

AGENDA

SAUK VALLEY COLLEGE BOARD OF TRUSTEES MEETING
Conference Room, Third Floor, 3L14
November 14, 1977 7:30 P.M.

- A. Call to order
- B. Roll call
- C. Written communication from visitors
- D. Recommended actions
 - 1. Approval of minutes as submitted
 - 2. Personnel matters
 - 3. Acceptance of donation
 - 4. Other items
- E. Old Business
 - 1. Report on negotiations
 - 2. Report on audit
 - 3. Report on building repairs
 - 4. Other items
- F. New Business
 - 1. Proposed theatre renovation
 - 2. Insurance Consultant
 - 3. Other items
- G. President's Report
 - 1. Report from student trustee
 - 2. Minutes of SVC committee meetings
 - 3. SVC spring schedule
 - 4. Freshman Class Profile Report
 - 5. Report on ISSC
 - 6. Complaint from citizen regarding content of recent drama production
 - 7. Other items
- H. Time of next meeting
- I. Adjournment

bg
11-9-77

MINUTES OF THE SAUK VALLEY COLLEGE BOARD OF TRUSTEES MEETING

November 14, 1977

The Board of Trustees of Sauk Valley College met in regular meeting on November 14, 1977 in the Board Room of Sauk Valley College, Rural Route #1, Dixon, Illinois.

Study Session: The Board met at 6:30 p.m. for a public study session on building repairs.

Call to Order: At 7:30 p.m. Chairman Coplan called the meeting to order and the following members answered roll call:

Kay Fisher	Lorna Keefer
Oscar Koenig	Ann Powers
Juanita Prescott	William Reigle
Ronald Coplan	Barb Pasada

Minutes: It was moved by Member Koenig and seconded by Member Reigle that the Board approve the minutes of the October 24 meeting with a correction on the Treasurer's Report to show that the motion was seconded by Member Koenig rather than Member Reigle as originally shown. Motion voted and carried.

Donation: Discussion was held on the donation of a jet turbine engine from the federal government.

Audit Report: The attached memorandums were presented the Board in regard to the 1977 audit. It was the consensus of the Board that Mr. Van Osdol should be invited to the November 28 meeting to discuss his management letter and the administrative response to that letter.

Building Repairs: In regard to needed building repairs, the Board requested the administration contact Rath's, Rath's, & Johnson, Inc., and Wiss, Janney & Elsnor Associates to come out to the college and make presentations in regard to their suggestions for needed repairs to the building.

Theatre Renovation: The Board was presented with the attached material in regard to remodeling work requested in the theatre area.

Insurance
Consultant:

Discussion was held on hiring an insurance consultant for the college. It was moved by Member Fisher and seconded by Member Powers that the Board invite Charles J. Reed (for a fee of \$100) to attend the next Board meeting and explain the services of his firm. In a roll call vote the following was recorded: Ayes Members Fisher, Keefer, Koenig, Powers, Prescott, Reigle, Coplan and Pasada. Nays-0. Motion carried.

President's
Report:

Student Trustee, Barb Pasada, reported on the recent ASB elections, the Legends of Jazz Concert, the Budweiser Super Stars competition, and her recent committee assignment. President Cole reported on the spring class schedule, various committee meeting minutes, Freshman Profile report by Mack Warren, a letter from the Ill. Assoc. of Student Financial Aid Administrators, a letter from Viola Larson on the drama program, a copy of Public Act 80-730 stating student trustees now can make and second motions and attend executive sessions, minutes of the faculty association meeting held November 9th, a letter commending Mack Warren for the College and Career Night held November 3, a tentative unit cost study analysis, and finally a report from John Sagmoe on the Adult Learning Center at Rock Falls. This report should be studied by the Board members as it will be discussed at the next meeting.

Executive
Session:

At 8:45 p.m. it was moved by Member Prescott and seconded by Member Pasada that the Board adjourn to executive session to discuss collective bargaining. In a roll call vote, all voted aye. Motion carried. At 9:14 p.m. it was moved by Member Prescott and seconded by Member Fisher that the Board return to regular session. In a roll call vote, all voted aye. Motion carried.


Regular
Session:

Adjournment:

Since there was no further business, it was moved by Member Powers and seconded by Member Koenig that the Board adjourn. The next regular meeting will be November 28 at 7:30 p.m. In a roll call vote, all voted aye. Motion carried.

The meeting adjourned at 9:15 p.m.

Respectfully submitted:



Lorna Keefer, Secretary

SAUK VALLEY COLLEGE

RURAL ROUTE ONE,

DIXON, ILLINOIS 61021

DATE November 9, 1977

MEMORANDUM

TO: SVC Board of Trustees

FROM: Dr. George E. Cole *G.E.C.*

RE: AGENDA ITEM #D-3 - ACCEPTANCE OF DONATION

The attached memorandums from Dean Williams and Irv Parke indicate that we are in the process of receiving a Jet Turbine Engine. A tentative commitment was required from the college last week and this piece of equipment was accepted subject to formal Board approval.

In the opinion of the industrial and technical staff persons, this would be a valuable addition to our learning lab and I recommend that the Board empower the administration to accept and place this piece of equipment in our lab. It is my understanding that the transportation charges will be paid by the donor.

RECOMMENDATION:

The President recommends that the Board accept the donation of a Jet Turbine Engine from the federal government and empower the administration to write a letter of appreciation.

GEC/bg
Enc.

D-3

SAUK VALLEY COLLEGE

RECEIVED NOV 8 1977

RURAL ROUTE ONE,

DIXON, ILLINOIS 61021

DATE November 4, 1977

MEMORANDUM

TO: Dr. Cole

FROM: Dr. Williams *File*

Attached is a memo from Mr. Parke, indicating that we have access to a Jet Turbine Engine.

As I understand it, time is of an essence; therefore, pursuant to our conversation this morning I have informed Mr. Parke that he should accept this donation immediately. Normally it is my practice to take such matters to the Board of Trustees for approval. If we waited until November 14, 1977 (next regular Board Meeting date), we may lose this opportunity.

When it has arrived I will forward further information to the Board for formal acceptance. I would appreciate your informing them of this extenuating circumstance.

m

enc

cc: James Strickland

SAUK VALLEY COLLEGE

RURAL ROUTE ONE,

DIXON, ILLINOIS 61021

DATE 11-3-77

MEMORANDUM

TO: Dr. Williams

FROM: Irv Parke

RE: Jet Turbine Engine for Donation to Sauk

This item is being donated by the federal government to schools for use as we see fit. This is a \$25,000 engine, new in container, now stored at Rock Valley College. This is available through Republican John Anderson's office in Rockford. Mr. Bob Heckman at Commonwealth Edison is our go between. He is having the necessary paperwork sent to us for Board approval. Our only expense would be transportation from Rockford but Mr. Heckman has stated he would take care of this for us.

IP/js

cc: J. Strickland

RECEIVED
NOV 3 1977

10% of Dean of Career Education

SAUK VALLEY COLLEGE

RURAL ROUTE ONE,

DIXON, ILLINOIS 61021

DATE November 9, 1977

MEMORANDUM

TO: SVC Board of Trustees

FROM: Dr. George E. Cole
President

RE: AGENDA ITEM #E-2 - REPORT ON AUDIT

The management letter prepared by Lindgren, Callihan, Weaver and Van Osdol dated October 17, 1977, was distributed to the Board along with the annual audit. The Board requested a response from the administration, leaving open the possibility of future discussions with the auditor. The management letter was examined in detail by the administrative council on Thursday, October 27, 1977. After several hours of discussion it became apparent that although some of the comments by the auditor were helpful and constructive, others were vague and open to controversy and some of his comments appeared to be inappropriate, or in the words of the financial aid director, "erroneous".

Where possible, resolution was reached on the auditors' suggestions and it was decided that we would have a second meeting with the auditor being present at which time he could explain the intent of suggestions expressed in the management letter.

In preparing this response to the Board, I have requested each administrator to respond to those areas which are within his realm of responsibility and in my report I am providing these reports as supplemental material.

In essence, the management letter addresses itself to five problem areas: 1) The disbursement of checks for honorariums, 2) The preparation and disbursement of overload compensation payments to faculty, 3) The problem of deferred tuition payment, 4) The problem of cash receipts collected through the various student activities program and the Child Care Center, and 5) Compliance with federal financial aid requirements. I will discuss each of these problem areas in detail.

I. HONORARIUMS

(See Paragraphs 1, 2 & 3, Page 2 of the management letter.) It was the consensus of the administration that at the present time there is some confusion surrounding the proper procedure for the disbursement of checks and to remedy this confusion the following procedure will be implemented.

The most desirable method of disbursing checks for honorariums is to have them distributed by mail from the Business Office. The check will not be mailed until proper documentation is provided by the individual requesting the payment. If, in the opinion of the Business Office, proper documentation is not in evidence, it is the responsibility of the Business Office to contact the individual who has requested payment and specify what additional documentation is needed before the check will be disbursed.

It is understandable that there will be situations where it would be more convenient and proper to have a check drawn in advance for an individual providing a service, e.g., commencement speakers, guest lecturers, etc. In those situations where it is felt that a check should be drawn in advance, the individual who requested the check will be provided with the check and a form prepared by the Business Office. When the check is given to the individual providing the service, the form will be signed attesting to the fact that he has received the check. The responsibility of the person requesting the check will not be considered fulfilled until he has returned the properly signed form to the Business Office to be filed away with the check request documenting the fact that services were provided and that the individual who provided the service did in fact receive payment for that service.

II. PREPARATION AND DISBURSEMENT OF OVERLOAD COMPENSATION

(See Paragraph 3 & 4, Page 2 and Paragraph 1, Page 3 of the management letter.) There was considerable confusion and controversy on the part of the administration in interpreting this problem area. Both Deans Bunch and Williams have replied in detail to questions which were raised by the auditors. It is apparent that there were several minor arithmetic errors made in Dean Williams' office but that the major area of concern on the part of the auditor was that there is apparently a certain degree of judgemental latitude permitted by the existing labor contract. It is the opinion of the administration that allowing the deans the prerogative of making judgements is both necessary and desirable. We have, for example, carefully avoided making references to class sizes in the labor agreement for obvious reasons. Maximum class sizes are generally counter-balanced by minimum class sizes. If we existed in a world of minimums and maximums at Sauk Valley College, a great amount of the instructional services now provided would not be possible.

Although Sauk Valley College has nearly 400,000 square feet of space in the main campus building, the fact remains that there are only approximately 18,700 square feet of traditional classroom space and approximately 80,000 square feet of laboratory space. The architect designed a very non-traditional instructional facility which goes far beyond the traditional world of maximum class sizes. We have large lectures which allow classes of more than 100 and these large lectures are sometimes subdivided into smaller laboratory sections. It is possible for a teacher to complete his workload assignment with less than five classes. Sometimes two or three are enough.

At least one-half of the programs in the building deal with self-pacing individual learning arrangements which makes class size irrelevant in that open laboratory hours are made available to students and the work is performed according to their own timetable. With these types of learning situations it is imperative that each instructional dean have sufficient freedom to work out class load assignments in such a manner that the individual teacher fulfills the expected number of credit hours per academic year which is agreed to in the master labor agreement. With the fluctuations in enrollment, it is sometimes necessary to provide individuals with overload payment for unusually large class assignments and to occasionally work out tutoring arrangements. The overload payment situation was complicated somewhat for the 1976-77 year in that the labor agreement was not ratified until the end of the fall semester and provisions in that agreement were retroactive to the beginning of the fall semester.

Many individuals in the career program area of the college received large overload compensation because of this retroactive settlement and the revision of the minimum workload schedule expected from each faculty person. The documentation provided by the deans indicates that by working out individual arrangements with individual teachers, the net result was that the college saved several thousand dollars and that the instructional service was provided in a manner which was both acceptable to the students as well as to the instructors.

We do not feel that it is within the prerogative of the auditor to dictate desirable contract language nor has it ever been possible for the administration to unilaterally change the content of the labor agreement without following the collective bargaining procedure. It is the recommendation of the auditor that we have very clear-cut specific language in the contract which limits the possibility of inconsistent acts between deans. It is the opinion of the administration that this is not a desirable recommendation to implement and in our opinion the auditor displayed a lack of understanding of the collective bargaining process and the content of the labor agreement. Although there are examples of inconsistent treatment of individual faculty workloads, most of this can be traced to different types of course content expectations. To avoid errors in the future, a worksheet on each faculty member's total annual load will be submitted with the overload payment request. (A copy of this form is in this package.)

III. DEFERRED TUITION PAYMENT

(See Paragraph 2, 3 & 4 on Page 3 of the management letter.) The attached summary statement from Ron Marlier indicates that in the 1976-77 year, which was covered by this audit, in the fall semester 160 students requested deferred tuition payment. These students were enrolled in a total of 1,734 credit hours. In the spring semester of 1977, 186 students requested deferred tuition payment for a total of 2,076 credit hours. In round terms, the total amount of potential revenue to the college involved in this deferred payment was approximately \$142,000 in tuition and state aid. As Mr. Marlier's report indicates, at the end of the year there were a total of 34 people

MEMORANDUM TO: SVC BOARD OF TRUSTEES

Page #4

November 9, 1977

who had failed to honor their obligations (this includes both fall and spring semester). These individuals were enrolled in a total of 109 credit hours and the institution was forced to accept approximately \$4,000 worth of bad debts. From a practical point-of-view, we gained approximately \$136,000 worth of revenue to the college through providing this deferred payment opportunity. On the other hand, the \$4,000 worth of bad debts do provide for auditing problems.

For the fall semester 1977, 358 students were on tuition hold for a total of 4,028 credit hours. At mid-term time all but 177 of these students, enrolled for a total of 184 credit hours, had honored their obligation. I am told by the CETA coordinator that 105 of the 177 students are guaranteed by the federal government. They are, however, required to apply for financial aid at the Financial Aids Office before the federal government will honor the obligation. It is readily apparent that more students were classified as tuition holds this fall than last fall. Most of this can be traced to the unusually long turnaround time required by the Illinois State Scholarship Commission office. The amount of credit hours classified as tuition holds this fall is almost equivalent to the total amount of holds for the entire 1976-77 academic year. The financial aids director is optimistic that most of these students will have honored their obligation by the end of the fall semester.

After considerable discussion, it was the opinion of the administration that deferred payments fall into two general categories.

Category one is by far the largest and is represented by students who, according to all of our best information, qualify for financial aid but have not yet received their financial aid because of the overall inability of the state scholarship office, or the federal government, to respond to these student applications. Many of these students apply late, however, the turnaround time this last year was approximately 60 to 90 days which generally had the students receiving confirmation of their financial aid well past mid-semester time. It is our opinion that it is desirable to continue this process both from an economic point-of-view and also because it does provide service to students, which is the college's primary reason for existence.

The auditors suggested that the Business Office "record all tuition revenue at the time of registration, charging a tuition receivable account for uncollected tuition. Thus, accounting control is established over the tuition receivable." No one could understand completely what was intended by this statement and in cooperation with the auditor we worked out the following procedure which is acceptable to the Business Office and is also acceptable, with reluctance, by the Financial Aids Office because of the workload involved.

Step 1: At the close of the registration period, all those individuals who have been placed on deferred tuition status will be placed on a listing including their social security number, number of enrolled hours, etc., and a summary of these dollars and hours will be provided to the Business Office. This first summary will not include the names of the students for the Business Office use.

Step 2: At mid-term time when the state aid request form is submitted to Springfield, all those individuals who are still on the deferred tuition list will be identified by name, number and degree of commitment to the Business Office along with a summary. This list will be prepared by the Registrar's Office. At the end of the semester, the list will be revised removing all those individuals who have honored their obligation and the final list (usually a very small list) will be provided to the Business Office and will be tentatively identified as bad debts.

Step 3: At the end of the semester, the Financial Aids Office will inform the student in writing that according to their records they have an unfulfilled obligation to the college and they should make arrangements with the Business Office for the honoring of this obligation. The Business Office will be provided with a copy of this correspondence from the Financial Aids Office to this individual student.

Step 4: Within a reasonable degree of time, probably 30 days, the Business Office will submit a formal billing to the student. If collection efforts are unsuccessful by the end of the fiscal year, individuals who have failed to pay will be classified as bad debts and so identified for auditing purposes.

A second category of deferred tuition, although similar in scope, provides a much larger problem. Although the number of students involved is small, the potential number of students is great and other colleges who have dealt with this group have approached financial disaster. There are students who would like to attend college but who do not qualify for financial aid and who do not have the money to pay tuition. Many of them start classes and intend to pay their tuition when they get the money. Some of them lost interest and withdraw from school before they have paid their tuition. Others of them are sincere and want to honor their obligation over a period of time. This year approximately 40 students in this category were permitted to enroll with the understanding that the tuition obligation would be honored shortly after the end of the registration period. According to state requirements, the individual must be registered officially during the registration period if we are to claim state aid. It was felt that by enrolling these individuals in classes where there were empty seats, that we would at least be able to claim state aid on these individuals if they remained enrolled through mid-term. In terms of past history, most of these individuals do honor their obligation. We also provided the Master Charge service, although not many students responded to this service, perhaps because it was not too well publicized. This may provide a partial solution in future semesters.

This problem requires more study but the administration generally feels that it is in the best interest of the college to discourage the practice of permitting students who do not qualify for financial aid to register without tuition payment unless the college has provided some type of loan program which permits the student to borrow the money until it is repaid.

IV. CASH RECEIPTS

(See Paragraph 5, Page 3 of the management letter.) This item is concerned with the collection of cash by certain ongoing student activities. The Child Care Center was mentioned specifically. It should first of all be remembered that since its inception, Sauk Valley College has provided a wide variety of student activities which involve the collection of money. Specifically monies are collected in the Child Care Center, at athletic events for a variety of reasons, in the library for library fines and Xeroxing fees, through parking fines, through testing sessions, through the film commission Saturday evening movie, through a variety of clubs who offer bake sales, etc., and through the drama presentations. It should be remembered that all of these activities together do not generally collect more than \$4,000 a year.

Dean Sagmoe is preparing some guidelines for this area. In general, however, since the college started some 12 years ago, these activities have been functioning and to the best of my knowledge any college losses have been either non-existent or very minimal. It is the opinion of the Dean of Students that we conduct the college in a spirit of trust which permits the students the opportunity of collecting and handling money to support the wide variety of student activities. Some of these funds are returned to the Business Office on a daily basis, some on a weekly basis, and some on a monthly basis. The specific practice which caused the auditor to mention this in his management letter involves the fact that many mothers pick up their children after class at 5 p.m. and frequently on Friday pay the Child Care Center for the services provided. The individual who administers the Child Care Center often receives money sometimes unfortunately at 5 p.m. or shortly after 5 p.m. at a time when the Business Office is closed, and for safekeeping has apparently been taking this money home with her and returning it the next day to turn into the Business Office.

It should be remembered that we have had no losses in the Child Care Center area and that her records have always checked-out perfectly. (She keeps a daily ledger.) The alternative to this procedure would be to invest in a safekeeping device such as a small safe or a locked file, etc., but in many of these situations we are faced with the alternative of creating an expensive, cumbersome system to watch over a relatively small amount of money which does not have a history of loss problems. In my opinion, the element of trust is very important in the educational process and I feel it is good training for our students to be given the opportunity of handling money and to be placed in a position where they are responsible to account for collections and keep records of the income, disbursements, etc.

I feel that Dean Sagmoe should work with the various student activities advisors and student government officers to prepare some general guidelines which clarify these expectations more succinctly.

V. COMPLIANCE WITH FEDERAL FINANCIAL AID REQUIREMENTS

(See Paragraph 1, Page 4 of the management letter.) It is the opinion of the financial aids officer that this section is totally erroneous. In our discussions with the auditor it emerged that he had used an obsolete federal directive which had several months since been made obsolete. The financial aids officer, Ron Marlier, indicated that there are no instances of students being granted assistance in violation of federal guidelines, that the federal guidelines in question were not signed by the President until last fall, and that the earliest date that it would take effect would be in the Fall of 1977. Even after the guidelines are implemented, the Financial Aids Officer has the authority to make judgements on individual students as long as these judgements are documented by anecdotal records. In our desire to comply with the anticipated federal guidelines, the Board approved a policy of compliance several months ago. We have always managed this area in a very careful and correct manner and the records available in the Financial Aids Office amply document this statement.

PERSONAL OBSERVATIONS

In my opinion, the preparation of this management letter by the auditor and the necessary response from the administration was essentially a good experience. There are, however, several observations forthcoming which might be helpful in the future.

During the past year we have been audited by the Department of Vocational & Technical Education, there have been federal auditors in the building regarding the work-study program, veterans' assistance programs, etc. In all of these situations when an auditor enters the building they have always had the courtesy to stop at the President's Office and tell me that they were here and why they were here. At that point, my office makes it a point to be sure that they know who they should be talking with and why. Since my arrival at Sauk I have never had the opportunity to talk with any of the college auditors before they began the audit process. I would suggest in the future that the auditors make it a point to meet briefly with the members of the administrative council so that we know who they are and so that we can make better use of their time and our time in accomplishing the normal audit process.

During this year's audit I received several comments from administrators who expressed concern about the level of understanding displayed by the individuals asking the questions. The administrators offered the opinion that the auditors apparently were unfamiliar with the implications of our collective bargaining agreement, specifically the retroactive nature of the settlement. The financial aids office was concerned that they were asking questions about the 1977-78 year although the audit covered the 1976-77 year. In some instances, data was collected from offices without the administrator of that office being present.

In my opinion all of these problems could have been avoided if we could have met briefly with the auditor before the audit process began and could have had some understanding of what areas he was investigating. All other auditors from other agencies who visit the college do this routinely.

Thirdly, a meeting was arranged with the administrative council and the auditor at which time we requested that he be willing to discuss with us some of his findings and also discuss any recommendations he would like to make. At that time he said he was not willing to discuss any of this with us until after such time as his report was submitted to the Board. In my opinion, this was unfortunate because a management letter from him would have been more helpful if it could have incorporated accurate facts which he apparently did not possess but could have been provided by us into plausible recommendations.

In other colleges where I have worked, we routinely requested and received management letters. It is my recommendation that this practice be implemented at Sauk Valley College for future audits.

The management letter examined some relatively small items in great detail while at the same time it offered no comment on other larger items of administrative concern. For example, the lack of bidding procedures on our insurance coverage, the need for a centralized purchasing activity, the need for a more coherent management information system which could tie the various operational units of the college together through the use of Data Processing assistance. A unified information collection system would greatly assist the Data Processing Center, the Registrar's Office, the Financial Aids Office, and the instructional deans in making their regular reports to Springfield. To be coherent, this information system must tie into the Business Office's accounting system. It might also be helpful to address the advisability of having a separation of the Comptroller's functions as opposed to the purchasing function of the college. In my opinion, future audits might want to address these more substantial areas of concern in future management letters.

GEC/bg
Enc.

SAUK VALLEY COLLEGE

RECEIVED NOV 3 1977

RURAL ROUTE ONE,

DIXON, ILLINOIS 61021

DATE 11-2-77

MEMORANDUM

TO: Dr. Cole

FROM: Noah Bunch *NB*

*Copies for Bd.
Meeting*

Attached are the work papers regarding overload requests in the Arts and Sciences as requested by the Auditor Mr. Van Osdol.

As you can see from this request that Mr. Van Osdol was questioning the average credit hour figure used in determining overload pay as well as the equated credit hours for Mr. Heuck's overload pay. I explained the overload questions in my response to Mr. Van Osdol and had a personal conference with him specifically outlining the procedure used in determining the equated hours for overload pay.

Mr. Van Osdol was satisfied with the explanations and verbally approved the responses given to his request.

NB:ejr

Attachments

RECEIVED OCT 31 1977

LINDGREN, CALLIHAN, WEAVER and VAN OSDOL

CERTIFIED PUBLIC ACCOUNTANTS

Central National Bank Building
102 First Avenue
Rockford, Illinois 61081
Phone (815) 626-1277

OFFICES IN OTHER CITIES:

Rockford, Illinois
(815) 962-8033
Freeport, Illinois
(815) 232-1156
Dixon, Illinois
(815) 284-3331

October 28, 1977

Mr. Dean Bunch
Sauk Valley College
Dixon, Illinois 61021

Dear Dean:

As per your phone call of October 27, 1977, we are enclosing copies of the pages of the workpapers you requested.

If you have any further questions, please contact us.

Very truly yours,

LINDGREN, CALLIHAN, WEAVER & VAN OSDOL

South Valley College
Overload Question
6/30/77

Question	Response
What average credit hour figure was used in determining sufficiency of credit hours?	SVC average = 567.7
I don't understand the calculation of equated credit hours for CHE 105 in the fall and CHE 106 in the Spring. A course with 4 lecture hours and 2 lab hours should, when taught with 4 labs, receive 10 hours $[4 + (4 \times 2 \times \frac{3}{4})]$. The same course, when taught with 3 labs, should receive $8\frac{1}{2}$ hours $[4 + (3 \times 2 \times \frac{3}{4})]$. Your calculation resulted in 13 and 10.5 hours respectively for CHE 105 + CHE 106	the attached overload report indicates the breakdown of lectures and labs in Chem. 105, 106 and 201. The class schedules are prepared with one large lecture section - 3 hrs, and one lecture-discussion with each lab indicated as "BT" on the schedule. Thus, each student would receive 4 hrs. of lectures and 2 hrs. of laboratory as indicated in the college catalog. The same schedule is used for Chem. 106, 201, and 202.

Date Rec'd

7.0 Hours Downloadmaster, 1976-77

Course Number	Course Credit Hours	Lecture Hours	Laboratory Hours (3/4 Credit)	Total Equated Credit Hours Column 3 + 4	Mid-Term Credit Hours	
03 N	4 ⁵⁰	3 ⁰⁰	@ 3/4 ⁰⁰	15 <	30	60
03 N	—	—	2 @ 3/4 ⁰⁰ 1.5 ⁰⁰	15	1.50	—
03 NA	3 ⁰⁰	—	@ 3/4 ⁰⁰	"	—	27
05 A	5 ⁰⁰	8 ⁰⁰	@ 3/4 ⁰⁰	12 <	30	34.5
05 A	—	1	2 @ 3/4 ⁰⁰ 1.5 ⁰⁰	2.5	2.50	—
05 B	—	1	2 @ 3/4 ⁰⁰ 1.5 ⁰⁰	2.5	2.50	—
05 C	—	1	2 @ 3/4 ⁰⁰ 1.5 ⁰⁰	2.5	2.50	—
05 D	—	1	2 @ 3/4 ⁰⁰ 1.5 ⁰⁰	2.5	2.50	—
01 A	5 ⁰⁰	3 ⁰⁰	@ 3/4 ⁰⁰	3	3.00	75
01 A	—	1	2 @ 3/4 ⁰⁰ 1.5 ⁰⁰	2.5	2.50	—
OR SEMESTER	17	14	12 @ 3/4 ⁰⁰ 9.0	23.0	—	5.7

semester, 1976-77

06 A	5 ⁰⁰	3 ⁰⁰	@ 3/4 ⁰⁰	3	3.00	250
06 A	—	1	2 @ 3/4 ⁰⁰ 1.5 ⁰⁰	2.5	2.50	25
06 B	—	1	2 @ 3/4 ⁰⁰ 1.5 ⁰⁰	2.5	2.50	—
06 C	—	1	2 @ 3/4 ⁰⁰ 1.5 ⁰⁰	2.5	2.50	—
01 A	5 ⁰⁰	3 ⁰⁰	@ 3/4 ⁰⁰	3	3.00	60
01 A	—	1	2 @ 3/4 ⁰⁰ 1.5 ⁰⁰	2.5	2.50	—
		1	@ 3/4 ⁰⁰			
			@ 3/4 ⁰⁰			
			@ 3/4 ⁰⁰			
			@ 3/4 ⁰⁰			
OR SEMESTER	10	10	@ 3/4 ⁰⁰ 6.0	16.0	—	5.1
C YEAR	27	24	@ 3/4 ⁰⁰ 15.0	39.0	—	8.8

32.0

7.0

RURAL ROUTE ONE,

DIXON, ILLINOIS 61021

DATE October 27, 1977

MEMORANDUM

TO: Dr. Cole

FROM: Dr. Williams *DLW*

As you requested, I am herewith submitting my response to the Auditor's Report concerning those areas that relate specifically to my operation.

Attached is my September 14th memo to Mr. Van Osdol. This was in answer to several questions he forwarded to me. I believe it gives a very accurate picture of my determination of load for several faculty members and the judgmental decisions I made in those cases. This report points out that due to miscalculations in my office, faculty members were paid \$439.00 in overpayments during the last fiscal year, however the management letter does not point out that there was also an underpayment to one faculty member and due to judgmental decisions made, a net savings to the institution of \$4,000.00.

As a result of the Auditor's Report, we have become much more aware of our calculations and their susceptibility to error. This has resulted in my adopting the overload sheet (a copy enclosed), for the purpose of keeping an accurate calculation of faculty members' loads. It will be attached to the contract letter of all faculty members receiving overload contracts in the Spring of each year. In this way, the Business Department office will have firm documentation as to the overload determinations.

A second issue which I would like to address is in the last paragraph on page 2 of the management letter, wherein the Auditor suggests that the Board change the language in the contract to limit judgmental decisions by the instructional deans. It has been my experience that the deans need all of the flexibility they presently have within the contract, in order to meet the needs of the students and faculty of our institution. You will note that I have made a statement to this effect on page 12 of my memo to Mr. Van Osdol.

I feel strongly that no changes should occur in the work load statements of the faculty contract which would limit in any way, the judgmental decisions of the deans. However, I have suggested, as have others, that a meeting take place wherein the deans who assign work load can coordinate their judgmental decisions so as to avoid inequities for faculty members by the individual deans.

I, of course, will be available to answer any other concerns which may be raised regarding my area.

lm
enc

Instructor's Name _____ Hours Overload _____

FALL Semester _____
Years _____

Course & Number	Course Credit Hours	Lecture Hours	Laboratory Hours (3/4 credit)	Total Equated Credit Hours Column 3 + 4	Mid-term Credit Hours
--------------------	------------------------	------------------	----------------------------------	---	-----------------------------

@ 3/4 = _____

@ 3/4 = _____

@ 3/4 = _____

@ 3/4 = _____

@ 3/4 = _____

@ 3/4 = _____

@ 3/4 = _____

@ 3/4 = _____

@ 3/4 = _____

@ 3/4 = _____

TOTAL FOR SEMESTER

@ 3/4 = _____

SPRING Semester _____
Years _____

@ 3/4 = _____

@ 3/4 = _____

@ 3/4 = _____

@ 3/4 = _____

@ 3/4 = _____

@ 3/4 = _____

@ 3/4 = _____

@ 3/4 = _____

@ 3/4 = _____

@ 3/4 = _____

TOTAL FOR SEMESTER

@ 3/4 = _____

TOTAL

ACADEMIC YEAR

@ 3/4 = _____

AUK VALLEY COLLEGE

RURAL ROUTE ONE,

DIXON, ILLINOIS 61021

DATE September 14, 1977

•RANDUM

John VanOsdol

Dr. Williams  (PAGE ONE)

Following is a specific response to nearly five pages of questions you submitted to my office last week, relating to overload calculations for 1976-77 academic year.

Smith, Robert

1. Question

The equated hours for CON 144A Fall Semester, should be 2.50 hours, not 2.00 hours.

1. Answer

You are correct, he was underpaid by .5 hour as a result of a bookkeeping error in my office.

2. Question

CON 242A Fall lab hours are 2.0 per catalog, meaning equated credit hours should be 2.50, not 3.25.

2. Answer

You are correct, Mr. Smith, in this case, was overpaid by .75 credit hour, due to a bookkeeping error in my office.

3. Question

CON 246A Spring Semester had 8 people in it at .2 hours per student. This would result in 1.60 equated hours.

3. Answer

What is the question? I believe there was an error in my scratch copy which I submitted to you last week. You are correct. It should be 1.60.

In summary, relating to Mr. Smith, he was paid 52.65 hours; his actual assignment was 52.60 hours. Since we round off to the nearest one-tenth, I believe this overload payment is correct.

SAUK VALLEY COLLEGE

RURAL ROUTE ONE,

DIXON, ILLINOIS 61021

DATE September 14, 1977

MEMORANDUM

John Van Osdol

PAGE TWO

Dr. Williams

Hain, Carol

1) Question

What mid-term credit hour average was used to establish insufficient credit hours?

1) Answer

567.7 student credit hours. Mrs. Hain had 170 credit hours in the Fall Semester and 246 credit hours in the Spring Semester, giving her a total of 416 student credit hours for the year.

Eichman, Lois

1) Question

HEA 220AC had only 2 students enrolled, does this still enable her to receive 4.5 equated hours?

1) Answer

Yes, Mrs. Eichman should receive the full 4.5 equated hours as can be seen by the attached documents Mrs. Eichman taught 3 laboratory sections involving clinical time in the hospital or 3 separate days. This involved a total of 21 students. These 21 students had to be in a clinical-assigned class on any 2 of the 3 days. Therefore, the actual number of students on any one of those days, could have been as many as 21 students. In short, the students and the instructor determine which days they will attend class. This is not done by the actual registration. (See Appendix A & B).

DATE September 14, 1977

MEMORANDUM

John VanOsdol (PAGE THREE)

To: Dr. Williams

Happach, Ron

1) Question

Is there a formula you used for assigning additional equated hours for IND 110 and IND 111 taught concurrently each semester?

1) Answer

Yes, the formula that I have been using is as follows: the maximum on the concurrently taught classes is 40 students. When the class size exceeds the maximum, yet is insufficient to require an additional section offering, I have paid the instructor .20 equated hours per student beyond the 40 maximum.

This has been adjusted for this fiscal year to a payment of .10 which is more in keeping with the average class size reimbursement. This effort is made to eliminate numerous small sections when an individual faculty member has the capability of handling more students. Of course, this results in a savings to the institution.

2) Question

Could you provide a brief description of the work done for equated hours of the special assignment?

2) Answer

Mr. Happach was assigned the task of developing an internship program for the Industrial Technical Department. Attached you will find the completed specifications for this program which were developed by Mr. Happach. These specifications will result in a course being submitted to the State for approval, some time this semester. (Appendix C).

3) Question

Apparently you meant to assign 1.00 equated hours to WLD 100N (45 students), instead of WLD 100A (21 students). Is there a formula or other contract authorization for the extra equated hours?

3) Answer

Following a review of your questions regarding Mr. Happach, I have done a more detailed review of his load and I am submitting a revised summary sheet to you, dated September 14, 1977, attached to this document. As you can see, additional hours of load were attached to Mr. Happach for the Fall section of WLD 100N and the Spring section of WLD 100N. In both cases,

DATE September 14, 1977

ANDUM

John VanOsdol (PAGE FOUR)

4. Dr. Williams

the number of students exceeded the maximum and although I have not used a formula for dealing with cases such as this, I did feel in my judgment that additional hours of load should be granted because of the excessive amount of work, particularly reading of blueprints produced by students, required of Mr. Hapbach for these courses.

Additionally, you will find that Mr. Hapbach has an additional assigned load of 1.5 equated hours for his section of EET 252 in the Spring semester. This was a result of inadequate lab facilities available to meet the number of students registering for a course, the maximum for EET 252 was 20 students.

Mr. Hapbach willingly accepted an arrangement where the laboratory was opened an additional amount of time exceeding 2 additional lab hours and I agreed to assign him the additional load as noted. This allowed us the ability to handle additional students without opening another complete section of this course and expending additional revenues for the lecture portion.

With regard to your question on contract authorization, there is nothing within our contract, as far as I know, that authorizes such arrangements, however, there is nothing within the contract that prevents the judgment of the Dean being used in such cases. It has been the practice in this institution for both Deans of Instruction to make adjustments in loads which will allow for the meeting of the needs of the students when it is equitable for the faculty member and in such cases, where the institution still produces revenue in excess of expenditures on the section involved.

As you will see, by the revised sheet for Mr. Hapbach, we in fact, did not pay him the total amount he should have been paid. He was underpaid by .30 equated hours for the 1976-77 academic year. (Appendix D).

SAUK VALLEY COLLEGE

RURAL ROUTE ONE,

DIXON, ILLINOIS 61021

DATE August 14, 1977

MEMORANDUM

John VanOsdol (PAGE FIVE)

Dr. Williams

Spencer, Norman

1) Question

Could you provide a brief description of the work done for 3.5 equated hours for "special assignment"?

1) Answer

Mr. Spencer receives 3.00 equated hours of load for his work with our Land Laboratory. This involves over 40 acres of corn and soybeans, testing of various chemicals and herbicides, and the running of the College's Agronomy Day each year. This work is documented as per attached Appendix "E". (An error was made on the scratch sheet previously submitted to you. It showed he received 3.5 credit hours where, in fact, it is to be 3.0 credit hours).

2) Question

AGR 101A, 109 (Fall). I don't understand the lecture and lab credit hours.

2) Answer

These two courses are run concurrently as a result of State regulations. Mr. Spencer receives 4.50 credit hours for the teaching of 3 lecture and 2 laboratory, which is required for AGR 109. The same students are present for 2 hours of the lecture which is concurrently in AGR 101. When the courses are taught concurrently, the instructor receives the larger amount of load, if there is a difference between the two courses in load calculations. (My scratch sheet to you was in error, it showed 4.00 load, it should have been 4.50 for 3 hours of lecture and 2 hours of laboratory).

3) Question

AGR 203A had 3 students. Does it qualify for 3 equated hours?

3) Answer

Yes, the Seminar (AGR 203A) is tied directly to AGR 204 which is the internship experience. Mr. Spencer would receive the full equated hours for this Seminar, as long as there are students enrolled, as it is impossible to teach the Internship without tying the Seminar to it.

SAUK VALLEY COLLEGE

RURAL ROUTE ONE,

DIXON, ILLINOIS 61021

DATE September 14, 1977

MEMORANDUM

John VanOsdol (PAGE SIX)

Dr. Williams

Spencer, Norman (continued)

4) Question

It appears that AGR 103N was taught, but no equated hours were given.

4) Answer

Yes, it was taught on a tutorial basis under separate contract.

Crouse, Robert

1) Question

It appears that CJS 202 was taught at Highland in the Fall, but no equated hours was (sic) given.

1) Answer

This is correct. CJS 101 is Highland Community College's course, taught under Cooperative Agreement with our staff. We receive 1/10 of Mr. Crouse's salary from Highland Community College, for his travel in the Fall Semester to Freeport to teach this course. It is their course, therefore, they claim reimbursement from the State and, therefore, no equated hours (in terms of load) appear on Mr. Crouse's record. This is an Agreement approved by the Board of Trustees.

2) Question

It appears that CJS 299 AV was taught in the Fall; but no equated hours were given.

2) Answer

This is correct. Mr. Crouse, however, did not teach the course, Mr. John Moore taught the course which was a 1 credit hour Seminar involving 32 students, and for which he received a separate contract as a part-time instructor.

SAUK VALLEY COLLEGE

RURAL ROUTE ONE,

DIXON, ILLINOIS 61021

DATE September 14, 1977

MEMORANDUM

John VanOsdol (PAGE SEVEN)

Dr. Williams

Crouse, Robert (continued)

3) Question

Crouse's contract calls for 60% load. 60% of 32 hours is 19.2 hours. However, 18 hours were used for the overload calculation.

3) Answer

You are absolutely correct, 18 was used, resulting from an error in my calculation, and resulting in an overpayment of Mr. Crouse in 1.2 credit hours of overload.

Johnson, Steve

1) Question

It appears WLD 202 was taught in the Spring, but no equated hours were given.

1) Answer

This course was missed in my scratch sheet which was submitted to you previously. It was offered, resulting in 2.50 equated hours added to Mr. Johnson's Spring load. At the same time, WLD 225A, which appeared on my scratch sheet, was not offered and should be deducted from his load, as previously shown to you.

2) Question

Separate pay was received for WLD 225 in the Spring \$360.00.

2) Answer

I don't know what your question is, because this was a tutorial assignment and as such, he does not receive equated hours. It should not have been on the scratch sheet, and should be deducted from his load.

AUK VALLEY COLLEGE

RURAL ROUTE ONE,

DIXON, ILLINOIS 61021

DATE September 14, 1977

DRANDUM

John VanOsdol (PAGE EIGHT)

Dr. Williams

Johnson, Steve (continued)

3) Question

WLD 250 was offered in the Spring, but no equated hours were given (Intern Program 5 students).

3) Answer

You are correct, this was not shown on the scratch sheet and results in an increase in Mr. Johnson's load of 1.00 equated hours.

In summary, there were a number of items which were missed on the scratch sheet I previously submitted to you, however, even after adjustment of these, the load calculation still is correct with Mr. Johnson teaching a total of 47.5 hours of load, resulting in 15.5 hours of overload.

Holtam, Richard

1) Question

HSV 211 had 3 students in the Fall and 2 in the Spring, yet 1 equated hour was given for each semester.

1) Answer

This is correct. Seminars, as I have previously indicated, are required for each of the Internship experiences. They must be separate Seminars and relate specifically to the Job Experiences in which the students are involved. These Seminars require just as much work for the faculty members, regardless of how many students are involved in it; therefore, the equated hours remain the same.

DATE September 14, 1977

-RANDUM

John VanOsdol (PAGE NINE)

4: Dr. Williams

Holtam, Richard (continued)

2) Question

IDS 298 was taught in the Fall, with 6 hours credit for 4 students.
No equated hours were given.

2) Answer

Equated hours are not given for Tutorial or Independent Study assignments. Separate contracts are issued.

3) Question

HSV 102A was given 1.75 equated hours in the Spring for 18 students.
Is there a formula or other authorization for this?

3) Answer

HSV 102A is a 1 credit hour course and should have been equated as 1.00, however, the Computer Center incorrectly equated this course and the error was not caught in my office at the time overload was determined. This resulted in an overpayment of .75 credit hours to Mr. Holtam.

Bailey, Glenn

1) Question

Could you provide detail of the Secretarial Science Lab hour calculations for both semesters?

2) Answer

Please see Appendix "F" and Appendix "G"

Oster, Charles

1) Question

I get 29 equated hours in the Fall, if I assume no extra equated hours for concurrent courses.

1) Answer

I don't know what your question is, however, you are in error. You are in error, however; I feel that the Load Scratch Sheet previously submitted to you, is quite clear, showing 19.00 equated hours for the Fall Semester.

SAUK VALLEY COLLEGE

RURAL ROUTE ONE,

DIXON, ILLINOIS 61021

DATE September 14, 1977

MEMORANDUM

John VanOsdol (PAGE TEN)

Dr. Williams

Kime, Janet

1) Question

Could you provide specifics on the 1 extra day of clinical assignments, that is, what course or lab, when it met, how long it met, etc.?

2) Answer

Mrs. Kime moved from the LP Nursing to the AD Nursing-- teaching position, at our request to meet regulations established by the Department of Registration and Education of the State of Illinois, with regard to credentials of our staff. This was a temporary move, and required that Mrs. Kime put in an extra day in the hospital over and above that which was normally expected of her as an LPN Faculty Member. Appendix "H" and Appendix "I" indicate that Mrs Kime was required to put in 3 clinical days (Tuesday, Wednesday and Thursday in the Fall 1976, and Monday, Tuesday and Thursday in the Spring 1977). Also attached is the original schedule for the Fall 1976 showing that Mrs Kime was scheduled for only 2 days per week, as an LPN Faculty Member-- being Monday and Wednesday. This appears on Appendix "J".

SAUK VALLEY COLLEGE

RURAL ROUTE ONE,

DIXON, ILLINOIS 61021

DATE September 14, 1977

MEMORANDUM

John VanOsdol (PAGE ELEVEN)

to: Dr. Williams

Based upon the questions I have attempted to answer with detailed responses, I think it is important to point out that the judgments, I, as a Dean, have made on load calculations - resulted in a total savings to the institution of \$4,725.00, against errors located in this audit amounting to overpayment of \$438.75.

A breakdown follows:

Happach, Ron

My decision for additional load to Mr. Happach's sections in his assignment resulted in 7.9 hours of load.

If we were required to add sections rather than assigning this addition, it would cost 18 credits times \$225 (part-time rate of pay), or -- \$4,050.00 .

No sections were added, eliminating additional part-time faculty members.

Spencer, Norman

Teaching AGR 101 and 109 concurrently, saved the Institution 3.5 hours of load, or \$675.00 in part-time salaries.

Crouse, Robert

My use of the incorrect 60% contract calculation, cost the Institution 1.2 hours of pay; or \$270.00.

Holtam, Richard

A Computer Center error in equated hour calculation for HSV 102A, resulted in an overpayment of .75 hours to Mr. Holtam, or \$168.75.

SAUK VALLEY COLLEGE

RURAL ROUTE ONE,

DIXON, ILLINOIS 61021

DATE

September 14, 1977

MEMORANDUM

John VanOsdol (PAGE TWELVE)

Dr. Williams

There are numerous questions regarding Tutorial and Independent Study assignments, as well as questions regarding Seminars as they relate to the Internship experiences. Although I have not detailed the savings to the Institution regarding these decisions, I feel strongly that the Institution has saved a great deal of money in light of the decisions.

In conclusion, I want to stress the fact that the contract as a document does not limit the authority of the Dean, except in the areas expressly stated. Additionally, all of the judgmental decisions I made, were in the interest of providing better education to the students, equitable reimbursement to the faculty members and increased income over expenditures to the Institution.

lm

encs

cc: Dr. Cole

INSTRUCTOR LOAD REPORT

(A)

EQUATED HOURS CR CONT STU CR HEA

21 students spread over 3 clinics Days

Nursing

chman, Lois

HEA 220A	Lt	Physical and Ment Hea Problems II	4.00	10	4	21	210
HEA 220AA	Lb	Physical and Ment Hea Problems II	4.50	0	6	7	0
HEA 220AB	Lb	Physical and Ment Hea Problems II	4.50	0	6	12	0
HEA 220AC	Lb	Physical and Ment Hea Problems II	4.50	0	6	2	0
HEA 221		Tutorial	-	10	0	1	10
			17.50	20	22	43	220

in, Carol

HEA 220B	Lt	Physical and Ment Hea Problems II	4.00	10	4	17	170
HEA 220BA	Lb	Physical and Ment Hea Problems II	4.50	0	6	8	0
HEA 220BB	Lb	Physical and Ment Hea Problems II	4.50	0	6	5	0
HEA 220BC	Lb	Physical and Ment Hea Problems II	4.50	0	6	4	0
			17.50	10	22	34	170

lton, June

HEA 120B	Lt	Fundamentals of Nursing	2.00	6	2	29	174
HEA 120BA	Lb	Fundamentals of Nursing	6.00	0	8	15	0
HEA 120BB	Lb	Fundamentals of Nursing	6.00	0	8	15	0
			14.00	6	18	59	174

e, Janet

HEA 120A	Lt	Fundamentals of Nursing	2.00	6	2	22	132
HEA 120AA	Lb	Fundamentals of Nursing	6.00	0	8	13	0
HEA 120AB	Lb	Fundamentals of Nursing	6.00	0	8	9	0
			14.00	6	18	44	132

nganecker, Esther

HEA 220C	Lt	Physical and Ment Hea Problems II	4.00	10	4	20	200
HEA 220CA	Lb	Physical and Ment Hea Problems II	4.50	0	6	7	0
HEA 220CB	Lb	Physical and Ment Hea Problems II	4.50	0	6	7	0
HEA 220CC	Lb	Physical and Ment Hea Problems II	4.50	0	6	6	0
			17.50	10	22	40	200

TOTAL AD NURSING----- 80.50 : 52 102 220 396

TOTAL HEALTH----- 193.40 145 279.40 1028 2046

Course No.	Sect.	Type	Credit	Days	Time	Room	Instructor	Cow
HEA 220 - Physical and Mental Health Problems II								
	A	LT	10	MF	12:00-2:00	3F22	Eichman	
	B	LT	10	MF	12:00-2:00	3M10	Staff	
	C	LT	10	MF	12:00-2:00	3E12	Longanecker	
	AA	LB		TuTh	7:00-1:30	Hosp.	Eichman	
	AB	LB		TuW	7:00-1:30	Hosp.	Eichman	
	AC	LB		WTh	7:00-1:30	Hosp.	Eichman	
	BA	LB		TuTh	7:00-1:30	Hosp.	Staff	
	BB	LB		TuW	7:00-1:30	Hosp.	Staff	
	BC	LB		WTh	7:00-1:30	Hosp.	Staff	
	CA	LB		TuTh	8:30-3:00	Hosp.	Longanecker	
	CB	LB		TuW	8:30-3:00	Hosp.	Longanecker	
	CC	LB		WTh	8:30-3:00	Hosp.	Longanecker	

Medical Laboratory Technology

HEA 155 - Medical Laboratory Science II (16 weeks)

Prerequisite: Consent of instructor

A	LT	10	TuTh	8:00-9:15	TBA	TBA
B	LT		TuTh	9:30-10:50	TBA	TBA
A	LB		MW	9:00-12:00	3F12	TBA
B	LB		MW	1:00-4:00	3F12	TBA
C	LB		TuTh	12:30-1:30	TBA	TBA

HEA 167 - Microbiology for Medical Laboratory Technicians

Prerequisite: Consent of instructor

A	LT	4	TuTh	9:30-10:50	3E8	Nelson
A	LB		MWF	10:00-12:00	3G10	Nelson
AA	LB		MWF	4:00-5:00	3G10	Nelson

HEA 160 - Medical Laboratory Science III (9 weeks)

Prerequisite: HEA 155

A	LT	9	TuTh	8:00-9:15	3E8	Nelson
A	LB		MWF	8:00-11:00	3G10	Nelson
B	LT		TuTh	12:20-1:35	3E8	Nelson
B	LB		MWF	1:00-4:00	3F12	Nelson

HEA 168 - Medical Laboratory Science IV (7 weeks)

Prerequisite: HEA 160

A	LT	7	TuTh	8:00-9:15	3E8	Nelson
A	BT		MWF	8:00-11:00	3F12	Nelson

Radiologic Technology

HEA 184 - Radiologic Technology Clinical Experience I

A	IN	2	TuTh	TBA	TBA	Love Shippert Thompson Weitzel Staff
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Spec 1976 Schedule

(c)

INTERNSHIP PROGRAM

DESCRIPTION

Internship is a cooperative project designed to provide industrial experience through employment in local industry. A wide range of work experience will be provided the student via the cooperative efforts of the participating industry and the college.

Credit: 1 to 4 variable

OBJECTIVES

1. The student will assist the project coordinator and supervisor in the development of an agreement itemizing the specific tasks and responsibilities which will be assigned during the employment period.
2. The student will perform assigned tasks utilizing the procedures established by the industry and will be evaluated by the criteria established and utilized by the industry in the evaluation of their full-time employees.
3. The student will maintain a diary of activities on a daily basis identifying problems encountered, additional skills needed, working relationship with staff, company procedures and other items as directed by the project coordinator.

COURSE CONTENT

1. Experience on-the-job under the supervision of a company representative and coordinated by a staff member of Sauk Valley Community College.
2. Seminar meetings on campus weekly to discuss mutual problems, concerns and experiences.

Hours and Wages

Hours and wages will be determined by the industry and the student. The program requires employment for a minimum of eight weeks..

Training Agreement

An agreement outlining the specific duties of the intern will be developed by the student, employer and the college. This agreement signed by all parties will serve as the contractual agreement for the course.

Termination of Employment

Termination of employment prior to the completion of the internship may be initiated by the employer or the college. Actual termination may not occur without the agreement of all participating parties.

Liability

Employer insurance should cover all employees of the industry. Interns are encouraged to carry personal insurance as they desire. The training agreement will specify the type of insurance coverage offered by the industry.

Training Station

Interns will be assigned to a participating industry as a trainee for a minimum of eight weeks. The student, industry, and college will agree to the placement.

Training Station Criteria

1. Internship is a training program - not an employment agency.
2. The employer is a partner in the program of training and can assist the student by providing planned experiences and on-the-job instruction.
3. A monetary wage will be paid to all interns. The amount should be established by the present policy of the company and the ability of the student. Wage will be decided by the company.
4. The intern should have opportunities to move from one job activity to another in order to participate in various experiences leading to his occupational goal.
5. As much as possible, the intern should be placed in the same employment status as regular employees in matters of social security, insurance, and labor laws.
6. The coordinator will visit the intern, observe his job performance, suggest to the employer some good methods of on-the-job training, and help determine his job activities as related to sound educational policies.
7. Periodic ratings based on job performance of the intern will be made by the employer and reported to the VIP coordinator.

Internship Agreement

Intern _____ Home Address _____
School _____ Age _____ Birthdate _____ Tel. _____
Firm _____ Address _____
Tel. _____ Job Title _____ Supervisor _____
Wage _____ Date of Employment _____
Termination of Employment: date _____ hours _____

INTERNS' RESPONSIBILITIES

1. An intern may terminate the job with his supervisor's and VIP coordinator's approval.
2. Interns are expected to abide by companies' rules, regulations, and policies.
3. Problems occurring on the job are to be reported to coordinator.
4. Each intern is expected to perform the assignments of his job as designated by his supervisor with concurrence of the coordinator.

EMPLOYER'S RESPONSIBILITIES

1. The employer completes an evaluation list indicating the intern's training progress.
2. Employers should notify coordinator of intern's improper work habits at training stations.
3. Training plans should include work activities which are of vocational value to intern.

APPROVED

Intern _____ date _____
Employer _____ date _____
Coordinator _____ date _____

METHOD OF EVALUATION

1. Student Self Evaluation	15%
2. Supervisor Evaluation	40%
3. Co-ordinator Evaluation	30%
4. Student Final Report	15%

All replies will be kept confidential and will be used to improve program operations and the students performance.

The student will receive a letter grade at the end of the semester. An indication of the student's progress will be given at mid-term of each semester.

The co-ordinator will arrange to visit the student on the job at the convenience of the student at least two times each semester.

It is necessary that the intern seminar class is taken at the same time the student is enrolled in the internship program. A separate grade will be given for the seminar class based on the students performance in that class only.

The co-ordinator - the plant supervisor and the intern will have copies of the proposed training situation for the intern. All aspects of this proposed plan are to be completed in order for the student to receive a passing grade.

The plan can be revised as necessary to include new responsibilities at the agreement of all parties.

BI - WEEKLY WORK SHEET

	Job	Hours	Total hours/day
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			

Total hours for two weeks _____

Intern _____

Company _____

S A U K V A L L E Y C O L L E G E

Co-ordinator Evaluation

ON-THE-JOB PERFORMANCE REPORT

Student's Name _____

Training Station Name _____

Student's Supervisor _____

(Please check the proper space)

QUALITY OF WORK _____ Careless. Just gets by. Makes many errors.

_____ Work passable.

_____ Performs very well. Makes few errors.

_____ Does a superior job in all tasks assigned.

AMOUNT OF WORK _____ Output slow. A very slow worker.

_____ Only does what is asked, no more.

_____ Does more than is expected.

_____ Output high. A very fast worker.

JOB COMPREHENSION _____ Slow learner. Has limited knowledge of the job.

_____ Needs detailed instructions to perform job.

_____ Grasps new ideas. Has good knowledge of the job.

_____ Learns quickly. Has excellent knowledge of the job

RELIABILITY _____ Not dependable. Must be checked on constantly.

_____ Generally follows instructions.

_____ Needs little supervision. Follows instructions well.

_____ Completely dependable.

ATTITUDE _____ Hard to get along with.

_____ Cooperates with some reluctance.

_____ Meets others halfway.

_____ Goes out of his way to help others.

Co-ordinator _____

Rate the following factors in comparison with other workers.

	Better than Most	Same as Most	Less than Most
Has desire and determination to succeed	_____	_____	_____
Finds new and better ways to do the job.	_____	_____	_____
Has the ability to make difficult decisions and take the responsibility for the results.	_____	_____	_____
Has the ability to motivate other employees.	_____	_____	_____
Desires to learn as much about the job as possible.	_____	_____	_____
Makes an attempt to read literature con- cerned with this type of business.	_____	_____	_____

What duties and responsibilities have you failed to perform satisfactorily? _____

What can be done to improve your performance in these areas? _____

General comments _____

Student's signature _____ Date _____

INTERVIEW

Date

	All the Time	Usually	Sometimes	Seldom
to follow directions				
to take correction				
to work with co-workers				
ness to work steadily				
to work unsupervised				
es work on time				
es good quality of work				
is routine				
are of equipment				
attendance				
ins good work manners				
attitude towards work & company				
personal appearance				

Are you satisfied with intern's progress?

Additional comments

Supervisor

Company

JOB EVALUATION

1. Have you enjoyed your work assignment during this evaluation period?
Yes _____ No _____ If no, why?
2. Are you satisfied with your job and company?
Yes _____ No _____ If no, why?
3. Do you and your supervisor discuss your progress?
Yes _____ No _____ If no, why?
4. Do you enjoy working with your supervisor and the people in your department?
Yes _____ No _____ If no, why?
5. Additional Comments: Feel free to make negative or positive comments on anything you so desire. This may cover hours, wages, working conditions, job responsibilities, etc.
6. Have you registered for next term?
Yes _____ No _____ If no, why?

List classes for next term - Total Hours _____

- | | |
|----|----|
| 1. | 2. |
| 3. | 4. |
| 5. | 6. |
| 7. | 8. |

PROGRAM _____

SUPERVISOR _____

uation Period _____

To _____

The following questions will aid the OCCUPATIONAL INTERNSHIP PROGRAM DIRECTOR in improving the program through careful self-analysis.

Your answers are strictly confidential and will remain in the coordinator's office.

your present Business courses, and after each, answer the questions. If you do not answer yes or no, check questionable. (Quest.)

COURSE EVALUATION courses	Is the course fitting your needs?			Is the course challenging?			Did the instructor do an adequate job of teaching the class?		
	Yes	No	Quest.	Yes	No	Quest.	Yes	No	Quest.

Additional Comments on Specific Classes:

Comments about the INTERNSHIP PROGRAM or College in General:

Hours Overload

Years

FOR SEMESTER

Years

FOR SEMESTER

WESTIC YEAR

3/4w

$$\begin{array}{r} 44.4 \\ 32.0 \\ \hline 12.4 \end{array}$$

126
name To James Strickland

TO: James Strickland

cc: Norm Spencer

RE: WORK THAT WILL BE COMPLETED WITH LAND LABORATORY FALL SEMESTER

3.0 in R. Pass
E

Work with the land lab began this fall semester by Tom Hammer and myself appearing on a local radio station talk show called "Conversation." The purpose of our appearance was to inform the district of the up-coming Agronomy Day to be held September 20, 1976. Agronomy Day will begin at 10 AM and end at 3 PM. Lunch will be served at 11:30 AM.

Mowing and trimming and general clean-up work has been going on for a couple of weeks in preparation for Agronomy Day.

Students are being taught the necessity of having a presentable land lab without undesirable plant growth in the area. Papers, tree branches, or any other kind of debris littering the area are also being cleaned up. This clean-up work has been done in an attempt to provide the district with a presentable area and an enjoyable time during our special day.

Sign making is progressing well. All of the signs that require painting have been completed. Companies have provided signs to indicate where their product was applied. Students are also learning the importance of accuracy in placing signs.

Knowledge of chemicals to distinguish fertilizers from herbicides will be taught, along with the application rates of those chemicals.

A permanent sign indicating--SAUK VALLEY COLLEGE LAND LABORATORY, AGRONOMY DAY --will be placed on 4 x 4 lumber, visible and readable from two sides, East and West.

Additional planning for the Agronomy Day includes catering lunch, guides for people attending, and representatives of companies providing material or just wishing to be present.

This teaches organization and responsibility so that things are done right on time and information is given in an understandable form.

Agronomy Day will last from 10 AM until 3 PM at which time students, instructors, company representatives, and extension people will be available to see and discuss with people from the district what has actually happened in the Land Laboratory.

Students will be briefed on how to handle those attending, how to explain things that have happened, and the order of events that will occur on September 20.

Later in the semester, harvesting and storage of grain will begin.

Marketing of grain will be discussed in some length in the marketing class. Students will be assigned imaginary grain. We will allow them to decide the best way of marketing the grain. Later will come discussions of products used in producing the grain between classes and representatives of various companies.

The performance of the chemicals, fertilizers, and seeds in the land lab will be considered in the discussions.

Depending on the weather some fall land preparations may be done. The percentages of soil loss from wind and water will be considered.

Fall applications of fertilizer will be discussed and decisions made.

If changes in the cropping program seem necessary, they will be made at this time in planning for next year.

This may be necessary before any fall land preparation is begun.

vld

9--2
 2:30--2:00
 10, 7:40--9:00
 9--9:00
 12:00
 ng Shorthand

*Law
 76*

wo Weeks:

30 5:00--9:00
 31 9:00--12:00
 1 5:00--9:00
 2 9:00--12:00
 6 5:00--9:00
 7 9:00--12:00
 8 5:00--9:00
 /9 9:00--12:00

13.5		10.125
3		2.25
2 1/3		1.75
1 1/3		1.
4		3
2	2	3.5
	1	1

4
 3
 4
 3
 4
 3
 4
 3

E

1.3125
 23.9375

Appendix "G"

Bailey
 9:30--1:30 M. T, W, Th. 14.0
 SEC 110 (Shorthand) 6:00--
 7:40, T, Th.
 Office Methods 7:00-9:50, Wed.
1st two weeks of class 17 hrs calculations possible

10.5
 3.5
 3
 17.0
 1.66
 18.6
 2.25

Spring (F)

<u>Course No.</u>	<u>Sect.</u>	<u>Type</u>	<u>Credit</u>	<u>Days</u>	<u>Time</u>	<u>Room</u>	<u>Instructor</u>	<u>Course E</u>
HEA 220 - Physical and Mental Health Problems II								
	A	LT	10	MF	12:00-2:00	3F22	Eichman	HEA 1
	B	LT	10	MF	12:00-2:00	3M10	Staff	
	C	LT	10	MF	12:00-2:00	3E12	Longane	HEA 1
	AA	LB		TuTh	7:00-1:30	Hosp.	Eichman	
	AB	LB		TuW	7:00-1:30	Hosp.	Eichman	HEA
	AC	LB		WTh	7:00-1:30	Hosp.	Eichman	
	BA	LB		TuTh	7:00-1:30	Hosp.	Staff	
	BB	LB		TuW	7:00-1:30	Hosp.	Staff	
	BC	LB		WTh	7:00-1:30	Hosp.	Staff	
	CA	LB		TuTh	8:30-3:00	Hosp.	Longane	HEA
	CB	LB		TuW	8:30-3:00	Hosp.	Longane	
	CC	LB		WTh	8:30-3:00	Hosp.	Longane	

Medical Laboratory Technology

HEA 155 - Medical Laboratory Science II (16 weeks)

Prerequisite: Consent of instructor

A	LT	10	TuTh	8:00-9:15	TBA	TBA
B	LT		TuTh	9:30-10:50	TBA	TBA
A	LB		MW	9:00-12:00	3F12	TBA
B	LB		MW	1:00-4:00	3F12	TBA
C	LB		TuTh	12:30-1:30	TBA	TBA

HEA 167 - Microbiology for Medical Laboratory Technicians

Prerequisite: Consent of instructor

A	LT	4	TuTh	9:30-10:50	3E8	Nelson
A	LB		MWF	10:00-12:00	3G10	Nelson
AA	LB		MWF	4:00-5:00	3G10	Nelson

HEA 160 - Medical Laboratory Science III (9 weeks)

Prerequisite: HEA 155

A	LT	9	TuTh	8:00-9:15	3E8	Nelson
A	LB		MWF	8:00-11:00	3G10	Nelson
B	LT		TuTh	12:20-1:35	3E8	Nelson
B	LB		MWF	1:00-4:00	3F12	Nelson

HEA 168 - Medical Laboratory Science IV (7 weeks)

Prerequisite: HEA 160

A	LT	7	TuTh	8:00-9:15	3E8	Nelson
A	BT		MWF	8:00-11:00	3F12	Nelson

Radiologic Technology

HEA 184 - Radiologic Technology Clinical Experience I

A	IN	2	TuTh	TBA	TBA	Love Shippert Thompson Weitzel Staff
---	----	---	------	-----	-----	--

Course No.	Sect.	Type	Credit	Days	Time	Room	Instructor
HEA 095 - Practice of Modern Bedside Nursing II							
	A	LB	6 ✓	MWF	7:30-11:30	Hosp.	Grossman
	B	LB	6 ✓	MWF	7:30-11:30	Hosp.	Huber
	C	LB	6 ✓	WF	7:30-11:30	Hosp.	Johnson
	D	LB	6 ✓	WF	7:30-11:30	Hosp.	Melvin
	N	LB	✓	M	5:00-9:00	Hosp.	Johnson
	NA	LB	✓	M	5:00-9:00	Hosp.	Melvin

HEA 193 - Technical Nursing							
	A	LT	2 ✓	4pm	2-4:00 1:00-3:00	3E8 3E12A	Johnson

Associate Degree Nursing

HEA 121 - Mental and Physical Health Problems I

Prerequisite: HEA 120

A	LT	6 ✓	F	9:00-11:00	3E8	Longanecker
B	LT	6 ✓	F	9:00-11:00	3E8	Kime
A	LB	✓	MTu	7:00-11:00	Hosp.	Longanecker
B	LB	✓	WTh	7:00-11:00	Hosp.	Longanecker
AA	LB	✓	MTu	7:00-11:00	Hosp.	Kime
*AB	LB	✓	W	5:00-9:00	Hosp.	Kime
*AC	LB	✓	Th	7:00-11:00	Hosp.	Kime

*Must enroll in both

HEA 221 - Mental and Physical Health Problems III

Prerequisite: HEA 220

A	LT	10 ✓	MF	1:00-3:00 1:30-3:30	3M10	Eichman
B	LT	10 ✓	MF	1:30-3:30 1:30-3:30	3F22	Hilton
C	LT	10 ✓	MF	1:30-3:30 1:30-3:30	3E8	Hain
AA	LB	✓	TuTh	7:00-1:30	Hosp.	Eichman
AB	LB	✓	TuW	7:00-1:30	Hosp.	Eichman
AC	LB	✓	WTh	7:00-1:30	Hosp.	Eichman
BA	LB	✓	TuTh	7:00-1:30	Hosp.	Hilton
BB	LB	✓	TuW	7:00-1:30	Hosp.	Hilton
BC	LB	✓	WTh	7:00-1:30	Hosp.	Hilton
CA	LB	✓	TuTh	7:00-1:30	Hosp.	Hain
CB	LB	✓	TuW	7:00-1:30	Hosp.	Hain
CC	LB	✓	WTh	7:00-1:30	Hosp.	Hain

HEA 222 - Developments and Trends in Nursing

Prerequisite: Sophomore standing and HEA 220

A	LT	1 ✓	F	11:00-12:00	3E12B	Hain
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Course No.	Sect.	Type	Credit	Days	Time	Room	Instructor
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DEPARTMENT OF INDUSTRIAL AND TECHNICAL EDUCATION

HEALTH

Practical Nursing

HEA 085 - Introduction to Practical Nursing (4 weeks)

A	LT	4	TuTh	8:00-9:15	3E12A	Kime
B	LT		TuTh	9:30-10:45	3E12A	Johnson
C	LT		M	10:00-12:00	3E12A	Melvin
D	LT		M	1:45-3:45	3E12A	Grossman
AA	LT		TuTh	12:20-1:45	1K4	Weller
A	LB		W	8:00-12:00	3E12A	Kime
B	LB		Tu	1:45-3:45	3G14	Weller
C	LB		Th	1:45-3:45	3G14	Weller

HEA 086 - Foundations of Modern Bedside Nursing I (12 weeks)

A	LT	3	TuTh	8:00-9:50	3E12A	Johnson
AA	LT		M	1:45-3:45	3E12A	Johnson
A	LB		F	8:00-9:50	3E12A	Johnson
B	LT	3	TuTh	8:00-9:50	3E12B	Grossman
BB	LT		M	1:45-3:45	3E12B	Grossman
B	LB		F	8:00-9:50	3E12B	Grossman
C	LT	3	TuTh	8:00-9:50	3F22	Melvin
CC	LT		M	1:45-3:45	3F22	Melvin
C	LB		F	8:00-9:50	3F22	Melvin
D	LT		TuTh	12:20-1:45	1K4	Weller
D	LB		Tu	1:45-3:45	3G14	Weller
E	LB		Th	1:45-3:45	3G14	Weller
F	LT		To Th F	8:00-9:50		

HEA 087 - Practice of Modern Bedside Nursing I (12 weeks)

A	LB	3	MW	7:30-11:30	Hosp.	Johnson
B	LB	3	MW	7:30-11:30	Hosp.	Grossman
C	LB	3	MW	7:30-11:30	Hosp.	Melvin
D	LB	3	MW	7:30-11:30	Hosp.	Kime

Associate Degree Nursing

HEA 120 - Fundamentals of Nursing

A	LT	6	M	12:00-2:00	2D1	Hain
B	LT	6	M	10:00-12:00	2D1	Hilton
J	LT		M	2:00-3:00	1K4	Staff
AA	LB		TuW	7:00-11:00	Hosp.	Hain
AB	LB		ThF	7:00-11:00	Hosp.	Hain
BA	LB		TuW	7:00-11:00	Hosp.	Hilton
BB	LB		ThF	7:00-11:00	Hosp.	Hilton

SAUK VALLEY COLLEGE

RECEIVED NOV 1 1977

RURAL ROUTE ONE,

DIXON, ILLINOIS 61021

DATE November 1, 1977

MORANDUM

TO: Dr. George Cole

FROM: Ronald Marlier

The number of students and credit hours for the Tuition Holds for the academic year 1976-77, are as follows:

	Number of Students	Credit Hours
Fall 76	160	1734
Spring 77	186	2076

For the fall semester 1976, there were 18 people listed as bad debts with a total credit hours of 170. For spring semester 1977, there were 16 people listed as bad debts with a total credit hours of 109.

The number of students and credit hours for the Tuition Holds for the fall semester 1977, are as follows:

	Number of Students	Credit Hours
Fall 1977	358	4028

There are currently 177 students with a total of 1841 credit hours on Tuition Hold for the fall semester 1977.

ag



DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
BUREAU OF STUDENT FINANCIAL ASSISTANCE
WASHINGTON, D.C. 20202

RECEIVED NOV 4 1977

Ref: Audit Control
Nos. 05-75038
05-65183

OCT 31 1977

Mr. George E. Cole, President
Sauk Valley College
R.R. 1
Dixon, Illinois 61021

Dear Mr. Cole:

We have received Mr. Ronald L. Schilling's letter of August 17, 1977, containing your institution's response to the exceptions cited in the audit report. It should be noted that our review has been limited to the portion of the audit reports dealing with the Basic Grant Program.

Based on the information provided, it appears that appropriate action has been taken to correct the findings cited by our review of the reports. No further deficiencies were disclosed.

It should be understood, of course, that the expenditures reported in the audit reports may be subject to further adjustment based on the final reconciliation of end-of-year student validation rosters which have been mailed to your institution for concurrence and/or resolution. Since any possible further adjustments resulting from the validation roster will be negotiated directly with the Program Systems and Funding Branch of the Division of Basic and State Student Grants, you may consider the audit reports closed for the Basic Grant Program.

We appreciate your conscientious administration of this program and your continued cooperation.

Sincerely,

Richard A. Hastings
Chief, Program Review Branch
Division of Basic and State Student Grants

cc: Mr. Ronald L. Schilling, Assistant Dean of Business Services
Mr. Frank Yanni, Acting Regional Administrator, SFA, Region V

SAUK VALLEY COLLEGE

RURAL ROUTE ONE,

DIXON, ILLINOIS 61021

DATE November 8, 1977

MEMORANDUM

TO: Dr. George E. Cole
FROM: John E. Sagmoe
RE: AUDITOR'S REPORT - 1977

Child Care Center

In the recent audit report, reference was made regarding cash receipts collected in offices other than the Business Office, specifically, the Child Care Center. In reviewing procedures with the Center, it has been the general practice of the Center to deposit monies with the Business Office on a regular basis. At the beginning of the semester when students are paying on a semester basis, the funds have been deposited daily. However, there have been occasions later in the semester when the Center has waited until Friday to deposit funds due to the fact that minimal amounts were being collected. In all cases, they have accounted for all receipts and have not experienced any significant problems with money collection and deposits. I have, however, indicated that in the future, a policy of depositing collected monies on a daily basis with the Business Office should be practiced. Because of the nature of the operation, a petty cash account of \$10 is continually maintained in the Child Care Center and provision is made to provide for a locked, safe place to store this petty cash fund.

Student Activities

I would also like to indicate that throughout the year monies are collected by various clubs, organizations, and other student activity events such as athletic and cultural events. It is the practice of the Student Activities Office that money collected at these events should be deposited with the Business Office on the same day it is collected, if possible. If this is not possible, (i.e. evening and weekend events) such collected cash should be turned into the Business Office no later than the morning of the next business day, and in those cases where money is kept overnight, appropriate security arrangements should be made with the Student Activities Office.

In terms of business procedures that relate to the utilization and maintenance of funds, the attached business procedures policies that appear in the Sauk Valley College Club and Organization Manual are in effect.

JES/vld
Enclosure

(Taken from the 1977 Club and Organization Manual)

BUSINESS PROCEDURES

Each club and organization is required to maintain any and all funds belonging to that group in a special account maintained for the Student Activities Office in the Business Office. This special account lends itself to greater fiscal continuity within the clubs from one year to the next, and requires adherence to the accounting procedures of the College. These procedures assure that funds are spent for legitimate purposes, consistent with the objectives of the club and within the guidelines of college policy.

Club Accounts

When the club or organization is officially recognized by the College, the Student Activities Office will open and maintain a financial record for that club. This record will indicate each club's share of the money maintained in the club agency account in the Business Office.

Funds of disestablished clubs will revert to the Student Activities Restricted Fund account.

Deposits

All club income from dues and other sources is deposited in the Business Office by the Student Activities Coordinator. The receipt is maintained in the Student Activities Office where it is posted to that club's record. Grants from the A.S.B. will be automatically transferred at the written request of the Student Activities Coordinator into the club agency account.

Disbursements

A Club Disbursement Request (see Appendix F) must be completed and signed by the responsible club member and the club advisor. When approved by the Student Activities Coordinator or the Dean of Student Services, this form will be filed in the Student Activities Office and is the basis for all club disbursements. This form must be signed by the Student Activities Coordinator or Dean of Student Services before its presentation to the Business Office.

Large expenditures (\$25.00 or more) for equipment, supplies, and services should be processed on a purchase order, according to institutional policy (see Appendix G).

All requests for student travel funds must be submitted on the appropriate form, Student Activity Travel (see Appendix H).

For expenditures of \$5.00 or less, clubs or organizations may draw on the petty cash fund in the Student Activities Office and such disbursements will be charged against the club's account.

College services such as xerox and duplicating services will be charged directly against the club account in the Business Office.

SAUK VALLEY COLLEGE

RECEIVED NOV 4 1977

RURAL ROUTE ONE,

DIXON, ILLINOIS 61021

DATE November 4, 1977

MEMORANDUM

TO: Dr. George Cole

FROM: Ronald Marlier

SUBJECT: Relative to the Auditors' Comments Regarding Financial Aid Compliance

I have been in contact with the Chief Deputy Branch Manager, Division of Auditing, Department of HEW, Region V, Chicago Illinois.

He stated that satisfactory progress has always been in the Audit Guidelines but has never been officially listed in the form of compliance regulations and enforced until the Education Amendments 1976. He also stated that they were not concerned about the compliance, at this date, due to the fact that the President did not sign the Education Amendments until October 10, 1976. He also stated that they are still in the process of panel hearings relative to the Amendments as required by law and that the final regulations have not been implemented. He also stated that any student that was not making satisfactory progress fall semester 1976, could not be tagged because the proposed Federal guidelines, which will probably be final, were not issued until April 3, 1977.

As you know, we implemented our policy in the spring, 1977, and the first opportunity we had at Sauk Valley College for determining satisfactory progress was at the end of the spring semester 1977.

Our Auditor said he noted several instances where financial aid was not in compliance with satisfactory progress. In our Administrative Council meeting he was only able to produce one name, that being Roy Marth.

According to my records, Roy Marth was not even in attendance during the spring semester, 1977, and was determined not making satisfactory progress for the fall semester of 1976. Therefore, it would be impossible to comply with satisfactory progress in this particular case.

Enclosed you will find a copy of the letter we sent Mr. Marth in June 1977. Be assured that this office has full documentation in this particular case and this student is not enrolled for the fall semester 1977.

I feel that the comments of the Auditor was a little premature, and an unfair judgment since: 1) the final regulations have not been published, 2) HEW does not set grade point average, and 3) satisfactory progress is determined by the common practices and standards of the institution.

I have asked Mr. Schmidt to respond back to me in writing his comments, and I will be sending these to you under separate cover.

jm

cc J. Sagmoe

June 3, 1977

Mr. Roy Marth

Sterling, IL 61081

Dear Mr. Marth:

The education amendments of 1976 provided drastic changes in the eligibility and participation of students in Federal financial aid programs.

The Amendments provide that financial aid payments under the Illinois Guaranteed Loan Program, College Work-Study, National Direct Student Loan, Supplemental Educational Opportunity Grant, and Basic Educational Opportunity Grant programs must not be made if a student is not maintaining satisfactory progress in the course of study he is pursuing according to the standards and practices of the institution.

On February 14, 1977, Sauk Valley College established with the approval of the Board of Trustees a policy on "Standards of Progress" relative to compliance with the new regulations. Enclosed you will find a copy of this policy.

The financial aid office is required at the end of each semester to review the academic performance of students receiving Federal financial aid.

You have been identified as a student that did not make satisfactory progress either by credit hours completed and/or Grade Point Average achieved. While the policy is self explanatory, the law does allow students to document any extenuating circumstances relative to why progress was not made, such as death in the family, illness, divorce, etcetera. This will be taken into consideration for continuance on financial aid programs for any subsequent semester.

As you will note, this policy does not preclude a student from enrolling in subsequent semesters and re-establishing satisfactory progress. When this occurs, the student will again become eligible for Federal financial aid participation.

This policy by the Federal government does not apply to any state or local type of aid programs. However, in both the state and federal programs attendance and completion of course work is now required.

If you feel there are mitigating circumstances which can be verified explaining your lack of performance for the spring semester 1977, please submit such documentation to the financial aid office no later than June 24, 1977.

In some cases, in order to re-establish satisfactory progress, students need only to remove a grade of R or I during the summer of 1977.

Each student's documentation will be considered on an individual basis.

Very truly yours,



Ronald F. Marlier
Director of Financial Aid

pr

Enclosures

January 13, 1977

Attention Students

From: Ronald F. Marlier, Director of Financial Aids

The education amendments of 1976 provide new legal requirements which could affect financial aid participation.

In verbatim, the following administrative memo from Washington D.C. requires the college to administer federal financial aid programs accordingly, quote:

The Amendments provide that financial aid payments under the College Work-Study, SEOG, NDSL, GSL, and the BEOG programs must not be made to students if a student owes a refund on grants or is in default on a loan previously issued to the student by the institution. For this reason, once the institution has established that an overpayment has been made, it may make no further payments under these programs including payment of Basic Grant awards if the student owes a refund on grants or is in default on loans until the student has met his financial obligations under the College-based and Guaranteed Student Loan Programs.

Additionally, the Amendments provide that financial aid payments under the above programs must not be made if a student is not maintaining satisfactory progress in the course of study he is pursuing according to the standards and practices of the institution. Therefore, the institution must withhold payment if the student is not making measurable progress in accordance with the standards and practices of the institution until the student reestablishes satisfactory progress.

In such cases, students shall not be paid retroactively for terms where eligibility was lost because of the conditions stated above.

SAUK VALLEY COLLEGE

RECEIVED SEP 23 1977

RURAL ROUTE ONE,

DIXON, ILLINOIS 61021

DATE September 23, 1977

MEMORANDUM

TO: Dean Edison

FROM: Dr. Williams *plw*

On September 9, 1977, I received a request from the Auditor to answer five pages of questions relating to our expenditures of overload compensation for the last fiscal year. He indicated in his memo that when I was ready with this report that I should either call him or that you would call him. It is my understanding that Dean Bunch informed you that we were available all week this week, to meet with the Auditor, however, we received no feedback regarding his intentions to meet with us. Although Dean Bunch will not be here on Monday, September 26, I will be here all of next week and once again, I am prepared to review his questions with him at that time.

lm

cc: Dr. Cole ✓

DATE September , 1977

TO: Ron Marlier

FROM: Janet Myhre

RE: Auditor

The Auditor

since the afternoon of August 30, 1977.

At that time the Auditor asked for files to be pulled for examination which is routine and which was done immediately. The two auditors remained the entire afternoon and upon leaving said they would not be returning to the financial aids office unless there would be a problem in balancing out with the business office.

Since there were no further questions from the auditors from that date until noon of September 2, 1977, no problems were foreseen.

Then the afternoon of Friday, September 2, 1977, the Auditor returned. This time he asked for files to be pulled of students that were on tuition hold for the academic year of 1977. This was done immediately. The Auditor stated that he was checking the students files to be sure that letters or statements were in each file signed by the students regarding the tuition holds. Again the Auditor left.

About 1½ hours later the Auditor again returned. This time the auditor asked numerous questions about Fall of 1977 which we are still in the registration period tuition holds. The Auditor had a list of all of the names, the hours that were put on tuition hold and the total amount of dollars that are on tuition hold (\$5255998). Some of the questions asked at this time were: 1) Who has the authority to put students on tuition hold, 2) Who is ag?, 3) On what basis is the student put on tuition hold, 4) What amount of dollars are you expecting the student to receive on which grant when you put this student on tuition hold, 5) Why would our office put a student on tuition hold when the student is going to pay cash at a later date, 6) Why is the financial aids office involved in cash, 7) He asked for and received a typed list of students that were put on tuition hold for cash reasons and then wanted the hours of these students and then wanted to know which students had paid up to this time.

The files that were pulled for the Fall of 1977 were checked for signed letters by the students, the reasons why they were put on tuition hold, (example grants, foundation, IGLP, or what was the reason for each tuition hold).

I asked the auditor who gave him the authority to check on the fall 1977 tuition holds and he did not answer me. However, I did comply with everything he requested.

SAUK VALLEY COLLEGE

RURAL ROUTE ONE,

DIXON, ILLINOIS 61021

DATE September 1, 1977

MEMORANDUM

TO: Dean Robert Edison

FROM: Dr. George E. Cole

In consideration of the fact that we have new auditors this year and that they will probably be with us for three years, I feel it would be very helpful to all the administrators if we could make arrangements to have the auditors meet with us in the administrative council prior to their submission of their report to the Board.

This would permit them to indicate to all of us some questions they might have and we might be able to make some helpful suggestions to them as to how they could implement procedures which would be mutually beneficial. For example, I would like to know that they are familiar with the types of reporting procedures which we currently utilize for the Illinois Community College Board staff, DVTE, etc., and I would also like to know that they are totally aware of the variable funding and pro-rata payment when enrollments exceed the previous year's level. It might also be helpful if they could be familiar with some of the problems we are experiencing with the Illinois State Scholarship Commission and its time lag in processing financial aid programs. I also have some questions about budget formats.

I would like to know a few days ahead of time when they will be attending an administrative council meeting so that we could try to keep the administrative council agenda small and spend enough time on this very important process.

GEC/bg

SAUK VALLEY COLLEGE

RURAL ROUTE ONE,

DIXON, ILLINOIS 61021

DATE November 8, 1977

MEMORANDUM

TO: SVC Board of Trustees

FROM: Dr. George E. Cole *G.E.C.*
President

RE: AGENDA ITEM #F-1 - PROPOSED THEATRE RENOVATION

As some of you are probably already aware, for the past several years the theatre program has used the food services preparation room for a dressing room. Our food services program is growing and the food services instructional staff would like this unique preparation room for instructional purposes.

On the other hand, we need a place to store the theatre costumes. It is my understanding that this unusually large stock of costumes was donated to the college by Northwestern University. We have diligently searched the basement over a several month period seeking a new storage room. Most of the available space contains pieces of operating equipment and is not adequately protected from fire and other hazards. (The food service preparation room has a sprinkler system.)

In the interest of solving this problem on both a long-range and short-range basis, we asked Ken McLean to come up with some suggestions about how the existing theatre area might be remodeled or expanded to provide for these needs in the future. The attached report was submitted by him to the appropriate deans and discussed at our administrative council meeting.

It is my opinion that the Board will want to resolve the problems of building repairs before they address themselves to the possibility of adding on to the theatre area. On the other hand, we might be able to do some minor remodeling to make that space more functional. I am told, for example, that the entire lighting system depends upon one 30 amp breaker which is far from adequate and that a large amount of the space beyond the theatre is utilized by a disfunctional rest room and an unneeded wall.

We are exploring the cost of doing some of this minor remodeling and it is my suggestion that we leave the larger recommendation for consideration at a later date when we will be aware of the extent of needed building repairs, the cost of these repairs, and whether or not there are any funds left for the proposed addition. I wanted to make the Board, however, aware of the work that has been done in this area.

GEC/bg
Enc.

DATE October 31, 1977

MEMORANDUM

✓
Dr. Cole, Dean Bunch, Dean Foster, Ralph Gelandner, Norm Welch

FROM: Ken McLean

SUBJECT: Proposed renovation and addition to Sauk Valley College Little Theatre

With reference to our recent discussions concerning the Little Theatre, the following proposals, and attached sketch, are offered for your perusal and edification.

This proposed addition is designed to situate to the north and east of the existing Little Theatre structure, and to retain the existing "modular" look of the main college structure.

Referring to the attached sketch, renovation of the existing structure consists of: (A) routing the "front of house" emergency exits directly to the outside, east and west, rather than through enclosed passages north on either side of the backstage area, as at present; (B) removing the existing east and west walls of the stage house. Such will add 5-6 feet of wing space on both sides of the Little Theatre stage, sufficient to accommodate the set pieces and wagons requisite to most proscenium productions--most notably musical production; (C) removing the present partitioning in the northwest (dressing rooms) and northeast (non-functioning lavatory, paint storage) corners of the existing stage house, as well as (D) removing the cabinetry along the north wall. Such will provide an open area for construction and assembly of settings for both the existing Little Theatre and the proposed Experimental Theatre addition. And, (E) removing a 20-foot section of the north wall, to be replaced with large sound-proof doors, providing access between the Little Theatre and the proposed Experimental Theatre.

The proposed addition is intended to alleviate a number of problems attendant to the existing Little Theatre structure. Currently, there is no costume vault storage area, construction area, green room, or adequate dressing/make-up area in reasonable proximity to the stage house. At present, costumes are stored in a basement classroom expropriated from food services. This same room also serves as a make-up/dressing room during the production. The return of this space to food services has been urgently requested and it is anticipated that the theatre's use of the area will not extend beyond the current school year. Additionally, because entrance to the backstage area can only be accomplished by leaving the building, going around the outside of the stage house and re-entering backstage through the

SAUK VALLEY COLLEGE

RURAL ROUTE ONE,

DIXON, ILLINOIS 61021

DATE October 31, 1977

MORANDUM

Dr. Cole, Dean Bunch, Dean Foster, Ralph Gelandner, Norm Welch

FROM: Ken McLean

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loading door, it is not a desirable situation, either artistically or medically. Too, at present there is no adequate space in the rear stage area for the construction of stage settings or the storage of materials and salvageable properties.

The proposed addition directly addresses these existing problems. The costume storage vault, green room, and dressing rooms, located in the northeast corner, are arranged to provide mutual access. They are proximal to--but isolated from--the stage areas to allow a built-in measure of sound abatement yet remain immediately available to the playing areas. On the west wall, the storage/construction area will provide a much-needed repository for the storage of construction materials and re-usable set-pieces. Adjacent to the expanded backstage area of the Little Theatre, its situation will allow construction to be accomplished in this large area between the two playing areas.

The largest single area included in the proposed addition is the Experimental Theatre. Basically, a "Black Box" playing space utilizing movable seating banks, alternate and experimental production styles may be accommodated on a modest scale here. Additionally, with the large access doors to the Little Theatre opened, a small proscenium space may be accomplished by playing from the Little Theatre floor into the Experimental Theatre. Entrance into the Experimental Theatre is gained from the outside via a small lobby area in the northwest corner. A sound/light control and storage area is located on the east side of the Experimental Theatre between that space and the dressing rooms, again offering a measure of built-in sound abatement. Soundproof doors between the Experimental Theatre, the green room, and the Little Theatre backstage should further isolate the playing areas from "backstage sound." Material access to the storage and shop areas is provided by a "loading dock" double door situated in the north wall of the Experimental Theatre.

As the attached sketch is not in section, the proposal to add a second story fly loft over the existing Little Theatre stage is not visualized. In as much as the second story of the main college

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DATE October 31, 1977

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Dr. Cole, Dean Bunch, Dean Foster, Ralph Gelandner, Norm Welch

FROM: Ken McLean

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building rises at a point over the Little Theatre proscenium, the superstructure of the main building is so situated to facilitate such an addition without jeopardizing the structural integrity of the existing building. The addition of a loft and fly system to the Little Theatre stage would enable multiple-setting plays to be accomplished facility. Musical plays, particularly, rely on this method of wing and drop production.

Finally, electrical service into the existing Little Theatre building needs up-grading. At present, a single, 30-amp circuit feeds the entire stage lighting system. Such is both inadequate to the needs of the space and, in fact, limits the capacity of the dimmer control panel already in operation there. The continual need to load this single circuit to its capacity is dangerous and has led to its "blowing" on several occasions during performance: an occurrence not-usually-an artistic enhancement to performance. A minimum service of 200-amps to each of the theatre spaces is recommended.

Obviously the above proposal suggests an ambitious and expensive undertaking. I have heard mention of a "Phase II" building program for the college that includes a large theatre to the east of the existing structure. If such a plan is still being actively pursued, the proposals made herein would be, no doubt, rendered obsolete at its completion--and I would not suggest their adoption. On the other hand, if a realistic assessment of a Phase II building program for the college finds the construction of a large theatre no longer feasible--then the proposals contained herein would offer a greatly expanded production capability at an appreciably lower cost.

What is proposed is, essentially, a compact theatre complex. Between the expanded Little Theatre space and the added Experimental Theatre space, all possible styles of theatrical staging are possible: large and small proscenium, thrust, and arena. The differences in the physical characteristics of the two spaces--facilitated in the Experimental Theatre by movable seating banks--lends them to other, divergent, non-theatrical presentations as well: lectures, recitals, concerts, etc. Additionally, the Experimental Theatre, its adjacent lobby, the green room and the dressing rooms all offer classroom/

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DATE October 31, 1977

MORANDUM

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FROM: Ken McLean

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rehearsal space of varying size that may be used while other activities are on-going in the Little Theatre. This will be of great benefit to the theatre students who are continually subject to displacement from the Little Theatre when other activities are booked there during their scheduled classes.

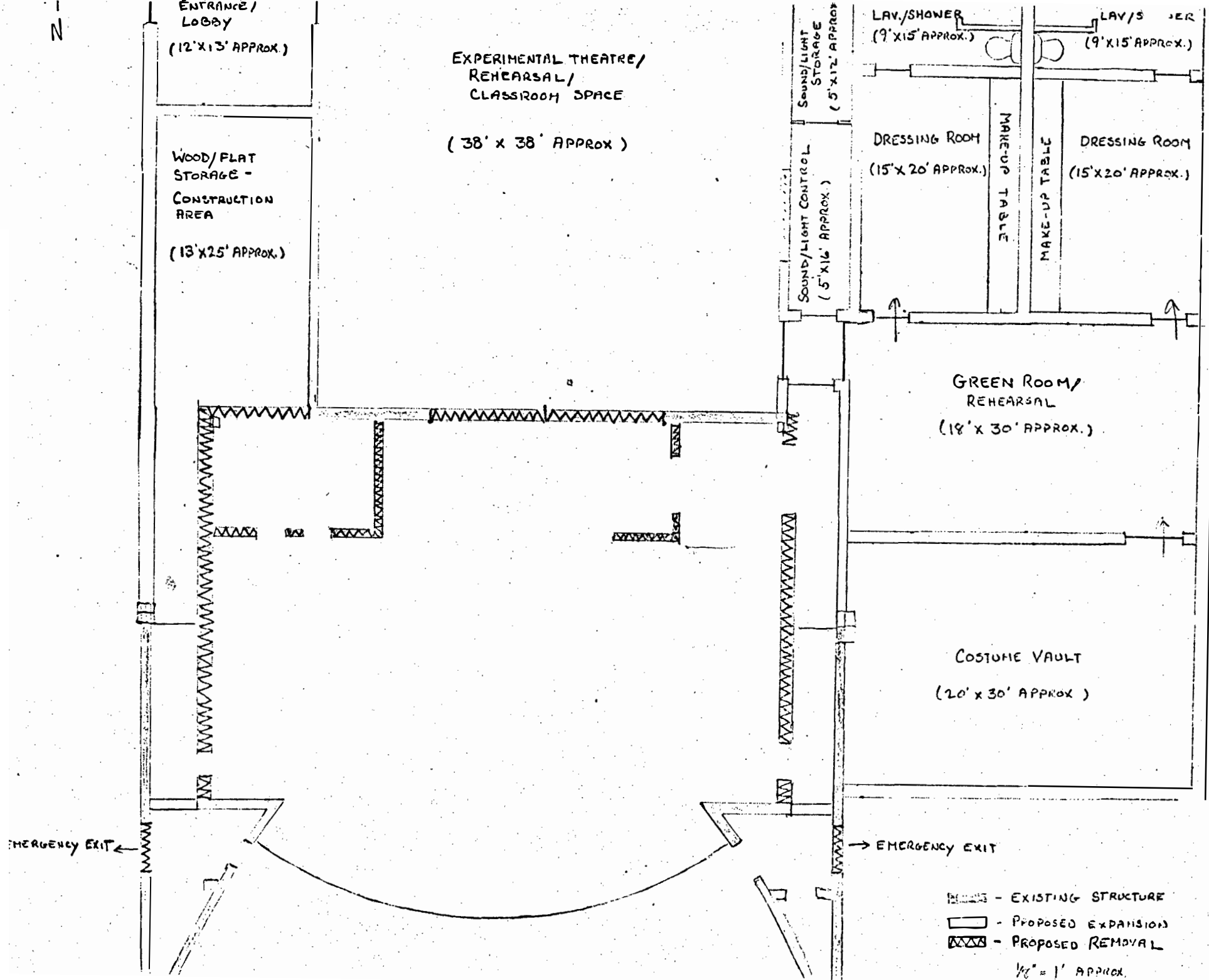
I recognize that, perhaps, what is suggested here is more ambitious and more costly than what had been anticipated in our initial discussions. If you wish, I should be happy to place the suggestions in priority order, if a "step-plan" construction is feasible.

If you have any questions, I should welcome the opportunity to respond with whatever clarification I can.

I look forward to your response.

KM/js

Attachment



SAUK VALLEY COLLEGE

RURAL ROUTE ONE,

DIXON, ILLINOIS 61021

DATE November 4, 1977

MORANDUM

Don Foster

TO: Ken McLean

FROM: Priority of items in renovation proposal.

In response to your request to establish priorities for the proposed renovation and addition to the Little Theatre, contained in my memo of 10-31-77, the following ordination is submitted for your consideration:

Priority 1: Costume Vault

As Food Services will regain use of the basement room currently serving as a costume storage/dressing area for theatre, a new space for the storage of these items must be found.

Priority 2: Rewiring

The present electrical service to the stage area is governed by a 30-amp contact breaker. A 100 watt bulb draws approximately .73 amps. Each of our instruments utilizes a 500 watt bulb. We have approximately 20 instruments - with need for more. The problem is apparent. Additionally, a lighting control board (dimmer board) of modest capacity was recently purchased and installed at some expense. This board is designed to handle a load in excess of 50 amps. The functioning of this control board is limited by 1/3 by the inadequate electrical service presently available in the theatre.

Priority 3: Remove partitioning at rear of Little Theatre stage

Currently, the rear-stage area is partitioned into a dressing area; cabinet storage area; lavatory; and paint area. The dressing area is unserviceable because it opens directly onto the on-stage playing area, and the noise and light attendant to its function cannot be adequately prevented from impinging upon the playing area. The lavatory (which is non-functioning as it is inadequately plumbed) is directly opposite the small east loading door and represents a great area of unusable space, so ill-situated as to prevent the full utilization of the adjacent areas. By clearing these partitions (including a false wall extending the width of the stage approximately 8 feet from the rear wall), and removing the cabinetry lining the north wall of the stage house, an area of sufficient size for some storage and construction will be realized.

Such renovation will, thereby, necessitate the addition of some space for dressing and make-up. By eliminating the Green Room (designated on the drawing appended to the original proposal) and extending the addition of the Costume Vault, on the east wall, further north, the two make-up/dressing rooms could be included, built to a hallway between them and the Costume Vault.

- Priority 4:** Addition of the Experimental Theatre space
This space, as indicated and described in the original proposal, would expand the production capabilities of the facility to include all manner of production style. Additionally, it would afford a much-needed classroom/rehearsal space for the theatre students who are continually subjected to relocation from the Little Theatre when it is otherwise used during their scheduled class hours.
- Priority 5:** Shop space/storage addition
While this would greatly facilitate our ability to store salvageable properties and materials, which would affect considerable monetary savings over the long run, with the rear-stage partitioning removed, as indicated above, necessary construction space and some reduced storage capabilities would be realized there.
- Priority 6:** Green Room addition
The addition of this space as a rehearsal room, and "waiting room" during production, would enable the performers to remain in close proximity to the stage during performance without having to impose restrictions on their movement. Additionally, during non-production times, it would serve as a rehearsal room and "central meeting hall" for the theatre—and those interested in theatre activities.
- Priority 7:** Fly loft addition
This is necessary for a scene-changing system that would greatly improve the Little Theatre's capability to produce proscenium-style plays. It is the system found in most theatres in this country and, educationally, would acquaint those students participating in theatrical productions with its operation and function. Additionally, it would provide the capability for rapid arrangement of the stage background for extra-theatrical events that take place in the Little Theatre, such as recitals, lectures and concerts.

RECEIVED NOV 9 1977

LAW OFFICES

WARD, WARD, CASTENDYCK, MURRAY & PACE

November 8, 1977

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8-7a

Dr. George Cole, President
Sauk Valley College
Route # 1
Dixon, IL 61021

Dear George:

Enclosed please find a copy of Public Act 80-730 dealing with student trustees. This was signed by the Governor and became effective October 1, 1977.

I believe it is self-explanatory. Should you have any question, don't hesitate to let me know.

Sincerely yours,

Bob

RWC/b
encls.

UNIVERSITY AND COLLEGE BOARDS—NON-VOTING
STUDENT MEMBERS—POWERS AND DUTIES

PUBLIC ACT 80-730

HOUSE BILL 679

An Act to clarify the powers and duties of the non-voting student members of various boards of institutions of higher education.

Be it enacted by the People of the State of Illinois, represented in the General Assembly:

Section 1. Sections 2-3 and 3-7.24 of the "Public Community College Act", approved July 15, 1965, as amended, are amended to read:

Sec. 2-3. [S.H.A. ch. 122, § 102-3]

The State Board shall meet on the second Monday after its appointment at the office of the Board of Higher Education in Springfield, Illinois. The chairman of the State Board shall be selected by the Governor to serve until another selection is made by the Governor. The State Board at its first meeting shall select from its members a vice-chairman who shall hold office until July 1, following his selection and until his successor is chosen; and thereafter at a regular meeting in the second quarter of each year the vice-chairman shall be selected for an annual term beginning July 1 next. The principal office of the State Board shall be located in Springfield, Illinois. The State Board shall meet at regular intervals at times determined by the State Board. Special meetings of the State Board may be called by the chairman or in the event he is unable to act, by the vice-chairman, or upon written notice signed by at least 3 members of the State Board. Notice of the time, purpose and place of any special meeting shall be given to each member in writing at least 5 days before the date fixed for the meeting. A majority of the members of the State Board shall constitute a quorum at all meetings, but the approval of a new unit of instruction, research, or a public service for a community college shall require the concurrence of a majority of all members of the State Board.

The nonvoting student member shall have all of the privileges of membership, including the right to make and second motions and to attend executive sessions, other than the right to vote. The nonvoting student member shall not be considered a member for the purpose of determining a quorum at any meeting of the board or any of its committees. No action of the board shall be invalidated by reason of any vacancies on the board, or by reason of any failure to select a nonvoting student member.

The term "new unit of instruction, research or public service" includes the establishment of a college, school, division, institute, department or other unit including majors and curricula in any field of instruction, research, or public service not theretofore included in the program of the community college, and includes the establishment of any new branch or campus of the institution. The term shall not include reasonable and moderate extensions of existing curricula, research, or public service programs which have a direct relationship to existing programs; and the State Board may, under its rule making power define the character of reasonable and moderate extensions.

Sec. 3-7.24. [S.H.A. ch. 122, § 103-7.24]

Each community college board shall have one non-voting member who is a student enrolled in the community college under the jurisdiction of the board. One non-voting student member shall also be selected in multi-campus districts

P.A. 80-730 80th GENERAL ASSEMBLY

to represent all campuses in those districts. In multi-campus districts, the campus from which the member is selected shall be determined by lot each year provided that no campus shall twice have selected a non-voting student member until all campuses in the district have once been represented on the district board. The same procedure shall be followed until all campuses have been represented a second time, a third time, and subsequent times. The method of selecting these student members shall be determined by campus-wide student referendum.

The student members shall serve a term of one year beginning on April 15 of each year, except that the student member initially selected shall serve a term beginning on the date of selection and expiring on the next succeeding June 30.

The nonvoting student members shall have all of the privileges of membership, including the right to make and second motions and to attend executive sessions, other than the right to vote.

Section 2. Section 1 of "An Act in relation to the regulation of the University of Illinois", approved May 7, 1873, as amended, is amended to read:

Sec. 1. [S.H.A. ch. 144, § 41]

The Board of Trustees of the University of Illinois shall consist of 9 elected trustees, the Governor, and 3 nonvoting student members, one from each campus of the University of Illinois. The nonvoting student members shall have all of the privileges of membership, including the right to make and second motions and to attend executive sessions, other than the right to vote. The method of selecting these student members shall be determined by campus-wide student referendum. Nonvoting student members shall not be considered members for the purpose of determining a quorum at any meeting of the board or any of its committees. No action of the board shall be invalidated by reason of any vacancies on the board, or by reason of any failure to select nonvoting student members. Three trustees shall be elected at the general election in November of each even-numbered year in the manner provided by law.

Section 3. Section 4 of "An Act creating a Board of Higher Education, defining its powers and duties, making an appropriation therefor, and repealing an Act herein named", approved August 22, 1961, as amended, is amended to read:

Sec. 4. [S.H.A. ch. 144, § 184]

The Board shall hold regular meetings at times specified in its rules. Special or additional meetings may be held on call of the Chairman, or upon a call signed by at least 6 members, or upon call of the Governor. A majority of the members of the Board shall constitute a quorum at all its meetings, but the approval of a new unit of instruction, research, or public service for a public institution of higher education, as provided in Section 7¹ shall require the concurrence of a majority of all the members of the Board.

The nonvoting student member shall have all of the privileges of membership, including the right to make and second motions and to attend executive sessions, other than the right to vote. He shall not be considered a member for the purpose of determining a quorum at any meeting of the board or its committees. No action of the board shall be invalidated by reason of any vacancies on the board, or by reason of any failure to select a nonvoting student member.

The Chairman of any board holding membership on the Board may designate an alternate to attend any meeting of the Board and the alternate shall have all rights and privileges of regular membership while acting for that chairman.