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CWU Faculty Senate Minutes - 12/01/1971

Esther Johnston

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MINUTES: Regular Senate Meeting, 1 December 1971
Presiding Officer: E. Gordon Leavitt, Chairman
Recording Secretary: Esther Johnston

ROLL CALL

Senators Present: All senators or their alternates were present except Frank Carlson, Robert Carlton, Glen Clark, Bill Dunning, Ron Johnson, Eino Kallioinen, Jim Maloney, and ~~Kent Richards~~.

Others Present: Barney Erickson, Ken Gamon, Beverly Heckart, and Bernard Martin.

AGENDA CHANGES AND APPROVAL

The chairman announced the following additions to the Agenda under Communications:

1. Letter from Don Schliesman regarding residence study.
2. Letter from James M. Alexander, III, requesting the Senate Personnel Committee to consider time spent as Lecturer toward tenure, sabbatical leave, etc.

The chairman asked if there were any further changes. There being none, the Agenda with changes was approved.

APPROVAL OF MINUTES

The minutes of the Regular Senate meeting of November 3 and the Special Senate meeting of November 10 were approved as printed and distributed.

COMMUNICATIONS

The following communications were received:

1. A letter from Herbert A. Bird, Chairman of the Sabbatical Leave Committee, dated November 9, to apprise the Senate that due to legislative action, there is no budgeted amount of funds for the granting of Sabbatical Leaves. Funding must come from 06 money allocated to a department. The Senate chairman notified the Senate that the Sabbatical Leave Committee is processing Sabbatical Leave applications and that the funding of sabbaticals will be the same as last year.
2. A letter from Donald Schliesman, dated November 29, regarding residence study. This was just received by the chairman and no action has been taken by the Executive Committee. The Senate Curriculum Committee will be charged to study the letter and return with recommendations. Mr. Schliesman has offered his assistance to the Curriculum Committee in the study of this matter.

3. A letter from James M. Alexander, III, dated November 30, regarding the interpretation of Code interpretation Number 6, dated April 2, 1969. The Code Committee were unable to get together before the Senate meeting; however, they will get together before the meeting of the Board of Trustees on Friday. Mr. Alexander is asking when years of service as Lecturer are counted should they all be counted or can an arbitrary portion of the time spent as Lecturer be counted.

REPORTS

A. Executive Committee--Jean Putnam gave the following report.

1. Because of the concern of the Board of Trustees that Faculty Senate does not move quickly enough on some matters, the Executive Committee felt a need for better communication with the Board to inform them of our efforts and to explain our goals and role on the campus. Informal meetings are being scheduled with individual board members in an attempt to communicate our good faith as an effective member of the college community and to have an opportunity to exchange views on mutual concerns. Some of the Executive Committee members met with Dr. Eugene Brain on Friday, November 26 and found it most rewarding.
2. Alex Kuo was present at the November 23 Executive Committee meeting to discuss his proposal for the Ethnic Studies Program. It was agreed that Mr. Kuo should also attend a Senate meeting to familiarize the Senators with the program and allow opportunity for questions to be answered. Mr. Kuo is here today for that purpose.
3. The Executive Committee felt that the January Senate meeting should be moved from the first Wednesday to the second Wednesday of January 12 because of the holidays.
4. Concerning Faculty Allocations and Program Considerations, Mr. Harrington met with the Executive Committee to discuss the intention of the administration concerning faculty allocations and evaluation of programs and how decisions would be made to cut and add. The Executive Committee strongly emphasized to Mr. Harrington that it was important for the faculty to be informed as to the criteria used in making these decisions. Mr. Harrington agreed on the matter and said he would send the Executive Committee a letter stating the rationale for the decisions that were made.

B. Budget Committee--No report at this meeting.

C. Code Committee--Mr. Ringe reported that he had handed out to the Senators at this meeting Proposed Code Changes, drawn up by the administrative faculty. Mr. Ringe stated that the basic request is that all full-time Civil Service exempt personnel be considered faculty under the Faculty Code. The Code Committee feels that maybe administrative faculty should develop

their own Code. Mr. Ringe said his committee would like to get reactions from the Senators on this.

Mr. Harrington agreed that the administrative faculty would accept a separate Code, but he doesn't feel this is a good idea. He would like to discuss the possibility of including everybody in the Code who are Civil Service exempt.

Mr. Keller said in the administrative faculty group some people who are called faculty are Executive Secretaries. They could have a Code for people who are exempt and who are Executive Secretaries. As it is now, it is very confusing when the word faculty is used.

The chairman said that the Faculty Senate does not have a complete record of those considered to be faculty under the Code. He has written a letter to President Brooks for a list of those he has designated as faculty and has also written a similar letter to Mr. Harrington regarding full time teaching faculty.

Mr. Purcell said that he is the chairman of the faculty administrative group. He said that there are two ways they can go. They can prepare their own Code or try to insert phrases in the present Code that will cover them. He said the Board will be willing to consider a separate Code and they will also be willing to consider similar provisions as a part of the regular Code. What he is saying is that the only protection is to the extent they are covered in the Code now.

Mr. Keller said he is very much in favor of protecting all people who are not in Civil Service. He has grave questions about the use of the word "faculty." There is a difference between teachers and administrators.

There was considerable discussion as to who were considered faculty by the Senators.

Mr. Wise said his opinion is that they should stay with the regular Faculty Code rather than one of their own

Mr. Leavitt said that the Code Committee has met since the hearings and will continue to meet. A list of proposed changes will be sent out to the faculty and another hearing will be held on the proposed changes and the complete revision. This hearing will be held before the Senate and a vote may be taken at that time.

Mr. McGehee said he had been unable to attend the hearings due to conflicts. He suggested that an entire day be set aside for the faculty to attend the Code Hearings.

- D. Curriculum Committee--Gerald Reed reported that he had three items to discuss. On Policy on Field Experience Programs, he said this item required no action today. He just wanted to report on the progress they are making. He said he met with Mr. Shrader and they pretty much established a plan of working with the ACCC and expect to return to the

Senate with a policy in January. One difficulty is how credit is determined for field experience programs. They have not taken any action on the proposed addition of field experience in Geog. 190.

On the ACCC proposals, pp. 198-200, the Geog. 490 (Field Experience) and Phil. 372 (Philosophy of Technology) are not recommended to be accepted and are being held for further consideration. The Senate Curriculum Committee voted to recommend passage of the ACCC proposals on pp. 198-200, with the exceptions of these two items.

MOTION NO. 799: Mr. Reed moved, seconded by John Purcell, that the Senate accept passage of the ACCC proposals on pp. 198-200.

- a. with the exceptions of Geog. 490 (Field Experience) and Phil. 372 (Philosophy of Technology), which are being held for further consideration;
- b. with the description of Chem. 264 (p. 199) shortened to the same description given for Physics 264 (p. 200). Both courses, which are cross-listed, will be entitled "Processes in Physical Science."

The motion was passed with a unanimous voice vote, with Ken Berry and Charles Vlcek abstaining.

Mr. Reed said the third item to discuss deals with the 90 credit transfer limitation from Community Colleges to this College. They are recommending the credits transferred be allowed at any time in the student's career. The chairman said that this recommendation involves a change in wording on page 27 of the College catalog. There was considerable discussion on the subject.

MOTION NO. 800: Mr. Reed moved, seconded by Mr. Wise, for the acceptance of this general recommendation that the present policy be modified to allow a maximum of 90 credits to be transferred from a Community College to this institution at any time in the student's career. The motion was passed with Mr. Alexander and Mr. Richards opposing, and one abstention from Chester Keller.

E. Personnel Committee--Gerhard Kallienke reported on the action taken on Louise Tobin's letter of October 28. Since the Faculty Code is not clear regarding the voting status of irregular appointees in departments, the Personnel Committee has drawn from the Proposed Revision of the Faculty Code, Section I, 1.05, for their recommendation.

MOTION NO. 801: Mr. Kallienke moved, seconded by John Chrismer, that the voting status of irregular appointees on departmental matters will be determined by the full-time faculty of that department. The full-time faculty of each department determines which departmental matters, if any, the irregular appointees may vote on.

Mr. Alexander asked if it would be possible to be full-time faculty and not have voting privileges with any department or could he possibly vote in two different departments.

Mr. Alexander wanted also to clarify as to whether this is an interpretation they are giving or Code amendment. He said it sounded like they were recommending an amendment to the Code.

MOTION NO. 802: Mr. Alexander moved, seconded by Mr. Reynolds, to table Motion No. 801. The motion was passed with Mr. Reed and Mr. Kallienke opposed.

F. Student Affairs Committee--No report at this meeting.

G. Committee to Study the Grading System--A representative of the Ad Hoc Committee to Study the Grading System was not present to answer questions from the Senators.

MOTION NO. 803: Mr. Nylander moved, seconded by Mr. Kallienke, to place Item V-C on the Agenda next meeting.

OLD BUSINESS

The chairman reported on the salary presentations of the Senate and Council of Faculty Representatives. Central's CFR Representatives and the Senate chairman have presented the Senate's recommendation supporting the CFR's Salary Proposal to the Board of Trustees. Considerable amount of data was presented to the Board in support of the salary proposal. The Board passed the Supplementary Budget request which included a 10% increase for faculty and 7% for Staff.

The CFR is meeting with Senator Durkan, chairman of Senate Ways & Means Committee, on Monday, December 6, and possibly with staff from OPP&FM. The CFR also presented the salary proposal to the Joint Board of Trustees meeting on November 18.

NEW BUSINESS

Mr. Kuo was present to provide information and answer questions on the proposed Ethnic Studies Program for CWSC. Mr. Kuo informed the Senate that he had accepted the appointment at Central on August 1 and was expected to develop an Ethnic Studies Program by 1972-73.

After 3½ months, he presented a formal document to Mr. Martin and Mr. Brooks describing his proposal in detail. Mr. Kuo read from the proposal concerning the rationale for the consortium and said he had met with Big Bend Community College and they have committed themselves to \$6500. If Wenatchee and Yakima Valley Colleges will do the same, a program will be forthcoming.

Additional questions and discussion was held concerning the proposed Ethnic Studies Program. Mr. Jones asked who comprises the Ethnic Studies Council mentioned in the proposal. Mr. Kuo said it is comprised of an eleven member committee consisting of: a representative from the ACCC; Dean of Undergraduate Studies; Faculty Senate Representative; a faculty member at large; three

Senate Minutes, 1 December 1971

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Ethnic group student representatives; three Ethnic community representatives; and the Director of the Program.

ADJOURNMENT

The meeting adjourned at 5:45 p.m.

AGENDA
FACULTY SENATE MEETING
4 p.m., Wednesday, December 1, 1971
Room 123 Hertz Hall

- I. ROLL CALL
- II. AGENDA CHANGES AND APPROVAL
- III. APPROVAL OF MINUTES. November 3, 1971, AND SPECIAL MEETING of November 10, 1971.
- IV. COMMUNICATIONS
 - A. Letter from Herbert A. Bird
- V. REPORTS
 - A. Executive Committee
 - 1. Report of Vice Chairman
 - B. Standing Committees
 - 1. Budget
 - 2. Code
 - 3. Curriculum
 - 4. Personnel
 - 5. Student Affairs
 - C. Committee to Study the Grading System
- VI. OLD BUSINESS
 - A. Report on Salary Presentations of Senate and CFR Representatives.
- VII. NEW BUSINESS
 - A. Information and discussion on proposed Ethnic Studies Program for CWSC--Alexander W. Kuo
- VIII. ADJOURNMENT

ROLL CALL

<input checked="" type="checkbox"/> Alexander, James	Marco Bicchieri
<input checked="" type="checkbox"/> Anderson, David	Fred Lister
<input checked="" type="checkbox"/> Andress, Joel	Calvin Willberg
<input checked="" type="checkbox"/> Berry, Kenneth	Raymond Wiman
Brooks, James	<input checked="" type="checkbox"/> Edward Harrington
Carlson, Frank	Bill Floyd
Carlton, Robert	Frederick Wolfer
Carpenter, Jann	<input checked="" type="checkbox"/> Donald Cocheba
<input checked="" type="checkbox"/> Chrismer, John	Marie Madison
Clark, Glen	Sheldon Johnson
<input checked="" type="checkbox"/> Collins, Frank	Robert Benton
Dunning, Bill	Richard Fairbanks
<input checked="" type="checkbox"/> Douce', Pearl	Dorothy Huntoon
<input checked="" type="checkbox"/> Fisher, Lee	Robert Harris
<input checked="" type="checkbox"/> Jacobs, Robert	Charles Stastny
<input checked="" type="checkbox"/> Jakubek, Doris	Jim Parsley
Johnson, Ron	
<input checked="" type="checkbox"/> Jones, Jerry	David Lygre
Jones, Robert	<input checked="" type="checkbox"/> Charles Vlcek
<input checked="" type="checkbox"/> Keller, Chester	Jay Bachrach
<input checked="" type="checkbox"/> Kallienke, Gerhard	Rosco Tolman
Kallioinen, Eino	
<input checked="" type="checkbox"/> Ladd, Arthur	Bryan Gore
Lawrence, Larry	<input checked="" type="checkbox"/> John Vifian
<input checked="" type="checkbox"/> Leavitt, Gordon	John DeMerchant
<input checked="" type="checkbox"/> McGehee, Charles	William Benson
Maloney, Jim	
<input checked="" type="checkbox"/> Nylander, James	John Pearson
<input checked="" type="checkbox"/> Purcell, John	
<input checked="" type="checkbox"/> Putnam, Jean	Everett Irish
<input checked="" type="checkbox"/> Reed, Gerald	James Klahn
<input checked="" type="checkbox"/> Reynolds, Roger	Al Lewis
<input checked="" type="checkbox"/> Richards, Kent	Daniel Ramsdell
<input checked="" type="checkbox"/> Ringe, Don	Robert Bentley
<input checked="" type="checkbox"/> Shadle, Owen	Gerald Brunner
Sparks, Larry	<input checked="" type="checkbox"/> Max Zwanziger
<input checked="" type="checkbox"/> Wise, Don	

VISITORS

PLEASE SIGN THIS SHEET

Faculty Senate Meeting

Barney Erickson
Ken Damon
Beverly Heckart

C
O
P
Y

Administrative

C
O
P
Y

CENTRAL WASHINGTON STATE COLLEGE

Department of Music

Ellensburg, Washington
98926

November 9, 1971

Mr. Gordon Leavitt
Chairman, Faculty Senate
Campus

Dear Gordon:

This letter is to apprise you of the situation relative to the granting of Sabbatical Leave.

Due to legislative action, there is no budgeted amount for this purpose. Funding must come from 06 money allocated to a department.

The Sabbatical Leave Committee makes no recommendations, but feels that this situation should be generally known.

Sincerely,

/s/ Herbert A. Bird

Herbert A. Bird, Chairman
Sabbatical Leave Committee

MEMORANDUM

TO: Faculty Senate Members, Dean Schliesman, John Shrader

FROM: V. Gerald Reed, Chairman
Senate Curriculum Committee

DATE: November 24, 1971

RE: 1. ACCC proposals, pp. 198-200
2. Policy on Field Experience programs
3. 90 credit transfer limitation from Community Colleges.

1. The SCC voted to recommend passage of ACCC proposals on pp. 198-200,
 - a. with the exceptions of Geog. 490 (Field Experience) and Phil. 372 (Philosophy of Technology), which are being held for further consideration;
 - b. with the description of Chem. 264 (p. 199) shortened to the same description given for Physics 264 (p. 200). Both courses, which are cross-listed, will be entitled "Processes in Physical Science."
2. The SCC met on November 11 with John Shrader, Chairman of the All College Curriculum Committee, to consider the lack of guidelines for the establishment of Field Experience programs. After a lengthy discussion it was agreed that these guidelines would be jointly drawn up between the two committees. This work is now proceeding.
3. The SCC met on November 4 with Dean Schliesman to consider a policy change on the 90 credit transfer limitation from Community Colleges. After discussing this issue the Committee voted to recommend:

that the present policy be modified to allow a maximum of 90 credits to be transferred from a community college to this institution at any time in the student's career.

If possible this change should be accomplished jointly with the other state colleges and universities.

MEMORANDUM

TO: Chairman of Faculty Senate
FROM: Committee to Study the Grading System
RE: Transmittal of Recommendations
DATE: November 2, 1971

Transmitted herewith is the proposal for a revised grading system for Central Washington State College. In the course of its deliberations, your committee consulted such of the literature on the grading question that was called to its attention, studied innovative systems being implemented at other schools, and received in writing or in person the opinions of a number of faculty and students on this campus.

We do not claim that our research has been exhaustive. We did not have released time or research assistance. We do believe, however, that most of the significant ideas and data on the subject were brought to our attention in one way or another. The research data bearing on the question of the validity of our grading system is neither extensive nor decisive. For example, the celebrated 46 studies reviewed by Hoyt add up to nothing more than a caution against using the cumulative g p.a. as a predictor of success in the non-academic world. They neither validate nor invalidate our current grading system nor any other grading system. Because of the paucity of empirical data on the question, most of the differences in viewpoint on the committee or among those appearing before the committee are traceable to different educational philosophies or different theories of learning.

Because of these philosophical differences, it has been particularly difficult to reach agreement on a common grading proposal. Compromise has been necessary. Probably none of us can support enthusiastically every aspect of the present

Chairman of Faculty Senate
November 2, 1971
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proposal. We all agree, however, that we can accept it, and we are convinced that, given the broad range of viewpoints existent on this campus, this is the most workable and most generally acceptable of the alternatives brought to our attention. We recommend it to you, not as the best system for all times and all places, but as the best for this campus at this time.

Committee To Study the Grading System


Larry Lowther, Chairman
Associate Professor of History

Ted Cooper
Associate Professor of Education

W. Robert Goedecke
Professor of Philosophy

Donald Guy
Assistant Professor of Psychology

Michelle Mc Clurg, Student


Donald Schliesman
Dean of Undergraduate Studies

Linda Slatt, Student

Roger Garrett
Assistant Professor of Speech & Drama

Grading System Proposed by the Ad Hoc

Grading Committee

October 27, 1971

I. Rationale

The committee agrees that a system of evaluation of academic performance is desirable. Students and professors must evaluate their own efforts and objectives. The college needs evaluations of student work as a basis for awarding degrees and honors and for admission into graduate school. Employers require from job applicants evidence of knowledge and skill competencies in relevant areas. We do not maintain that grades represent the only species of evidence that college and society should use to evaluate competence. Other kinds of evidence--letters of recommendation, interviews, descriptive evaluations--also have value. The letter grade, however, is a symbolic representation of student achievement which, when taken together with other kinds of evidence, can be of great help to those who must examine a student's credentials. Of course, if it is not used carefully or if it is used for purposes for which it was not intended, it can be misleading, as can any other system for recording human evaluation. We recommend retention of a basic letter grade system as part of the evaluative effort, but with certain modifications.

Although we would retain the basic A-B-C-D system (with pluses and minuses if the instructor wishes), we would eliminate the "E". This is not an effort to abolish failure (we do not have that power), but it is a recognition that the "E" on the permanent record serves no purpose useful enough to those who must examine the transcripts to warrant the continuing humiliation and handicap that a permanently recorded failure involves. In case of unsatisfactory work, we would leave the record blank, which tells as well as an "E" that the student does not have the skills and knowledge competence in the course involved. What the viewer of the transcript does not know is whether the lack of evidence of competence

in that area results from not having taken the course or from having tried and failed. The student under our proposed system still risks failure when he signs up for the course; he does not, however, risk having that failure published for all the world to see.

Grades have incentive value in the learning process, as does any evaluative system, because they hold potential for praise or condemnation. Our system, by reducing the risk for the student, weakens its negative incentive value. We do this deliberately, believing that the positive reinforcement potential of the upper range of grades will be a more effective and humane incentive than the negative reinforcement of the "E".

In this regard the "D" is in a somewhat ambiguous situation. Traditionally, it has been a low pass that has carried credit because its recipient, in theory at least, has met the requirements of the course. In recent times the "D" has acquired a stigma, partly because, as the lowest passing mark, it could not be expected to carry much prestige with it, and partly because some instructors have stopped using it, thus giving the impression to students that it represents totally unworthy performance. We retain it because some instructors and some students still find it useful (in some cases, a godsend), and because we see no point in eliminating it and having the stigma transfer to the next higher grade, which would then be low mark in the hierarchy.

The A-B-C-D/no credit/no record system must be used in major, minor, and professional education sequences (with the exception as outlined in point 3 of the proposal), but the student is given an option of the A-D system or a credit/no credit/no record system for 60 credits of general education and free elective courses. We believe an option is justifiable in this situation because society has less of an interest in student performance in these areas than in career-related courses. Employers and graduate schools often need to know the level of

performance in those courses most relevant to the student's career plans; they may have less interest in his performance in general courses. Assurance of satisfactory acquaintance with the breadth of human knowledge may suffice. Furthermore, many students have expressed a desire to have the less pressurized credit/no credit option in at least a portion of their college work.

We selected 60 credits as a limit of credit/no credit because it was approximately the number of credits required to meet the breadth requirements and, since some students have few free electives in their program, this limitation would mean that all students would be equal in their opportunities to use the option.

For the credit/no credit option, credit is defined as performance equal to "C" or better. As noted above, the "D" grade is in a gray area between clearly satisfactory and clearly unsatisfactory performance. The committee thought it undesirable for the credit/no credit option to be used to obscure marginal work. If the integrity of the credit is to be maintained, there must be no doubt concerning the satisfactory nature of the work to which it applies. Otherwise, the suspicion may arise that most "P" (pass) grades are really covered-up "D"s, giving a stigma to the credit/no credit option. This danger does not arise in the A-B-C-D/no credit system, even though credit is given for the "D", because it is made clear to interested parties that the credit is based on work of debatable quality.

We have recommended that the student be allowed to change from one option to the other in eligible courses, as long as the change is made within two weeks of the end of the quarter. We believe this allowance will encourage students to do the best work of which they are capable in fields outside their specialties without the fear of marring their record with grades that are below their normal performance level.

Because we are recommending that the "E" no longer appear on the student's permanent record, thus eliminating it as a factor in the computation of the g.p.a.,

we felt it necessary to suggest revisions in the criteria for academic good standing. The g.p.a. alone might not show whether a student is making satisfactory progress in his work. In the no credit/no record system, a student might be able to maintain an acceptable g.p.a., even though he fails a high proportion of his courses. Considering the high cost of education to the student and to the public, we think it unwise to continue in enrollment those persons who cannot make rather steady progress toward their academic goals. We have, therefore, recommended that courses attempted, as well as g.p.a., be used in establishing academic good standing.

A word is required about the retention of the "I" (Incomplete) permanently on the record if not changed to a letter grade by student and professor action. We believe that the "I" is a unique statement about the student's performance and should not automatically revert to anything else.

II. Proposal

The following grading system is proposed for experimental operation to begin September, 1972, for at least four years.

P = Credit, defined as performance equal to "C" or better

A = Exceptional performance, under criteria of the course

B = Superior performance, under criteria of the course

C = Satisfactory performance, under criteria of the course

D = Low pass performance, under criteria of the course

N/C - No credit -- no record will be posted on the student's transcript

O = Audit

I = Incomplete (if the instructor had determined that the student needs further time to finish the work for a legitimate reason). Completion of the work is normally expected during the following quarter except that in unusual circumstances the instructor may extend the time allowed for completion. The summer session will not count as the "following quarter". If the instructor takes no action the "I" grade remains permanently on all records.

1. All grading will be on an A-B-C-D/no credit/no record basis (pluses and minuses may be used) unless a student elects to take a class under the credit/no credit option. For the latter only the designation above defined as "Credit", "Audit", or "Incomplete" will appear on the student's transcript.
2. Students may take up to 60 hours of credit under the credit/no credit option. These credits may come from any course with the exception of those within the major, minor, or professional education sequence.
3. In the case of courses where it is extremely difficult to determine qualitative differences in student performance beyond a level of minimum acceptable competence, a department may designate the course as credit/no credit. This credit/no credit allowance will not affect the student's credit/no credit option under 2 above.
4. Any student may elect, at least two weeks before the end of the quarter, to change an eligible course (outside the major, etc.) to a graded status or to a credit/no credit status. A change to a credit/no credit status will be subject to the definition of "P" and the 60 credit limit.
5. If a student desires to change majors and will need to receive grades for courses that had been graded previously as "P", he may do this at any time through the Registrar on presentation of evidence for the need.
6. A student will decide during registration whether he wants the class under the A-D/no credit or credit/no credit system. This information will not be given to the instructor, but the appropriate mark will be transposed on the transcripts after the quarter's grades have been turned in.
7. A student may repeat only once a course for which he received no credit or a grade which is unsatisfactory to him. The higher evaluation of the two will become the recorded evaluation.
8. A student may withdraw from class at any time at least two weeks before the end of the quarter. In case of withdrawal, no credit will be given and no

entry will be made on the student's transcript.

9. To remain in good standing a student must maintain a satisfactory g.p.a. as defined by the college and complete satisfactorily an average of 2/3 of total credits attempted. A withdrawal after add/drop day is considered an attempt.

C O P Y

C O P Y

C O P Y

CENTRAL WASHINGTON STATE COLLEGE

Ellensburg, Washington 98926

Department of Anthropology
and Museum of Man

November 30, 1971

Mr. E. Gordon Leavitt, Chairman
The Faculty Senate
CWSC

Dear Gordon:

A matter has come to my attention recently that seems to warrant some immediate attention by the Senate Personnel Committee, to wit:

Over the past few years we have hired a number of faculty on Lecturer contracts. Some of them have recently been moved into positions of faculty rank (Assistant, Associate Professor, etc.). By Code interpretation Number 6, dated April 2, 1969, they may be granted the right to apply the time served as Lecturer toward Tenure, sabbatical leave, etc. Does this mean that if any time served as Lecturer is counted then it should ALL be counted? Or, can the President, Board, etc., agree to count only an arbitrary portion of the time spent as Lecturer?

I have reason to believe that the Board of Trustees will consider personnel matters directly involving the question I have raised, at their meeting on Friday, Dec. 3. Could the Senate Personnel Committee possibly consider this matter prior to that meeting?

Sincerely,

/s/ Jim

James M. Alexander, III
Associate Professor of Anthropology

CENTRAL WASHINGTON STATE COLLEGE

ELLENSBURG, WASHINGTON

November 29, 1971

Mr. Gordon Leavitt
Chairman
Faculty Senate
C.W.S.C.
Campus

Dear Gordon,

This letter is to share with you, other members of the Senate Executive Committee, and the Senate Curriculum Committee a concern recently expressed regarding residence study. The Undergraduate Catalog makes two references to residence study as requirements for a bachelors degree, both on page 39 of the current edition: (1) residence credit (earned in study in residence) must include at least one academic year with a minimum of forty-five credits; (2) the final quarter prior to graduation must be in residence.

It is now possible to earn residence credit in a number of ways: (1) classroom study on campus, (2) field study off-campus, (3) by examination, (4) through the office of Continuing Education, and (5) individual study projects completed on-campus or at home. In addition, new ways of demonstrating knowledge and competence must be considered, and, if adopted, will further complicate the matter of residence credit. New ways for Central may consist of standardized examinations (such as CLEP), credit granted for knowledge or experience gained prior to entering any college and credit for extended experiences away from the campus while enrolled at Central.

All these thoughts lead to questions which must be answered very soon, questions such as:

1. Should residence credit be granted upon successful demonstration of knowledge or skill gained elsewhere?
2. Should credit granted for study in some location other than on the campus, be residence credit?
3. Is the residence requirement for graduation, as stated in the catalog, meaningful under present conditions of granting residence credit?
4. Does "the final quarter prior to graduation must be in residence" statement require students to enroll in any more than a minimum of one credit in residence? Does it mean full-fee paying (7 or more credits), full-time student (12 or more credits), or something else?

Mr. Gordon Leavitt
November 29, 1971
Page two

5. Should we stop using the words residence and extension and simply have credit and correspondence credit?

Perhaps the Senate Curriculum Committee can consider the general question of residence credit as well as the specific questions listed above or others which may be raised.

I am available to discuss this matter at your convenience.

Sincerely yours,

Donald M. Schliesman
Dean of Undergraduate Studies

1a

cc: Vice President Harrington
Dean Comstock
Dean Green
Dean Martin
Dr. Shrader

CODE CHANGES

- 1.01 (2) who administer major functions of the College or are non-teaching Civil Service exempt, i.e., persons, as determined by the President of the College, who are engaged in full-time administration, professional services or a combination of administration and instruction requiring professional training and experience.
- 2.50 (1) ---keeping in mind that administrative faculty are generally contracted for some 27 days beyond that expected of teaching faculty;
- 2.70 Sabbatical Leave Eligibility---
Only tenured faculty members with teaching or instructional responsibilities and administrative faculty members having achieved extended contract status, as defined in Section 1.01 of the Faculty Code, -----
- 2.110 (1) For faculty members with tenure, extended contracts, or with twelve month-----
- 3.10 (3) Probationary administrative appointments
(4) Appointments with extended contract.
Probationary and probationary administrative appointment carry the expectation, though not the right of renewal.
- 3.20 Appointments--teaching and administrative faculty--
Minimum qualifications.
New teaching and administrative faculty members as defined in Section 1.01 of the Faculty Code shall hold at least a Masters Degree or equivalent. Only in exceptional cases may this rule be waived.
- 3.45 Reappointments--Procedures.
Final recommendations concerning the reappointment of any administrative faculty member shall be made by the President of the College. Final recommendations concerning the reappointment of any teaching faculty member-----
- 3.70 (1) Termination of an appointment with continuous tenure extended contract or of a special or probationary appointment prior to the expiration of the term of appointment may be affected by the institution only for adequate cause;
- 3.80 Definition of Extended Contract.
Extended contract entitles an administrative faculty member to extended appointment and retention of position without discriminatory reduction of salary except for due cause or through orderly administrative processes as described in Section 3.70. The extended contract should be granted to administrative faculty members of such character and ability that the College, so far as its resources permit, can justifiably undertake to employ them for the rest of their professional careers. Such a policy requires that the granting of an extended contract be considered carefully. It should be a specific act, which is exercised only after careful consideration of the candidates scholarly qualifications, administrative ability, and character.

3.85 Eligibility for Tenure

3.90 Eligibility for Extended Contract
Only administrative faculty members as defined in 1.01 (2) are eligible for extended contract. Administrative faculty members with academic rank whose duties are entirely administrative or combined both administrative and part-time teaching responsibilities are eligible for extended contract only in their capacities as administrators, and upon recommendation of their immediate supervisors to the President of the College.

3.95 Acquisition of Tenure--Probationary Periods.

3.100 Achievement of Extended Contract Status--Probationary Period.
The decision whether to grant or deny or defer the extended contract to an administrative faculty member shall be made in a manner consistent with the letter in spirit of the Faculty Code and particularly both the applicable notice requirements stated in 3.40 of the Faculty Code.

(1) Administrative faculty members shall be granted an extended contract effective the beginning of the fiscal year immediately following a four year period of association with the College, the decision of an extended contract to be made in the fourth year;

(2) During the four year probationary period for administrative faculty members appointments shall not be made for more than one year at a time.

3.105 Tenure--Procedure for Granting.

3.110 Extended Contract--Procedure for Granting.
At the time of extended contract consideration the President of the College using data provided from heads of administrative divisions and offices will submit his recommendations to the Board of Trustees. The President may recommend to the Board of Trustees an extended contract for two or more years.

3.115 Dismissal Procedures.
Dismissal of faculty members with tenure, extended contract, or prior to expiration of the period for which they were appointed-----.

3.120 Dismissal Procedures--Action of the Board of Trustees.

3.125 Suspensions.
Until the final decision in connection with the dismissal of a faculty member with tenure, extended contract, or the termination of an appointment prior to the expiration of the period of appointment has been reached,-----

9.330

Terminal Salary or Notice.

if a tenured faculty member or administrative faculty member on extended contract is dismissed or if an appointment is terminated prior to the expiration -----

Corrected copy

The following suggested additions and changes for the 1972-73 catalogue are resultant from the proposal for the development of majors and minors in ethnic studies areas at Central. At the moment, the A/S proposal is at the All-College Curriculum Committee for consideration, and the T/Ed at the Teacher Education Committee. (The page numbers refer to the current edition of the catalogue.)

Page 14

Substitute the following for paragraph #3.

ETHNIC STUDIES

In providing the educational opportunity to systematically study the historical and comparative experiences of racial minorities, and in accepting the responsibility to promote racial understanding and interaction in our society, the College has developed a comprehensive ethnic studies program. Current offerings include programs leading to majors and minors in Black Studies, Chicano Studies, Ethnic Studies, and Native American Studies. Further information about these programs and the consortium program with Big Bend Community College, Wenatchee Valley College, and Yakima Valley College, may be obtained through the Director of the Ethnic Studies Program.

Page 38

Add the following to "Honors courses may be designated in the appropriate area by the Director of the Honors Program."

Ethnic Studies.....and the Director of the Ethnic Studies Program.

Pages 42-43

Add the following in the appropriate areas.

Chicano Studies	B.A., B.A. Ed.	Ethnic Studies
Ethnic Studies	B.A., B.A. Ed.	Ethnic Studies
Native American Studies	B.A., B.A. Ed.	Ethnic Studies

Page 44

Add to "The Program in the Arts and Sciences" at bottom of page. Chicano Studies, Ethnic Studies, Native American Studies

Page 48

Add the following in the appropriate areas.

Chicano Studies
Ethnic Studies
Native American Studies

Pages 95, 96

Substitute the following for the entire section under Ethnic Studies on pages 95-96.

ETHNIC STUDIES

The scope of America's racial problem is vast in dimension, diverse in composition, and demanding of solution. De-

velopment of a just and equitable society will require the mobilization of all relevant public and private resources: in this process education must play a fundamental role. The Ethnic Studies Program of CASC has been conceived out of this realization.

Ethnic Studies contributes much that is germane to both the liberal arts and teacher education fields at Central. Through the intensive examination of history, culture, and sociology, the student is offered the opportunity for a fuller understanding of himself in his relationships with ethnic identities and experiences.

Furthermore, Ethnic Studies derives a special relevancy from Central's function as a training ground for future teachers. As the programs equip teacher education majors for a more sensitive and knowledgeable approach to their students and subject matter, it is expected that the institution's investment will ultimately accrue benefits to the region and the nation far in excess of the time, energy, and resources applied.

BLACK STUDIES - CHICANO STUDIES - ETHNIC STUDIES - NATIVE AMERICAN STUDIES

The Ethnic Studies Program is designed to provide students with the educational opportunity to systematically study the experiences, conditions, and contributions of the racial minorities in the United States. The program seeks to promote better understanding among all Americans, since the relevant historical and comparative experiences of racial minorities provide an important and relevant area of study, to be investigated and understood by all interested scholars and students. The instruction within every component of the program will place high priority on investigating beyond any single racial group in isolation, and will include the understanding of its intra- and inter-relationships with other ethnic groups, including the whites. The endeavor to study and promote racial interaction in our society cannot be meaningful or significant unless we include the study of all the factors that contribute to the feelings, beliefs, and systems of all racial groups.

This body of experiences is of such great variety and magnitude that no existing program in CASC's undergraduate concentration can adequately embrace it. The Ethnic Studies Program, however, does not pretend that it can offer a student knowledge in every important experience of a particular racial group, even if the student chooses to take a major in the specialized Black Studies, Chicano Studies, or Native American Studies instead of the interdisciplinary major in Ethnic Studies; it is instead intended as a preparatory learning process within which a student can explore and study some important aspects of that experience and its meaning, and thus acquire competence in the findings and methods of a comparative discipline.

(A/S) MAJORS (45-60 hrs.)

(T/Ed) MAJORS (45 hrs.)

A student electing to take the INTERDISCIPLINARY MAJOR in either BLACK STUDIES, CHICANO STUDIES, ETHNIC STUDIES, or NATIVE AMERICAN STUDIES, will:

1. Design his own course of study, subject to the approval of his adviser and the Ethnic Studies Council;
2. take 16-48 hours of his major in approved and continuous off-campus living-learning experiences in his junior and/or

senior year (provided that the project is completed and evaluated before his commencement quarter), subject to the approval of his adviser, tutor, and the Ethnic Studies Council;

3. elect a second major in CWSC's other programs. ~~This last requirement does not apply to the T/Ed student.~~ ✓

(A/S) MINORS (25-30 hrs.)

(T/Ed) MINORS (20 hrs.)

A student electing to take the INTERDISCIPLINARY MINOR IN either BLACK STUDIES, CHICANO STUDIES, ETHNIC STUDIES, or NATIVE AMERICAN STUDIES, will also design his own course of study, subject to the approval of his adviser and the Ethnic Studies Council.

Courses

Ethnic Studies 296/496	Tutorials (1-6)
Ethnic Studies 298/498	Special Topics (1-6)
Ethnic Studies 299/499	Seminars (1-5)
Ethnic Studies 440	Workshops (1-6)
Ethnic Studies 490	Field Studies (1-16)

To assist the student in designing his individual education, a detailed description of ~~all sections of~~ ^{the in the 2 years offerings in} Ethnic Studies 296/496, 298/498, 299/499, 440, 490, is available through the Ethnic Studies Program ~~two years in advance.~~

^{student}
T/Ed majors must accompany this major with a second major in which the major portion of full-time teaching assignment can be expected.