

Program Change Plan School of Human Sciences

Provided to Faculty in the following affected units:

- Department of Animal Science, Food and Nutrition¹
- Department of Kinesiology²
- Department of Public Health and Recreation Professions
- School of Social Work

This program change plan is in keeping with Sections 9.04 and 9.05 of the Collective Bargaining Agreement (CBA).

A. Description of Proposed Change:

This plan establishes a **School of Human Sciences** by merging the School of Social Work and the Department of Public Health and Recreation Professions, along with degree programs separated from the Department of Animal Science, Food and Nutrition, and the Department of Kinesiology. Once established, the School of Human Sciences will be housed administratively, on a temporary basis, in the Provost and Vice Chancellor for Academic Affairs area³.

The proposed degree inventory for the School of Human Sciences is listed below. The names and academic requirements of the degree programs will not change.

Degree	CIP	“Source” Academic Unit
BS, Exercise Science	31.0505	Kinesiology
BS, Human Nutrition & Dietetics	30.1901	Animal Science, Food and Nutrition
BS, Recreation Professions	31.0101	Public Health & Recreation Professions
BS, Public Health	13.1307	Public Health & Recreation Professions
BS, Social Work	44.0701	Social Work
MPH, Public Health	51.2208	Public Health & Recreation Professions
MS, Food and Nutrition	19.0501	Animal Science, Food and Nutrition
MSED, Kinesiology	31.0505	Kinesiology
MSED, Recreation Professions	31.0101	Public Health & Recreation Professions

¹ Plan includes a “reduction” in the Department of Animal Science, Food and Nutrition by way of separating the undergraduate degree program in Human Nutrition and Dietetics and the graduate degree program in Food and Nutrition and moving the programs to the School of Human Sciences.

² Plan includes a “reduction” in the Department of Kinesiology by way of separating the undergraduate degree in Exercise Science and the graduate degree in Kinesiology and moving the degree programs to the School of Human Sciences.

³ See the statement at end of this document that is separate and apart from this program change plan regarding college-level considerations.

MSW, Social Work	44.0701	Social Work
Minor, Coaching		Kinesiology
GRAD CERT, Gerontology	30.1101	College of Education and Human Services

Organizational Structure of School of Human Sciences:

The School will be led by an A/P Director who will report to and serve at the pleasure of the Dean of the College⁴, and who will be appointed following a search conducted in keeping with the University's Hiring Policy and Procedures. The University Policy on Department Chair responsibilities applies to School Directors. In keeping with this policy, the School Director is the chief academic, administrative, and fiscal officer for the academic unit and serves at the pleasure of the Dean. The Director is responsible for overall management and leadership of the unit and is expected to contribute to the mission of the University.

Specific duties of the Director will include, but not be limited to⁵: planning, development, coordination, review, and administration of undergraduate and graduate instructional programs; advancing learning outcomes of students enrolled in the School's academic programs, as well as students enrolled in service courses offered by the School's faculty; ensuring faculty excellence through effective recruitment, retention, and evaluation of personnel; advancing and coordinating accreditation-related activities including program assessment; maintaining effective recruitment, retention, and degree completion rates of students enrolled in the School's academic programs; providing educational leadership, fostering excellence, and creating a culture of increased research, scholarship, and creative activity among faculty; developing and recommending budgets to the Dean, as well as administering approved budgets and controlling expenditures within the unit; promoting alumni relations and representing the School and its constituent divisions and programs to various constituencies; conducting all business and activities in compliance with applicable law, policies of the SIU Board of Trustees, University Policies and Procedures, the College and School Operating Papers, and other guidance and directives of the Dean; and fostering an environment that advances Institutional goals regarding diversity and intolerance of discrimination.

Initially, an Interim Director for the School will be appointed on a term basis by the Provost, following usual campus processes for appointing interim administrators. The Interim Director will be appointed via search waiver, in consultation with faculty members who comprise the School, and with the approval of the Office of the Chancellor and the Office of Affirmative Action. Faculty and staff members will have an opportunity to express their preference regarding possible candidates for the Interim Director Position, and to provide feedback on potential candidates.

⁴ See statement on College structure that is separate and apart from the Program Change Plan, at the end of this document.

⁵ Adapted from university policy on duties of Department Chairs, which apply to School Directors.

The search for the permanent School Director may be internal or external, consistent with current practice for hiring of Department Chairs and School Directors. We anticipate that the permanent School Director search will be initiated after the assignment of the School to an academic college. In keeping with university hiring procedures and policy, an approved position announcement will be created for the Director Position; a search committee will be approved through the Affirmative Action Office; applications will be solicited; applications will be reviewed by the search committee; approved interviews will be conducted; and, a hiring recommendation that is informed by faculty and search committee feedback will be made by the Dean, with final approval by Provost and Affirmative Action Office.

Each of the (former) academic units / programs that comprise the School of Human Sciences will have the status of **Division** within the School. Each Division will be led by a faculty member who serves in the functional role of Division Coordinator. The duties of the Division Coordinator may vary based on the complexity and needs of the Division. Division Coordinator duties will reflect a service assignment in the faculty member's annual workload assignment. We anticipate that this service assignment will correspond to a "release" from one-to-two 3-credit hour courses per year, depending on the Division's complexity (i.e., a 12.5% or 25% FTE service assignment). The service assignment will be determined by the School Director in consultation with the Division Coordinator and the Dean and in compliance with the collective bargaining agreement. Depending on the complexity of the Division's programs and needs, Division Coordinators may also receive summer appointments in support of the division and its programs. Service duties of the Division Coordinator may include, but may not be limited to: consulting with the School Director and/or support staff regarding course staffing needs; providing input to the School Director to inform the Director's assignment of workload to faculty; assisting with student concerns; coordinating accreditation-related activities if appropriate; assisting the School Director with program assessment.

Following establishment of the School, Faculty will create an operating paper pursuant to Article 5 of the Collective Bargaining Agreement. During the period of creation of the School Operating Paper, day-to-day management of the unit will be guided by applicable provisions of each division's former department/school operating paper and former college operating paper⁶.

B. Rationale

A general goal of this plan is to revitalize and reposition our academic programs in order to create opportunities for greater collaboration among students and faculty. SIU's academic programs and structure have remained largely unchanged in a changing higher education

⁶ This approach is provisional, recognizing that interim operating procedures could be subject to impact bargaining.

marketplace. Accordingly, this plan aligns programs that relate to each other in order to foster synergy and innovation.

The initial proposed organization and structure of the proposed School of Human Sciences was based on analysis of factors such as current degree and course offerings in each of the component academic units, descriptions in the catalog and in the public descriptions of academic programs by the component academic units (e.g., websites). Feedback, discussion with faculty and other stakeholders, and requests for alternate program configurations from affected faculty on the original program change proposal contributed to refinements and modifications as the plan evolved and was finalized.

The planned School focuses scholarly expertise and curricula that will engage around issues affecting the human condition. We anticipate that faculty will take the lead in building connections across disciplines in order to provide an integrated learning environment for our students. The organization of the School will also foster collaborative efforts in researching major problems and questions that affect social, physical and emotional well-being.

C. Impact on Faculty Lines and Faculty Workload

Faculty Lines

This plan has no effect on Faculty lines. There will be no eliminations of faculty positions under this plan.

Workload

Faculty workload assignment is governed by the terms of the Collective Bargaining Agreement (CBA). Additionally, the CBA requires School Operating papers to include the “criteria to be applied when determining workload”⁷. Consistent with current practice in other Academic Schools at SIU Carbondale, and in keeping with the provisions of the CBA, workload assignments will be made by the School Director, with consultation and input from Division Coordinators, and subject to approval by the dean. To summarize, all Faculty workload assignments will continue to be made in accordance with the procedures established and required by the collective bargaining agreement.

In addition to fostering collaboration and innovation in curricula, pedagogy and scholarship, the merger of the planned academic units and degree programs into a school will contribute to more equitable distribution of service-related tasks across faculty, freeing faculty from

⁷ Section 5.02, CBA.

some of the service obligations associated with the activities required to support the academic unit and the university. By spreading such responsibilities out in larger schools, individual faculty members will have additional opportunities to engage in teaching and research activities. Additionally, enhancement of the School's overall teaching, research and service capacity will be realized by way of a net-decrease in the number of academic-unit administrators, and the return of such administrators to faculty roles. Finally, to the extent that the current administrative structure may contribute to curricular overlap and duplication (by way of highly similar courses being offered in multiple programs), we anticipate that as a result of the integration and synergy that is central to the reorganization plan there will be decreased pressure to staff required courses.

General Promotion and Tenure Considerations for Tenured and Tenure Track Faculty.

Affected Faculty members who hold tenure in the Department of Animal Science, Food and Nutrition, the Department of Kinesiology, the Department of Public Health and Recreation Professions, or the School of Social Work will have their tenure transferred to the School of Human Sciences. The plan will not result in any loss of tenure for any Faculty member in the Department of Animal Science, Food and Nutrition, the Department of Kinesiology, the Department of Public Health and Recreation Professions, or the School of Social Work.

Faculty members who presently hold tenure track appointments in the Department of Animal Science, Food and Nutrition, the Department of Kinesiology, the Department of Public Health and Recreation Professions, or the School of Social Work will have their continuing, tenure-track appointments transferred to the School of Human Sciences, with no change to their tenure probationary period.

Promotion Considerations for Tenured Faculty. Under the terms of the current Collective Bargaining Agreement, the promotion guidelines and procedures articulated in the operating papers in force at the time of the tenured faculty member's most recent promotion will apply to a promotion review case that occurs after the proposed merger and establishment of the School of Human Sciences. Note, however, that the tenured faculty member may elect to apply the promotion guidelines and procedures of the operating paper of his or her new school to the promotion / tenure review case. The promotion standards and procedures articulated in the 2016 SIUC Employees Handbook also apply to promotion review.

Tenure and Promotion Considerations for Tenure Track Faculty. Under the terms of the current Collective Bargaining Agreement, the tenure and promotion guidelines and procedures in the operating papers in force at the time the faculty member was hired into the tenure-track position will apply to an initial tenure / promotion review case that occurs

after the proposed merger and creation of the School of Human Sciences⁸. Note, however, that a tenure-track faculty member may elect to apply the tenure/promotion standards of the operating papers of his or her new school to the promotion / tenure review case. The promotion and tenure standards and procedures articulated in the 2016 SIUC Employees Handbook also apply to promotion and tenure review.

Provisional Promotion and Tenure Procedures for *Current* Tenured and Tenure track Faculty.

The procedures outlined in this section are provisional given that the Faculty Association reserves the right under Article 9 to bargain impact of any implemented program change.

SCHOOL-LEVEL REVIEW

The Director of the School of Human Sciences shall coordinate the process and shall write the School-level recommendation letter.

1. For candidates formerly appointed in the Department of Animal Science, Food and Nutrition: unless the faculty member chooses to apply the new School of Human Sciences Operating Paper provisions, the Operating Paper of the former Department of Animal Science, Food and Nutrition shall govern the process and shall define the standards and criteria for promotion and/or tenure.
 - a. For such candidates, any academic-unit-level requirements regarding letter-solicitation, etc. that were included in the Department of Animal Science, Food and Nutrition Operating Paper shall apply.
 - b. For such candidates, the academic-unit-level committee shall be comprised of appropriate (as defined by the former Department of Animal Science, Food and Nutrition Operating Paper) faculty members who held appointments in the former Department of Animal Science, Food and Nutrition, augmenting if needed per CBA requirements.
2. For candidates formerly appointed in the Department of Kinesiology: unless the faculty member chooses to apply the “new” School of Human Sciences Operating Paper provisions, the Operating Paper of the Department of Kinesiology shall govern the process and shall define the standards and criteria for promotion and/or tenure.

⁸ Clarification: If promotion and /or tenure occurs after the ratification of the new school operating paper, such operating paper will govern future promotion applications.

- a. For such candidates, any academic-unit-level requirements regarding letter-solicitation, etc. that were included in the former Department of Kinesiology Operating Paper shall apply.
 - b. For such candidates, the academic-unit-level committee would be comprised of appropriate (as defined by the former Department of Kinesiology Operating Paper) faculty members who had held appointments in the former Department of Kinesiology, augmenting if needed per CBA requirements.
3. For candidates formerly appointed in the Department of Public Health and Recreation Professions: unless the faculty member chooses to apply the “new” School of Human Sciences Operating Paper provisions, the Operating Paper of the Department of Public Health and Recreation Professions shall govern the process and shall define the standards and criteria for promotion and/or tenure.
 - a. For such candidates, any academic-unit-level requirements regarding letter-solicitation, etc. that were included in the former Department of Public Health and Recreation Professions Operating Paper shall apply.
 - b. For such candidates, the academic-unit-level committee would be comprised of appropriate (as defined by the former Department of Department of Public Health and Recreation Professions Operating Paper) faculty members who had held appointments in the former Department of Public Health and Recreation Professions, augmenting if needed per CBA requirements.
4. For candidates formerly appointed in the School of Social Work: unless the faculty member chooses to apply the “new” School of Human Sciences Operating Paper provisions, the Operating Paper of the School of Social Work shall govern the process and shall define the standards and criteria for promotion and/or tenure.
 - a. For such candidates, any academic-unit-level requirements regarding letter-solicitation, etc. that were included in the former School of Social Work Operating Paper shall apply.
 - b. For such candidates, the academic-unit-level committee would be comprised of appropriate (as defined by the former School of Social Work Operating Paper) faculty members who had held appointments in the former School of Social Work, augmenting if needed per CBA requirements.
5. For all candidates in the School of Human Sciences, the recommendation from the academic-unit-level committee shall go to the Director of the School of Human Sciences.

The Director shall make an independent recommendation based on the evidence in the dossier, applying the governing standards and criteria of the appropriate prior operating paper, and taking into consideration the vote/recommendation of the unit-level faculty.

COLLEGE LEVEL REVIEW

As noted above, upon formation of the School, it will temporarily be assigned to the Provost and Vice Chancellor for Academic Affairs area. College level review of any promotion and tenure cases proceeding **during the period of the School's assignment to the Provost area** shall follow the procedures below:

1. The applicable former College Operating Paper shall govern with respect to College-level procedures, standards and criteria. The College-level committee shall be comprised of appropriate (as defined by the applicable former College Operating Paper) faculty members who had held appointments in the applicable College.
2. The College-level committee vote / recommendation shall go to the Dean of the College in which the candidate's former department / school was assigned. The Dean shall make an independent recommendation based on the evidence in the dossier, applying the governing standards of the appropriate operating papers and taking into consideration , the vote / recommendation of the unit-level committee, the vote/recommendation of the college-level committee, and the recommendation of the School director.

Following assignment of the School to a new academic college (see statement at end of this document that is separate and apart from the Program Change Plan), the following procedures shall apply:

1. Unless the candidate elects to apply the operating paper from the "new" College, the applicable former College Operating Paper shall govern with respect to College-level procedures, standards and criteria. The College-level committee shall be comprised of appropriate (as defined by the applicable former College Operating Paper) faculty members who had held appointments in the applicable College.
2. The College-level committee vote / recommendation shall go to the Dean of the "new" college. The Dean shall make an independent recommendation based on the evidence in the dossier, applying the governing standards of the appropriate operating papers and taking into consideration , the vote / recommendation of the unit-level committee, the vote/recommendation of the college-level committee, and the recommendation of the School director.

PROVOST LEVEL REVIEW

The Dean's recommendation shall be forwarded to the Provost who shall proceed according to current policies, procedures and practice.

D. Impact on Students and Ability to Maintain Curricula

There will be no negative impact on students. To the contrary, we anticipate significant benefits to students in the integrated school model. They will have exposure to a wider range of faculty expertise and interests and will have opportunities to engage in cross disciplinary research, curricula and co-curricular activities.

The catalog under which a student enrolled as a major will continue to govern that student's curricular / degree requirements. That is, an existing student whose major will be housed by the new School will have identical requirements to those in place when s/he entered the major. S/he will be able to continue the current program(s) through graduation based on the requirements specified in the Undergraduate or Graduate Catalog as of the date s/he enrolled in the program. We will ensure that we deliver on our commitments to students enrolled in every program. Future changes to curriculum will be the responsibility of the faculty, in consultation with administration and with campus constituency bodies. Such changes would follow established campus procedures (e.g., the NUI or RME process and contractual provisions as appropriate).

Given no reduction in faculty as part of the reorganization plan, there are no implications for ability to maintaining the curricula⁹. Again, the degree programs currently housed by the component academic units will simply be housed in the broader administrative structure of the School.

E. Estimated Financial Costs or Savings, Including Source(s)

Although cost-reduction was not the principal purpose of the overall reorganization proposal, we anticipate that implementation of the campus-wide plan will result in permanent (projected) administrative cost savings by way of a campus-wide reduction of administrative positions (e.g., fewer dean positions, elimination of department chair and school director positions), which will allow us to invest strategically in future initiatives.

⁹ With exception of any proposal to eliminate a degree program. Any such proposals will be separate and apart from this program change proposal.

For each former department chair / school director, the difference between Faculty salary and chair/director salary, plus any summer salary committed for the chair/director will be saved on a permanent/projected basis. Such savings will be balanced against the salary costs associated with appointing an A/P School Director on a 12 month basis, plus any summer salary expenditures committed for division coordinators.

An analysis of support staff needs will be undertaken for the proposed school. This may result in additional savings if it determined that staffing consolidations are warranted. Note that there will be no layoffs of employees in civil service positions as a result of the program change plan, although it is possible that there will be re-assignment of some civil service positions, allowing us to allocate positions to the areas of greatest need. For example, we anticipate that civil service positions might be re-assigned to support complex Divisions (e.g., to assist the School Director with scheduling, personnel tasks, etc). Over time, additional savings may be generated following the reorganization by reducing duplicative courses through more efficient coordination in the Schools.

F. Comparison of similar programs at Peer Institutions (if applicable)

This program change plan represents an administrative restructuring of existing degree programs and academic units. The “School Model”, with multiple degree programs housed in the School, is already functioning effectively at SIU in the School of Allied Health, the School of Information Systems and Applied Technology, the School of Art and Design, the School of Music and the School of Architecture. In such programs, faculty members who serve as division, area, or program coordinators / directors provide support and consultation to the School Director as part of their service assignments, with adjustment to workload assignments provided as appropriate, and with commitment of summer assignments in some cases, as required by the needs of the unit. School Directors at SIU have demonstrated their ability to understand, support, and represent the disparate academic disciplines represented in their schools, to advocate for wide-ranging academic programs, and to support, mentor, and evaluate fairly and equitably the faculty who teach and engage in scholarship in varied disciplines. School Directors at SIU have also demonstrated their success at supporting undergraduate and graduate students from multiple academic disciplines.

We are not aware of an academic school or department that is fully parallel to the proposed School of Human Sciences in terms of curricular and content focus. However, we are aware of academic units (some organized as Schools, some organized as Departments) that share some similarities to the proposed School at: Ohio State University; Miami University of Ohio; Middle Tennessee State University; Mississippi State University; Stephen F. Fraser University; University of Indiana Bloomington; University of North Carolina Greensboro; University of Tennessee Chattanooga; and University of Texas at San Antonio.

G. Possible Consequences of the Proposed Change on the University's Carnegie Status

The proposed change will have no direct / explicit impact on the University's Carnegie Status. However, one of the goals of the campus-wide re-organization plan (see point B) is to invigorate, enhance and expand Faculty research and creative activity by increasing synergy and collaboration. This includes the goal of expanding extramural grant / contract activity and increasing Ph.D. production. The reorganization plan will contribute to the broader institutional goal of increasing the University's Carnegie Status to R1 (Highest Research Activity).

[END of Program Change Plan]

Separate and apart from the Program Change Plan provided above to Faculty under Section 9.04 and 9.05 of the Collective Bargaining Agreement, the following information is provided for informational purposes:

Upon establishment of the School of Human Sciences, it will be housed administratively, on a temporary basis, in the Provost and Vice Chancellor for Academic Affairs area, with the interim director of the School reporting to the Provost. Ultimately, we propose that The School of Human Sciences be part of a **College of Health and Human Sciences**.

Neither establishment, elimination, nor renaming of Colleges by the University is subject to the requirements of Article 9. Additionally, assignment by the University of Departments and/or Schools to Colleges is not subject to Article 9. However, establishment of Colleges and assignment of Departments / Schools to Colleges **is** subject to established campus shared governance processes and to any requirements of the Board of Trustees and the IBHE. An RME to rename the College of Arts and Applied Sciences to the College of Health and Human Sciences, along with assignment of academic schools to the renamed college, will be submitted at an appropriate date. Such RME will follow established procedures (e.g. review by Faculty Senate and/or Graduate Council), with opportunity for feedback by faculty, staff and students.

RME for Program Change Plan

Reasonable and Moderate Extension (RME)

PROPOSED ADDITION/ABOLITION, RE-ALLOCATION, OR RE-ESTABLISHMENT OF AN EDUCATIONAL UNIT, CURRICULUM, OR DEGREE IN THE COLLEGE OF AGRICULTURAL SCIENCES AND THE COLLEGE OF EDUCATION AND HUMAN SERVICES

I. Program inventory

This RME is to create a School of Human Sciences by way of merger of the degree programs in 1) Human Nutrition and Dietetics (BS) and Food and Nutrition (MS) in the Department of Animal Science, Food and Nutrition (College of Agricultural Sciences), 2) School of Social Work (College of Education and Human Services), 3) the Department of Kinesiology (College of Education and Human Services), and 4) the Department of Health and Recreation Professions (College of Education and Human Services). The School of Human Sciences will be housed administratively, on a temporary basis, in the Provost and Vice Chancellor for Academic Affairs area. The degree programs, graduate certificates, and minors will remain intact. Additional details are provided in the accompanying Program Change Plan.

A. Current listing of approved programs (list all within the major)

CIP Code	Major/Minor	Degree	Unit
31.0505	Exercise Science	BS	Kinesiology
30.1901	Human Nutrition & Dietetics	BS	Animal Science, Food and Nutrition
13.1314	Physical Education Teacher Education	BS	Public Health and Recreation Professions
13.1307	Public Health	BS	Public Health and Recreation Professions
31.0101	Recreation Professions	BS	Public Health and Recreation Professions
44.0701	Social Work	BS	Social Work
51.2208	Public Health	MPH	Public Health and Recreation Professions
19.0501	Food and Nutrition	MS	Animal Science, Food and Nutrition
31.0505	Kinesiology	MSED	Kinesiology
31.0101	Recreation Professions	MSED	Public Health and Recreation Professions
44.0701	Social Work	MSW	Social Work
30.1101	Gerontology	GR CERT	Public Health and Recreation Professions
	Coaching	Minor	Kinesiology

PROPOSED ADDITION/ABOLITION, RE-ALLOCATION, OR RE-ESTABLISHMENT OF AN EDUCATIONAL UNIT, CURRICULUM, OR DEGREE IN THE COLLEGE OF AGRICULTURAL SCIENCES AND THE COLLEGE OF EDUCATION AND HUMAN SERVICES

B. Proposed listing

CIP Code	Major/Minor	Degree	Unit
31.0505	Exercise Science	BS	School of Human Sciences
30.1901	Human Nutrition & Dietetics	BS	School of Human Sciences
13.1314	Physical Education Teacher Education	BS	School of Human Sciences
13.1307	Public Health	BS	School of Human Sciences
31.0101	Recreation Professions	BS	School of Human Sciences
44.0701	Social Work	BS	School of Human Sciences
51.2208	Public Health	MPH	School of Human Sciences
19.0501	Food and Nutrition	MS	School of Human Sciences
31.0505	Kinesiology	MSED	School of Human Sciences
31.0101	Recreation Professions	MSED	School of Human Sciences
44.0701	Social Work	MSW	School of Human Sciences
30.1101	Gerontology	GR CERT	School of Human Sciences
	Coaching	Minor	School of Human Sciences

II. Reason for proposed action

This action relates to the Program Change Plan for creation of a School of Human Sciences.

III. Program delivery mode

Same as current delivery mode.

PROPOSED ADDITION/ABOLITION, RE-ALLOCATION, OR RE-ESTABLISHMENT OF AN EDUCATIONAL UNIT, CURRICULUM, OR DEGREE IN THE COLLEGE OF AGRICULTURAL SCIENCES AND THE COLLEGE OF EDUCATION AND HUMAN SERVICES

IV. Anticipated budgetary effects

Please refer to the accompanying Program Change Plan.

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

Please refer to the accompanying Program Change Plan. There will be no reduction in faculty resulting from this plan. There are no changes in curricula, so there is no effect on current students. Staff may be re-assigned or added depending on the needs determined by the new school. All inventory will be assigned to the new school. The physical facilities will remain the same in the short term. A campus wide space plan is being developed that will address the needs of the new school in relationship to the campus.

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

The plan has no direct effect on other educational units, curricular or degrees. In general, the merger should build on the existing collaboration between the units.

VII. Assessment of Student Learning Outcomes

This criteria only applies to new programs. All current assessment activities will remain in place.

VIII. Catalog copy to be deleted or added

Will be provided once the approval is completed.

IX. The requested effective date of implementation

July 1, 2018

PROPOSED ADDITION/ABOLITION, RE-ALLOCATION, OR RE-ESTABLISHMENT OF AN EDUCATIONAL UNIT, CURRICULUM, OR DEGREE IN THE COLLEGE OF AGRICULTURAL SCIENCES AND THE COLLEGE OF EDUCATION AND HUMAN SERVICES

X. Approval signatures to submit Proposal for Processing

☐ Approve ☐ Disapprove

Signature, Dean of College of Agricultural Sciences

Date

☐ Approve ☐ Disapprove

Signature, Dean of College of Education and Human Services

Date

Submit signed forms to the Associate Provost for Academic Program, Room 15 Anthony Hall, MC 4305. For assistance, please contact apap@siu.edu or call Ruth O'Rourke at 3-7654,

Additional Materials Submitted by Affected Units

Additional Materials Submitted by Affected Units

David L. Dilalla

From: Sarah Buila <sdbuila@siu.edu>
Sent: Monday, February 12, 2018 4:43 PM
To: David L. Dilalla
Subject: School of Social Work Votes

Dear Sir,

The School of Social work voted 4 yes -1 no for an extension of time to consider the Chancellor's Reorganization Plans.

We also voted 3 yes-2 no that there could be some positives for our school in the plan so far.

Thank you,

Faculty Chair

Sarah Buila, Ph.D., MSW
Graduate Program Director and Associate Professor
School of Social Work
Pulliam Hall, Rm 250 - Mail Code 4329
Southern Illinois University
Carbondale, IL 62901
sdbuila@siu.edu
618-453-1151
618-453-4291 Fax

David L. Dilalla

From: William Joseph Banz
Sent: Friday, February 9, 2018 4:12 PM
To: Lizette R. Chevalier; David L. Dilalla
Subject: Voting Ballot Article 9

Dear Drs. Chevalier and DiLalla,

We voted on the 2 measures (i.e., exit the 90-day and extend the 90 day window by 30 days) for the 3 proposals that ASFN received. The results are below.

Move Animal Science into the School of Agricultural Sciences.

*The measures to extend the 90 day window by 30 days **was approved** by 60% or more of eligible TT faculty.*

Move Hospitality and Tourism Administration into the School of Management and Marketing.

No measures were approved by 60% or more of eligible TT faculty.

Move Human Nutrition and Dietetics into the School of Human Services.

No measures were approved by 60% or more of eligible TT faculty.

Sincerely,

Bill

William J. Banz, Ph.D., R.D.

Professor and Chair

Animal Science, Food & Nutrition

Agriculture Building Room 127 - Mail Code 4417

College of Agricultural Sciences

Southern Illinois University

1205 Lincoln Drive

Carbondale, IL 62901

banz@siu.edu

618-453-1763

618-453-5231 FAX



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David L. Dilalla

From: Saliwe Kawewe
Sent: Thursday, November 2, 2017 9:52 PM
To: Carlo Montemagno
Cc: David L. Dilalla; Lizette R. Chevalier
Subject: Social Work Feedback for Academic Reorganization Proposal
Attachments: Memorandum of Understanding School of Social Work & College of Education 1997.pdf

Dear Chancellor Montemagno:

I wish to provide feedback regarding the Academic Reorganization Proposal. I have met with the faculty of the School of Social Work as well as the heads of the departments in the proposed School of Human Services. We applaud the opportunity to be housed in the proposed College of Health and Human Services. We believe that it will be much more beneficial for the students and faculty of Social Work if we share a college with disciplines that are more similar to our own. We believe that the new College will provide new and exciting opportunities for our faculties to collaborate and to offer our students new electives.

However, I would like to present here a few reasons why we believe that the School of Social Work should retain our structure as a unit within the new College of Human Services:

1.

1. Our History as an Independent Unit – Although the School of Social Work is currently a unit in the College of Education and Human Services (COEHS), this has not always been the case. Unlike the other units of COEHS which are departments, prior to 1997 the School of Social Work was a freestanding school. Our agreement to join COEHS was predicated on the Memorandum of Understanding (attached) that COEHS signed with the School. I will include the relevant sections below :

“Autonomy:

The items listed here reflect the minimum operational standards required to maintain accreditation by the Council on Social Work Education (CSWE). It is understood that in issues of dispute CSWE standards will prevail.

- The School retains its designation as the “School of Social Work” with its chief executive officer designated as “Director.”
- The School retains autonomy in decisions regarding dispensation of the School’s budget, including faculty salaries, OTC, and other School budget lines.
- The School retains autonomy in decisions regarding the School’s curriculum, course offerings, course syllabi, faculty deployment, and methods of instruction.
- The School retains autonomy of admissions and dismissals within university operating procedures.
- The School retains autonomy in decisions regarding its internal administrative, academic and staff structure, including hiring and retention of adjunct, lecturers, and part-time faculty.”

“Administration: ...The School will retain its governance and committee structure as specified in its Operating Paper, as amended in September 1996...”

2. **2. Autonomy Enshrined in Accreditations Standards** - In 2015, CSWE published the most recent standards for accreditation called the 2015 Educational Policy and Accreditation Standards (EPAS). They further indicate the necessity of the autonomy of social work faculty and social work administrators in the development of the administrative and leadership structure. Here I will include two relevant sections (*italics are mine*):

“Educational Policy 3.3—Administrative and Governance Structure

Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions regarding the delivery of social work education. Faculty and administrators exercise autonomy in *designing an administrative and leadership structure*, developing curriculum, and formulating and implementing policies that support the education of competent social workers.”

“Accreditation Standard 3.3—Administrative Structure

3.3.1 The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program’s mission and goals.”

3. **3. Reaffirmation**-Currently, we are preparing our self-study for Reaffirmation of Accreditation and our site visit is scheduled for October 2018.

4. **4. Thoughts on Synergy**-Though we agree that the promotion of synergies and interdisciplinary work is an important goal for the future of this campus and can be a useful cost saving measure. I would like to make three observations regarding the School of Social Work:

1. Regarding Research- Due to the diversity of applications of Social Work inherent to the profession much of our research is already of an interdisciplinary nature. A few glances at the CVs of our professors will reveal that the fields of coauthors and the venues of publication are already quite diverse. Anecdotally, I have witnessed social work research published in the fields of Dentistry, Economics, Software Development, and Hospitality alongside the usual suspects like Women’s Studies, Sociology, Race/Ethnicity Fields, Rehabilitation, etc. We are a creative bunch and we often bring our unique perspectives to a plurality of subjects. I wish merely to point out that this has historically been the case and that this will likely continue to be the case irrespective of our future governance structure.
2. Regarding Teaching- Due to the demands of the CSWE EPAS there are very limited opportunities for faculty beyond our unit to teach Social Work courses. Faculty must have an MSW and in some cases a minimum of two years of post-master’s degree experience working as a practicing social worker in order to be eligible to teach core courses in Social Work Curricula. Thus there is limited capacity to incorporate faculty from other units into our programs and maintain accreditation standards. However, CSWE standards allow us to provide opportunities for students from various disciplines to take our introductory core courses and elective courses whenever we can afford to offer them.
3. Regarding Governance- As can be inferred from the 2015 EPAS quotes above regarding autonomy there is no provision for faculty from other professions to participate in decisions with respect to the administration and leadership structure and the delivery of Social Work education. Elsewhere (Accreditation Standard 3.4) EPAS also articulates the necessity that Social Work faculty and Social Work administrators develop their budget and control their resources.

5. **5. Cost Comparability-** Our enrollment numbers according to SIU Factbook 2016-2017 have been relatively steady from 2010-2016. Undergraduate enrollment has ranged from 246-290 and has averaged 265. Graduate enrollment has ranged from 96-124 and has averaged 111. Since the time that I assumed leadership in January 2015 I have routinely submitted requests for additional faculty so that the School of Social Work would be compliant with CSWE Accreditation Standards for both our master's and undergraduate programs. These requests were declined due to the understandable fiscal concerns of the University. Instead we were instructed to decrease enrollment. Although there has been a decrease in enrollment this fall to 201 undergraduates and 92 graduates, our Social Work programs remain amongst those in high demand on campus and current projections are that the demand for social workers nationally will continue to increase. In addition to the common causes of the exodus of students from Illinois our situation was exacerbated by the removal of our own recruiter from the School and the centralization of recruitment at the College level. Furthermore, that recruiter who was knowledgeable and had also worked as an advisor for Social Work students subsequently retired.

After the departures of 3 TT faculty this past summer, we currently have 6 TT faculty and 2 Full-time NTT faculty. Considering also that salaries of Social Work faculty are below the average of faculty salaries campus-wide we are currently operating one the most cost efficient units on this campus. The problem is that we are not CSWE compliant. Even if we are able to hire 4 additional TT faculty and become minimally compliant with CSWE standards, I believe that even though we would likely be the smallest school on campus, due to our faculty to student ratio, we would remain less expensive as a School than many of the other Schools that have been proposed in the most recent draft of the Academic Reorganization Proposal. I have included a table below based on the figures provided in the Reorganization Proposal and SIU Factbook 2016-2017.

School	Undergrads	Graduates	Total Students	TT Faculty	NTT	TT : student ratio	Combined TT & NTT: student ratio
Biological Sciences	513	92	605	15	1	1 : 40	1 : 38
Production Agriculture	342	57	399	26	5	1 : 15	1 : 13
Sust. & Earth Sci.	475	126	601	43	5	1 : 14	1 : 13
Account. & Finance	622	118	740	23	11	1 : 32	1 : 21
Mgmt. & Marketing	794	83	877	31	15	1 : 28	1 : 19
Education	367	179	546	16	12	1 : 34	1 : 20
Engineering	718	242	960	44	2	1 : 22	1 : 21
Homeland Security	450	34	484	17	6	1 : 28	1 : 21
Physical Sciences	429	205	634	45	18	1 : 14	1 : 10

Transport & Tech.	782	18	800	35	36	1 : 22	1 : 11
Clinical Services	494	147	641	15	21	1 : 43	1 : 18
Human Services	596	192	788	18	9	1 : 43	1 : 29
Hum. Svcs. w/o SW	396	100	496	12	7	1 : 41	1 : 26
Arch., Art & Design	462	57	519	32	27	1 : 16	1 : 9
Humanities	204	205	406	56	6	1 : 7	1 : 7
Media & Perf. Arts	716	138	857	64	27	1 : 13	1 : 9
Social Science	759	205	964	37	8	1 : 26	1 : 21
Social Work (‘10 – ‘16)	265	111	376	9	2	1 : 41	1 : 34
Social Work (2017)	201	92	293	6	2	1 : 48	1 : 36
Social Work Proposed	201 - 265	92 - 111	293 - 376	10	2	1 : 29 – 1 : 38	1 : 24 – 1 : 31

When compared to the other proposed Schools in the Proposal, the School of Social Work, at its current enrollment levels, has the second highest faculty to student ratio. If one compares the School of Social Work of recent years (2010-2016) to the other Schools in the Proposal, we again have the second highest faculty to student ratio. If our enrollment returns to the average and we gain the proposed positions, we will still have the second highest faculty to student ratio. If we gain the proposed positions and our enrollment numbers do not change from what they are currently, we would have the fourth highest faculty to student ratio amongst the proposed Schools. Of course, this is not an exhaustive accounting of the costs of the indicated Schools but merely an additional consideration in our conversations about the future of the School of Social Work at SIUC.

Respectfully Submitted,

Saliwe Kawewe, B.S.W., M.S.W., Ph.D., Director & Professor
School of Social Work, College of Education and Human Services
and Professor in Women, Gender, & Sexuality Studies
Southern Illinois University
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475 Clock Tower Drive.
Carbondale. Illinois 62901
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FAX: 618-453-4291

MEMORANDUM OF UNDERSTANDING

SCHOOL OF SOCIAL WORK & COLLEGE OF EDUCATION

This Memorandum of Understanding between the School of Social Work and the College of Education is designed to assure a binding agreement concerning various aspects of autonomy, administration, tenure and promotion procedures, and support systems. Approval of this memorandum by the Director of the School of Social Work and the Dean of the College of Education obligates future administrators in the School and the College to be bound by the agreement.

The items of agreement are briefly stated below:

Autonomy:

The items listed here reflect minimum operational standards required to maintain accreditation by the Council on Social Work Education (CSWE). It is understood that in issues of dispute, CSWE standards will prevail.

- The School retains its designation as the "*School of Social Work*" with its chief executive officer designated as "*Director*."
- The School retains autonomy in decisions regarding the dispensation of the School's budget, including faculty salaries, OTC, and other School budget lines.
- The School retains autonomy in decisions regarding the School's curriculum, course offerings, course syllabi, faculty deployment, and methods of instruction.
- The School retains autonomy of admissions and dismissals within university operating procedures.
- The School retains autonomy in decisions regarding its internal administrative, academic and staff structure, including hiring and retention of adjunct, lecturers, and part-time faculty. Promotion and tenure decisions will follow guidelines established by the College.

Promotion & Tenure:

- Tenure procedures for Associate Professor Saliwe Kawewe will be in conformity with the School's Operating Paper in effect as of September 1995 and procedures used in connection with promotion and tenure consideration for Assistant Professor E. Ann Gammon in 1996.
- Until the School has a sufficient number (at least 3) tenured faculty to conduct departmental promotion and tenure reviews, the School will be permitted to solicit review committee members from among tenured faculty in any department in the College, as well

- as the School of Social Work.
- The School will have an equal voice in any future revisions of College guidelines for promotion and tenure.
- Existing employment, rank and tenure appointments specified by contract or letters of agreement for existing faculty will be honored.

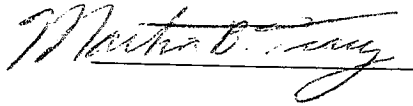
Administration:

- The School will retain its administrative organizational structure, including: *Associate Director, Undergraduate Program Director, Graduate Director, Undergraduate Field Practicum Coordinator, Graduate Field Practicum Coordinator, Program Administrative Assistant, and an Academic Advisor* within the School.
- No staff or faculty positions will be eliminated as a result of the School's relocation.
- The School will retain its governance and committee structure as specified in its *Operating Paper*, as amended in September 1996.
- The School will retain its *Office of Student Services* with the present *Chief Academic Advisor* and staff. Further, this office will remain physically located with the School of Social Work at Quigley or any future site location.
- The School's *Academic Advisor* will report to College of Education central advisement and be in a supportive role to the COE Chief Academic Advisor while also continuing to report directly to the School Director.
- All advisement, registration and admission to the School will be performed by the present *School Chief Academic Advisor* or equivalent and the staff of the *Office of Student Services*.
- The School will retain its own *Budget Officer*.
- The School will retain responsibility for administration and budget management of its current, and any future, *Elderhostel Programs*. The budget management of the program currently performed by the Division of Continuing Education will revert to the School in totality effective July 1, 1997. Five percent of the profits from the Elderhostel Programs will go to the COE overhead account.

College of Education Support Services (to be implemented as soon as possible)

- The College of Education will upgrade computer hardware and software for School of Social Work faculty and staff as resources become available.
- The College will provide the School with direct access to the COE server and SPSS software as soon as it is feasible.
- The College will make computer laboratories available to Social Work students on the same basis of other COE students.

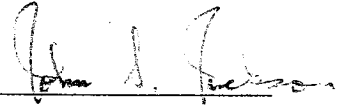
The undersigned agree to the terms of this Memorandum of Understanding.



Martin B. Tracy, Ph.D.
Director & Professor
School of Social Work



Nancy Quisenberry, Ph.D.
Dean & Professor
College of Education



John S. Jackson, III
Vice Chancellor for Academic
Affairs & Provost

Date 2/24/97

Date 2/24/97

Date 2/24/97

David L. Dilalla

From: Juliane Poock Wallace
Sent: Monday, November 6, 2017 2:14 PM
To: David L. Dilalla; Lizette R. Chevalier
Subject: Proposed School of Human Services
Attachments: College of Health Sciences and Human Services1.pptx; REC Prof. rationale for placement in College of Human Services.docx; Sport Administration Rationale statement.docx; RME-School of Human Sciences.docx

Dr. Dilalla and Dr. Chevalier,

I've provided feedback on the proposed School of Human Services through the Chancellor's Vision 2025 website, but wanted to follow up with the two of you as the Program Directors in Recreation Professions and Sport Administration requested of me. Exercise Science and Public Health faculty are happy with the proposed school and view it as a much needed step in the right direction with many possibilities - see attached structure for additions. However, Rec Professions and Sport Administration also feel they fit better in Human Services than in Business. I've attached the rationale that the programs developed and likely submitted separately along with the previous RME that was created to bring all of KIN and PHRP together.

The attached structure (which I believe Scott Collins has already sent you) for the College of Health **Sciences** and Human Services was developed with all the Chair's and program directors of the included programs in the School of Human Services (Human Sciences preferred by some).

Let me know if you have any questions for me and **thank you** for all you are doing for SIU during this important time of transition!

Juliane

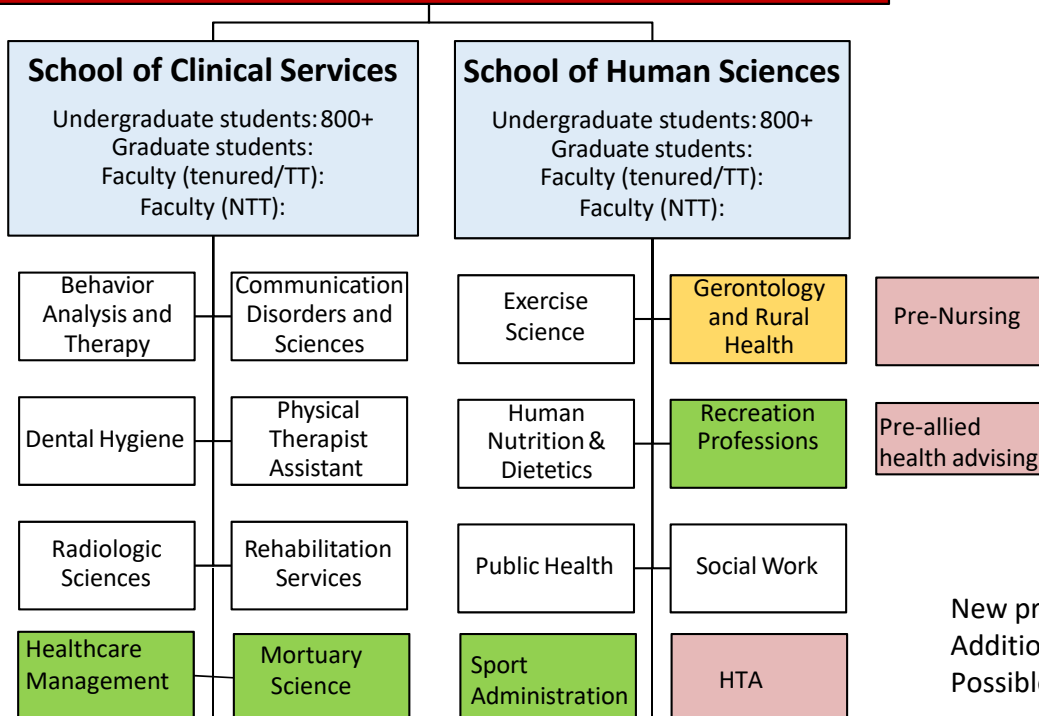
JULIANE P. WALLACE, Ph.D., FACSM

Chair, Department of Kinesiology
Interim Chair, Public Health and Recreation Professions



COLLEGE OF HEALTH SCIENCES AND HUMAN SERVICES

Undergraduate students: Graduate students:
Faculty (tenured/tenure track):
Faculty (non-tenure track):



New program in yellow
Additional programs in green
Possible additions in pink

Reasonable and Moderate Extension (RME)

PROPOSED Merger of the Departments of Kinesiology and Public Health and Recreation Professions into the School of Human Sciences IN THE COLLEGE OF EDUCATION AND HUMAN SERVICES

I. Program inventory

A. Current

<u>CIP</u>	<u>Major</u>	<u>Specialization/ Concentration</u>	<u>Degree</u>	<u>Unit</u>
51.2201	Public Health	N/A	BS	Public Health & Recreation Professions
51.2208	Public health	N/A	MPH	Public Health & Recreation Professions
13.1307	Health Education	N/A	PhD	Public Health & Recreation Professions
51.2208/ 51.1201	Public Health Medicine	N/A	Concurrent MD/MPH	Public Health & Recreation Professions
51.2208/ 13.1307	Public Health Health Education	N/A	Concurrent PhD/MPH	Public Health & Recreation Professions
31.0101	Recreation Professions	Recreation Management	BS	Public Health & Recreation Professions
31.0101	Recreation Professions	Therapeutic Recreation	BS	Public Health & Recreation Professions
31.0101	Recreation Professions	Outdoor Leadership & Management	BS	Public Health & Recreation Professions
31.0101	Recreation Professions	N/A	MS	Public Health & Recreation Professions
31.0505	Exercise Science	N/A	BS	Kinesiology
31.1314	Physical Education	N/A	BS	Kinesiology
31.0504	Teacher Education	N/A	BS	Kinesiology
31.0504	Sport Administration	N/A	BS	Kinesiology
31.0505	Kinesiology	Exercise Science	MS	Kinesiology
31.0505	Kinesiology	Sport Studies	MS	Kinesiology

B. Proposed

<u>CIP</u>	<u>Major</u>	<u>Specialization/ Concentration</u>	<u>Degree</u>	<u>Unit</u>
51.2201	Public Health	N/A	BS	School of Human Sciences
51.2208	Public health	N/A	MPH	School of Human Sciences
13.1307	Health Education	N/A	PhD	School of Human Sciences
51.2208/ 51.1201	Public Health Medicine	N/A	Concurrent MD/MPH	School of Human Sciences
51.2208/ 13.1307	Public Health Health Education	N/A	Concurrent PhD/MPH	School of Human Sciences
31.0101	Recreation Professions	Recreation Management	BS	School of Human Sciences
31.0101	Recreation Professions	Therapeutic Recreation	BS	School of Human Sciences
31.0101	Recreation Professions	Outdoor Leadership & Management	BS	School of Human Sciences
31.0101	Recreation Professions	N/A	MS	School of Human Sciences
31.0505	Exercise Science	N/A	BS	School of Human Sciences
31.1314	Physical Education	N/A	BS	School of Human Sciences
31.0504	Teacher Education	N/A	BS	School of Human Sciences
31.0504	Sport Administration	N/A	BS	School of Human Sciences
31.0505	Kinesiology	Exercise Science	MS	School of Human Sciences
31.0505	Kinesiology	Sport Studies	MS	School of Human Sciences

II. Reason for proposed action

A. **Rationale**

There are several reasons and opportunities that provide a strong rationale for the merger of these two departments into a larger school. There is commonality between Exercise Science and Public Health and the Recreation Professions and Sport Administration programs. The combination of Exercise Science and Public Health programs have been occurring across the country for the past 20+ years with a great deal of documented success. These combined programs have experienced increases in enrollment and grant funding due in large part to the role of physical activity in enhancing public health (Freedson et al, 2015). Additionally, Sport Administration and Recreation Professions have similar courses that focus on personnel, facility, and event management. Reducing redundancy in coursework would free up faculty to teach courses that we have not had enough faculty to teach in recent years.

The Department of Public Health and Recreation Professions (PHRP) has lost a large number of faculty over the last ten years and currently have only three tenure track faculty, all having the rank of Assistant Professor. While there are three searches presently underway, one at a higher rank, there are several challenges that a small department encounters. For example, having three tenure track professors all holding assistant rank, does not provide adequate opportunities for faculty mentorship. In addition, with currently only two tenure track assistant professors in Public Health, it has been difficult to adequately mentor PhD students in Health Education. Chaney, Eddy & Rourke (2004) ranked the SIU Health Education PhD program as #11 in the nation with a faculty ranking of 5th in the nation. A primary goal of this new unit will be to bring the PhD program back to the former level. Kinesiology faculty, as well as faculty from other units, have stepped up and are already mentoring doctoral candidates in Public Health. Formalizing this arrangement and modifying the current PhD program emphasis in Health Education to include Kinesiology (Exercise Science and Sport Studies) would be preferable to the Kinesiology Faculty. In fact, initiation or reinstatement of a PhD in Kinesiology is a goal in the strategic plan for Kinesiology.

III. Program delivery mode

All current programs are traditional delivery with several courses in each program delivered via Extended Campus. There is discussion of moving to Extended Campus delivery of the MPH Program.

IV. Anticipated budgetary effects

The merger of the two departments into a School of Human Sciences allows some immediate savings in terms of administrative services (one Director instead of two Department Chairs) and some streamlining of staff positions (already implemented). The merger into a School of Human Sciences will foster greater collaboration across programs, which may lead to long-term efficiencies and savings. Over time, increased enrollment and strategic planning may provide additional savings.

The School of Human Sciences will initially be housed in the same physical locations as the current departments of Kinesiology and Public Health & Recreation Professions – Davies Hall and Pulliam Hall. With the lab facilities required in Kinesiology, it is not feasible for that department to move, and Kinesiology has maximized the use of Davies in its current state. If renovations of Davies were to occur, there might be the opportunity to realize savings by updating the outdated HVAC system and facilities. Currently, Kinesiology occupies all but one wing (9 offices and half of a conference room) of Davies Hall. PHRP has the majority of third floor of Pulliam, a hallway on 2nd floor (8 offices for Recreation faculty offices), and a TA office on 1st floor of Pulliam 108, which could be useful space for KIN GA's as well. KIN 101 is being taught in Pulliam.

Minimal costs such as editing websites, updating recruitment materials, catalog copy, business cards, unit logo development and stationary. Possible cost of relocating offices.

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

As mentioned above, at initiation of the School of Human Sciences will remain in the current physical locations. Ideally, we would all be in one location, but that isn't feasible currently.

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

Since our degree offerings will not be changing, there should not be an impact on other educational units, curricula, Or degrees.

VII. Assessment of Student Learning Outcomes

Programs will not be changing at this point. All programs have current assessment plans and reports submitted. See attached.

VIII. Catalog copy to be deleted or added

See attached.

IX. The requested effective date of implementation

Spring 2018

X. Approval signatures to submit Proposal for Processing

☐

Approved

Signature, Dean of College

Date

(An indication of support from the Dean is required before proceeding for approval)

*(This request is required to go through the office of the Associate Provost for Academic Programs *before* approval of the Faculty Senate and/or Graduate Council. The APAP is responsible for forwarding to the appropriate constituency group.)

Approval status of the RME may be monitored by checking <http://pvcaa.siu.edu/frequently-used-forms/index.html>

Additional documentation should be submitted such as form's 90, 90A, 100, concurrences, and Assessment plan for current program being modified.

****Please remove all 'red' instructions before submitting the proposal.**

The Recreation Professions faculty requests that the Recreation Professions program remain located in the School of Human Services. The following is a brief rationale for this request submitted by Recreation Professions faculty Dr. Jun Kim, Tina Colson, Emily Tanner and Jasmine Cave.

- The National Recreation and Park Association (NRPA), defines its mission as “To advance parks, recreation and environmental conservation efforts that **enhance the quality of life for all people**”. This statement strongly resonates with the mission of the College of Education and Human Services (CEHS): “to be a leader in a wide variety of settings—schools, industry, the military, public and private agencies—**for the promotion of a better society and improved quality of life**” (CEHS, 2006). This commitment to enhancing people’s quality of life is notably absent from the mission statement of the College of Business (COB; COB, n.d.). Thus, philosophically, the recreation field that our program serves is more aligned with the CEHS.
- Recreation Professions has 3 emphasis tracks: Outdoor Leadership, Therapeutic Recreation and Recreation Management which require the 5 core theory courses, fieldworks and internship.
- The Recreation Professions program prepares graduates to work with community members in their pursuit of fitness, rehabilitation and leisurely activities in a variety of agencies that provide recreational programming and focus of human service needs.
- Nationally, recreation programs of study are housed in human service colleges.
- The National Recreational and Park Association (NRPA) suggests guidelines for any recreation / leisure service degree program, to include courses in recreation leadership and programming, recreation for disabled populations, outdoor recreation, and administration of leisure services (as currently included as SIU Recreation Professions core coursework).
- Students of recreation examine theories of recreation and leisure while gaining knowledge and understanding of how recreational services are delivered to the public.
- Experiential learning is the shared component of all Recreation Professions emphasis areas.
- Recreational therapy is listed as a rehabilitation therapy service by the Joint Commission (JC), and recreational therapists are considered treatment team members by the Commission on Accreditation of Rehabilitation Facilities (CARF).
- According to US News and World Reports, “one of the fastest growing degrees is in park, recreation, leisure, and fitness studies. During a 10-year period, the number of students earning degrees in this major (31,667) jumped 92 percent”.
- Recreation Professions graduates entering the workforce are employed in assisted living facilities, camps for youth at risk or for people with disabilities, veteran’s hospital or veteran’s adventure programs, park districts, recreation industry organizations and community based recreation programs.
- According to the Bureau of Labor Statistics, employment of recreation workers is projected to grow 10 percent from 2014 to 2024, faster than the average for all occupations.