medical disorders.
- LWM 064 Emergency Medicine $\frac{1}{2}$ course. This clinical elective provides the students with an opportunity to refine their skills in the management of acute medical or surgical illness. Emphasis is placed on further developing the students skills in emergency treatment and procedures.
- LWM 065 Nutrition $\frac{1}{2}$ course. A study of the applications of the principles of nutrition to clinical medicine and the utilization of nutritional principles in the treatment of various disorders.
- LWM 450 5th year Bachelor of Medicine Internship (seven courses)
This internship year will consist of full time placement within an ambulatory care center normally within the City of St. Louis.

III. Additional Information and Notes

- A. A detailed description of all clinical and medical courses is available in Dean Delaney's Office.
- B. Course Load
 1st year--Liberal Arts courses and General Education Requirements
 LWM 200 and field experience.
 2nd year--Liberal Arts courses, General Education Requirements
 LWM 202 and field experience.
 3rd year-- 10 clinical courses, 1 seminar, LWM 300
 4th year--8 clinical courses including electives, 2 seminars,
 LWM 302 and LWM 310
 5th year--7 courses LWM 450 Internship, 2 seminars LWM 311 and
 LWM 312
- C. It is understood that students will be enrolled in Liberal Arts courses and in health related subjects throughout the program.
- D. This document serves to help bring about the integration of the Bachelor of Medicine Program as a part of the curriculum offered in LC I and LC II.
- E. Recently EPC passed a recommendation that health programs (other than those in health administration offered in LC III and IV) be housed and administered through the Math-Science Division.
- F. In translating clinical and medical instruction into Lindenwood course credits, about 50 hours of such studies were equated as one Lindenwood Course Credit.

Meeting of the Educational Policies Committee, 25 January, 1978

Those in attendance: Balog, Bartholomew, Bornmann, Delaney, Eisendrath, Feely, hood, Huesemann, Van Tassel, White, Emory. Cindy and Paul Gross were the student representatives. A committee of four students had been given permission to present their case against the theatre department in view of the proposed changes in the Theatre Arts department to be discussed by EPC at this meeting. Those students were Mary Evelyn Martin, Jeffrie Feely, Kim Henderson, Amy Haake (LC4).

Their letter was read, discussion followed and it was agreed that the complaints should be presented at the next meeting of the Curriculum Committee for Lindenwood College for Women, the outcome to be reported to EPC.

Discussion of the revisions proposed for the undergraduate program in Theatre Arts/Dance department followed. Corrections referred to are from Dr. Van Tassel's presentation document.

Revisions:

1. The word "speech" was removed from the title of the department and all reference to speech courses was deleted for the time being.
2. The English courses 233 and 234 and 256 will not be cross listed.
3. Remove sections I. and J., p. 4 of the document--references to the cross-listed Shakespeare courses.
4. Requirements for the major in Theatre Arts/(Bachelor of Arts or Bachelor of Science) were changed to read ".....including TA 201, 202, 227, 231, 330 and four electives in theatre." The next paragraph of Dr. Van Tassel's proposal was changed to read: "Theatre Arts 130, 132, 201, 210, 227, 235, 236 and 240 may be taken as distributional electives. Production preparation is expected as part of course preparation; the normal scale is 3 to 4 hours per course per week."

It was moved that the summary of the undergraduate program as outlined ^{on pages 16 and 17} and revised be accepted. Motion was seconded and passed.

Dr. Van Tassel presented the proposed graduate program in Theatre Arts. The discussion which followed terminated with the motion that Dr. Van Tassel present his program to the Faculty Council to review the program's personnel requirements and to the President's Council regarding funding.

Jane Evans

NOTE CHANGE IN MEETING PLACE

FACULTY MEETING AGENDA

February 1, 1978, 3:00 P.M.

Fine Arts Building, Room 202

- I. Invocation - Dr. Johnson
- II. Minutes of January 11 meeting
- III. Report of Educational Policies Committee - Dr. Hood
- IV. Report of Faculty Council - Dr. Anderson
- V. Report of Committee on Constitutional and Bylaw Changes - Dr. Balog
- VI. Report of the President - Dr. Spencer
- VII. Business from the floor
- VIII. Announcements
- IX. Adjournment

PLEASE NOTE THAT MEETING PLACE HAS BEEN CHANGED TO FINE ARTS BUILDING

The Lindenwood Colleges
St. Charles, Missouri

Minutes
Meeting of the Faculty of The Lindenwood Colleges
January 11, 1978

The regular meeting of the Faculty of The Lindenwood Colleges was held Wednesday, January 11, 1978, at 3:00 P.M., in the Night Owl Nook of the Library. President William C. Spencer presided. Dr. Esther L. Johnson gave the invocation.

The following student representative was present: Cindy Gross.

Dr. James F. Hood called attention to the fact that there had been an omission in Item I of A. Program Outline (page 4) of the Bachelor of Medicine Program Report and Recommendations attached to the agenda and that it should read as follows:

1. 1st and 2nd year Lindenwood General Education Requirements, Math 103, Math 104, Bio 101, Bio 101L, Bio 102, Bio 102L, Bio 309, Bio 309L, Boi 310, Boi 310L, Chm 151, Chm 151L, Chm 152, Chm 152L, Lwm 200 (first year), Lwm 202 (second year) and field experiences in a health care facility.

There being no corrections or additions to the minutes of the December 7 meeting, the minutes stand approved as distributed.

Dean John N. Bartholomew moved that Mrs. Grace Nichols be allowed to attend today's faculty meeting to hear the discussion of Item V on the agenda. The motion was seconded and passed.

Dr. Hood announced that there was no report of the Educational Policies Committee.

Dr. Daryl Anderson, Chairman of Faculty Council, reported that the Council, in addition to personnel matters, has been working on clarifying the Faculty Constitution in regard to shared responsibility of the Council with the Administration and Board. Constitutional Recommendations Concerning Freedom, Status, and Governance, and Recommendations for Changes in Bylaws was distributed. Items underlined on these sheets show changes or additions. After explaining the recommendations of the Council Dr. Anderson moved that the Faculty consider in principle the recommendations from Faculty Council and that according to procedures outlined in the Constitution five members of the Faculty be selected to serve on a committee to consider the changes. The motion was seconded and approved.

The following were nominated from the floor to serve on the committee to consider the constitutional and bylaw changes:

C. Edward Balog
James H. Feely
Jeanne H. Huesemann
John McClusky
Linda Sullivan

It was moved, seconded and passed that nominations be closed.

Dr. Hood called attention to the fact that the following section (page 7) of the Report of the L4/EPC Liaison Committee, dated 23 September, 1977 and attached to the agenda of the October 5, 1977 meeting, was referred back to the Divisions. The Divisions were asked to consider this and report back to the Faculty.

Requirements in English, Social Sciences and Natural Science/Mathematics are satisfied through cluster group study. We are proposing that students could satisfy the Natural Science/Mathematics requirements through one cluster group (3 L.C.C.) that would combine the two areas.

Dr. Hood made the following report for the Social Science Division:

The Social Science Division recommends that the general education cluster groups for students in the Social Sciences be outside the major; that they contain more than one Social Science discipline; that the requirement not be fulfilled with critical life experience.

Mr. Robert G. White, Jr. made the following report for the Humanities Division:

The Humanities Division agrees that general education requirements in Humanities are met in individual cluster groups in that they cover a variety of the humanities areas.

Dr. John A. Bornmann made the following report for the Natural Science and Mathematics Division:

The Division of Natural Science and Mathematics discussed the general education requirements of the division as they related to LC IV. It was recognized that a student in LC IV has four ways to satisfy these requirements. These are transfer credit, courses in LC I and II, critical life experience, and cluster group work.

Since policies already exist in relation to the first two methods, the bulk of the discussion centered around the last two methods.

Two motions were passed:

- (1) Critical life experience used to satisfy the general education requirements in the Natural Sciences and Mathematics be approved by the Dean of Natural Sciences and Mathematics.

- (2) If a cluster group is to be used to satisfy the general education requirements for Mathematics/Science by an LC IV student the following conditions must be met:
 - (a) the study plan of the cluster group must be approved by the Division of Natural Science and Mathematics at one of its regular meetings. This approval must occur prior to the announcement of the cluster group and enrollment of students. (It was later agreed that since there is a serious problem with timing, the study plan could be presented and a special meeting of the division could be called to approve the study plan within two weeks after the beginning of the trimester.)
 - (b) the vita of the intended faculty sponsor must be submitted to the Division of Natural Sciences and Mathematics.

Dr. Hood moved that the paragraph on page 7 be amplified to say that the satisfaction of general education requirements in Lindenwood 4 will be met through cluster groups but must be done through three areas outside the major and that it be in at least two disciplines with a report to the divisions. The motion was seconded and passed.

Dr. Hood pointed out that critical life experience is a separate issue and after discussion a motion was made by Mr. John Nichols, seconded and passed that critical life experience may be used to satisfy general education requirements in Lindenwood 4 but only with the approval of the appropriate division.

Dr. Hood moved that with the amendments passed at the October 5, 1977 and January 11, 1978 meetings the Faculty adopt the entire report of the L4/EPC Liaison Committee changing the effective date to Winter 1978. The motion was seconded and approved.

Dean Doris Crozier announced that the Arts and Education Council, from whom we as a college receive rather important grants, has suggested that our goal this year be increased to \$550. She asked that everyone give serious consideration to making a contribution to the Arts and Education Council when information is received.

Miss Patricia Delks suggested that if members of the faculty have questions in regard to the new copyright law, they should contact the librarians. Miss Delks also asked members of the faculty to get book orders in as soon as possible.

Dr. B. Richard Berg announced that the procedure for scheduling space is being changed. Mrs. Betty Fink, Roemer 102, Extension 205, will have responsibility for scheduling space in all public areas on the campus. Mrs. Alice Wise, Extension 206, will continue to make arrangements to rent space on the campus to outside organizations and individuals.

Dr. Norman King announced for Dr. Vincent Brescia that Pfeiffer College will present a concert in Jelkyl Center January 13. He also announced that if anyone wishes to subscribe to the New York Times on a daily or Sunday basis to see Mr. Robert King.

Mr. John Wehmer announced that work is underway in Stumberg Hall to convert it to a faculty club. Anyone interested in helping should be at Stumberg Friday, January 13.

Mr. Wehmer announced that there will be a reception Friday, January 13, from 7:30 to 10:00 in the Art Building for John Junger, whose watercolor show is presently on exhibit.

There being no further business, the meeting was adjourned at 5:05.

Mary Yonker
Acting Secretary

Approved:

John Nichols
Secretary of the Faculty

THE LINDENWOOD COLLEGES
Office of the Registrar

Lindenwood IV Degree Candidates

DATE: January 30, 1978

Bachelor of Arts Degrees

Ellen Morine Baker

Stella Anne Ferguson

Lucy Lorenz Guernsey

Geraldine P. Margolin

Audrey I. Pattinson

Elaine Sternhill Rayman

Bachelor of Science Degrees

Mary Edna Bates ✓

Gloria D. Thomas Brooks

Geraldine A. Edwards ✓

Jerry J. Eisinger

Celeste Felton ✓

Janice C. Franklin

Brenda Yvette Chandler Hamilton

Fern Brody Hogan ✓

Kathryne P. Hornung

Ruth Elizabeth Houghton

Angela Krentzman

B. Jill Miller

John A. Nichols

Florence W. Patton

Willard Reeves

Genevieve Skidmore

Edythe Kiefe Spitzberg

Ronald M. Verdun (insert only)

Jean Payne Volz

Bachelor of Fine Arts Degrees

Kenneth Calvert

John R. Junger

Master of Arts Degrees

Mary Pardue Abrahams

Emily Susan Carton

Diane Post Asay (insert only)

Jeryl De Vale

Carol Ann Baglin

Roz Flax

Ann Roemer Bannes

Virginia H. Foster

Pamela Chubbuck Bescher (insert only)

Gail Adair Fraser

Susan Kay Wier Carlson

Dorothy Frances Ghose (insert only)

Master of Arts Degrees (cont.)

A. J. Henley

Bradley C. Hildebrand

Mary Althea Hilken

David Ross Johnston (insert only)

Deborah Ann Jones

Francine Kane

John G. Kappas

Joyce W. Kelly

Virginia Shelburne Leverington

Keith (Kay) Lyou

Yvonne Moran

Susan LaMantia O'Connor

James Clyde Overton

Mary Barrett Paspalas ✓

Mary T. Powell

Jean Walker Powers

Lois Jacobs Ricci ✓

Michael Andrew Seaton

Alice Beck Simmons

Gary E. Smith

Roger Elwood Snyder

Tina Bellocchio Tessina

Howard F. Weber

Sandra L. Wilson

Master of Science Degree

Agatha M. Rollins

James Evans

FACULTY MEETING AGENDA

March 1, 1978, 3:00 P.M.

Fine Arts Building, Room 202

- I. Invocation - Dr. Johnson
- II. Minutes of February 1 meeting
- III. Report of Educational Policies Committee - Dr. Hood
- IV. Report of Faculty Council - Dr. Anderson
- V. Report of Committee on Constitutional and Bylaw Changes - Dr. Balog
- VI. Report of Academic Resources Committee - Dr. Walter
- VII. Election of Nominations Committee
- VIII. Report of the President - President Spencer
- IX. Business from the floor
- X. Announcements
- XI. Adjournment

Slater Pursuit of Lonliness April
Chantagne

THE LINDENWOOD COLLEGES
Educational Policies Committee
Minutes
February 22, 1978

Present were Bartholomew, Bornmann, Crozier, Eisendrath, Feely, Huesemann, White, Emory. Student representatives were Maureen Tolie and Cindy and Paul Gross. All present were treated to delicious cherry tarts, made by Dean Crozier in honor of Washington's birthday.

OLD BUSINESS

Graduate level courses proposed earlier by the Psychology Department to be offered in conjunction with the Master's degrees in education and which had been referred to a joint meeting of the Psychology and Education departments, were removed from the table.

The courses (all 3 hours credit) are Psychology 501, THEORIES OF LEARNING; 502, BEHAVIOUR MANAGEMENT; 504, MOTIVATION; 505, PERSONALITY; 506, SOCIAL PSYCHOLOGY, 524, ASSESSMENT OF INTELLECTUAL SKILLS (summer term offering and approved in February 1977) and 527, TEACHING OF PSYCHOLOGY. It should be noted that these courses will be offered ONLY as courses, not as tutorials or independent studies. A motion to approve Psychology 501, 502, 504, 505, 506 and 527 (made November 30, 1977) was taken from the table. It was moved, seconded and carried, to amend the motion to include approval of only those courses which have been or will be scheduled to be taught in some term from now through summer, 1979. The motion, as amended, carried. (Course descriptions attached.)

The graduate degree proposal for Theatre Arts was removed from the table and discussed. It was suggested that EPC should try to study the program on substantive issues alone, but since it is difficult to divorce the matter of faculty and funding from approval of any program, it was suggested that the matter again be tabled until March 1 when a special meeting of EPC will convene before the faculty meeting.

DIVISIONAL REPORTS:

Science Division: Dr. Bornmann proposed two graduate courses in Chemistry and one which would combine Physics and Mathematics.. Chem 520T, LABORATORY SAFETY; Chem 530T, INDUSTRIAL CHEMISTRY and Phy/Math 510T and 511T, MATHEMATICAL PHYSICS I & II. These courses would only be taught as tutorials and are designed to aid biology and chemistry teachers. It was moved and seconded that these courses be approved. Motion carried. (Course descriptions attached,)

Social Science Division: The Education department asked that the title of Edu 384, CREATIVE ACTIVITIES FOR PRESCHOOL CHILD be changed to CREATING CURRICULUM AND MATERIALS FOR EARLY CHILDHOOD PROGRAMS. The same course number will be used for the undergraduate portion of the course and Dr. Burd asked that the course be conumbered 384/584 to accommodate graduate students. It was moved and seconded that the changes be approved. Motion carried. (Course description attached,)

The History department proposed a new course to be offered only in the summer: His 289, EUROPE SINCE 1815. (Description attached.) A student could not take this course after having had either His 233 or 234, but if this course were taken first, students would be allowed to take 233 or 234. It was moved and seconded that History 289 be approved. Motion carried.

The Social Science Division also brought the suggestion that Lindenwood reinstate Eng. 202, ADVANCED ENGLISH COMPOSITION, as a requirement for graduation and that the course should have as a requirement for completion a major research paper. It was moved and seconded that this action be taken. Motion failed.

Dr. Hood suggested that EPC should review the Lindenwood Common course as well as other programs with regard to their continued usefulness in the present Lindenwood curriculum.

EPC was reminded that no action had been taken on ENGLISH AS A SECOND LANGUAGE courses, as to eligibility for credit. A special committee was named, to consist of Dean Crozier, Dr. Hood (EPC Chairman, Dr. Bartholomew (Registrar) and one faculty member of EPC to research and report at the next regular EPC meeting their findings and recommendations on this matter. Dean Crozier will call the meeting.

The question of maximum number of CLEP credits which The Lindenwood Colleges will accept toward a degree was addressed. It was moved and seconded that four general examinations may be accepted toward a Lindenwood degree and three subject matter examinations may be accepted. The two parts are not interchangeable. Scores on the general examinations must be 500 or above. Scores on the subject matter examinations must be 55 or above in order to be presented to the appropriate departmental chairman for acceptance/non-acceptance. Motion carried.

Adjourned.

TO: EPC
FROM: Division of Natural Sciences and Mathematics
RE: Proposed Graduate Level Courses in Science

CHEM 520T: LABORATORY SAFETY

An examination of the dangers which exist in chemistry laboratories, the precautions which should be taken to avoid accidents, and the procedures to follow when accidents do occur. Emphasis will be given to safety consciousness, dangerous chemicals, chemical disposal procedures and clean-up procedures. A proficiency in first-aid and cardio-pulmonary resuscitation is strongly suggested.

Prerequisite: Permission of instructor

Bornmann

CHEM 530T: INDUSTRIAL CHEMISTRY

An examination of the major raw materials and products of the chemistry industry. Major emphasis will be placed upon organic chemicals, but inorganic substances will also be considered.

Prerequisite: one year of undergraduate organic chemistry

Bornmann

PHY/MTH 510T and 511T: MATHEMATICAL PHYSICS I & II

This is a course for persons with no, or minimal, training in calculus and physics. The course integrates calculus and physics using the physics to demonstrate the applications of calculus and vector concepts and the calculus to facilitate the understanding of physics. During each term at least one of the following physics topics will be covered: mechanics, thermodynamics, light, sound, electricity and magnetism.

Prerequisite: permission of instructors

Bornmann and Soda

TO: EPC
FROM: Social Sciences Division
RE: Proposed new course in history

HIS 289: EUROPE SINCE 1815

A study of the European experience in the 19th and 20th centuries. The course will focus on the political, social, and economic transformation of Europe in the face of industrial revolution, urban growth, and the demographic revolution.

November 16, 1977

TO: Social Science Division

FROM: Psychology Department

RE: Graduate courses in Psychology

Our intent is to offer psychology courses which serve the needs of the current graduate programs at Lindenwood. The collection of psychology offerings at the graduate level is intended to focus primarily on human behavior, to include the major dimensions of psychological inquiry, and to suggest, but not prescribe, applications.

We plan to develop courses in three areas of study: learning and behavior control, motivation and social processes, and professional methods in psychology.

Learning and Behavior Control

Learning is the most important and elementary process in the social sciences, certainly a topic that pervades virtually every field of psychology. Students who take advanced work to enhance their professional development and effectiveness seem to need a two-step experience in the psychology of learning. The first step should entail exposure to the traditional and current theoretical and empirical bases of learning. This experience would serve as a cognitive foundation for further courses in learning management, behavior control, and tactics of pedagogy. The second step in the psychology of learning sequence should bridge the gap between the theoretical foundation of learning theory and the practical setting, in that knowledge gathered in the first course may be meaningfully applied to the professional's daily activities. The second step, then, would be composed of a course in behavior management, a "ho-to-do-it" course that relates specific behavioral procedures to both learning theory and practical problems.

In the interests of implementing the above philosophy, the following courses are proposed as graduate offerings. Note that the second course already has been approved by EPC.

PSY 501 Theories of Learning (3 credit hours). An in depth review of the classic, general theories of learning, including Thorndike, Hull, Guthrie, Tolman, Pavlov, and Skinner; also, a systematic critique of each theory's contemporary pertinence. The second portion of the course covers the cognitive learning theories of Piaget, Bruner, Ausubel, Harlow, and the information processing theorists. Students are expected to participate in classroom demonstrations, give formal presentations, and write a scholarly review of the literature on a specific aspect of learning theory. Enrollment limited to graduate students. Evans.

PSY 502 Behavior Management (3 credit hours). Application of principles of learning and behavior-change technology to practical problems in the home, school and clinical settings. Included are the study of contingency management and behavior therapy techniques, evaluation of existing research, laboratory investigation, individual behavior projects, and visits to local schools and agencies that employ behavior management procedures with normal and exceptional persons. Enrollment limited to graduate students. Evans.

Motivation and Social Processes

Successful growth as a professional frequently involves more than mastery of the technology of learning and the content of the subject. People are simply rather different from one another in their response to situations and other people; they are also somewhat inconsistent. Professionals who are familiar with more than one potential explanation, more than one way to reach an understanding of the behavior of the people they serve, will be better prepared to deal creatively with others. The courses proposed in this area require no fixed sequence. The study of motivation is designed to help the professional think beyond simplistic solutions to the question of motivating self and others. A consideration of personality theories would serve as a foundation for understanding individual differences as well as a basis for evaluating new innovations, new strategies for dealing with people. Social psychology will present current empirical studies of the complex interaction between motives, personality, and the social context in which behavior occurs.

In the interests of implementing the above philosophy, the following courses are proposed as graduate offerings.

PSY 504 Motivation (3 credit hours). An in depth review of the drive reduction and cognitive view of motivation with specific consideration of contemporary representatives of these theories and their research support. The primary focus of the course will be on human motivation and research including consistency, motivation, achievement, affiliation, aggression, and power. Students are expected to write a scholarly review of the literature on application of theory to school and work settings and to present their paper in a formal class presentation. Enrollment limited to graduate students. Nelson.

PSY 505 Personality (3 credit hours). Systematic examination of theories of personality including dynamic, humanistic, and behavioral approaches together with consideration of the contemporary usefulness of these approaches to understanding human behavior. Enrollment limited to graduate students. King.

PSY 506 Social Psychology (3 credit hours). Examination of research and theory on attitude formation and change, interpersonal attraction, person perception, leadership, conformity, obedience, and small group process. Enrollment limited to graduate students. King.

Professional Methods in Psychology

Courses in this area meet the recurring needs of professionals to evaluate individuals, programs, and methods of action. Traditionally, this area involves some proficiency with the tools of the social sciences: statistical description and inference. This section has included a review of these topics within the course in which their use is most imperative, thus correlation is reviewed in assessment and mean difference statistics are treated in program evaluation. In each case the emphasis is on selecting the appropriate statistic and understanding its usefulness. The assessment course is planned for professionals who need a working understanding of the use of tests of cognitive function. Program evaluation is planned for professionals who need a working understanding of the design and implementation of a variety of ways in which evaluation can occur. Finally, this section also includes a course in the teaching of psychology for professionals who serve this function at the high school level. Note that the first course already has been approved by EPC.

PSY 524 Assessment of Intellectual Skills (3 credit hours). Non-projective educationally relevant tests will be considered with respect to theories of measurement, test construction, test administration and ethical use. Students will gain competence in administration of one of the more commonly used methods of assessment, either Binet or Wechsler. Enrollment limited to graduate students. Fenger

PSY 526 Research Methods and Program Evaluation (3 credit hours).
(A course description will be proposed at a future date.)

PSY 527 Teaching of Psychology (3 credit hours). An advanced and comprehensive review of topics in psychology suitable for presentation at the high school level. Students will be expected to become familiar with research and demonstration paradigms which characterize each area of study, to develop and test more than one such classroom demonstration, and to write a course plan which encompasses application of principles of learning, behavior management, motivation, and social psychology. Enrollment limited to graduate students with extensive prior study in psychology. Nelson.

MEMORANDUM

To: Dr. James Hood, Chairman, E.P.C.

From: John S. Burd

Date: 1-30-78

The following course we have already had approved as Education 384 - "Creative Activities for Pre School Child." We want to change the title to read "Creating Curriculum and Materials for Early Childhood Programs." The same course number will hold with one change. We request the course to be conumbered Education 384/584. The course description is as follows:

A course designed to familiarize students with innovative curricula and materials currently in use in art, drama, play, music, etc. Techniques for promoting cognitive, motor, social and emotional development through these materials and programs will be emphasized. Students will also prepare and test their own materials with preschool children. In addition, graduate students will develop a curriculum which would be applicable to their own teaching situation.

Will you please send these requested changes through the Division and on to E.P.C.? Thanks so much.

REPORT OF COMMITTEE TO CONSIDER CONSTITUTIONAL AND BY-LAW REVISIONS AS
PROPOSED BY FACULTY COUNCIL

The following are our recommended changes in the draft presented to the
faculty at the meeting of February 1, 1978:

Change I, B to read:

A faculty member is a person whose primary responsibility in The
Lindenwood Colleges involves direct participation in instruction
and supervision of the academic processes as follows:

- a. All those persons whose teaching load is regularly
full time, seven ^{in load} courses per year, (*as currently contractually defined.*)
- b. professional librarians
- c. faculty administrators

Part-time faculty on continuing appointments and those persons
whose contractual arrangements with The Colleges consist wholly
of contingency contracts are accorded the same freedom and are
subject to the same responsibilities in teaching as regular,
full-time faculty members, but they are not subject to the
system of faculty tenure and do not have committee obligations.
Faculty administrators are not subject to the system of faculty
tenure.

Delete references to professional library staff when the wording
"faculty and library staff" is used in the constitution and by-laws.

PROPOSED LEARNING RESOURCE CENTER
FOR THE LINDENWOOD COLLEGES

Submitted by: The Academic Resources Committee

Rationale for establishment of a Learning Resource Center

Learning experiences which take place within the limitations imposed by college walls should involve instructional media. The college learning resources program is based on the premise that learning can be improved or enhanced through increased and more effective use of instructional media. It is a goal of the center to enable every faculty member and student to integrate media into the teaching/learning situation. It is expected that the center would enhance and support the teacher education programs. In addition, a major function of the center would be the centralization of AV services, software and hardware, which are presently spread throughout the college.

The Learning Resources Center is an environment which reflects an attitude toward students and toward technology which pushes back limits restricting persons and provides freedom for them to experiment with various ideas and methods. It should enable teachers and students to sample various methods of learning through the use of a wide variety of carriers of knowledge.

The basic functions of The Lindenwood Colleges Learning Resource Center would be to provide for:

1. The selection, organization and circulation of a wide variety of nonbook materials including films (both 16mm and 8mm), tapes (audio and video), filmstrips, picture sets, study prints, models, transparencies, charts, slides, film loops.
2. The selection, storage, and circulation of audiovisual equipment including 8mm and 16mm projectors, cassette tape records, record players, 35mm projectors and viewers, slide projectors, overhead projectors, video recorders and players, opaque projectors, sound/slide sync equipment, and equipment for other, newer approaches to education.
3. The design and production of audiovisual materials to assist faculty members in achieving learning objectives including local production of slides, tapes, 8mm and 16mm film, transparencies, filmstrips, slide/sync programs, and videotapes.
4. The instruction of students throughout the various disciplines of the college in the effective production and/or use of audiovisual resources through both group instruction and individual instruction facilities.

Basic equipment needed for the Learning Resource Center

1. Equipment for classroom use: 16mm projectors (1 manual and 1 automatic), 35mm filmstrip projectors (1 manual and 1 automatic), overhead projector, opaque projector, record player, 16mm filmstrip projector, and a portable projection screen.

2. Equipment for classroom preparation--the following equipment will aid the teacher in preparing resource materials to be used within the classroom or in individual study: super 8 film loop projector, Kodak ectographic copy maker, single lens 8mm movie camera, slide sorter, thermal copy machine, Mechanical lettering system capable of multiple sizes, drawing table and light, Mechanical drawing equipment, paper cutters, transparency equipment, enlarger, copy stand, duplicating machine, mimeograph machine, film splicer, and cassette copycorder.
3. Learning lab equipment--the following equipment will be used within the Center by students for individualized instruction: 5 sound filmstrip viewers, 5 cassette recorders with slide/sync capability, 10 alpha wave sensors for teaching biofeedback, 2 750 slide projectors, mounted projection screen, and a portable video-tape recorder.
4. Workroom area--the Center needs the following for its operation: a sink, running water, electric outlets, Formica top counter along one wall with electric outlet strip parallel to the counter, enclosed locked storage cabinet beneath the counter, shelving, TV antenna and set for videotaping. The Center will be located in the basement of the library.
5. The total cost for a completely operational Center consisting of the above equipment is estimated to be about \$18,000. The complete rundown of figures for the equipment can be obtained from Jim Walter if you would like prices for each item.

Staffing for the Learning Resource Center

If the Center is going to be functional, there must be a commitment to continuous funding. The Center will need someone who can administer its operation (with student help). If at all possible, this person should be an expert in AV so that he/she can teach equipment operation and show teachers possible uses of AV in the educational process.

The Lindenwood Colleges
St. Charles, Missouri

Minutes
Meeting of the Faculty of The Lindenwood Colleges
February 1, 1978

The regular meeting of the Faculty of The Lindenwood Colleges was held Wednesday, February 1, 1978, at 3:00 P.M., in the Fine Arts Building. President William C. Spencer presided. Dr. Esther L. Johnson gave the invocation.

The following student representatives were present: Cindy Gross, John O'Neill, and Maureen Tolie.

There being no corrections or additions to the minutes of the January 11 meeting, the minutes were approved as distributed.

Dr. James F. Hood, Chairman of the Educational Policies Committee, on the recommendation of the Educational Policies Committee moved the reinstatement of Communication Arts as a major. The motion was seconded and approved.

Dr. Hood moved on behalf of EPC that all Humanities departments be reinstated as they had been before the reorganization. This means that disciplines would be designated as departments, and sections would be Language, Literature, Philosophy and Religion, and Studio and Performing Arts. The motion was seconded and passed.

On the recommendation of EPC Dr. Hood moved that the faculty approve in principle the formulation of the Bachelor of Science in Nursing program. The motion was seconded and passed.

Dr. Hood then reported that recommendations have been received from the Special Terms Committee which EPC has endorsed. The Special Terms Committee has taken some recognition of campus-wide discussion to change the 4-1-4 calendar, but students strongly support the January Term. The Committee would like to deal with the January Term as it was several years ago and would like to receive from the faculty in March courses to be offered the following January. The committee would then look at those proposals to see what sort of program can be developed. This arrangement would make it possible for Lindenwood to be listed in the cooperative registry of other colleges in the 4-1-4, and would make it possible for students to be preregistered for January courses. On behalf of EPC a motion was made that the faculty endorse the proposal submitted by the Special Terms Committee to provide January Term courses in the previous spring of each year. The motion was seconded and passed.

There was no report from Faculty Council.

Dr. C. Edward Balog reported for the Committee on Constitutional and Bylaw changes. Following the Constitutional Recommendations Concerning Freedom, Status and Governance of January 11, 1978, the following actions were taken in regard to the Constitution:

- A. It was moved and seconded that I-B be changed to read:

A faculty member is a person whose primary occupation is instructing students and supervising the academic processes in The Lindenwood Colleges. Part-time faculty members are accorded the same freedom and are subject to the same responsibilities in teaching as regular faculty members, but they are not subject to the system of faculty tenure and do not have committee obligations.

After discussion it was moved, seconded and passed that I-B be referred back to the committee.

- B. It was moved and seconded that I-C-1-a be changed to read: Two representatives from each division and four members elected by the faculty at large.

It was moved and seconded that I-C-1-a be amended to read: Two representatives from each division and four members elected by the faculty at large, at least one of whom must be from Lindenwood IV.

It was moved and seconded that I-C-1-a be amended to read: Two representatives from each division and four members elected by the faculty at large, at least one of whom will be from Lindenwood III and one from Lindenwood IV. The amendment was defeated.

The first amendment was passed. The motion as amended was passed.

- C. It was moved, seconded and passed that I-C-1-b be changed to read: Terms of Council members shall be two years with divisional and at large representatives to be elected in alternate years.
- D. It was moved, seconded and passed that I-C-1-c, d, and e be eliminated and a new c be added to read: One Dean to be appointed by the President will sit as a representative of the Administration.

Dr. Balog moved to table consideration of the January 11 report until a definition of a faculty member (Item I-B-1) is received and acted upon. The motion was seconded and passed.

It was agreed that although final action could not be taken on the bylaw changes until the constitutional changes are approved, action would be taken which could be acted upon formally later. In regard to bylaw changes, following the January 11 report, the following actions were taken:

- A. It was moved and seconded that IV-A be changed to read:

Membership and Organization

1. The council shall elect its own chairman, vice-chairman, and secretary for one year terms at the initial meeting in the fall.
2. The chairman will vote only in case of a tie.

3. No other faculty member shall substitute for the elected faculty member.
4. No other Dean may substitute for the appointed Dean.
5. No Dean should serve for more than two consecutive years.

A motion was made, seconded and passed to amend the motion to delete item 2 - The Chairman will vote only in case of a tie - that 3 become 2, 4 become 3, and 5 become 4.

The motion as amended was passed.

- B. A motion was made, seconded and passed that IV-B be changed to read: Procedures for Consultation and Joint Action, delete 1, change 2 to 1, and 3 to 2
- C. A motion was made, seconded and passed to change IV-C-5 to read: Review of college budget will be carried out by the Faculty Council in consultation with the President and/or the senior financial officer.
- D. It was moved, seconded and passed that IV-C-8 replace IV-B-4 of present bylaws with the following changes:
 1. To 8-a add: They shall meet at least twice during each academic year with the Board of Directors to present, inform, and discuss special issues of faculty concern:
 2. Change 8-b to read: When a President or Dean is to be appointed...

It was moved, seconded and passed to table adoption of the bylaws until the constitutional changes are made.

President Spencer, in making his report, announced with regret that B. Richard Berg has resigned as Vice President of The Lindenwood Colleges and has accepted a position as Vice President of Modular Wall Corporation as of April 1. Dr. Spencer said that Dr. Berg was a very important factor in the life of the college in the year and a half before he became President as well as since he has been here, and that he will be greatly missed.

President Spencer continued by giving a brief report of the trip he and Mrs. Spencer took to the Southwest and Hawaii meeting with alumni, prospective students, and school people.

Dean Patrick F. Delaney, Jr. announced that the basketball team now has a 15-8 record and that Lindenwood is a member of the National Little Colleges Athletic Association.

Dean Craig R. Eisendrath announced that following a visit by a team from the National Institute for Mental Health to whom we have made application for a grant of \$289,000, we have been notified that we have been approved by the board for funding. We will however have to wait until late spring to see if money is appropriated.

Mrs. Grazina Amonas announced that the Ririe-Woodbury Dance Company will be in residence during the week of February 6 and will present a dance concert on February 10.

Mrs. Cecilia Staudt called attention to the new copyright act and said that we are limited on the number ^{of photostats} we can request without charge through inter-library loan of duplicated material on copyrighted articles. She will be glad to give more information to anyone who wishes it.

Mr. John Wehmer announced that work is progressing to make Stumberg Hall into a faculty club. Help will be needed for patching and painting. Anyone may help Friday from 9:00 to 4:00.

Mr. Groff Bittner announced that Cynthia LaFata would give a vocal recital Sunday, February 5, at 8:00 P.M.

Dr. W. Dean Eckert suggested that members of the faculty might wish to look at the mural in the Fine Arts Auditorium which was done in January by the Workshop for Mural Design.

Dr. John W. Bartholomew reminded members of the faculty that there are three ways students may get into classes - (1) if their names are on the class list, (2) cards issued by the Business Office, (3) if names are not on the class list or if students do not have cards they should be sent by the instructor immediately to the Business Office for a card.

Dr. Bartholomew announced that Dr. Linda Nelson will be in charge of the Computer Center during the Spring Term.

There being no further business, the meeting was adjourned at 5:10 P.M.

Mary Yonker
Assistant Secretary

Approved:

John Nichols
Secretary of the Faculty

cc Dr. Van Tassell: For your information.

March 27, 1978

TO: Educational Policies Committee

Patrick F. Delaney
Doris Crozier
Craig Eisendrath
John Bartholomew
James Feely
Bob White

John Bornmann
Jean Huesemann
Ed Balog
Paul Gross
Cindy Gross
Marlene Tolia

Eva Emory

FROM: James F. Hood

The Educational Policies Committee will meet Wednesday, March 29, at 3 p.m.,
in 321 Peorer, to discuss the proposed reg. table

Proposed
Graduate Program in
Theatre

Master of Fine Arts in Theatre

The degree offered is the Master of Fine Arts. Emphasis may be in acting, directing, theatre production and design, children's theatre, or theatre administration.

Admission

Applicants for admission to the degree program must:

- a) complete the procedures for admission to The Lindenwood Colleges;
- b) hold a bachelor's degree with background training and/or professional experience roughly comparable to ^{that of} an undergraduate theatre major at The Lindenwood Colleges;
- c) submit a dossier of biographical information and theatrical experience;
- d) audition or interview, where possible, with members of The Lindenwood Colleges Department of Theatre Arts.

General Degree Requirements

- a) The residency period is normally two years at The Lindenwood Colleges in St. Charles, Missouri. *Minimum of residency - 60 hrs? } put in (F.)*
- b) ^{Student?} Successful performance in an oral examination ^{to be} given at the beginning of the second year of studies. Emphasis is on history of the theatre and dramatic literature. An assigned list of books and plays forms the basic syllabus for this examination.
- c) Completion of a final thesis project. Normally this consists of directing, designing, playing a principal role in a major production, or offering a one-person show, and collecting evidence of research, analysis, and judgments which formed a part of the production process, and which will remain on record with the Department of Theatre Arts. The Master's project may count for two courses a total of six semester hours.
- d) Active participation in the general production program of the Department of Theatre Arts.
- e) At least one season of active participation in the professional summer theatre or the equivalent experience.
- f) Completion of 60 semester hours of graduate course work with a ^{cumulative} total GPA of 3.00 or higher. *Minimum of residency of LC 48 → (P at LC, Plat.)*

Lindenwood 4 Program

The MFA and MA in Theatre are also offered through Lindenwood 4, the College for Individualized Study. Programs are designed on an individualized full-time basis. Candidates may hold full-time positions in other theatres or other type of work while pursuing studies. Degree emphasis may be in acting, directing, theatre administration, theatre production and design, children's theatre, theatre history and criticism, playwrighting, and puppet theatre. Branch centers for study are

located in Washington, D.C., Santa Monica, and St. Louis, as well as on the main campus in St. Charles. Admission requirements are similar to the resident programs. Please see the separate Lindenwood 4 program brochure for details.

The M.A. in Education

Model III

The Department of Theatre Arts and the Department of Education offer jointly the Master of Arts in Education with a theatre emphasis. Primarily for preparation in teaching, this program combines a professional approach to theatre teaching with the study of educational theory and resources. The program of study consists of successful completion of 30 graduate semester hours. The prescribed courses include three in Education (Analysis of Teaching and Learning Behavior, Conceptualization of Education, Educational Research, for a total of 9 semester hours), 6 courses in Theatre (Theatre Arts 511, 515, 520, 540, 542 and one elective for a total of 18 semester hours), and a Master's project in Theatre Education (3 semester hours). Candidates on a two-year course of study for the Master of Arts in Education may work up to 20 hours per week for the Department of Theatre Arts as a graduate assistant in one of the many programs directly related to the production program at Lindenwood. Applicants shall have completed undergraduate teaching certification requirements and student teaching.

Graduate Courses in Theatre

Enrollment in any graduate course in theatre requires acceptance into an M.F.A. or M.A. program or permission of the instructor.

TA 511 Storytelling and Creative Dramatics. A thorough investigation of the history of storytelling is followed by study and practice in the technique of this art. Through the techniques of improvisational theatre and creative dramatics some stories are developed into classroom activities. Appropriate research and writing is assigned.

TA 515 Theatre Production in the Secondary School. Methods of teaching theatre skills to junior and senior high school students are explained. Also discussed are problems faced by teachers who stage plays in junior and senior high schools. All elements of play production are considered and sample curriculum are developed for different types of school programs (offered in the summer).

TA 520, 521 Advanced Technical Production I and II. Application of theatre production skills to main stage productions. Students are assigned responsible positions in stage design, technical direction, crew heads, scene painting, stage management, lighting design, costume design, and wardrobe.

TA 525 Research in Theatre. Research methods in theatre. Application of procedures by presentation of a thoroughly developed research paper.

TA 530 Seminar in Theatre History. In depth study of specific periods in theatre history. Playwrights, social conditions, and trends in theatre architecture for each period will be discussed. Subjects will vary from term to term. May be repeated. Prerequisite TA 525 Research in Theatre.

to 6 hours.

TA 540, 541 Graduate Acting Workshop I and II. Application of the acting techniques of Stanislavski, Grotowski and others to assigned scenes and oral voice production, stage combat, and other special areas.

TA 542, 543 Graduate Directing Workshop I and II. Application of theories and styles of directing for various kinds of plays. Presentation of short plays in the studio theatre. Evaluation of directing skills and methods for individual growth.

TA 545 Advanced Playwriting. Study and practice in the techniques of writing the full-length play. May be repeated. *to a max of 6 hrs*

TA 546 Theatre Organization and Administration. Budgets, contracts, box-office procedures, public relations, personnel and executive policies of the school, community, and professional theatre.

X TA 550⁵ Summer Theatre Graduate Internship. Full-time participation in the summer theatre in a position of responsibility. Prerequisite: acceptance into the company and consent of the instructor. May be repeated for a maximum of 12 semester hours of credit.

TA 565 Independent Study. Investigation of specific theories, artists, techniques, or literary periods in theatre history as related to the student's special interest area. Topic developed by the student. May be repeated. *max of 6 hrs.*

X TA ⁵⁰⁰~~570~~ ^{FIELD STUDY} Practicum in Theatre. Practical theatre experience applied to the graduate program of study. Normally to include summer theatre assignments, touring or other full-time theatre work, or special studies fulfilled in related programs. May be repeated for a maximum of 12 semester hours credit.

TA 600 Master's Project. The student will present a final project which represents his or her level of accomplishment in the selected area of emphasis. Projects are presented to the theatre faculty for approval the term prior to enrollment in the course (three to six semester hours).

Candidates for the Degree of Master of Arts in Education, Theatre Emphasis take the following ten courses (30 semester hours): TA 511, 515, 520, 540, 542, and one elective plus:

ED 505	Analysis of Teaching and Learning Behavior
ED 510	Conceptualization of Education
ED 570	Educational Research: A Practical Approach
ED 600	Master's Project (3 semester hours)

TUITION AND FEES

<u>LINDENWOOD</u>	<u>1977-78</u>	<u>Change</u>	<u>1978-79</u>
Tuition (full-time)	\$2,600/year	+6.7%	\$2,775/year
Tuition (graduate)*	91.66 sem. hr	+9.1%	100 sem. hr
Tuition (part-time)	195/course	+7.7%	210/course
Fees (full-time)	150/year	----	150/year
Rooms	500-800	10% approx.	550-800
Board	<u>1,000</u>	<u>+7.5%</u>	<u>1,075</u>
TOTAL	\$4,250-4,550	+6.8%**	\$4,550-4,850

*-Lindenwood 4: \$2,775/year or \$925/trimester for both undergraduate and graduate.

*-Teacher education grants for St. Charles teachers:

(a) \$15 for each semester hour or

(b) \$125 per trimester in Lindenwood 4

** -National Price Index: +6.7%

St. Louis Area Colleges: +7.2%

COMPARISONS

Washington University (tuition only)	\$3,950	+8.9%	\$4,300
St. Louis U. (tuition only)	2,800	+6.7%	3,000
Stephens College	4,875	+8.2%	5,275
Webster College (tuition only)	2,650	+7.5%	2,850
William Woods College	4,360	+8.9%	4,750
	(Tuition - 2,780)		

FRESHMAN PROFILE

(1977-78)

The following information, except geographic distribution, is based only on full-time or paid, new freshmen students as of September 9, 1977. (Geographic Distribution includes new, paid, transfer students.)

Geographic Distribution

Thirty-two percent (32%) of the entering class is from outside of the State, representing 15 states and 5 foreign countries. States represented are Illinois (8), Oklahoma (6), Pennsylvania (4), Ohio (4), Indiana (4), Florida (3), Tennessee (3), Hawaii (3), Colorado (2), Michigan (1), Kansas (2), Iowa (1), New Mexico (1), Rhode Island (1), and Texas (1). Foreign countries represented are Oman (4), Thailand (2), Kuwait (2), France (1), and Iran (1).

Mean Test Scores

SAT: Verbal - 450 (National mean - 429)
Math - 470 (National mean - 470)
ACT: Composite - 22.5 (National mean - 18.0)

Class Rank

First tenth - 20%	Sixth tenth - 7%
Second tenth - 20%	Seventh tenth - 5%
Third tenth - 7%	Eighth tenth - 11%
Fourth tenth - 13%	Ninth tenth - 8%
Fifth tenth - 7%	Tenth tenth - 1%

Sex

Female - 71
Male - 39

Earned Grade Point Average

Mean - 3.0/4.0 scale

Type of High School

Public - 83%
Private - 17%

The Lindenwood Colleges

Saint Charles, Missouri 63301

March 16, 1978

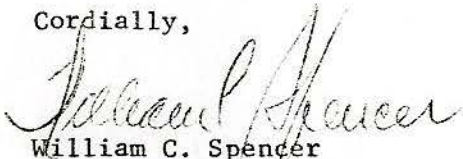
MEMORANDUM TO LINDENWOOD STUDENTS AND PARENTS:

This is to announce that the Board of Directors, following careful deliberation, has determined the tuition and fees structure for 1978-79. I am pleased to inform you that the decision reached was to increase fees only the amount necessary to match general inflation/cost of living increases, approximately 7%. In other words, no corrections will be made in the 1978-79 charges to further reduce our persisting cost-price gap. Lindenwood will continue to subsidize each student's education by even more energetically seeking gifts and developing other sources of income, while simultaneously attempting to economize and reduce expenditures.

Attached is a sheet that provides the new schedule, accompanied by a few comparisons with area colleges and universities that may be of interest to you.

We appreciate your loyalty to Lindenwood, and pledge our best efforts to offer high quality education at as low a cost to you as is possible in these difficult times.

Cordially,



William C. Spencer
President

WCS:MY
Enc.

CC: Members of the Faculty and Staff

TO: Members of the Faculty

FROM: William C. Spencer *WCS*

April 5, 1978

The time has come when we must prepare the final budget for 1978-79 to submit to the Board for its consideration. With this task I need your understanding, assistance, and cooperation.

For background, as of April 1977, I refer you to the paper I distributed at faculty meeting last May. On that occasion I cautiously predicted a balanced budget for the 1977-78 period ending this June. Unfortunately this will not be possible. The most important reason is that our income will be about 12% below the predicted level. Although we are struggling continuously to hold all expenditures within budgeted limits, and have been reasonably successful, 1977-78 will be another deficit year. Time as well as ever rising costs are our enemies.

Let's focus now on 1978-79. The key fact is that Lindenwood must operate with a balanced budget in 1978-79. There must be no uncertainty in anyone's mind about this. We cannot spend more money than we receive; we cannot overestimate our income nor underestimate our expenditures. This year we have been seriously affected by inaccurate predictions on student enrollment (i.e., income), even though we recognize the difficulties inherent in making these predictions. We cannot make the same mistakes next year. About 85% of Lindenwood's gross income is from student tuition and fees which means that student enrollment is directly related to Lindenwood's financial health.

As of April 1978 I cannot be optimistic that our total enrollment in 1978-79 will be larger than it is today; I hope it will not be smaller. I foresee the possibility of a smaller conventional student body; I foresee the possibility of a small growth in the adult populations -- day special, evening, and graduate students, especially in business, education, and nursing, providing we work very hard; I foresee the possibility of stability in the L4 student body if reasonable financial aid can be provided and if L4's programs and offerings are effectively promoted. In summary I predict that our total FTE enrollment next year will decline, possibly as much as 5%, but our head count may grow slightly. Income from tuition and fees hopefully will equal this year's total.

Auxiliary income (housing, food services, conferences, or other revenue-generating activities) will probably increase. We necessarily absorb substantial losses in board and room operations because of our small volume; no one can successfully run "a hotel" at a 50% or lower occupancy rate. Losses are made up, in part at least, by scheduling conferences, using dorms in the summer, etc.

Other income is highly unpredictable. Endowment income has steadily decreased as we have used unrestricted endowment to balance the current budget; it's like withdrawing money from a savings account to pay monthly bills -- every time you do it you lose interest on your deposit. Gift income is a possibility, but increasingly gifts are tied to special projects, programs, or features of The Colleges that appeal to donors; it is very difficult to raise large amounts of

money for general or unrestricted support. Nevertheless we will continue to work hard on fund-raising. Federal and state support is always unpredictable.

On the expenditure side of the budget we are doing a bit better. This year we have made substantial progress in general operations; efficiency and productivity of maintenance, grounds, custodial, and security personnel have resulted in substantial savings. We decreased the operations budget 16% this year over last year; as of March 15 an additional 3% has been saved. The help of everyone, especially recently, has sharply lowered fuel, electric, and water consumption. An IBM team is now completing a detailed study of "paper work" flow; by summer we should have improved clerical support at a lower cost. We have become "hard-nosed" when negotiating contracts for food services, leases, or other goods and services. "Get competitive bids for everything," and "award to the lowest bidder" are now the rules. Whenever possible we try to obtain special gifts or discounts to avoid having to spend money. But we cannot control fixed costs (utilities, insurance, interest rates, etc.) nor can we avoid increased expenditures for essential purposes (machine repairs, advertising, computer operations, maintenance supplies, etc.). However we have a hold on these categories, and the staff is very conscious of the need for economy.

Expenditures for instruction are probably the most difficult to control because a high proportion of these costs are in salaries and benefits. You might be interested to know that the increase in income from full-time resident and non-resident students from 1975-76 to 1977-78 (2 years) was 16.8% (24.6% if all income from special students is included) while expenditures for the instructional departments serving these students increased 40.7%. Increased income over this period was from increased tuition charges, not from increased numbers of students; the number of full-time resident and non-resident students enrolled today is almost exactly the same as two years ago.

Here is another set of figures. Against tuition and fees income of \$1,203,000 in 1977-78 from full-time resident, full-time non-resident and day special students, expenditures of \$1,185,000 have been allocated to cover instructional department budgets (except business administration which is carried under the Evening College) and a fair share of student service and library costs. Thus only \$18,000 of the \$1,203,000 is left to cover all other institutional costs (the electric bill alone is over \$100,000). Instead of 60% for instruction and student services, 99% has been allocated. So there is no way to pay for all the other costs of operating The Colleges. As we all know, one can't spend one's entire income on food and nothing on a place to live.

We must find a better way to handle instructional expenditures or our future will indeed be bleak. Most colleges (1) reduce personnel, (2) reduce salaries, (3) eliminate programs. As you know, we have not thus far used any of these procedures. Instead we have chosen to develop new programs to attract new students to produce new income and to offer faculty members new outlets for service. In part this strategy has succeeded. The growth of our student body from about 900 to over 1700 since September 1974, plus increases in tuition, has almost doubled The Colleges' gross income. However, and here's the catch, expenditures have also doubled. This wouldn't be a problem if Lindenwood had been operating in the black in 1974; however in 1974 Lindenwood was operating more than \$500,000 in the red. It is now evident that as we added new programs

that attracted new students and new income, we also added part-time faculty or provided extra compensation for regular faculty.

Let's examine what our options are, for if we make correct, intelligent, and unselfish decisions we'll help ourselves, strengthen The Colleges, and all will be well. If we make bad decisions or react emotionally, reasonable decision-making will have to be assumed by others. The requirement is that we must spend 10% less for instruction than we spent in 1977-78.

Option One. It would seem to me that those on the full-time faculty would rather assume a larger share of the existing work load than a smaller share of the existing income. Possibly full-time faculty could replace many part-time faculty, thus saving the salaries paid part-time instructors. Perhaps full-time faculty could help in administrative or staff roles thus saving salaries or wages allocated for these functions. Maybe rescheduling classes from day to evening or from week-day to week-end would attract new students and produce new income without appreciable extra preparation. It's obvious that just shifting the same students from one full-time faculty member to another is a futile exercise.

Option Two. It might help if full-time faculty members with small enrollments considered offering new courses in their major or minor fields, or even courses based on their well-developed personal interests or avocations. These courses or workshops or projects might be offered days, evenings, or week-ends, or through the St. Louis Lindenwood 4 Center to new student constituencies as well as the existing student body. We would need to exercise caution that offerings were consistently of high academic quality, that they addressed themselves to real needs and interests of students, and that they did not haphazardly duplicate offerings, but it seems to me that real possibilities exist to attract new students and new income.

Option Three. Possibly we should consider phasing out or dropping some courses, programs, or projects that, no matter how attractive to us, simply do not appeal to or hold students. As a professor, an idealist, and a perfectionist, I realize how difficult and sensitive this matter is. We all want a balanced liberal arts program because we all believe in the basic merits of a liberal education, but unfortunately we cannot be successful in demanding that students choose particular offerings. If forced to elect a course that they believe is uninteresting, useless, or poorly-taught, students will seek ways to circumvent regulations, complain loudly, or transfer to another college. As professors we tend to be kindly disposed toward colleagues, recognize the value of their disciplines and interests, and avoid postures which bespeak criticism or lack of confidence. Nevertheless facts are facts: we simply cannot afford to support courses that enroll only a very few students. Let me illustrate this. To compensate (salary plus benefits) a professor \$12,000 and maintain a balanced budget requires that more than 100 full-time equivalent students (those who pay full tuition) enroll in his/her classes during the academic year; in other terms, 45¢ of each tuition dollar goes directly to compensation, 15¢ to instructional support costs, and 40¢ to all other institutional costs -- this is the 60-40 formula. You might like to know that the median enrollment per professor in Spring 1978 is about 40 (this includes specials and part-timers); the range is from under 5 to over 130.

Option Four. Perhaps we should simply cut instructional salaries 10% across the board. This seems to me the least desirable option; in fact I would be sad to resort to this option which I believe is a cop-out. A community of intelligent and practical people should be able to solve the problem more imaginatively and effectively than by this option. But it does remain a possibility.

I'll stop listing options because I imagine you can add your own and maybe more promising ones. I must however insert a caution. Don't let yourself think of options which shift the responsibility elsewhere: it may be comforting to dream of million-dollar gifts, to consider selling property or dramatically raising tuition, to ponder about spectacular savings in plant or operational costs, or to wonder what would result if administrators or the president were to be eliminated. All possible will be done along these and other lines, but the focus now must be on instructional costs.

Let me add a few more facts, and then suggest a course of action that may move us toward resolution. This year we budgeted \$134,286 for instruction in the evening college, about \$48,000 for faculty sponsors in L4, \$105,191 for expenditures in the Common, nursing program, ESL program, summer session, and campus school. This total of \$287,477 is over and above expenditures for full-time instruction; it represents more than 20% of the expenditures for instruction by full-time faculty and faculty administrators. If these expenditures could be eliminated, the problem would be doubly solved.

Now for the action. I have today distributed budget sheets to the deans that show detailed instructional expenditures by department through March 15. The deans also have a composite sheet showing actual expenditures for 1975-76, 1976-77, budget figures for 1977-78, the percentage of budget expended through March 15, and the base line proposal for 1978-79. This base line figure, not to be confused with the idea of zero-base budgeting, is simply 90% of the 1977-78 expenditure. You and the deans can use this figure to begin final budget planning. I realize that in some cases the 90% figure is not enough to sustain current salaries and benefits, let alone other expenditures in the budget. That's a problem if viewed in isolation, but I believe that you and the deans may solve this by considering the total budget picture. Obviously some budgets cannot be cut without seriously harming income, others can conceivably be reduced by relating them to other departments, others can be supported by picking up income (savings) from part-time instructional allocations. The overall objective of course has to be to save 10%. I want you to know that I will help in every way that I can with this task. I don't want to overemphasize its importance but I will join you and make a personal pledge: the president's office budget, which has remained constant since 1975-76, will nevertheless be subjected to the same 10% rule that affects everyone else.

And so I suggest that you and the deans begin your discussions; I'll participate in any way that will help. By May 1 I need the final figures. This is a huge task that will involve sacrifices and inconvenience, but I believe it will assure all of us of a hopeful future. As a community we can share fully in making reasonable, fair, and constructive decisions. We will have a balanced budget in 1978-79, and if we come out appreciably in the black I will strongly recommend a year from now that year-end bonuses are in order.

WCS:MY

P.S. We are not alone, as the attached Xerox ~~new~~ article proves.

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12221

THE NEW YORK TIMES, TUESDAY, FEBRUARY 21, 1978

Bryn Mawr to Cut 25 Faculty Posts

Special to The New York Times

BRYN MAWR, Pa., Feb. 20—Bryn Mawr College is implementing a five-year budget-cutting plan that will result in the loss of 25 faculty positions, an increase in the student-faculty ratio from 8.1 to 10.1 and the elimination of one graduate department and two undergraduate departments, according to a statement released today by the college's board of trustees.

The plan seeks to end a gap between expenses and revenues that has been growing since the late 1960's and stood at \$2.1 million in 1976-77, or 20 percent of the college budget. For the last several years, endowment reserves have been drained to balance the budget.

While substantial cuts in nonacademic areas are also scheduled, the plan calls for a 16 percent reduction in full-time faculty through attrition by retirement and by not reappointing some nontenured members. Also projected are the elimination of the graduate department of education and child development and the undergraduate departments of music and

history of religion, and a policy of not replacing professors on junior or sabbatical leaves.

The budget-cutting proposals have dominated campus discussion and divided the faculty for several months while the proposals were being considered. Student protests centered on the elimination of the only two women's study courses taught at the school.

"It has got to hurt us academically," one professor said, "but the faculty is just going to accept it. There's nothing else they can do."

Harris L. Wofforb Jr., president of Bryn Mawr, said: "The board of trustees is confident that a 10-to-1 student-faculty ratio means that we are still way at the top of the colleges with which we compete. It will be a very strong two-college community in terms of diversity of offerings," he added, referring to Haverford College, the mostly male undergraduate institution also on Philadelphia's suburban Main Line, with which Bryn Mawr has a close cooperative relationship.

James Brown

TO: Members of the Faculty

FROM: Mary Yonker *M. Y.*

May 8, 1978

The attached Proposed Additions or Changes to the Constitution and Proposed Additions or Changes to the Bylaws should be attached to the Faculty Meeting Agenda for May 10.

The Committee on Constitution and Bylaw Changes suggests that you take your Faculty Manual with you to the May 10 meeting.

RECOMMENDED ADDITIONS OR CHANGES TO THE LINDENWOOD COLLEGES FACULTY CONSTITUTION
MARCH 27, 1978

I. C. 1. a. Delete "at least one of whom must be from Lindenwood 4."

IV. Faculty Having Administrative Responsibility

A. The Division Chairman

1. Selection

2. Duties

a.

b.

c. He shall act in the stead of the Department Chairman in cases of renewal, tenure, and promotion involving the members of one person departments or Faculty Administrators in the College for Individualized Education.

B. The Department Chairman

1. Selection

2. Duties

c. He shall review with the Dean and the members of the department matters of promotion, tenure, renewal and non-renewal of contracts and, with the Dean (omit "of the faculty"), present the results of this review to the Faculty Council.

D. Faculty Administrators

1. Selection

Faculty Administrators shall be appointed by the President on the recommendation of the Dean of the College for Individualized Education and the Faculty Council to positions in the College for Individualized Education with academic rank and shall be eligible for promotion according to criteria set forth in the Bylaws.

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PROPOSED ADDITIONS OR CHANGES TO THE BYLAWS
MARCH 27, 1978

I. B. Term of Probation (change from Probationary Periods to Each Rank)

C. Term of Initial Appointment

Change #4 to 1 Full Professor: ...the initial appointment to the rank of full professor is for one year or other written contractual periods. At the end of one year evaluation proceedings as outlined in the Constitution shall be followed. (Delete rest)

Change #5 to 2 Associate Professor: The initial appointment to the rank of associate professor is for one year or other written contractual periods and may be renewable on a yearly basis thereafter. At the end of one year evaluation proceedings as outlined in the Constitution shall be followed. (Delete: prior to the granting of tenure, ... at least ... thereafter.)

Change #6 to 3 Assistant Professor: Appointment to this rank, prior to the granting of tenure, shall be for a term of one year and shall be renewable. (Delete: at least) At the end of one year evaluation proceedings as outlined in the Constitution shall be followed.

Change #7 to 4. Instructor: Appointment to this rank shall be for a term of one year and may be renewable yearly up to six years. If, after six years, promotion to assistant professor is denied, the instructor will be given notice of one year. (Delete "at least") At the end of one year evaluation proceedings as outlined in the Constitution shall be followed.

Change #8 to 5

Delete 9

Change C Notice of Non-Reappointment to D

5. Delete next to last line and add: in IV-A-2 of Bylaws

Change D to E Criteria for Promotion, Renewal and for the Granting of Tenure

Add: Department chairmen will maintain a file on all faculty within the department which will include records relevant to the criteria listed. The faculty member is also responsible for the continual updating of his file in the department chairman's office. Failure to do so will result in lack of evidence for promotion, tenure or renewal.

1. Number of years of service at The Lindenwood Colleges and other colleges will be considered for candidates for tenure and promotion.
2. Evidence of teaching ability documented by:
 - a. statements from departmental and divisional colleagues including chairpersons of both

- b. statements from present and past students
 - c. professional and independent sources from outside the institution
 - d. a personal profile of strengths, contributions to The Lindenwood Colleges, past and present, and view of why faculty members would like to be tenured at The Lindenwood Colleges.
3. No change
 4. Involvement in conferences, workshops, institutes, and travel, or other evidences of professional development which inform the teacher's academic discipline and teaching competence.
 5. No change
 6. No change

F. Procedures for Renewal of Contract (new section)

1. Initiative for renewal will come from the Dean or Department Chairman.
2. The review for renewal by the Dean and Department Chairman will include:
 - a. a written statement by the Department Chairman which will become a part of the person's departmental file
 - b. a written statement by the Divisional Chairman which will become a part of the person's departmental file
 - c. student evaluations
 - d. letters from colleagues if desired
 - e. a written statement by the Dean which will become a part of the person's departmental file.
3. In the case of a one person department or the College for Individualized Education, the Divisional Chairman will act in the capacity of the Department Chairperson.
4. Procedures for consultation with Faculty Council will be followed as outlined in IV-A-2 of the Bylaws.

Change E to G Procedures for Promotion and Granting of Tenure

1. Initiative for promotion and/or granting of tenure will come from the faculty member in consultation with the Department Chairman. In tenure cases, if such initiative is not taken within the time period designated in I-B of the Bylaws, the Dean will initiate procedures.

2. Whoever initiates the recommendation, the department chairman and the appropriate Dean consult on it.
 - a. The faculty member has prime responsibility for providing information and evidence - in addition to the file for promotion and tenure.
 - b. (formerly a) They also consult such additional persons as they deem appropriate, including, minimally, the other continuing members of the department and the division chairman. The department chairman will solicit evidences and information intended to provide as complete a profile of the candidate as possible.
 - c. Then the department chairman and the Dean (delete "of the faculty") prepare a recommendation for the Faculty Council. (formerly b)
3. In the consideration of promotion or tenure in one person departments or promotion in the College for Individualized Education, the Divisional Chairperson will act in the capacity of Department Chairperson
4. (formerly 3) Faculty Council shall give full deliberation to the appropriateness of each recommendation.
 - a. No change
 - b. No change

III. Divisions

- A. Add College for Individualized Education as a fourth division.
- B. For purposes of meetings of the divisions, ... (no change)
 1. Voting members, who shall ... do not **belong primarily to some** other faculty. In the College for Individualized Education voting members shall be Faculty Administrators. If a person has a joint appointment ... (no change)

V. Faculty Committees

A. Educational Policies Committee

3. Subcommittees

g. Bachelor of Medicine Curriculum Committee

1) Membership

- a) Four faculty members, one from each of the Humanities, Social Sciences and Natural Science and Mathematics Divisions elected by the faculty, and one to be appointed.
- b) One member of the Educational Policies Committee.
- c) The Director of Medical Nurse Practitioners Program, Washington University
- d) The Program Administrator
- e) The Dean of Lindenwood College II, Consultant
- f) Two Bachelor of Medicine students, one from LC I, one from LC II, to be elected by the Bachelor of Medicine students.

2) Duties

- a) Monitors the entire curriculum of the program
- b) Plans and implements the program seminars
- c) Communicates with the Executive Committee and the Admissions and Retention Committee

h. Bachelor of Medicine Admissions and Retention Committee

1) Membership

- a) Four faculty members, one from each of the Humanities, Social Sciences and Natural Science and Mathematics Divisions, to be elected for two-year staggered terms by the faculty, and one to be appointed.
- b) One member of the Educational Policies Committee
- c) The Director of Unit I Medicine, St. Louis City Hospital
- d) The Director of Medical Nurse Practitioners Program, Washington University.
- e) Ex officio members, the Dean of Lindenwood College II and the Program Administrator.

2) Duties

- a) Makes recommendations for the admissions policy and procedures for the program.
- b) Makes final selection of students
- c) Monitors each student's progress.

E. Committee on Graduate Faculty

1. Membership

- a. The four Deans (Women's, Men's, Evening, and College for Individualized Education)
- b. The Directors of Graduate Programs
- c. One member of the Educational Policies Committee
- d. One member of the Faculty Council.

Change V-E - Graduate Admissions Committee - to V-F.

Change V-F - Nominations Committee - to V-G.

James Evans

FACULTY MEETING AGENDA

May 10, 1978, 3:00 P.M.

Fine Arts Building, Room 202

- I. Invocation - Dr. Johnson
- II. Minutes of April 5 meeting
- III. Report of Educational Policies Committee - Dr. Hood
- IV. Report of Faculty Council - Dr. Anderson
- V. Report of Ad Hoc Committee on Constitution and Bylaw Changes -
Dr. Barnett
- VI. Report of the President - President Spencer
- VII. Business from the floor
- VIII. Announcements
- IX. Adjournment

THE LINDENWOOD COLLEGES
Educational Policies Committee
Minutes
April 26, 1978

Present: Balog, Bartholomew, Bornmann, Crozier, Eisendrath, Feely, Cindy and Paul Gross, student representatives, Hood, Huesemann, Spencer, White and Emory.

Dr. Hood opened the meeting with the introduction of the revised copy of the proposal from the Education Department for EDU 582 - 2 semester hours credit - (1/2 course). It was moved and seconded that the course be accepted as presented. Motion carried.

The Social Science Division sent a resolution to EPC suggesting that the Colleges (I and II) abolish the requirement in the Physical Education Department. It was moved, seconded and passed that this resolution be presented to the faculty. Motion carried. Joy Ebest and Carol Craig are to be notified of the meeting time and the fact that EPC will be reporting this item.

Craig Eisendrath presented Lindenwood 4's position regarding the offering of summer institutes. They would provide a means to break out of the 3-LCC mold and offer courses that are not necessarily degree related. After discussion and debate, it was moved that EPC encourage the development of institutes or workshops by Lindenwood 4 or the regular academic departments, subject to these provisions:

1. Institutes and workshops shall be offered for credit only when the content is part of a previously approved curriculum and can be used as part of the appropriate degree at Lindenwood.
2. Non-credit institutes and workshops may be developed when there is demonstrable expertise within the Colleges' resources.
3. Each workshop/institute design shall be presented to EPC for approval prior to any scheduling or announcement of the workshop/institute.

Motion carried.

Craig Eisendrath moved and it was seconded that Lindenwood 4 be authorized to offer a partially credited (less than 3 LCC) unit when it can be demonstrated to EPC that it makes pedagogic and marketing sense to do so. Motion was amended to insert the phrase "only on the graduate level." It was moved and seconded that the amendment be accepted. Motion carried. The original motion, as amended, was passed.

Dr. Eisendrath proposed the Institute in Non-Profit Management (VAAP) to be offered as a non-credit course Summer of 1978 in Washington, D. C. It was moved, seconded and passed that this Institute be approved. (Attached)

It was moved and seconded that the Institute in Health Care Administration be offered in St. Louis this summer. The motion was amended to read "only on a non-credit basis." Amendment was approved. Original motion carried. (Attached)

Adjourned.

EDU 682 Graduate Seminar in Reading and Language Arts
Fall 1978 One-half course (2 semester hours)

Rationale

Many existing and potentially powerful and valid educational ideas have gone unused because no one has translated them into practical methods and instructional materials. The idea of creative teaching has been among them. Teachers and educational leaders have continually struggled to understand the nature of creative functioning, the conditions that facilitate and inhibit creative growth and the means of rewarding creative achievement. This course is predicated on the concept that enough advances have been made to bring to educators a more creative kind of education than has been known by many. Thus, the objectives of this course are totally in keeping with the overall objectives of Lindenwood's Graduate Education program, basically, to bring imaginative, informed and hardworking translators and creative synthesizers together with practicing teachers to explore valid and worthwhile innovations in the teaching of reading and language arts.

Objectives

To explore valid and worthwhile innovations in the teaching of reading and language arts and to translate these innovations into practical teaching strategies.

To examine the most important principles of creative teaching, recognizing the student as a self-acting and stimulus seeking teacher, and providing both the guidance and freedom necessary for creative growth.

To provide students with first hand experiences in creative teaching through examination of a variety of models and participation in those experiences which will help the student to identify, understand and generalize the important principles at work in these experiences.

Specific Course Content

Part one: Motivation for Learning in Reading and Language Arts

6 hours session Nancy Polette

- . . . Methods for creating readers in a media age
- . . . Using books as a humanizing experience
- . . . Removing the stigma from the "easy" book
- . . . Innovative approaches for luring children to literacy
- . . . Motivating reading in non-fiction areas
- . . . Developing the skills of location, acquisition, organization recording, evaluation in the research process
- . . . The independent study activity in language arts
- . . . Creative use of commercially produced media
- . . . Media and its relation to writing skills
- . . . The student is a producer of media
 - (a) to develop research skills
 - (b) to gain literature skills and understandings

Part Two: Partners in Reading, Home, School, Community Responsibility
6 hour session Dr. Alvin Granowsky

- . . . Diagnosing strengths and weaknesses in the reading program
- . . . Developing an accountability-monitoring system that works through home-school-community responsibility for building student's skills and interest in reading
- . . . Assessing students' reading needs and providing beneficial instructional settings and activities
- . . . Exploring an "easy-to-manage" system for monitoring and reporting students' growth in reading skills and positive attitudes about reading, writing and thinking skills
- . . . Meeting the needs of learning disadvantaged students
- . . . Motivating students to successful experiences with creative writing and dramatics
- . . . Nurturing creative mind-set while building reading, writing and thinking skills
- . . . Gaining parental confidence and support for the reading program

Part Three: Helping Children Write
6 hour session Jacque Wuertenberg

Specific strategies teachers can use to personalize the curriculum through writing experiences by using:

- . . . Actual writing models for youngsters to latch on to an idea and see themselves as active language users and producers
- . . . Idea books as a catalyst for writing
- . . . Children's writing samples gathered across the country
- . . . Pattern books as the basis for instant writing
Designed to help youngsters view themselves as successful writers
Progress from kernel sentence writing to extended and expanded language
Learn specific skills for paragraph construction and story development
- . . . Teaching writing as a total classroom process
- . . . Teaching writing through the technique of bookmaking, illustrating, editing, publishing.

Students will receive three idea-packed handbooks (totaling 268 pages) which summarize each consultant's full day workshop.

Part Four: Student Feedback
6 hour session Nancy Polette

Since the emphasis of this seminar is on the practical application of innovative educational practices, it is important that each student have the opportunity to evaluate specific strategies and materials through careful examination and application. With the exception of requirement #1, which will be required of all students, participants in the course will select four other projects (two from each group) for completion by the fourth session. Students should be prepared to present those projects selected to the entire group to to smaller groups within the class.

- 1) Required of all students: Following the close of each full day session, each student should prepare a reaction paper of four to six pages which will:

- a) Evaluate the overall presentation as to its direct application in your teaching/learning situation
- b) Note specific strategies which have application to your style of teaching which you plan to use with your class or with individuals in your class
- c) Note specific strategies or materials which would not be useful in your teaching/learning situation and indicate why these would not be helpful to you.
- d) Suggest areas which may not have been covered in the day's activities which you would have found helpful.

Group A

- 2) Select a minimum of thirty picture books which meet the criteria given in this course for use with students in middle and upper grades. Summarize each book, including complete bibliographic information, and outline one or more specific activities to be undertaken with students for each of the thirty books. The books you choose and the activities should serve as motivators or springboards to areas of study in a variety of disciplines. For review of criteria see:

Billig, Edith, "Children's Literature as a Springboard to Content Areas" *READING TEACHER*, May 1977

Huck, Charlotte, *CHILDREN'S LITERATURE IN THE ELEMENTARY SCHOOL* 3rd Edition, Holt, 1976

Lampert, Kathleen, "Readers and Non-Readers: What's the Difference", *ENGLISH JOURNAL*, Sept. 1976

Larrick, Nancy, "Wordless Picture Books and the Teaching of Reading," *THE READING TEACHER*, May 1976

Polette, Nancy, *CELEBRATING WITH BOOKS*, Scarecrow 1977

Polette, Nancy, *E IS FOR EVERYBODY*, Scarecrow 1976

Polette, Nancy and Hamlin, Marjorie, *READING GUIDANCE IN A MEDIA AGE*. Scarecrow, 1976.

- 3) Prepare a plan for implementation in your school, if possible, for involving parents in reading aloud to and sharing books with their children. Included in your plan might be:

Methods for reaching parents in their homes

Planning meetings for parents at school centered around book themes

Story hour involvement and visitations

Developing and implementing parent study groups

Development of bibliographies for parent use

In this plan give the rationale, goals, specific objectives of such a parent involvement program as well as specific procedures and activities. For further reading see:

Briggs, Dorothy, *YOUR CHILD'S SELF ESTEEM: THE KEY TO HIS LIFE*, Doubleday, 1970

Duff, Annis, *BEQUEST OF WINGS: A FAMILY'S PLEASURES WITH BOOKS*, Viking, 1944

Egoff, Sheila, *ONLY CONNECT: READINGS IN CHILDREN'S LITERATURE*, Oxford University Press, 1969

- Faber, Adele, LIBERATED PARENTS, LIBERATED CHILDREN,
Grosset, 1974
- Polette, Nancy & Hamlin, Marjorie, READING GUIDANCE IN A
MEDIA AGE, Scarecrow, 1975.
- Sayers, Frances, C., SUMMONED BY BOOKS: ESSAYS AND SPEECHES
Viking 1965
- Smith, Lillian, THE UNRELUCTANT YEARS, Viking 1977
- Suzuki, Sinichi, NURTURED BY LOVE, A NEW APPROACH TO
EDUCATION, Exposition Press 1969

- 4) a) Prepare a bibliography of 20 audiovisual materials which, when specific criteria are applied, meet high standards for reproduction in audiovisual form of children's literature. Note complete bibliographic information and summarize each tape, filmstrip, record, or film. Follow the summary with suggested activities for enhancing literature skills and understandings through use of the materials. Use at least one of the materials you have listed with your class along with your suggested activities. Note the results of this use.
- b) Guide your class or a group within your class in the production of a sound/slide show based on one chapter of a book for upper elementary or junior high school students (not a picture book). Submit a paper on this activity noting the objectives of the activity, the procedures followed, and the values of the activity. Be prepared to show the student production to the class.

For further information see:

- Barmore, Judith, "Developing Lifelong Readers in the Middle Schools" ENGLISH JOURNAL, April 1977
- Greenlaw, M. Jean, "Visual Literacy and Reading Stimulation: From Books to Media and Back to Books," LANGUAGE ARTS, Oct. 1976
- Malking, Michael. "Readers Theatre: A New Stage for Learning", TEACHER, April 1976
- Pellowski, Anne, "Pictures Used with Storytelling," SCHOOL LIBRARY JOURNAL, March 1978
- Polette, Nancy and Hamlin, Marjorie, READING GUIDANCE IN A MEDIA AGE (Chapter 7), Scarecrow 1975

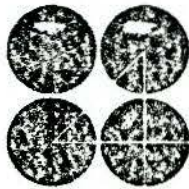
GROUP B

- 5) Study the "Criteria of Excellence in Reading Programming" on page 33 of PARTNERS IN READING by Dr. Alvin Granowsky. Develop a rating scale appropriate to your school situation and apply each item to that scale. Select from one or more items which appear to have a low rating on your scale and develop a plan for implementing the criteria you select in your reading program. Your plan should be DETAILED AND SPECIFIC.
- 6) Study the plan for Uninterrupted Sustained Silent Reading given in PARTNERS IN READING by Dr. Granowsky. Implement this plan in your classroom. Prepare a diagnostic chart including the items given on page 54 for ten students. Study the completed charts and develop a written plan noting how you will assist those students showing difficulty in one or more areas of USSR.

- 7) Begin a file of interesting listening experiences. Include listening discrimination, listening comprehension, interesting stories, poems, samples of writing that can be used for enrichment or class discussion. Include fifty items in your initial file. If possible, use some of the items with your students. Report on the experience. Be prepared to demonstrate one of the experiences to this seminar class.
- 8) Select twenty-five children's books which can serve as writing patterns to help children begin their own creative writing experiences. Model your bibliography on the material given in Jacque Wuertenberg's HELPING CHILDREN WRITE. Use as many of the books with students as possible. Include in your bibliography samples of the children's work.

Bibliography for Group B

- ATTITUDES AND THE ART OF TEACHING READING, By Roach V. Allen
(National Education, Washington, D.C.)
- CHILDREN LITERATURE STRATEGIES OF TEACHING, By Robert Whitehead
(Prentice-Hall, Inc., New York)
- CREATIVE TEACHING OF READING AND LITERATURE IN THE ELEMENTARY SCHOOL,
by Janes A Smith, (Allyn & Bacon, Inc., Boston)
- HOW TO TEACH READING WITH CHILDREN'S BOOKS, By Jeannette Veatch,
(Citation Press, New York)
- INTRODUCING BOOKS TO CHILDREN, By A. Chambers, (Heinemann
Educational, London)
- LANGUAGE SKILLS IN ELEMENTARY EDUCATION, By Paul S. Anderson,
(MacMillan, New York)
- NEW HORIZONS IN THE LANGUAGE ARTS, By Alvina Burrows, (Harper & Row)
- LEARNING TO READ THROUGH EXPERIENCE By Doris Lee, (Appleton-Century-
Crofts)
- THE LANGUAGE EXPERIENCE APPROACH TO THE TEACHING OF READING, By
Russell Stauffer, (Harper & Row)
- SMUGGLING LANGUAGE INTO THE TEACHING OF READING, By Arthur Heilman,
(Charles E Merrill)
- A TEACHER'S GUIDE TO CHILDREN'S BOOKS, By Nancy Larrick, (Charles E
Merrill)
- TEACHING READING AS A THINKING PROCESS By Russell Stauffer, (Harper
& Row)
- USING LITERATURE WITH YOUNG CHILDREN, By Betty Coody, (William C.
Brown & Co.)
- CHANGE FOR CHILDREN - IDEAS AND ACTIVITIES FOR INDIVIDUALIZING LEARNING.
by Sandra Nina Kaplan, (Goodyear Publ. Co., Inc. California).
- THE HEADTEACHER'S ROLE, By A Cook, (Citation Press)
- THE HUMAN CONNECTION, By Bill Martin, Jr., (The Viking Press)
- INFORMAL TEACHING, By Virgil M. Howes (MacMillan)
- ME, YOU, By Julia Jarrell, (The Learning About Learning, Texas)
- PUSH BACK THE DESKS, by Al Cullum (Citation Press)
- REVOLUTION, By Sir Alec Clegg, (National Edu. Assoc. Washington D.C.)
- A STUDENT CENTERED LANGUAGE ARTS CURRICULUM, GRADES K-13, A HANDBOOK
FOR TEACHERS, By James Moffett, (Houghton Mifflin)
- THE TEACHER'S ROLE, By Ann, Mac, and Herb Cook, (Citation Press)
- WORK JOBS, By Mary Lorton, (Addison-Wesley, Ontario)



LINDENWOOD 4

THE COLLEGE FOR INDIVIDUALIZED EDUCATION

April 11, 1978

TO: EFC

FROM: Craig Eisendrath and Sharon Rubin

Summer Institute in Non-Profit Management in Washington, D.C.

The following is the design for a summer institute which is based directly on our program in voluntary and non-profit management (VAAP). The program has been worked out in close cooperation with the National Center for Voluntary Action, the leading national organization in this field. Dr. Rubin's description follows:

Lindenwood 4 Washington has designed a Summer Institute in Non-Profit Management. It will offer a two-part course, "The Professional Manager" and "Program Design and Implementation" as an eight-week program, June 14-August 2. The Institute will meet eight Wednesday evenings from 6:30 to 9:30 and two Saturdays from 9 to 4. Unless enrollment is over 20, the Institute will be held in our conference room. If enrollment exceeds 20, we have tentatively arranged for a meeting room at the downtown YMCA in exchange for free tuition for the Y's executive director. (Details would, of course, need to be worked out.) The format will be experiential, to capitalize on the varied backgrounds of the students and to maximize benefits from projects which will be implemented within their organizations. There will be a number of guest presenters, both individually and as members of panels, small group discussions, and simulations.

Undergraduate or graduate credit will be given, depending on the student's level, but graduate students will be expected to work at a graduate level of sophistication in three ways: they will be expected to include more advanced literature on the subjects being studied; they will be expected to write more comprehensive papers in greater depth, and they will be expected to participate in class sessions in a more extensive and advanced way.

Faculty for the Institute will include Arlene Schindler, Dale Chastain, and Sarah Ferner, all already active faculty sponsors in our Voluntary Association Administration Program, and all "pros" in the field of non-profit administration. Between them, they have access to a large number of excellent guest presenters.

The decision to design this particular Summer Institute for Non-Profit Management is based on the fact that Washington, D.C. has the largest

Summer Institute in Non-Profit Management in Washington, D.C. (continued)

number of non-profit organization headquarters in the country. Many managers of these organizations came into their positions through the "back door." Either they were volunteers who eventually took on paid staff positions, or they were experts in the content area of the group (arthritis, abused children, community organization) who became managers as the programs grew. Because of these typical career paths, many managers are acutely aware of their absence of training and seek opportunities to upgrade their skills and professionalize their functions. Unfortunately, many non-profit organizations lead a hand-to-mouth existence and employees are denied the benefits of employee development programs common to the profit sector. In addition, managers who are looking for training look for programs other than the entire graduate program, since this sector has, in the past, been accustomed either to no training at all or to training of short duration.

An Institute format will have various benefits for this group of students. It will emphasize two areas of utmost need and usefulness to managers. It will be short-term and therefore familiar as a format. A 2 LCC program will keep the cost relatively low.

Additionally, the philosophy of individualized education can well be supported in an Institute, although the schedule and content will be chosen for the students. The flexible format and the extensive emphasis on participatory learning activities provide a considerable opportunity for students to benefit from work with small groups, to select their own readings, to develop projects particularly useful to their organizations, and to determine the focus of their efforts. However, the Institute format will make it simple and non-threatening for students to register and clear to organizations about the relationship between this training and their employees' professionalism.

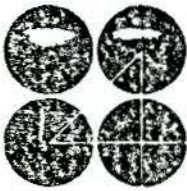
The courses, "The Professional Manager" and "Program Planning and Implementation" were chosen because they are basic to many subsequent topics. In a sense, these are basic and critical to the discipline of non-profit administration, yet because of their continued importance, students who have background in these areas can treat particular aspects in a considerably more advanced way. The subject matter will be covered both didactically and experientially.

"The Professional Manager" will be a study of the varied skills, professional and personal, that a manager of a non-profit program must have to be effective. Personal assessment of skills and leadership capability; techniques of administrative problem solving; personnel management and supervision; and negotiation with boards and relations with staff, volunteers, and the community will be included. There will be an extensive bibliography and particular emphasis on transactional analysis for administrators and on minority group involvement. Among the assignments will be a major paper, examining one current leadership or managerial function. This analysis would include historical performance, together with needs and constraints in contemporary associations. Assignments would also include a diary listing daily work activities undertaken and how these relate to specific managerial functions, and a weekly one-page paper in which the student--as manager--responds to an assigned crisis incident.

Summer Institute in Non-Profit Management in Washington, D.C. (continued)

"Program Planning and Implementation" will deal with basic techniques for resource and needs assessment, elements of design, and organizational implementation. Emphasis will be on pragmatic skills in identification and utilization of resources, interpretation of data, and techniques of collaboration. The major assignment will be a paper describing a new program for the student's organization, from origin of the idea to delivery of services. It will include, but not be limited to, staffing, needs/resource assessment, funding sources, goals and objectives, time frame, evaluation, organizational involvement, budgeting, short and long term costs, and start-up costs. These aspects of program planning will also be covered in the Institute, with additional work on improving personal skills in persuasion and planning strategies for the implementation of creative ideas.

The director of The National Center for Voluntary Action has agreed to allow NCVA to co-sponsor the Institute without obligation on our part, and the Association for Administration of Volunteer Services will accept attendance at this educational program as partial fulfillment of the requirements necessary to qualify as a Certified Administrator of Volunteer Services or for Recertification.



LINDENWOOD 4

THE COLLEGE FOR INDIVIDUALIZED EDUCATION

April 11, 1978

TO: E.P.C.

FROM: Craig Eisenrath and Boyd Morris

RE: Summer Institute in Health Care Administration

Title: Tackling Problems in Medical Care Delivery: Do the Systems Mesh?

The Institute will examine medical care delivery in preventive and curative care, both acute and long term, in terms of five interrelated systems. They are as follows:

1. **The Provider System**
This system includes individual providers (M.D.'s, Nurses, Physicists Assistants, etc.) as well as group services organized to provide medical care, and other forms of institutional services.
2. **The Consumer System**
The consumer will be viewed as a recipient of medical care and as a policymaker at local, state and national levels of organization.
3. **The Educational System**
This system includes the educational preparations of all categories of providers, and the role of education at local, state and national levels in preventive care.
4. **The Payment System**
This system includes the various methods of payment but with particular emphasis on third party payments, and includes an examination of the role of technology in the rising costs of medical care.
5. **The Regulation System**
This involves local, state and federal laws and regulations governing medical care and also current and projected legislation.

Each system will be analyzed from the point of view of the following topics:

1. The history of each system, including the changes which have occurred leading to present practices, and the reasons for the changes.
2. The legislation and regulations affecting each system.

Strom Institute in Health Care Administration (continued)

3. Resulting problems and potential solutions.

4. New forms and developments for improved medical care delivery.

Site visits to major health institutions and agencies in the St. Louis area will augment the program of studies by providing first hand experience with selected organizations and their operations.

THE STRUCTURE OF THE INSTITUTE

The entire institute is comprised of three separate sessions: an Opening Weekend Session in June, the Institute Proper in July, and a final Evaluation Weekend in September.

We anticipate two categories of participants and, consequently, two fee structures.

1. The Institute may be taken for full credit, that is, for 2 Lindenwood College Credits or 7 semester hours of credit. To receive full credit one must participate in all three sessions and satisfactorily complete all written and oral assignments. The cost for full credit is \$575.
2. The Institute may also be taken for no credit. Students electing this option will participate only in the Institute Proper in July. The cost for this option is \$450.

Campus accommodations are available for those who need them. All rooms are air-conditioned. (Need more info -- e.g., # persons per room, cost, meal situation.)

I. Opening Weekend Session. Saturday and Sunday, June 17 and 18.

Saturday, June 17

10:00 - 12:00

Students will register, pay tuition, pick up institute syllabus, and meet informally with faculty. Students who elect to take the Institute for no credit will be mailed a syllabus and set of instructions upon receipt of their tuition.

12:00 - 1:30

Lunch

1:30 - 3:00

Orientation to the program. Introduction of students and faculty, discussion of the goals of the Institute, assignments and projects to be completed, methods of evaluation, and deadlines.

Summer Institute in Health Care Administration (continued)

3:30 - 5:00	Library Orientation
Sunday, June 18	
9:30 - 10:00	Coffee and Doughnuts
10:00 - 12:00	Discussion of Problems in Writing and Research, and Methods of Research. Weekend Concluded.

II. The Institute Proper, Thursday, July 6 through Sunday, July 16.

We will have two instructional periods, each four days long, divided by one augmentation period of three days during which site visits to various major health institutions and agencies will be made. Methodologies during the instructional periods will vary but will include: lectures and discussions, small group instruction, group work of a problem-solving nature, and tutorials. Attention will focus on the practical and theoretical needs of the students whose experiences in medical care delivery will provide a basis for lively interchange and critique, as well as a basis for determining assignments and projects.

	Thurs.	Fri.	Sat.	Sun.	Mon.	Tues.	Wed.
July	6	7 SESSION I	8	9	10	11	12 AUGMENTATION SESSION
	13	14 SESSION II	15	16			

The Augmentation Session, from July 10 through the 12th, will include visits to the following sites:

- The Professional Standards Review Organization (PSRO)
- Yeatman Neighborhood Medical Care Center
- St. Lukes Hospital
- Health Systems Agency
- Jewish Center for the Aged
- Blue Cross-Blue Shield Offices

III. The Evaluation Weekend, September 16 and 17

During the two month interim between the Institute and the Evaluation Weekend students receiving full credit will submit for evaluation a final paper or a project, one preferably that is work related and involves the practical application of material covered in the Institute. Papers or projects should be submitted approximately two weeks prior to the Evaluation Weekend to allow sufficient time for the instructors' review. Some papers

Summer Institute in Health Care Administration (continued)

will be selected for presentation to the full group of participants during the final weekend.

Saturday, September 17

10:00 - 10:30

Coffee. Renew acquaintances

10:30 - 12:00

First round of student presentations and discussions

12:00 - 1:30

Lunch

1:30 - 3:30

Second round of student presentations

3:30 - 5:00

Overall evaluation of Institute

Sunday, September 18

Students may sign up to meet individually with instructors for a oral evaluation and review of their final papers or projects.

RATIONALE

The proposed Institute in Health Care Administration has been designed by our core faculty in this field, Wilbur Thomas and by one of our regular faculty sponsors, Samuel Zibit, working closely with Boyd Morros. Thomas and Zibit, both of whom are experienced and credentialed Health Care Administrators, are clear that the Institute is a unique educational offering by Lindenwood 4 and does not duplicate any regular offering by another institution. Not only will the format be unique but the organization of the Institute will be as well.

Our aim will be to recruit participants from facilities within a two hundred mile radius.

The Institute will not be offered to regular students of the M.S. in Health Administration program as a regular part of their studies.

Summer Institute in Health Care Administration (continued)

EXPENSES

Costs (out of pocket)

1. 3 core faculty for 30 students @ \$50	\$4,500
2. Supplementary instructors	500
3. Refreshments	200
4. Transportation costs for site visits Three days @ \$100	300
5. Material costs	100
6. Duplication	100
7. Postage	50
8. Brochures	250
Total	<u>\$6,000</u>

Income

1. 15 credit students	8,625
2. 15 non-credit students	6,750
Total	<u>\$15,375</u>

Difference between direct out of pocket expenses and anticipated income: \$ 9,375

The Lindenwood Colleges
St. Charles, Missouri

Minutes
Meeting of the Faculty of The Lindenwood Colleges
April 5, 1978

The regular meeting of the Faculty of The Lindenwood Colleges was held Wednesday, April 5, 1978, at 3:00 P.M., in the Fine Arts Building. Dr. William C. Spencer, President, presided. Dr. Esther L. Johnson gave the invocation.

Cindy Gross represented the students of Lindenwood College for Women.

Dr. James W. Swift, Program Administrator of the Bachelor of Medicine Program, reported on the progress of the program and encouraged members of the faculty to become more involved in some parts of it. Curriculum development was begun last fall under the leadership of Dean Patrick F. Delaney, Jr. and Dr. C. Edward Balog. There is now a Curriculum Committee who will be responsible for the remaining parts of the curriculum. Faculty will be contacted next fall to participate in further curriculum development.

President Spencer distributed his April 5 memorandum to the faculty which was read and discussed. He emphasized that we must operate with a balanced budget next year. The deans will be meeting with divisions to see what can be done. President Spencer also said that some are awaiting salary letters and some are awaiting contracts; part-time people want to know if they are going to be employed. Decisions made in the next few weeks will enable us to know what commitments we can make.

Dr. James F. Hood, Chairman of the Educational Policies Committee, on behalf of EPC moved that the program in Public Affairs, as attached to the agenda, be approved. The motion was seconded and passed.

On the recommendation of EPC Dr. Hood moved that the Master in Fine Arts in Theatre be endorsed by the Faculty. The motion was seconded and approved. Description of the program is attached to the agenda.

On behalf of EPC Dr. Hood moved the adoption of the Master of Arts in Education with emphasis in Theatre, as attached to the agenda. The motion was seconded and passed.

Dr. John A. Bornmann, Chairman of the Nominations Committee, moved that those committees in which there is no carryover of membership from year to year or in which there is no regularly designated chairperson the person receiving the highest number of votes be declared the chairperson pro tempore and that such chairperson be directed to call a meeting of the committee no later than the end of October 1978 for the purpose of electing a regular chairperson and examining the duties of the committee as presented in the Constitution and Bylaws. The motion was seconded and passed.

Dr. Bornmann distributed ballots for the election of faculty members to committees:

Educational Policies Committee (one from Division of Natural Science and Mathematics to be elected)

Nominations from the Nominations Committee:

Dominic Soda
John Nichols

A motion was made, seconded and passed that nominations be closed.

Elected:

Dominic Soda

Lindenwood College for Women Curriculum Committee (two to be elected)

Nominations from the Nominations Committee:

Robert G. White, Jr.
Jeanne Huesemann
W. Dean Eckert
Patricia Delks

A motion was made, seconded and passed that nominations be closed.

Elected:

Jeanne Huesemann
Patricia Delks

Lindenwood College for Men Curriculum Committee (two to be elected)

Nominations from the Nominations Committee:

Wesley Van Tassel
Norman King
Solon Chervitz

A motion was made, seconded and passed that nominations be closed.

Elected:

Wesley Van Tassel
Norman King

Special Terms Committee (two to be elected)

Nominations from the Nominations Committee:

Richard Wier
James Feely
W. Dean Eckert

Special Terms Committee (Continued)

A motion was made, seconded and passed that nominations be closed.

Elected:

James Feely, Chairperson pro tempore
W. Dean Eckert

Special Events Committee (one to be elected)

Nominations from the Nominations Committee:

Cecilia Staudt
Vincent Brescia

A motion was made, seconded and passed that nominations be closed.

Elected:

Vincent Brescia, Chairperson pro tempore

Academic Resources Committee (three to be elected)

Nominations from the Nominations Committee:

Donna Jo Vandagriff
Dominic Soda
Richard Rickert
Solon Chervitz

A motion was made, seconded and passed that nominations be closed.

Elected:

Donna Jo Vandagriff, Chairperson pro tempore
Dominic Soda
Solon Chervitz

Admissions and Financial Aid Committee (two to be elected)

Nominations from the Nominations Committee:

Sheldon Weinberg
Lucy Morros
Fern Bittner
Grazina Amonas

A motion was made, seconded and passed that nominations be closed.

Elected:

Lucy Morros, Chairperson pro tempore
Susan Arisman

Concerts and Lectures Committee (two to be elected)

Nominations from the Nominations Committee:

Richard Wier
Kenneth Westphal
Cynthia LaFata
Grazina Amonas

Nominations from the floor:

Yvonne Ghareeb

A motion was made, seconded and passed that nominations be closed.

Elected:

Cynthia LaFata, Chairperson pro tempore
Yvonne Ghareeb

Board and Faculty Curriculum Committee (two tenured and one non-tenured to be elected)

Nominations from the Nominations Committee:

Tenured:

Esther L. Johnson
John S. Burd
Fern Bittner

Non-tenured:

Lucy Morros
Robert King

A motion was made, seconded and passed that nominations be closed:

Elected:

Tenured:

John S. Burd, Chairperson pro tempore
Fern Bittner

Non-tenured:

Lucy Morros

Bachelor of Medicine Admissions and Retention Committee (one from each division to be elected)

Nominations from the Nominations Committee:

Natural Science and Mathematics Division

Jeanne Huesemann
Vincent Brescia

Social Science Division

James Evans
C. Edward Balog

Humanities Division

Anthony Perrone
Arthur Kanak

A motion was made, seconded and passed that nominations be closed.

Elected:

Jeanne Huesemann
C. Edward Balog
Arthur Kanak

Bachelor of Medicine Curriculum Committee (one from each division to be elected)

Nominations from the Nominations Committee:

Humanities Division

Anne Perry
Howard Barnett

Social Science Division

Cecilia Staudt
Linda Nelson

Natural Science and Mathematics Division

John Nichols
John A. Bornmann

A motion was made, seconded and passed that nominations be closed.

Elected:

Howard Barnett
Linda Nelson
John A. Bornmann

Dr. Daryl Anderson, Chairman of Faculty Council, called attention to the Constitutional Changes Concerning Freedom, Status, and Governance adopted by the Faculty March 1, 1978, and attached to the agenda. She also called attention to the Bylaw changes as recommended January 11, 1978 and amended February 1 and March 1, 1978, attached to the agenda, and moved on the recommendation of Faculty Council that these bylaw changes be adopted. The motion was seconded and passed. The Constitution and Bylaw changes will be referred to the Board for consideration and action.

Dr. Anderson then called attention to the proposed additions or changes to the Constitution and Bylaws dated March 27, 1978 and attached to the agenda. A motion was made, seconded and passed that a committee of five be appointed to examine the changes and make a report at the next regular meeting.

The following were nominated to the committee:

Howard Barnett
Penelope Biggs
John McClusky
Dominic Soda
Kenneth Westphal

A motion was made, seconded and passed that nominations be closed.

Next Dr. Anderson pointed out that on page 4 of the Proposed Additions or Changes to the Bylaws the Bachelor of Medicine Curriculum Committee, the Bachelor of Medicine Admissions and Retention Committee, and the Committee on Graduate Faculty are already constituted committees. This addition to the bylaws is to formalize these. On the recommendation of Faculty Council it was moved, seconded and passed that V-A-3-g, V-A-3-h, and V-E be adopted as additions to the Bylaws. V-E under the present Bylaws will become V-F, and V-F will become V-G.

Mrs. Eva Emory announced that the following changes should be made in the list of degree candidates attached to the agenda:

Lindenwood II, Bachelor of Fine Arts, Spring - Correction in spelling:
WADE James Wilkin
Lindenwood II, Bachelor of Science, Spring - Move John Michael O'Neill, Jr.
to Summer
Lindenwood II, Bachelor of Science, Spring - Add Steven Roger Wood
Lindenwood II, Bachelor of Science, Spring - Delete Samuel Darnell Word
Lindenwood III, Bachelor of Science, Spring - Move Lloyd William Callaway
to Summer
Lindenwood III, Bachelor Science, Summer - Move Donald L. Rapier to
Spring
Lindenwood III, Bachelor of Science, Spring - Add Kenneth Lee Ward
Lindenwood IV, Master of Arts, Spring, Correction in spelling:
ALICE Beck Simmons

Mrs. Emory moved that the degree candidates be awarded the appropriate degrees upon satisfactory completion of requirements. The motion was seconded and passed.

Dr. Howard Barnett stated that he is very concerned about the considerable increase in the cost of many textbooks as new editions come out, and suggested the possibility of the college acquiring some basic texts at a low cost and renting them to students in order to save students money. Miss Patricia Delks said that if she could have a list of such books she could watch for them on the duplicate exchange. Dr. Barnett moved that a small committee be set up with volunteers to study the situation. The motion was seconded and passed. Mr. John Nichols volunteered to assist Dr. Barnett in this study.

On motion made by Dr. Hood, seconded and passed, the following students were elected to Alpha Sigma Tau:

Billie Jo Derham	3.88	grade	point	average
Cindy Foote Gross	3.94	"	"	"
Marla S. Houser	3.57	"	"	"
Audrey J. Kramer	3.68	"	"	"
Kriste Anne Meek	3.50	"	"	"
Nancy Schneider	3.74	"	"	"
Brenda K. Terry	3.87	"	"	"
Joan Van Becelaere	3.84	"	"	"
Kristi Young	3.81	"	"	"
Ruth McCoy	3.51	"	"	"

In connection with the President's memorandum to the faculty Mr. James Williams moved that the Faculty be provided with a budget by the smallest accounting unit for all accounting units within the college, expenditures by the smallest accounting unit, and revenue by the smallest accounting unit in terms of current amount and last year's amounts. The motion was seconded but failed.

Dr. John S. Burd asked that NCATE information which he has requested be returned as soon as possible.

Dr. Burd announced that the "Back to Basics" conference to be held April 9 is being funded by the Missouri and National Committee for the Humanities and by Kiwanis. All members of the Faculty are invited to attend.

Dean Doris Crozier announced that Honors Day will be Wednesday, May 3, at 3:00 P.M., and urged all members of the faculty to attend.

President Spencer announced that the regular May faculty meeting will be May 10 instead of May 3.

Dean Craig R. Eisendrath announced that the Lindenwood 4 Chautauqua will be April 14-16. Dr. Philip Slater, author and sociologist, will speak April 15.

Mrs. Fern Bittner announced that Mr. Groff Bittner's piano recital will be Friday, April 14.

Mrs. Bittner announced that the Lindenwood horse show will be April 29-30.

President Spencer announced that the commencement speaker will be John D. Vavra, M.D., Director, Unit I Medicine, St. Louis City Hospital and Professor of Medicine, Washington University School of Medicine.

Dr. Spencer asked members of the faculty who are planning meetings or conferences to talk with Alice Wise about room and board charges. Members of the faculty or staff should not independently determine these charges.

Dr. Spencer also noted that members of the faculty should not sign grant or project applications on behalf of Lindenwood. These can be signed only by a person officially designated by the Board of Directors.

There being no further business the meeting was adjourned at 5:15 P.M.

Mary Yonker
Acting Secretary

Approved:

John Nichols
Secretary of the Faculty

THE LINDENWOOD COLLEGES
Educational Policies Committee
Minutes
May 10, 1978

Present: Balog, Bartholomew, Bornmann, Delaney, Eisendrath, Hueseemann, White, and Emory. Dr. Lucy Morros was also present in behalf of L4.

Two items were discussed:

1. Eisendrath proposed that Summer Institute in Health Care, previously approved for non-credit and at the graduate level only, be changed from non-credit to credit for $1\frac{1}{2}$ LCC's, graduate or undergraduate credit, stating that it could be integrated into the L4 program in this form. It was moved, seconded and passed that the change be made, contingent upon the faculty approval of partial credit for L4 in the Faculty meeting to follow.
2. Natural Science Division brought a recommendation that Biology 321, Advanced Physiology, be approved as a new course.

Adjourned.

Course description for Biology 321 - Advanced Physiology:

A study of integrated human functions with emphasis on neural and endocrine physiological relationships and controls.
Prerequisite, Biology 310.

This course will be offered as a part of the Lindenwood nursing program. The course will also be offered at St. Luke's Hospital School of Nursing and at St. Louis City Hospital in the Medical Nurse Practitioner Program.

The Lindenwood Colleges
St. Charles, Missouri

Minutes
of the
Committee of the Whole Meeting
and
Special Faculty Meeting
May 23, 1978

A meeting of the Faculty as a Committee of the Whole was held Tuesday, May 23, 1978, at 1:30 P.M., in the Cardy Reading Room of the Library to discuss the March 27 proposed additions or changes to the Faculty Constitution and Bylaws as recommended by Faculty Council.

The following are listed in the order in which they appear in the Constitution and Bylaws, not in the order in which the motions were made.

A motion was made, seconded and passed that "Faculty Administrators in the College for Individualized Education" be deleted throughout the constitutional and bylaw changes except for the section on Faculty Administrators, and "faculty administrators" under I-B - Faculty Status - of the constitutional changes.

A motion was made, seconded and approved to delete the recommended deletion to I-C-1-a of the Constitution - "Delete 'at least one of whom must be from Lindenwood 4.'"

A motion was made, seconded and passed that under the constitutional changes the following be added to IV-D-1 (Selection of Faculty Administrators):

One Faculty Administrator shall be appointed by the President in consultation with the Faculty Administrators to perform the duties of the department chairman in the procedures for renewal and promotion.

A motion was made, seconded and passed that under Bylaws I-E - Criteria for Promotion, Renewal and for the Granting of Tenure - be changed to read:

Add: Department chairmen will maintain a file on all faculty within the department which will include records relevant to the criteria listed. They shall meet regularly with individual department members to update and review the records and to discuss professional growth.

Under I-E-2-d of the Bylaws a motion was made, seconded and passed to substitute "statement of self-evaluation from faculty member" for "a personal profile of strengths, contributions to The Lindenwood Colleges, past and present, and view of why faculty members would like to be tenured at The Lindenwood Colleges."

A motion was made, seconded and passed that I-G-1 under the Bylaws be changed to read: Initiative for promotion and/or granting of tenure may come from..."

A motion was made, seconded and passed to delete I-G-2-a of the Bylaws which reads: "The faculty member has prime responsibility for providing information and evidence - in addition to the file for promotion and tenure."

A motion was made, seconded and passed that under the bylaw changes the proposed changes under III be deleted; i.e.:

- A. Add College for Individualized Education as a fourth division.
- B. 1. In the College for Individualized Education voting members shall be Faculty Administrators.

It was agreed that formal action should be taken on the changes in the Faculty Constitution and Bylaws and that a special meeting of the faculty should be convened in order to do so. A motion was made and seconded to waive the requirement for two day written notice of a special faculty meeting. The motion was passed by more than two-thirds vote of those present.

President Spencer called the special meeting of the faculty to order.

A motion was made, seconded and passed that the faculty adopt the recommendations of the Faculty Council and the Committee of the Whole for alteration of the Constitution and Bylaws. Copy of the additions and changes as adopted March 1, April 5, and May 23 is attached.

There being no further business the meeting was adjourned at 2:35 P.M.

Mary Yonker
Acting Secretary

Approved:

John Nichols
Secretary of the Faculty

Constitutional Changes
Adopted by Faculty March 1, 1978 and May 23, 1978

I. Academic Freedom, Faculty Status, and Governance

A. Academic Freedom, Responsibility and Tenure

1. Academic Freedom ... etc.
2. Academic Responsibility ... etc.
3. Academic Tenure ... etc.

B. Faculty Status (new definition)

A faculty member is a person whose primary responsibility in The Lindenwood Colleges involves direct participation in instruction and supervision of the academic processes as follows:

1. All those persons whose teaching load is regularly full time, seven courses per year, or the equivalent
2. professional librarians
3. faculty administrators.

Part-time faculty on continuing appointments and those persons whose contractual arrangements with The Colleges consist wholly of contingency contracts are accorded the same freedom and are subject to the same responsibilities in teaching as regular, full-time faculty members, but they are not subject to the system of faculty tenure and do not have committee obligations. Faculty administrators are not subject to the system of faculty tenure.

C. Faculty Governance

The President and Deans of the Faculty have administrative authority over The Colleges, such authority sustained and qualified by collegial support as represented in the faculty's position of shared responsibility. This responsibility is represented in the Faculty Council.

(Delete date from text in current form of constitution.)

1. Membership of Faculty Council

- a. two representatives from each division and four members elected by the faculty at large, at least one of whom must be from Lindenwood 4.
- b. Terms of Council members shall be two years with divisional and at large representatives to be elected in alternate years.

UNDERLINED ITEMS INDICATE CHANGES.

- c. One Dean to be appointed by the President will sit as a representative of the Administration.
2. No change (stipulation concerning concurrent EPC/FC membership)
3. Definition of terms
 - a. Consultation (no change)
 - b. Joint Action (no change)
4. Areas of Shared Responsibility.
 - a. To consult with the appropriate Deans as administrative spokesmen in the establishment of priorities concerning faculty appointments.
 - b. To consult with the appropriate Deans as administrative spokesmen concerning reappointments and non-renewals of contracts, promotions, salaries, and fringe benefits.
 - c. Joint Action -- (tenure) (appropriate Deans, etc.)
 - d. Joint Action -- (dismissal) (appropriate Deans, etc.)
 - e. To recommend and review criteria concerning appointments, reappointments, non-renewals of contract, promotions and rank, salary, fringe benefits, tenure, and replacement of full and part-time faculty on leave or sabbatical.
 - f. To maintain effective community channels between the Board of The Colleges and the Faculty of The Colleges.
 - g. To review and consult with the President and/or senior financial officer concerning the annual budget of The Colleges.
 - h. To conduct on-going institutional research -- etc. (from Bylaws)
 - i. To review cases of disagreement between the administration and individual faculty members concerning sabbatical leave requests. (from IV-B-2 of the Bylaws)
 - j. To make recommendations concerning emeritus status of retiring faculty. (from IV-B-3 of the Bylaws)
 - k. To establish the Faculty-Board Liaison Committee according to procedure in the Bylaws.
 - l. To review proposed Bylaws, to amend such proposed ... etc. (from I-B-4-F of Constitution (no change))

IV. Faculty Having Administrative Responsibility

A. The Division Chairman

1. Selection

2. Duties

a.

b.

c. He shall act in the stead of the Department Chairman in cases of renewal, tenure, and promotion involving the members of one person's departments.

B. The Department Chairman

1. Selection

2. Duties

c. He shall review with the Dean and the members of the department matters of promotion, tenure, renewal and non-renewal of contracts and, with the Dean (omit "of the faculty"), present the results of this review to the Faculty Council.

D. Faculty Administrators

1. Selection

Faculty Administrators shall be appointed by the President on the recommendation of the Dean of the College for Individualized Education and the Faculty Council to positions in the College for Individualized Education with academic rank and shall be eligible for promotion according to criteria set forth in the Bylaws. One Faculty Administrator shall be appointed by the President in consultation with the Faculty Administrators to perform the duties of the department chairman in the procedures for renewal and promotion.

Delete references to professional library staff when wording "faculty and library staff" is used in Constitution and Bylaws.

Delete "Faculty Administrators in the College for Individualized Education" throughout the Constitution and Bylaws except for section on Faculty Administrators.

Bylaw Changes
Adopted by Faculty April 5, 1978 and May 23, 1978

I. B. Term of Probation (change from Probational Periods to Each Rank)

C. Term of Initial Appointment

Change #4 to 1 Full Professor: ... the initial appointment to the rank of full professor is for one year or other written contractual periods. At the end of one year evaluation proceedings as outlined in the Constitution shall be followed. (Delete rest)

Change #5 to 2 Associate Professor: The initial appointment to the rank of associate professor is for one year or other written contractual periods and may be renewable on a yearly basis thereafter. At the end of one year evaluation proceedings as outlined in the Constitution shall be followed. (Delete: prior to granting of tenure, ... at least ... thereafter.)

Change #6 to 3 Assistant Professor: Appointment to this rank, prior to the granting of tenure, shall be for a term of one year and shall be renewable. (Delete: at least) At the end of one year evaluation proceedings as outlined in the Constitution shall be followed.

Change #7 to 4 Instructor: Appointment to this rank shall be for a term of one year and may be renewable yearly up to six years. If, after six years, promotion to assistant professor is denied, the instructor will be given notice of one year. (Delete "at least") At the end of one year evaluation proceedings as outlined in the Constitution shall be followed.

Change #8 to 5

Delete #9.

Change C Notice of non-Reappointment to D

5. Delete next to last line and add: in IV-A-2 of Bylaws

Change D to E Criteria for Promotion, Renewal and for the Granting of Tenure

Add: Department chairmen will maintain a file on all faculty within the department which will include records relevant to the criteria listed. They shall meet regularly with individual department members to update and review the records and to discuss professional growth.

1. Number of years of service at The Lindenwood Colleges and other colleges will be considered for candidates for tenure and promotion.
2. Evidence of teaching ability documented by:
 - a. statements from departmental and divisional colleagues including chairpersons of both

- b. statements from present and past students
 - c. professional and independent sources from outside the institution
 - d. statement of self-evaluation from faculty member.
3. No change
 4. Involvement in conferences, workshops, institutes, and travel, or other evidences of professional development which inform the teacher's academic discipline and teaching competence.
 5. No change
 6. No change
- F. Procedures for Renewal of Contract (new section)
1. Initiative for renewal will come from the Dean or Department Chairman.
 2. The review for renewal by the Dean and Department Chairman will include:
 - a. a written statement by the Department Chairman which will become a part of the person's departmental file
 - b. a written statement by the Divisional Chairman which will become a part of the person's departmental file
 - c. student evaluations
 - d. letters from colleagues if desired
 - e. a written statement by the Dean which will become a part of the person's departmental file.
 3. In the case of a one person department, the Divisional Chairman will act in the capacity of the Department Chairperson.
 4. Procedures for consultation with Faculty Council will be followed as outlined in IV-A-2 of the Bylaws.

Change E to G Procedures for Promotion and Granting of Tenure

1. Initiative for promotion and/or granting of tenure may come from the faculty member in consultation with the Department Chairman. In tenure cases, if such initiative is not taken within the time period designated in I-B of the Bylaws, the Dean will initiate procedures.
2. Whoever initiates the recommendation, the department chairman and the appropriate Dean consult on it.

2. Consultation concerning reappointments and non-renewals of contract, promotions, salaries and fringe benefits will be initiated by Council in the form of letter to Deans requesting time schedules for such consultation when appropriate.
3. Procedures for the recommendation and review of criteria concerning appointments, reappointments, non-renewals of contract, promotions and rank, salary, fringe benefits, tenure and replacement of faculty on leave or sabbatical will include the establishment of committees who will discuss such criteria with the Deans and make recommendations to the Council. The committees will be standing committees of the Council and will include the following:

 - a. Committee to consider faculty appointments
 - b. Committee to consider reappointments and non-renewals
 - c. Committee to consider promotion, rank and tenure
 - d. Committee to consider salary and fringe benefits.
4. Maintenance of communication channels between the Board and the Faculty will be established through the election of a council member by the Council as a representative to Board meetings with voice.
5. Review of college budget will be carried out by the Faculty Council in consultation with the President and/or senior financial officer.
6. Information shall be continuously available that would enhance the judgment of the Council on personnel matters. Council shall create a committee of six members, of whom three must be members of the Council elected to perform this task, and three shall be appointed by the Dean on the Faculty Council. (From IV-B-1 of Bylaws)
7. In cases where a faculty member applies for sabbatical leave, and there appear to be indications that this may not be granted, the Council, at the request of either the faculty member or the Dean on the Council, may review the situation ... etc.
8. The Council shall establish a Faculty-Board of Directors Liaison Committee. This shall consist of the three elected officers of the Council, plus two members appointed by the appropriate Dean from the Faculty at large. This committee shall have the following duties:

 - a. They shall meet at least twice during each academic year with the Board of Directors to present, inform, and discuss special issues of faculty concern.
 - b. When a President or Dean is to be appointed, they shall act as consultants in the initial stages in the process of discovering and interviewing candidates. The committee shall seek faculty

opinion regarding standards for evaluation of candidates and the names of possible candidates, shall present these as recommendations to the Boards of The Colleges, and shall remain available for consultation until the appointment is made.

(from IV-B-4-a and b of the Bylaws)

9. For Council procedures in making recommendations to faculty concerning Constitution and Bylaw changes, see VIII and IX of the Constitution.

V. Faculty Committees

A. Educational Policies Committee

3. Subcommittees

g. Bachelor of Medicine Curriculum Committee

1) Membership

- a) Four faculty members, one from each of the Humanities, Social Sciences and Natural Science and Mathematics Divisions elected by the faculty, and one to be appointed.
- b) One member of the Educational Policies Committee.
- c) The Director of Medical Nurse Practitioners Program, Washington University
- d) The Program Administrator
- e) The Dean of Lindenwood College II, Consultant
- f) Two Bachelor of Medicine students, one from LC I, one from LC II, to be elected by the Bachelor of Medicine students.

2) Duties

- a) Monitors the entire curriculum of the program
- b) Plans and implements the program seminars
- c) Communicates with the Executive Committee and the Admissions and Retention Committee

h. Bachelor of Medicine Admissions and Retention Committee

1) Membership

- a) Four faculty members, one from each of the Humanities, Social Sciences and Natural Science and Mathematics Divisions, to be elected for two-year staggered terms by the faculty, and one to be appointed.

- b) One member of the Educational Policies Committee
- c) The Director of Unit I Medicine, St. Louis City Hospital
- d) The Director of Medical Nurse Practitioners Program, Washington University.
- e) Ex officio members, the Dean of Lindenwood College II and the Program Administrator.

2) Duties

- a) Makes recommendations for the admissions policy and procedures for the program.
- b) Makes final selection of students
- c) Monitors each student's progress.

E. Committee on Graduate Faculty

1. Membership

- a. The four Deans (Women's, Men's, Evening, and College for Individualized Education)
- b. The Directors of Graduate Programs
- c. One member of the Educational Policies Committee
- d. One member of the Faculty Council.

Change V-E - Graduate Admissions Committee - to V-F.

Change V-F - Nominations Committee - to V-G.