

4-15-1989

## CWU Faculty Senate Minutes - 04/15/1989

Sue Tirotta

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REGULAR FACULTY SENATE MEETING  
Central Washington University

April 12, 1989

Presiding Officer: Connie Roberts  
Recording Secretary: Sue Tirota

Meeting was called to order at 3:10 p.m.

ROLL CALL

Senators: All Senators or their Alternates were present except Alumbaugh, Bergman, Bundy, Carlson, Cioffi, Evans, Garrity, Gossard, Ressler, Wallace and Youngblood.

Visitors: Gary Heesacker, Ron Watts, Anne Denman, Ken Harsha and Dale Comstock.

CHANGES TO AGENDA

None

APPROVAL OF MINUTES

\*MOTION NO. 2686 Charles McGehee moved and Bill Vance seconded a motion to approve the minutes of the March 8, 1989 Senate meeting as distributed. Motion passed.

COMMUNICATIONS

Stephen Jefferies reported the following correspondence:

-4/4/89 memo from Ethan Bergman, Chair of the Senate Academic Affairs Committee, concerning the Course Repetition Policy. Referred to Senate Executive Committee; will be put on May 3, 1989 Faculty Senate meeting agenda.

REPORTS

1. CHAIR

- A planning team of faculty and administrators will hold a retreat at Camp Field, Leavenworth, from April 25 through April 27. Provost Edington outlined the planning process at the meeting which he had with faculty in Grupe Conference Center on March 29. The "briefing book" which will be used by the academic planners is available for review at the Library Reference Desk. The following people will attend the retreat: Jimmie Applegate, Phil Backlund, Carol Barnes, Bob Brown, Gerry Cleveland, Dale Comstock, Don Cummings, Fred Cutlip, Anne Denman, Robert Edington, Ed Golden, Beverly Heckart, Vern LaBay, Dale LeFevre, Tom Matczynski (facilitator), Joan Mosebar, Jim Nylander, Jim Pappas, Connie Roberts, Don Schliesman, Frank Schneider, Duane Skeen and Greg Trujillo.
- The Faculty Senate Executive Committee will meet with Dr. Richard Chuang, candidate for the position of Dean of the College of Letters, Arts and Sciences from 2:00-3:00 p.m., April 17, 1989 in SUB 105. An open meeting with Dr. Chuang for interested faculty, students and administrators has been scheduled for 4:00 p.m., April 17, 1989 in SUB 204/205.
- United States Senator Slade Gorton will be on campus April 27, 1989. Those interested in meeting with the Senator should contact Deanne Wahle, University Relations and Development.
- Dr. Donna Albro, Director of Affirmative Action at Humboldt State University (California) will conduct two workshops on facilitating and encouraging the intrusive search process for women and minority faculty. A workshop especially for department chairs and interested faculty (particularly chairs of search committees) will be held at 10:00 a.m. on Monday, May 22, 1989 in Grupe Conference Center; all faculty and staff are welcome to attend this workshop. A second workshop designed especially for academic deans and directors will be held at 2:00 p.m. on May 22, 1989 in Bouillon Hall 143.
- The Washington Federation of Teachers/American Federation of Teachers (WFT/AFT) will sponsor a Faculty Forum at 4:00 p.m., April 19, 1989 in Grupe Conference Center to discuss the appropriate weighting of teaching, public service and research in determining faculty compensation and promotion. Discussion will be led by Dr. John Reilly, President of the United University Professors, State University of New York (SUNY); no attempt will be made to adopt positions on these issues.

2. PRESIDENT

None



3. FACULTY LEGISLATIVE REPRESENTATIVE

Faculty Legislative Representative Phil Backlund reported on how C.W.U. is perceived in Olympia, major bills of concern to higher education and the projection of long-term plans by Central's faculty.

Dr. Backlund stated that he and Dick Thompson, Director of Governmental Relations, have worked during this legislative session to improve Central's visibility and clarify its image in Olympia. He added that President Garrity has many solid legislative supporters but that lack of legislative knowledge of Central's long term goals and strengths in conjunction with the lack of a specific constituency makes it difficult for Central to garner strong legislative support.

Higher education is being well represented by the Council of Presidents (COP) and the Interinstitutional Committee of Legislative Officers (ICLO), but more must be done to coordinate with the other state schools and present a united front to both the Higher Education Coordinating Board (HECB) and the legislature.

There are currently five versions of a biennial state budget, with the Governor's "second budget" and the Senate budgets being most generous to higher education. Dr. Backlund noted that the House version of the budget would provide no additional monies for instructional support. He also reported that branch campuses will most likely open in Fall 1990, although it is unclear where they will be, who will operate them and how much money will be allocated for their support; in response to a question from a Senator, Dr. Backlund stated that although Central may teach some classes in Yakima, it will not have a branch campus there. He added that none of the proposed budgets would provide for increases in off-campus enrollment and that tuition increases of 11.2% for undergraduates and 35% for graduate students are likely. Dr. Backlund answered Senators' questions concerning projected demographic changes in traditional and non-traditional student enrollment numbers. The legislative session is scheduled to end on April 23, but it may be extended. Dr. Backlund distributed a mailing list of legislators and copies of a newspaper article quoting Dick Thompson, and he urged faculty to call and write legislators to ask for their support of funding for instructional support and an increase in enrollment lids as well as to thank them for their support of increased faculty salaries.

Dr. Backlund stressed that a long-term plan for faculty priorities in association with administrators is needed in order to be effective in Olympia, and he mentioned that the Senate Executive Committee would meet to discuss this issue.

4. COUNCIL OF FACULTY REPRESENTATIVES

CFR member Ken Gamon reiterated Faculty Legislative Liaison Phil Backlund's statement of need for a long-term plan for the next legislative session. Dr. Gamon noted that a Legislative Committee consisting of the CFR members, Dr. Backlund, Dick Thompson, Victor Marx and the Senate Executive Committee has been meeting to discuss this issue. Dr. Gamon added that since Central has been the only regional university to complete Faculty Activity Analysis forms each year, Central's figures were the only ones available from which to compute the new tuition increases proposed by the legislature.

5. FACULTY OPINION SURVEY OF ADMINISTRATORS

Ad Hoc Committee chair Gary Heesacker distributed the results of the 1989 Faculty Opinion Survey of Administrators. Mr. Heesacker and committee members Jim Eubanks and Jean Putnam distributed copies of the report plus comments to the appropriate administrators and the Board of Trustees; additional copies of the report are available on request from the Faculty Senate Office. Mr. Heesacker noted that 140 (41%) of 340 questionnaires were returned and that the committee has included standard deviation in this year's results as well as the number of total questionnaires completed at the top of each individual's report. In order to insure comparability, the Ad Hoc Committee used the same form as that used in the previous two surveys; since a 0-4 scale was used in 1985 as compared to a 1-5 scale in 1989, 1985 results have been adjusted upward on the 1989 report. Mr. Heesacker reminded faculty that each individual's results should not be compared to those of other individuals but that trends over a period of years should be noted. Senators questioned the effect of requiring signed reply envelopes on the return rate of the survey. In response to questions from the Senate, Mr. Heesacker stated his belief that the survey is effective, that the comments are taken into account by administrators and that the survey improves faculty morale.

6. ACADEMIC AFFAIRS COMMITTEE

None

7. BUDGET COMMITTEE

Bob Bennett entertained discussion of the Draft #4 Senate Budget Committee report dated March 14, 1989 and distributed earlier to the Senate. He noted that the Budget Committee has met once with Provost Edington and the Board of Trustees Budget Committee since distribution of the draft and that their next meeting may include President Garrity. Since discussion of the draft is on-going, comments and suggestions should be submitted to the Senate Budget Committee.

Dr. Bennett summarized the Budget Committee's philosophy in creating the draft and explained that the major changes from current salary policy would be the removal of some limits on professional growth and merit, a reduction in number of salary steps from 40 to 30, the elimination of the "Instructor" level and a regularization of 3% increments between each step on the scale. Senators discussed the two proposed alternative salary schedules in the draft: 1) the less expensive would move faculty to the nearest step on the scale, and 2) the more expensive would move faculty to the next higher step on the scale. Many questions were raised concerning the procedure for award of professional growth and the different benefits of a revised salary scale to those at various levels on the current scale.

8. CODE COMMITTEE  
None

9. CURRICULUM COMMITTEE

\*MOTION NO. 2687 Warren Street moved approval of University Curriculum Committee pages 1000-1004 with the following change:

-Page 1002: Anthropology/B.A.-- General Major Option Addition - in the Plan II description, delete the words "of at least 60 credits," and change "A program proposal must be accepted prior to admission to this BA program" to read "A program proposal must be approved by the department prior to admission to this BA program."

Motion passed.

<u>PAGE</u>		
1000	Political Science/Teaching Minor	Program Change
1000	ED 527	Course Addition
1000	PER 121	Course Addition
1001	M.Ed./Administration	Program Change
1002	ANTH 314	Course Addition
1002	ANTH 348	Course Addition
1002	ANTH 110.1	Course Addition
1002	Anthropology/B.A.-Plan II	Option Addition
1003	MET 316	Course Addition
1003	POSC 366	Course Addition
1003	POSC 367	Course Addition
1003-4	B.S./Gerontology	Program Change
1004	ART 375	Course Addition
1004	LES 435	Course Addition
1004	Master of Fine Arts	Program Change

Dr. Street thanked those who have submitted comments on the Winter 1989 draft of the Curriculum Planning & Procedures Guide and distributed a list of additional proposed revisions to the guide. The revised Curriculum Planning & Procedures Guide will be voted on at the May 3, 1989 Faculty Senate meeting.

10. PERSONNEL COMMITTEE  
None

OLD BUSINESS  
None

NEW BUSINESS

-Chair Roberts announced that a job opening exists for Director of the South Seattle Extended Degree Center. Those interested in applying for this position should contact Don Schliesman, Dean of Undergraduate Studies, who is chairing the search committee.

ADJOURNMENT

Meeting was adjourned at 4:55 p.m.

\* \* \* \* \* NEXT REGULAR FACULTY SENATE MEETING: May 3, 1989 \* \* \* \* \*

FACULTY SENATE REGULAR MEETING  
3:10 p.m., Wednesday, April 12, 1989  
SUB 204-205

- I. ROLL CALL
- II. CHANGES TO AGENDA
- III. APPROVAL OF MINUTES - March 8, 1989
- IV. COMMUNICATIONS
- V. REPORTS
  1. Chair  
-Camp Field Retreat, April 25-27, 1989
  2. President
  3. Faculty Legislative Representative - Phil Backlund
  4. Council of Faculty Representatives (CFR) - Ken Gamon
  5. Faculty Opinion Survey of Administrators - Gary Heesacker
  6. Academic Affairs Committee
  7. Budget Committee  
-Discussion of 3/14/89 Budget Committee Report distributed previously: "Faculty Salary System and Proposed Salary Schedule"
  8. Code Committee
  9. Curriculum Committee  
-UCC Pages 1000-1004  
-Discussion of Winter 1989 draft of "Curriculum Planning and Procedures Guide" distributed previously
  10. Personnel Committee
- VI. OLD BUSINESS
- VII. NEW BUSINESS
- VIII. ADJOURNMENT

SENATORS: PLEASE BRING YOUR COPIES OF THE 3/14/89 BUDGET COMMITTEE REPORT AND THE DRAFT OF THE CURRICULUM PLANNING & PROCEDURES GUIDE TO THE MEETING!!

\* \* \* NEXT REGULAR FACULTY SENATE MEETING: May 3, 1989 \* \* \*

Richard ALUMBAUGH  
 Jay BACHRACH  
 Kenneth BANTZ  
 Robert BENNETT  
 Ethan BERGMAN  
 Larry BUNDY  
 Minerva CAPLES  
 Frank CARLSON  
 FRANK CIOFFI  
 John CLARK  
 Ken CORY  
 David DARDA  
 Ed DIXON  
 Barry DONAHUE  
 Betty EVANS  
 Steven FARKAS  
 Ken GAMON  
 Donald GARRITY  
 Robert GOSSARD  
 Beverly HECKART  
 Stephen JEFFERIES  
 Nancy LESTER  
 Richard MACK  
 Linda MARRA  
 Victor MARX  
 Charles McGEHEE  
 Wells McINELLY  
 Patrick McLAUGHLIN  
 Gary PARSON  
 John RESSLER  
 Connie ROBERTS  
 Jennell SHELTON  
 Warren STREET  
 Alan TAYLOR  
 Bill VANCE  
 Randall WALLACE  
 Rex WIRTH  
 \_\_\_\_\_  
 Norman WOLFORD  
 Tom YOUNGBLOOD

Susan LONBORG  
 Peter BURKHOLDER  
 Dick WASSON  
 \_\_\_\_\_  
 David GEE  
 Ed GOLDEN  
 \_\_\_\_\_  
 Cal GREATSINGER  
 David CANZLER  
 \_\_\_\_\_  
 Gary GALBRAITH  
 John CARR  
 Hal OTT  
 Bernard MARTIN  
 Richard LEINAWEAVER  
 Don RINGE  
 Stephen HINTHORNE  
 Robert EDINGTON  
 \_\_\_\_\_  
 Larry LOWTHER  
 Scott RICARDO  
 Kelton KNIGHT  
 R.J. CARBAUGH  
 Wendy RICHARDS  
 William SCHMIDT  
 Frank SESSIONS  
 Don WISE  
 Patrick OWENS  
 George KESLING  
 Morris UEBELACKER  
 Ken HARSHA  
 Steve FELLER *Don Hendrixson*  
 Max ZWANZIGER  
 Roger GARRETT  
 Karl CLONINGER  
 Jack MCPHERSON  
 \_\_\_\_\_  
 \_\_\_\_\_

39 ÷ 2 =  
 19

Please sign your name and return  
this sheet to the Faculty Senate Secretary  
directly after the meetings. Thank you.

April 12, 1989

DATE

VISITOR SIGN-IN SHEET

*LW Meservey*

*Ron WATTS*

*Ken Shisha*

APR 6 1989

MEMO

To: Connie Roberts, Chair, Faculty Senate

From: Ethan Bergman, <sup>ab</sup>Chair, Academic Affairs Committee

Date: April 4, 1989

Re: Course repetition policy

The Academic Affairs Committee met March 15 to consider the proposed modifications made by the Graduate Council in the tabled course repetition policy motion. After deliberation, we feel there is enough concern about the existing course repetition by faculty and students that the tabled motion deserves to be voted on as it is currently stated.

The Graduate Council had rationale for their proposed modification. (see attached)

In response to 1. The transcript of individuals repeating courses will still include all courses and grades earned. The Graduate School may manually determine GPA from the information presented in the transcript.

In response to 2. Western Washington University currently has a policy similar to our proposed repetition policy. They place the burden on the student to inform the Registrar about repeating a course by filling out a course repetition card. The Registrar then flags the course for notation at the end of the term when courses are completed. If they fail to inform the Registrar at registration, the course repeat will be caught at senior evaluation. At that point only the current GPA and credits earned are effected. The Registrar at WWU doesn't alter the transcript in previous terms. We feel the tabled course repetition policy could be similarly implemented.

In response to 3. We realize that extra work and expense in the Registrar's office will be generated by implementation of the proposed course repetition policy which is reason for concern. However, there are students who are no longer able to continue their education because of the current course repetition policy. Many of these students are diligent and deserve another chance. Therefore, we feel the proposed course repetition policy deserves a vote.

We propose that this motion be voted on at the May 3 Senate meeting.



Central  
Washington  
University



Office of Graduate Studies  
and Research  
Bouillon 207C  
Ellensburg, Washington 98926  
(509) 963-3101  
SCAN 453-3101

February 22, 1989

Dr. Ethan Bergman, Chair  
Senate Academic Affairs Committee  
Campus

Dear Dr. Bergman:

In follow-up to your request that the Graduate Council review the proposed Course Repetition Policy, we did so and developed the following recommendation:

It was moved, seconded, and passed that the proposed motion before the Faculty Senate be modified as follows:

In 2., replace "only the second grade" with "both grades," and replace "however" with "and."

In 3., replace "same basis as described above" with "basis of the second grade earned."

Our rationale for recommending these changes include the following:

1. Graduate school policy requires the examination and grade point assessment of all credits taken for purposes of good standing, probation, or suspension (see page 180 of the University catalog).
2. It seems improper that the permanent transcript record of any student should be altered for prior terms.
3. The cumulative gpa record appearing as a line at the end of each term's work is automatically calculated. To change this method to a manual correction, especially when it changes the permanent record, seems unnecessarily expensive for the benefits derived.

It should be noted that major gpa's are already manually calculated so the change in 3 can be easily implemented. Also note that the proposed change in 3 results in the identical intent of the Senate's proposed 3.

Finally, it seems to me that we ought to be allocating the monies involved in these changes to better instructional practices, rather than transferring these monies to record keeping functions. Too many of us ignore significant costs of these proposals while much more important instructional and academic program needs are squeezed for lack of funds.

Thank you for your consideration of these views on the matter.

Sincerely,

A handwritten signature in cursive script that reads "Dale R. Comstock".

Dale R. Comstock  
Dean

pc Dean Pappas, Carolyn Wells (Registrar), Connie Roberts (Chair, Faculty Senate),  
Graduate Council

## Repetition of Courses

Courses completed with a grade lower than "C" may be repeated. In the computation of the grade point average, only the grade earned in the repeated course is used. If the course is repeated more than once, all of the repeated grades will be averaged in the computation of the grade point average. Successful repetition of a course originally passed carries no additional credit towards a degree.

## Credit/No Credit Option

Students are urged to use the credit/no credit option as a way to explore academic areas of interest. All students except for first quarter freshmen and students on academic probation may select one class per quarter under this option. A maximum of fifteen credits earned in credit/no credit courses may be allowed toward the 180 required for the bachelor's degree.

The courses must be selected from Breadth requirements and free electives; they must not be courses in Basic Requirements, majors or minors or professional education sequence.

Students designate the course as credit/no credit during registration or during "Change of Schedule" period. Courses may not be repeated on a Credit/No Credit option.

Credits earned under the credit/no credit option are not included in computing grade point averages. The grade recorded on the student's transcript will be "CR" if the course grade is C- or above, if below C-, the entry will be "NC".

The credit/no credit option is distinctive from courses graded on satisfactory/unsatisfactory basis.

Credit/no credit courses will not be counted toward master's degree credits, or in the graduate grade point average.

## Grade Reports to Students

A report of the final grades assigned in courses is sent to each student at the end of each quarter.

## Honor Roll

A student who has achieved high scholarship in a given quarter is named to the Honor Roll. Honors are awarded for a grade point average of 3.4 or higher. To be eligible a student must complete a minimum of twelve credits.

## Graduation with Distinction

Bachelor's degrees are awarded with distinction according to the following standards:

- 3.4 to 3.59 - cum laude
- 3.6 to 3.79 - magna cum laude
- 3.8 to 4.00 - summa cum laude

Other distinctions:

- 3.95 to 4.00 - President's Scholars
- 3.60 to 4.00 - Dean's Scholars

The following condition must be met by all students to be considered for graduation with distinction:

1. At least one half (90) of the credits required for the degree must be taken at Central Washington University with a minimum of sixty (60) credits earned in courses taken on the A-E graded basis.
2. Credits awarded through Course Challenge, Military Credit, Credit for Industrial Experience or on a Credit/No Credit basis will not be allowed in the ninety credits required for eligibility.
3. Only credits earned at Central Washington University will be considered in determining eligibility for graduation with distinction.



# GRADING PRACTICES

## Grading System

"Grade Points" are assigned to each mark as follows:

Grade	Assigned Grade Points for Each Credit Hour Completed
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	0.7
E	0.0

A "C" grade indicates that a student has made substantial progress toward meeting the objectives of the course and has fulfilled the requirements of the course. The grades above "C" are used for those students who have demonstrated some degree of superiority. The highest grade, "A", is reserved for students who have excelled in every phase of the course. The "B" grade is for students whose work is superior but does not warrant the special distinctiveness of the "A". The "D" is a grade for those students who have made progress toward meeting the objectives of the course but who have fulfilled the requirements only in a substandard manner. The "E" is reserved for students who have failed to meet or have accomplished so few of the requirements of the course that they are not entitled to credit.

**Other Grades.** The following special grades are also used. No "grade points" are assigned with these letters.

S	Satisfactory
U	Unsatisfactory
O	Audit
W	Withdrawn: Indicates a passing grade at the time of withdrawal. See page 25 for policies covering withdrawal from individual courses or the University.
I	Incomplete: an "I" (incomplete) when recorded, is not a qualitative grade. Rather, it is a symbol which means: "This student was not able to complete the course by the end of the term, but had satisfactorily completed a sufficient portion of it and can be expected to finish without having to re-enroll in it." An "I" is not used in computing a grade point average. To earn a grade, work of the course must be completed as prescribed by the instructor on forms filed in the appropriate department office. If it is not completed within one calendar year, the "I" will be changed to an "E".
CR	Credit
NC	No credit
NR	No report submitted by the instructor. (Available for Registrar's use only.)
P	Reserved: used for graduate thesis credit only. A grade is issued when the thesis is approved.

## Grade Point Average

Grade point averages are calculated by dividing grade points earned by the credit hours attempted. Here is a typical example:

Course	Credit Hours Attempted	Grade	Grade Points Earned
English 141	3		
History 143	5		
Psy. 300	4		
Com. 243	4		
Totals	16		
		C +	(2.3 x 3) 6.9
		B-	(2.7 x 5) 13.5
		C	(2.0 x 4) 8.0
		B	(3.0 x 4) 12.0
			40.4

Dividing 40.4 by 16 gives a grade point average of 2.5. In computing the student's cumulative grade point average, only work attempted at Central will be included in the computation. Of course, credits earned at other institutions of higher learning are accepted towards degree requirements according to the limits indicated in the section of this catalog entitled "Evaluation Leading to Credit."

## Statute of Limitations on Grade Changes

Grade changes may be filed until the end of the subsequent quarter following the one in which they were recorded. Spring Quarter grades may be changed as late as the end of the Fall Quarter.

## Repetition of Courses

Any course may be repeated. All grades earned will be used in computing the grade point average. Successful repetition of a course previously passed carries no additional credit, unless otherwise indicated in the course description. Courses may not be repeated on a credit/no credit basis.

## Credit/No Credit Option

Students are urged to use the credit/no credit option as a way to explore academic areas of interest. All students except for first quarter freshmen and students on academic probation may select one class per quarter under this option. A maximum of fifteen credits earned in credit/no credit courses may be allowed toward the 180 required for the bachelor's degree.

The courses must be selected from breadth requirements and free electives; they must not be courses in basic requirements, majors or minors or professional education sequence.

Students designate the course as credit/no credit during registration or during "Change of Schedule" period. Courses may not be repeated on a Credit/No Credit option.

Credits earned under the credit/no credit option are not included in computing grade point averages. The grade recorded on the student's transcript will be "CR" if the course grade is C- or above, if below C-, the entry will be "NC".

The credit/no credit option is distinctive from courses graded on satisfactory/unsatisfactory basis.

Credit/no credit courses will not be counted toward master's degree credits, or in the graduate grade point average.

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student should never re-register for the course as a means of removing the Incomplete. An Incomplete grade not made up by the end of the next quarter will be converted to the grade of 0.0 by the Registrar unless the instructor has indicated, when assigning the Incomplete grade, that a grade other than 0.0 should be assigned if the Incomplete work is not completed. The original Incomplete grade is not removed from the permanent record.

An instructor may approve an extension of the Incomplete (removal) deadline. Such an extension must be received, in writing, at the Grade Recording Information Office no later than the last day of the quarter following the quarter in which the Incomplete grade was assigned. Extensions, which may be granted for up to three additional quarters, must be received before the Incomplete has been converted into a failing grade.

In no case can an Incomplete received by an undergraduate be converted to a passing grade after a lapse of one year.

**S Satisfactory grade for courses taken on a satisfactory/not satisfactory basis.** An S grade is automatically converted from a numerical grade of 2.0 or above for undergraduates. The grade S may not be assigned directly by the instructor, but is a grade conversion by the Registrar's Office. Courses so graded can only be used as free electives and cannot be used to satisfy a University, college, or department course requirement.

**NS Not-satisfactory grade for courses taken on a satisfactory/not satisfactory basis.** A grade less than 2.0 for undergraduates will be converted to NS. NS is not included in the grade-point-average calculation. No credit is awarded for courses in which an NS grade is received.

**CR Credit awarded in a course offered on a credit/no credit basis only or in courses numbered 600, 601, 700, and 800.** The minimum performance level required for a CR grade is determined, and the grade is awarded directly, by the instructor.

**NC Credit not awarded in a course offered on a credit/no credit basis only or in courses numbered 600, 601, 700, 750, and 800.** The grade is awarded directly by the instructor and is not included in a grade-point-average calculation.

**W Official withdrawal or drop during the third and fourth weeks of the quarter for undergraduates.** It is not computed in grade-point-average calculation.

**W Grade assigned when an undergraduate uses an uncontested drop privilege to withdraw from a course after the fourth week of the quarter.** It is not computed in grade-point-average calculation.

**HW Grade assigned when an undergraduate is assigned a hardship withdrawal from a course after the fourth week of the quarter.** It is not computed in grade-point-average calculation.

**Nontraditional Grading Options**

**CREDIT/NO CREDIT ONLY AS A COURSE OPTION**

With appropriate departmental review and approval, a course may be offered on a credit/no credit basis. The standards for granting credit in credit/no credit courses under this option is the demonstration of competence in the material of the course to the instructor's satisfaction.

**SATISFACTORY/NOT SATISFACTORY AS A COURSE OPTION**

Certain students are eligible to elect that a limited number of their courses be graded satisfactory/not satisfactory rather than with regular numerical grades.

Any student who wishes to register for a course on a satisfactory/not-satisfactory basis should check first with his or her adviser to determine restrictions and eligibility, because colleges and departments vary in their rules concerning this grading option (e.g., students in the College of Arts and Sciences may not take courses S/NS until they have earned 45 or more college credits). In no case is a student allowed to register for more than 6 credits (or for one course, if that course is offered for more than 6 credits) on a satisfactory/not-satisfactory basis in a given quarter. No more than 25 satisfactory/not-satisfactory credits may be applied to a four-year undergraduate degree. Such courses may not be used to satisfy University, college, or departmental course requirements (i.e., may be applied only to the elective component of a degree).

Generally, a student may not switch to or from satisfactory/not-satisfactory grading for a particular course after the first week of the quarter. Only students in good academic standing (i.e., not on academic warning or probation) are eligible for the S/NS grading option. Veterans should check with the Office of Special Services before requesting S/NS grading option.

It should be noted that the possibility of future objective evaluation of the student's total academic record is reduced by the extent to which the record includes course work that is evaluated by a grading system other than the numerical system. A student should be aware that he or she may jeopardize future educational opportunities, particularly for graduate or postbaccalaureate study, when other systems of performance evaluation are used.

**Grade-Point Average**

The University's cumulative grade-point average is based solely on courses taken in residence at the University of Washington; this includes some, but not all, courses taken through UW Extension. The UW transcript reflects grades for UW Extension courses with that is not residence credit, and the grades for credit by examination. These latter grades do not affect the University cumulative grade-point average.

**Computation of Grade-Point Average**

The grade-point average for graduation is computed by dividing the total cumulative grade points by the total credits attempted for courses taken in residence at the University. Grade points are calculated by multiplying the number of credits by the numeric value of the grade for each course. The sum of the grade points is then divided by the total credits attempted. Courses elected on an S/NS basis are counted as follows: Satisfactory grades are printed on the permanent record as an S and do not count in the quarterly or cumulative grade-point average, but they do count as credits earned toward graduation. Not-satisfactory grades, NS, do not count in the quarterly and cumulative grade-point averages and do not count as credits earned toward graduation.

**EXAMPLE 1**

Course	Credits	Grade	Grade points
CLAS 306	3	CR	
OCEAN 301	5	F	0.0
HST 141	5	B	10.0
SCAMQ 100	2	C	6.0
<b>Total credits earned toward graduation</b>	<b>15</b>		
<b>Total graded credits attempted</b>	<b>12</b>		<b>16.0</b>

Grade-point average =  $40.1 \div 12 = 3.34$

The total graded credits attempted, not the credits earned toward graduation, are used in computing the grade-point average.

**EXAMPLE 2**

Course	Credits	Grade	Grade points
ENGL 121	5	D	2.0
OCEAN 101	5	F	0.0
SPHSC 100	3	C	6.0
ART 105	2	I	0.0
<b>Total credits earned toward graduation</b>	<b>8</b>		
<b>Total graded credits attempted</b>	<b>13</b>		<b>19.6</b>

Grade-point average =  $19.6 \div 13 = 1.51$

The student attempted 18 credits, but only 13 are graded, because the I is not computed in the grade-point average. The 0.0 for OCEAN 101 is computed in the grade-point average, but no credit is awarded toward graduation.

If the work in ART 105 is not made up by the end of the next quarter, the I will convert to a numeric grade and the grade-point average will be recomputed.

**Repeating Courses**

With the approval of the academic department offering the course, an undergraduate may repeat a course once. Both the original grade and the second grade will be computed in the grade-point average, but only the second grade may be allowed only once. Veterans receiving benefits must receive approval from the Office of Special Services before a course is repeated.

**Grading Procedures**

**Change of Grade**

Except in case of error, no instructor may change a grade that he or she has turned in to the Registrar. A student who finds administrative omissions or errors in a grade report must make application to the Registrar for a review not later than the last day of the student's next quarter in residence, but in no case after a lapse of two years. Grades used to meet graduation requirements cannot be changed after the degree has been granted. Time spent in military service is not counted as part of the two-year limitation. Students are not automatically notified of grade changes posted after the first of the quarter.

**Grade Appeal Procedure**

A student who believes he or she has been improperly graded first discusses the matter with the instructor. If the student is not satisfied with the instructor's explanation, the student may submit a written appeal to the Chairperson of the Department, or in a hardship situation, to the Dean, with a copy of the appeal also sent to the instructor. The Chairperson of Dept. consults with the instructor to ensure that the evaluation of the student's performance was not done arbitrarily or capriciously. Should the Chairperson believe the instructor's conduct to be arbitrary or capricious and the in-



Information concerning the student's academic status (e.g., Honors, probation, dismissal).

## Repeating a Course

A student may repeat any course taken at EWU or any course accepted by EWU from a transfer institution.

Courses previously taken may not be repeated under the following conditions:

using the pass/no credit grading option  
using correspondence/extension course method of instruction  
to improve the undergraduate grade point average after receiving the baccalaureate degree and/or

if the original course and Eastern offers no equivalent course.

A student may not receive credit twice for the same course work.

Courses to be repeated for credit must be handled for the Registrar by placing "R" for repeat in the Grade Option Column on the registration and drop/add documents. The repeat indicator "R" will then appear by the course on the student's Confirmation of Schedule. In addition, a Course Repeat Card must be completed by the student to indicate where and when the course was previously taken. The card is submitted to the Registrar's Office.

It is the student's responsibility to notify the Registrar's Office when a course has been repeated. Transcripts are also reviewed for repeats when an Application for Graduation is submitted. Adjustments to credits and quality points for repeats are also made at this time.

When a course is repeated, the previous course (as well as its credits, grade, and quality points) remains recorded on the student's transcript and is superseded by the new course, credits, and quality points. The cumulative grade point average is adjusted to remove the previously computed credits and quality points.

Courses reflecting letter grades of no numeric value such as "W", "X", "NC" do not require the student to notify the Registrar as no transcript adjustment is necessary.

## Credit Through Course Evaluation

Students enrolled in the University may secure advanced credit for a course using Credit Through Course Evaluation. Application forms and registration instructions are available in the Center for Extended Learning. A service fee is required for each evaluation.

"P" (pass) grades for Credit Through Course Evaluation courses should be assigned with caution. Courses that are assigned "P" (pass) grades will not be accepted for meeting General University Requirements or for meeting departmental major or minor requirements. Numeric grades may be given for Credit Through Course Evaluation courses. The numeric grades and credit hours earned are calculated in the usual manner as part of the student's cumulative grade point average (GPA).

Credit Through Course Evaluation will not be granted for a course previously taken for which the student received a numeric grade, a no-credit (NC) grade, a pass (P) grade, an incomplete (X) grade, a failing grade, or an audit (A) grade.

If a student fails the evaluation process, he/she may not repeat that evaluation.

Credit Through Course Evaluation does not count toward the credit residence requirement.

## Credit Through Correspondence/Credit Through Extension

### Correspondence Courses

Correspondence courses are offered for the benefit of those persons who cannot attend regular sessions. These courses are prepared and taught by regular members of the staff who are in charge of similar courses in residence. Instruction by correspondence is continuous throughout the year, and students may begin at any time. Study and teaching are conducted through a series of lessons which are mailed to the student. Completed lessons are forwarded to Correspondence Study, Continuing Education, where they are recorded and sent to the instructor for grades and comments. Corrected lessons are returned to the

EWU student as soon as possible. This process is continued until the course is completed, at which time a comprehensive examination (if required by the instructor) is given.

Upon completion of the course, a grade copy will be sent to the student by the Office of the Registrar. Students should send requests for transcripts to the Registrar.

Correspondence course credits are not accepted for English composition credit at Eastern.

Correspondence credits are not considered to be residence credits. Correspondence courses may not be taken as a repeat for courses taken by the regular method of instruction.

Correspondence courses are computed as part of a student's grade point average.

### Extension Courses

Extension courses are offered to students who are unable to attend daytime classes as regular students in residence. Extension courses are provided through evening classes and/or correspondence study.

Extension courses are not considered to be residence credits. Extension courses may not be taken as a repeat for courses taken by the regular method of instruction.

A maximum of 16 quarter credits in extension and/or correspondence courses may be counted toward the baccalaureate degree.

For further information, contact EWU's Office of Continuing Education.

## Scholastic Standing and Review Procedures

### Academic Standards for Undergraduates

Only grades earned at Eastern will be considered in determining the academic standing of an Eastern undergraduate.

**Academic Probation.** Any student whose cumulative grade point average falls below 2.00 will be placed on academic probation.

First quarter freshmen placed on academic probation must achieve a cumulative grade point average of 2.00 within two subsequent quarters or be placed on academic dismissal from Eastern for low scholarship. All other students must achieve a 2.00 cumulative grade point average by the end of the next quarter of attendance or be placed on academic dismissal.

Achievement of a 2.00 cumulative grade point average will result in an undergraduate being removed from academic probation.

### Academic Dismissal

Any student who is not a first quarter freshman will be placed on academic dismissal when his/her cumulative grade point average remains below a 2.00 for two quarters. A first quarter freshman will be placed on academic dismissal when his/her cumulative GPA remains below a 2.00 for three quarters.

Each undergraduate who has been placed on academic dismissal may appeal to be considered for reinstatement based upon the following procedures:

Students who have officially declared their major through General Undergraduate Advising schedule an appointment to be considered for reinstatement through the Dean of the college or school under which their major falls.

Students who have not officially declared their majors schedule an appointment to be considered for reinstatement through the Director of General Undergraduate Advising.

Students are initially informed of dismissal status by means of a notation on their grade reports. General Undergraduate Advising also notifies the student by a letter which outlines the reinstatement and appeal procedures. Students enrolled in current classes and not seeking reinstatement by the 15th class day will be deregrolled and are so notified by certified mail.

The appeals process for undergraduates is coordinated by the Office of General Undergraduate Advising.



(2) ability to reproduce these facts and principles orally and in writing readily, accurately, and concisely; (3) power to correlate the material with other branches of the subject and with other subjects; (4) individual reaction to the material shown by ability to apply the methods of the course to new and original problems and situations with reasonably good results.

**B - 1 grade point per credit hour.** The student so graded must have shown uniformly the first three qualities of the A grade without the third and fourth. Also a B student is one who, during a considerable part of the course, has demonstrated all the qualities of an A grade student, but at times has shown a lack of prescribed tasks, not because of inability but because of the presence of illness or legitimate outside interests.

**C - 2 grade points per credit hour.** A student doing average work of this average level will receive this grade. The work may frequently show thoroughness and accurate reproduction but is moderately inferior.

**D - 1 grade point per credit hour.** This grade is for the student doing work considerably below average. This work is barely passing.

**F - 0 grade points per credit hour calculated in g.p.s.** This grade indicates a failure and is given to a student who does not show a satisfactory grasp of the subject and whose examinations and recitations are unsatisfactory.

**S (Satisfactory) - no grade points; credit not calculated in g.p.s.** Grade given upon satisfactory completion of courses numbered 499, 600, 700, 702, 800, Special Examinations (Rule 13) and other courses duly authorized for S, F grading by the Faculty-Senate. (Courses approved for S, F grading are footnoted in the Time Schedule.) A, S, or F grades only are used for physical education activity courses. Courses approved for S, F grading may also be graded S or intermediate indicating satisfactory progress.

**P (Passing) - no grade points; credit not calculated in g.p.s.** A satisfactory grade for a course taken under the Pass-Fail Grading Option (see below). Instructors will mark in regular letter grades for all students enrolled in courses under the pass-fail option, but grades will appear on the student's permanent record as P (Passing) or F (Failure).

**I (Incomplete) - no credit or grade points.** Used to indicate that a grade has been deferred. It is for students who for reasons beyond their control are unable to complete their work on time. The I grade for an undergraduate student will be an undergraduate or graduate student will be changed to an F if the work is not completed during the ensuing calendar year, or if the student repeats the course. Instructors are required to submit an Incomplete Grade Report to the department chair's office with any grade form indicating an I.

**W (Withdrawal Pending) - no credit or grade points.** Used if the student has filed, in the Registrar's Office, official notice of withdrawal from the course prior to the end of the twelfth week, withdrawn pending in accordance with Rule 89, or withdrawn from the university prior to the last day of instruction.

**X (Grade Extended) - no credit or grade points.** Denotes continuing progress toward completion of special problems, research, thesis, or doctoral dissertation, i.e., 499, 600, 700, 702, 800. X grades are converted to S upon satisfactory completion. An X grade may also be used when no final grade is reported due to instructor's illness or absence from town.

### Grade Point Average

The student's grade point average (g.p.a.) is computed by dividing grade points earned by the number of credit hours attempted. Grades P and S do not carry grade points, and the credit hours are not calculated into the g.p.a. Credits attempted for F grades are calculated into the g.p.a. Transfer and other non-resident credit is not computed in the Washington State University grade point average. The following example illustrates computation of the g.p.a.:

course	credits	grade	grade points
Eng 101	3	A	12.0
Eng 305	3	C	9.0
Eng 420	3	B+	9.9
Eng 499	3	F	0.0
Eng 499	3	S	0.0

Credit hours attempted (9) divided into

Total grade points earned (21) = g.p.a. (2.33)

Total hours earned (9)

Grades P and S grades carry no grade points, but are included from the g.p.a. calculation.

courses taken by correspondence to earn grade points and carry no graduate credit. Grades earned through Continuing Education and Public Service courses sponsored by Washington State University yield grade points toward graduation. Correspondence or extension work submitted for transfer credit yields credit only if completed with a grade of C or better.

### Grade Reports

Midsemester grades are issued to freshmen students with less than 24 semester hours of credit and are mailed to the student's local school address. Final grade reports for all students are mailed to the student's permanent home mailing address at the end of the academic semester. Only one grade report is printed for students. Students wanting an additional grade report must order a copy of their official transcripts.

### Transcripts

An official copy of a student's permanent record at Washington State University that bears the official seal of the University and the signature of the Registrar is referred to as a transcript. The transcript must include all work taken at Washington State University. Requests for transcripts must be accompanied by the student's signature and a \$3 fee for copy. Photo copies for transcripts cannot be accepted. NOTE: Financial indebtedness to the university will prevent the release of a student's transcripts.

Transcripts of secondary or higher education study that have been submitted to WSU as a requisite for admission cannot be returned to the student. Students desiring transcripts from other institutions must order official transcripts directly from the institution at which the work was taken. WSU does not issue or certify copies of transcripts from other institutions.

### Repetition of Courses

Courses completed with a grade of C or above may not be repeated for credit or grade points.

Students may repeat courses in which they have received a grade of C or below only if there is space available in the course. If a student repeats a course in which an I (incomplete) grade was received, the incomplete grade will be changed to F.

When a student repeats a course and earns another grade, the series of repeats and grades will be retained on the student's official record. However, the last grade only shall be calculated in the cumulative grade point average, and contribute to the total number of hours required for graduation.

In determining scholarship for graduation honors, the first grade only shall be used. It is the student's responsibility to indicate repeat courses on the registration form. Repeats by correspondence, extension, or in residence at other institutions must be reported orally or in writing to the Registrar's Office. If a student transfers a course to WSU from another institution, and subsequently repeats the course at WSU, only the credit and grade points earned at WSU will be allowed.

### Courses Approved for Repeat Credit

Some courses have been approved for repeat credit, i.e., the student may enroll in the same course during a subsequent semester and additional credit and grade points will be accumulated. An example of such a course would be a Special Topics where the course content may vary from semester to semester. Courses approved for additional credit, with maximum credits allowable, if any, will be indicated in the catalog, e.g., may be repeated for credit cumulative maximum 6 hours.

### Pass-Fail Grading Options

Pass-fail options are available for undergraduate and graduate students. Specific characteristics of the two options are listed below. During registration, students indicate on the Registration Form that they wish to enroll in the course on a pass-fail basis. The advisor's approval and signature are required for undergraduates. Information indicating which students are enrolled on a pass-fail basis will not appear on their lists transmitted to instructors. Instructors turn in regular letter grades for all students, and the Registrar will change all grades of A through D to F for those enrolled pass-fail. The F (pass) grades earned by pass-fail students will not be included in computing the g.p.a., however, F grades earned by pass-fail students will be included in a J.F.A. computation. Courses approved for S, F grading (Rule 90) are excluded from the pass-fail option. Courses approved for S, F grading are footnoted in the Time Schedule.

A student may change a pass-fail enrollment to a regular letter graded enrollment, or vice versa, during the first three weeks of classes. After the



## Academic Policies

agreed upon) during the next quarter. After one year, if the "K" has not been removed, it automatically reverts to a failing grade ("F"), and the student may establish credit only by registering again for the course. (Grades of "K" are given for courses numbered 500 or above to failure.)

## GRADE AVERAGES (GPA)

To determine a grade average, points are assigned to each grade earned under the A-F grading system (A=4.00, B=3.00, etc. See above.). The point value of each grade is multiplied by the number of credits assigned to the course. Total points are then divided by total credits attempted. Thus, a student who earns a five credit "A", five credit "B" and a five credit "C" has earned a quarterly average of 2.33 (35 points divided by 15 credits attempted).

A grade average of 2.00 ("C") represents the minimum acceptable level of performance to remain in good standing at the University. Higher grade averages may be required for admission to or retention in certain major programs.

Only grades earned at Western are calculated in determining a student's quarterly or cumulative grade average.

Grades of "S," "U," "P," "NP," "W" and "K" are not included in GPA calculation.

## GRADES YIELDING CREDIT

Credit is granted for courses completed with grades of "D" or higher on the A-F grading system, and for grades of "P" and "S". The grades of "D", "D" and "S" however, represent a level of work that is unacceptable in a student's major or minor, supporting courses for majors and minors, English 101, professional education courses, the educational psychology courses required for teacher education programs, and "Fifth Year" courses.

## REPEATING A COURSE

A few courses are approved to be repeated for credit. Such approval is included with the course descriptions in this catalog. If other courses are repeated, the following will apply:

- 1) Credit will be awarded only once.
- 2) Only the last grade earned will be considered in calculation of the student's grade average (unless the last grade is "K," "W," "NP" or "U").

The student who registers to repeat a course should file with the Registrar a "Course Repeat Card." Unless this card is filed, the repeat may not be detected until the Senior Evaluation, at which time cumulative credits will be reduced. In the meantime, the student's grade average will reflect both course grades.

If a transfer student is required to register for a course that may be a repeat of a course completed elsewhere, the student may receive credit for both courses.

## GRADE REPORTS

Within a few days after the end of each quarter the Registrar sends a grade report to each student. The student indicates, at the time of registration, the address to which the grade report is to be sent.

## GRADE CHANGES

Once a grade has been filed with the Registrar, it is regarded as final. Except for the conversion of incomplete ("K") marks, grade changes are accepted only under the following circumstances:

- 1) It is discovered that the grade resulted from clerical error in transcription or recording. Requests for change to correct these errors may be made only by the course instructor and only during the quarter immediately following original issuance of the grade.

## PROPOSED COURSE REPETITION POLICY

Some courses are approved for repetition with credit awarded each time the course is taken and passed. Such approval is indicated in the course description in this catalog.

Other courses may be repeated under the following conditions:

1. Students may repeat such courses only once, and credit will be awarded only once. This condition also applies to transfer courses that are repeated at Central.
2. When a course is repeated, only the second grade earned will be used in the computation of the cumulative grade point average, however both grades will remain in the student's official record.
3. Major grade point averages will be computed on the same basis as described above when major courses are repeated.

Implement Fall, 1989.

Changes to proposed CURRICULUM PLANNING AND PROCEDURES revision

PAGE	LOCATION / CHANGE
3	P7,L1 Change to "Proposals to add new major and degree programs will be subject to....."
4	P1,L1 Delete "Should such review be necessary," P7,L3 Change to "...consistency with the programmatic goals and budgetary capacity of the school or ..."
5	P3,L1 Correct spelling: "membership"
6	P2,L2 delete last word on line: "and"
7	P1,L3 insert wording so sentence reads "Proposals which require additional levels of review or modification during the course of the process..." P1,L5 Alter beginning of sentence to read "In the year preceding....."
P7	replace with:  b. Proposals involving the initiation of a new major, minor or program shall be sent to the Graduate or Undergraduate Council. On approval by the appropriate council, proposals affecting the teacher education curriculum will be sent to the Teacher Education Council. After Council approvals are received, new program proposals are routed to the University Curriculum Committee.
P8	Delete last sentence. Redundant with page 8, #8.
8	P2,L1 transpose letters in "Univeristy"
P4	extend sentence: "...to the Faculty Senate and referred to the Faculty Senate Curriculum Committee:"
P5	extend point a: "...to constitute a new course, including proposals to make more than three changes to an existing course."
P7	replace "approved" and "approval" with "reviewed" and "review" in newly inserted wording that refers to the role of the Senate Curriculum Committee.
10	P2 replace "ahead of" with "beyond" in rule specifying course level eligibility.
	P5 replace "Registrar" with "Dean of Undergraduate Studies" in procedure for course number assignment.
11	P1 replace "Remedial Courses" with "Remedial courses for which credit will not be counted toward degree requirements."
13	P1 add words, to read "... 20 class hours (16 clock hours) and 10 hours of related work for each credit."  P5 Add to point e, as follows: "Thus the minimum number of consecutive days in which a course may be completed are as follows: 1 credit: 3 days 2 credits: 7 days 3 credits: 9 days 4 credits: 11 days 5 credits: 13 days"
15	P1,L5 extend sentence: "...approval of the department chair and dean prior to the beginning of the course."
16	L1 insert "(CFE)" at the end of the line to introduce this abbreviation.
17	P4,L1 Use "CFE's" in place of full wording. P8 change "to enroll in a 290 course..." to "before enrolling in a 290 course..." P8 change "to enroll in a 490 course..." to "before enrolling in a 490 course..."
18	P1,L2 replace "to" with "for"
20	P6 replace "matriculated admission" with "matriculation"
21	P3,L4 Insert a sentence after "... free elective courses." The sentence is in the current guide but was inadvertently omitted from this version: "Majors may not exceed 110 quarter credits."
23A	Add "Provost and" to the title for the Vice President for Academic Affairs.
23A	Make arrow from Provost to HEC Board double-headed.

Central  
Washington  
University



Faculty Senate

Bouillon 240  
Ellensburg, Washington 98926

(509) 963-3231

March 1, 1989

Dear Colleague:

Attached is a draft of a proposed revision of the Curriculum Planning and Procedures Guide. The Guide is the Faculty Senate's primary statement of curriculum policies and procedures for effecting curriculum change.

Provisions of the current Guide, produced in Spring, 1985, have been modified by the actions of the Faculty Senate and further modifications have been suggested by the Senate Curriculum Committee. In the attached draft, deletions from the present Guide are shown by overstruck letters and additions are denoted by underscored letters. We have distributed complete copies of the draft only to Academic Administrators, Faculty Senators, Department Offices, faculty on curriculum committees and a few other sites. Others have been advised of this distribution and may contact you to review your copy.

Your evaluation of these changes is important to the Senate's decision regarding adoption of the draft. If you have comments about the proposed revisions or would like to recommend alternatives to proposed wording, please submit them in writing to Warren Street, Department of Psychology, either via campus mail or by VAXMail to WARREN.

The proposed revision will be considered by the Faculty Senate at its April 12, 1989 meeting. Comments should be submitted no later than Monday, April 3, 1989.

Sincerely,

A handwritten signature in cursive script that reads 'Warren R. Street'.

Warren R. Street, Chair  
Faculty Senate Curriculum Committee



SPECIAL NOTES REGARDING PROPOSED CHANGES TO THE  
CURRICULUM PLANNING AND PROCEDURES MANUAL

Wherever "Council for Postsecondary Education" appears, it has been changed to "Higher Education Coordinating Board."

Wherever "Student Board of Control" appears, it has been changed to "Student Board of Directors."

Wherever "Vice President for Academic Affairs" appears, it has been changed to "Provost and Vice President for Academic Affairs."

Pages 3 and 4: Large section of underlined text beginning with "All course and program changes, additions..." and ending on Page 4 with "...whatever submissions are required" has been moved from Pages 8 and 9, former items 10 thru 13 plus ending paragraph.

Page 7: Text under heading "Procedures for Curriculum Change" beginning "The procedures to be followed..." --- MOTION NO. 2643 passed by Faculty Senate on June 1, 1988.

Page 15: Underlined text beginning "After final approval, the course may be offered..." under "Workshops" and under "Seminars" --- MOTION NO. 2544 passed by Faculty Senate on February 4, 1987.

Page 18: Section on "Professional Development courses" --- MOTION NO. 2610 passed by Faculty Senate on February 3, 1988.

Page 18: Section on "DEPT 700" courses --- MOTION NO. 2669 passed by Faculty Senate on December 7, 1988.

Page 21: Section under "Undergraduate Degrees" beginning "The General Education program must be completed by all..." --- MOTION NO. 2587A passed by Faculty Senate on November 11, 1987.

Page 23A: For changes in Appendix A, "Curriculum Approval Process," please compare it with the chart on Page 23B from the current Curriculum Planning and Procedures manual.

CURRICULUM PLANNING  
AND  
PROCEDURES

\* \* \* \* \* DRAFT \* \* \* \* \*

Central Washington University  
WINTER 1989

CURRICULUM PLANNING AND PROCEDURES MANUAL

INTRODUCTION

Purpose  
CURRICULUM DEFINED

This manual describes the procedures and rules through which curricular proposals are prepared and approved at Central Washington University. The manual is a product of the Faculty Senate; the Faculty Senate Curriculum Committee is responsible for keeping the Curriculum Planning and Procedures Manual up to date. The word curriculum refers to individual courses of study or aggregations (programs) of such courses offered by the University. Programs may lead to degrees or certificates or they may identify concentrations or areas of study.

The curriculum is the University's primary means for providing learning opportunities for its students. The University is responsible for its curriculum. The curriculum must not provide more than it can provide; and the curriculum must not include offerings which require expenditures for which the University is unwilling to be responsible.

DOMAIN OF THE FACULTY IN CURRICULUM MATTERS

General Faculty Responsibilities  
GENERAL CURRICULUM RESPONSIBILITIES

The teaching faculty collectively, represented by the Faculty Senate, is the major force governing the curriculum of the university. The faculty acts through the Faculty Senate, academic departments and the various committees which make up the curricular process.

As is shown on the curriculum approval chart (Appendix I), certain curricular changes are subject to examination by the Provost and Vice President for Academic Affairs and the Board of Trustees after the faculty review procedures have been met.

Beyond the campus, state legislation controls the range of degree programs which may be offered. The Washington State Higher Education Coordinating Board or other state agencies may be empowered to review and make recommendations regarding new degree program offerings by the University. The University is also required to maintain programs which meet the requirements of the appropriate accrediting associations.

All course and program changes, additions and deletions should be considered in terms of their effect upon the academic mission of the University and their adherence to curriculum policy as outlined in this Curriculum Guide. Care should be exercised to avoid needless duplication and to assess the effects of curriculum changes on departments which may be affected.

Whenever questions of curriculum policy are raised by curriculum proposals, the Faculty Senate Curriculum Committee should be consulted.

Whenever questions or concerns of an administrative nature are raised, the appropriate dean should be consulted: for teacher education courses and programs, consultation should be with the Dean of Professional Studies; for undergraduate and graduate courses and programs, consultation should be with the Dean of Undergraduate Studies or Dean of Graduate Studies respectively.

Proposals to add new degree programs may be subject to review by the Washington State Higher Education Coordinating Board or other State agency. In general, a new degree program is defined as a change in level (e.g., Bachelor, Master), or type (e.g. Arts, Science, Fine Arts).

Should such review be necessary, it is the responsibility of the originating department or program to assist the Dean of Graduate Studies or the Dean of Undergraduate Studies in preparing whatever submissions are required.

#### SPECIFIC CURRICULUM RESPONSIBILITIES

##### Curriculum Responsibilities at the Department Level

###### Departments

Most curriculum modifications occur because of the changing needs, goals, and capabilities of departments. It is the responsibility of the department to revise curriculum offerings through its curriculum committee, the entire department faculty or the chairperson. Proposals for curriculum change are returned to the department with a letter of explanation if they are disapproved at any point in the curriculum change process.

The department bears primary responsibility for assuring the academic integrity and intellectual quality of its proposals as well as for the clarity and accuracy of course and program descriptions.

Proposals for curriculum change that affect other departments or programs must be approved by the departments or programs affected before being submitted to the school dean for approval. Such proposals that have not been approved by the departments or programs affected will be rejected by the University Curriculum Committee and returned to the department of origin.

Each department is required to proofread catalog copy for its own curriculum offerings. Final catalog copy is the responsibility of the Dean of Undergraduate Studies in consultation with the department, program or office involved.

All departments are urged to make curriculum study and revision a year-round process, rather than a once-a-year effort. All proposals received in the Dean of Undergraduate Studies or Graduate Studies office prior to May 1st will be acted upon in time for the next biennial university catalog. Proposals received after that date will be acted upon in order of their submission.

###### School Deans

The Dean of the School or College to which the department or program is assigned scrutinizes curriculum proposals to assure their consistency with the programmatic and budgetary goals of the school or college as well as for clarity, accuracy and academic quality.

#### Councils

The Graduate Council, Undergraduate Council and Teacher Education Council are primarily concerned with review and recommendation of ~~proposed additions~~ new majors, minors or programs before their submission to the University Curriculum Committee. Their responsibility includes ~~reviewing and~~ proposals to assure that they assuring that curriculum proposals are consistent with the programmatic goals of the graduate, undergraduate and teacher education components of the University respectively.

##### University Curriculum Committee

The committee makes recommendations to the Faculty Senate as described below under "Procedures for Curriculum Change."

Committee membership consists of ten faculty and three students. Faculty members serve three (3) year appointments (with terms staggered so that at least six members will continue from one year to the next) and are nominated by the Faculty Senate Executive Committee and appointed by the Provost and Vice President for Academic Affairs. Students serve for a term of one academic year, beginning in September. Student members are nominated by the Board of ~~Faculty~~ Directors and appointed by the Provost and Vice President for Academic Affairs.

The University Curriculum Committee reports to the Provost and Vice President for Academic Affairs but makes its specific curricular recommendations to the Faculty Senate. The Committee's mandate is a broad one: it has supervisory authority to assure the academic integrity and intellectual quality of courses and programs presented to it, as well as for the clarity and accuracy of course and program descriptions.

##### General Education Committee

The General Education Committee is responsible for reviewing and recommending policies regarding the general education requirements and the general education program itself. The General Education Committee is responsible to the Dean of Undergraduate Studies but ~~it~~ with the UNIVERSITY CURRICULUM Committee reports ~~its proposals to the Faculty Senate~~ to the Provost and Vice President for Academic Affairs and makes its specific curricular recommendations to the Faculty Senate.

Faculty Senate

The Faculty Senate acts on proposed alterations in the curriculum and provides policies and rules for the conduct of curricular affairs. This Manual is a product of the Faculty Senate. Curriculum matters submitted to the Senate are usually referred in turn to the Faculty Senate Curriculum Committee, a standing committee of the Senate.

Faculty Senate Curriculum Committee

The Faculty Senate Curriculum Committee is concerned with studying, developing and recommending curricular policies and to the Senate and is responsible for keeping the Curriculum Planning and Procedures Manual up to date. It screens curriculum proposals to assure their compliance with this guide. See Section 3.25.A.3. of the "Faculty Code" for an elaboration of the powers of the Faculty Senate Curriculum Committee.

PROCEDURES FOR CURRICULUM CHANGE

The procedures to be followed when requesting a curricular change are given below. A minimum of three (3) months should be allowed for proposals to reach final approval. Proposals which require modification during the course of the process may require a longer period of time. In years preceding the publication of a new catalog, proposals which reach the Dean of Undergraduate Studies by May 1st and which are approved at all subsequent levels will be included in the upcoming catalog.

1. Proposals for curriculum change may be initiated by (a) students; (b) faculty members; or (c) deans.
2. Proposals must be reviewed and approved by (a) departments ~~or departmental committees~~ as a whole ~~or departmental committees~~; or (b) committees responsible for non-departmental or interdepartmental programs.
3. Proposals approved at the departmental or program level are sent for approval to the dean of the school or college within which the department or program is assigned.
4. If approved by the school or college dean, proposals are forwarded to the graduate or undergraduate dean for routing to one of the Councils or to the University Curriculum Committee as specified below.
  - a. All curriculum proposals, except those for new programs, will be sent to the University Curriculum Committee.
  - b. Proposals involving the initiation of a new major, minor or program shall be sent to the appropriate Council -- Graduate, Undergraduate, Teacher Education. On approval by the Council, new program proposals are ~~submitted~~ routed to the University Curriculum Committee.

The three Councils, Teacher Education, Graduate, and Undergraduate, will be kept informed of agenda matters before the University Curriculum Committee and may review and make recommendations regarding such matters to the University Curriculum Committee.

The University Curriculum Committee will judge proposals in the light of the broad mandate specified for them above as well as in terms of feasibility and consistency with the educational role of Central Washington University. The UCC shall have power to require new proposals to meet the format requirements and rules which are in existence at the time of the proposal's submission. Proposals which are not approved will be returned to the originating department with an explanation of the Committee's action.

- 5. All changes approved by the University Curriculum Committee will be placed in the minutes of the committee and copies of the minutes shall be sent to departments, academic deans, members of the Senate, members of the Senate Curriculum Committee and members of the three Councils. Minutes will include the committee's agenda to show proposals still to be considered.
- 6. Proposals of the following types, if approved by the University Curriculum Committee, will be sent to the Dean of Undergraduate Studies for incorporation in the next catalog and to the Registrar for administrative implementation:
  - a. course deletions
  - b. course credit changes
  - c. course title changes
  - d. course description changes
  - e. changes in course number.
- 7. Proposals of the following types, if approved by the University Curriculum Committee, are forwarded to the Faculty Senate:
  - a. course changes which are so substantial as to constitute a new course
  - b. course additions
  - c. program initiations
  - d. program deletions
  - e. changes in programs.

19/18. Proposals rejected at any level of review are to be returned to the department or program of origin with a letter of explanation. Copies of the letter of explanation are to be sent to each committee and/or dean previously approving the proposal.

18/19. Proposals approved by the Faculty Senate Curriculum Committee shall be considered for approval at the first regular Senate meeting which occurs two weeks or more after *18/18/19/20/21/22/23/24/25/26/27/28/29/30/31/32/33/34/35/36/37/38/39/40/41/42/43/44/45/46/47/48/49/50/51/52/53/54/55/56/57/58/59/60/61/62/63/64/65/66/67/68/69/70/71/72/73/74/75/76/77/78/79/80/81/82/83/84/85/86/87/88/89/90/91/92/93/94/95/96/97/98/99/100* of the proposals. Proposals which are approved by the Faculty Senate are sent to the Dean of Undergraduate Studies for incorporation in the next catalog and to the Registrar for implementation.

110. All courses and program changes, additions, and deletions should be considered in terms of their effect upon the academic mission of the University and their adherence to curriculum policy as outlined in this Curriculum Guide. Care should be exercised to avoid needless duplication and to assess the effects of curriculum changes on departments which may be affected.

111. Whenever questions of curriculum policy are raised by curriculum proposals, the Faculty Senate Curriculum Committee should be consulted.

112. Whenever questions of content of an administrative nature are raised, the appropriate dean should be consulted. For teacher education courses and programs, consultation should be with the Dean of Professional Studies; for undergraduate and graduate courses and programs, consultation should be with the Dean of Undergraduate Studies or Dean of Graduate Studies, respectively.

113. Proposals to add new degree programs may be subject to review by the Washington State Council for Postsecondary Education or other state agency. In general, a new degree program is defined as a change in level (e.g., Bachelor's, Master's), or type (e.g., B.S., B.A., B.F.A.).

Should such review be necessary, it is the responsibility of the originating department or program to assist the Dean of Graduate Studies or the Dean of Undergraduate Studies in preparing whatever submissions are required.

IMPLEMENTATION

Curriculum actions of the Senate may be implemented as soon as they appear in the published minutes of the Senate and must be implemented no later than their publication in the public document appropriate to that action. Examples of such documents are the biennial University Catalog, the quarterly Class Schedule, the course change sheet distributed at registration, and the Curriculum Guide. These publications shall reflect changes at the earliest opportunity. Policy changes shall not be applied retroactively. In most practical cases, changes approved by the Senate are implemented at the beginning of the next quarter after approval.



CURRICULUM RULESRules for courses

## 1. Course numbering system:

Freshmen	100 through 199
Sophomore	200 through 299
Junior	300 through 399
Senior	400 through 499
Graduate	500 through 700

Students may elect courses designated for the year ahead of their actual class standing unless the course description specifies otherwise ~~for in the appropriate specific department in which~~

Courses may be cross-listed between departments but must bear identical course descriptions, numbers, credits and titles.

Courses shall be grouped according to common fields of interest--(i.e., Literature, Bird Study, Tests and Measurements, [etc.]). ~~The first number may be different but the last two should be consistent.~~ Advanced courses should have the same last two numbers as beginning courses.

Sequence courses covering allied subject matter shall ~~not in~~ be numbered sequentially.

New numbers must be cleared with the Registrar before they are submitted to committees in order to prevent the assignment of the same number to more than one course.

The established basic plan for the numbering system, both as it applies to the institution as a whole and to the grouping within subject fields, will be followed:

Ending in 01 to 09	--	Introduction to Broad Areas.
Ending in 10 to 89	--	Regular Department Courses.
Ending in 90	--	Field Experience. <u>Consult Contracted Field Experience (CFE) rules.</u>
Ending in 91	--	Workshops.
Ending in 92, 93, 95	--	Professional Laboratory Experiences and Practica <u>l</u> .
Ending in 96	--	Individual Study. <u>1-6 credits. May be repeated if subject is different.</u>

University-wide rules for particular courses

Ending in 90	++	Consult CFE rules on page 77
Ending in 98	++	Individual Study, 1-6 credits, may be repeated if subject is different
199 and 399	++	Prerequisite/permission of instructor
Ending in 97	--	Honors. 1-12 credits. Prerequisite, admission to department honors program.
Ending in 98	--	Special Topics. 1-6 credits.
Ending in 99	--	Seminar. 1-5 credits. May be repeated if subject is different.
Course No. 100	--	Remedial Courses.
Course No. 500	--	Professional Development. 1-5 credits.
Course No. 699/	++	Thesis, Project and/or Examination.
Course No. 700	--	1-6 credits.

A two-year moratorium exists on course numbers. (Course numbers may not be reused within a two-year period after they have been deleted.)

## 2. Lower-division courses (100 and 200 level courses)

Lower-division courses generally do not have extensive college-level prerequisites (aside from preceding courses in the same sequence). They may require substantial secondary school preparation.

Lower-division courses are normally open to all students, not just those majoring in the field.

Survey courses which are general introductions to a field of study offered for non-majors are lower-division courses, as are "orientation" courses.

## 3. Upper-division courses (300 and 400 level courses)

Upper-division courses require substantial college-level preparation on the part of the student. Ordinarily this should be indicated in the course description by a discussion of recommended background which will describe to both students and advisors what is expected.

Recommended background can be indicated in several ways, among them: (1) specifying particular courses (or their equivalents) which should have been completed prior to enrollment; (2) specifying a certain number of credits in specified parts of the field which should have been completed prior to enrollment; (3) specifying a certain number of total college credits which should have been completed prior to enrollment (or an equivalent such as "senior standing"); (4) specifying permission of the instructor or department so that some sort of direct assessment of the student's qualifications is made.

## 4. Graduate courses (500, 600 and 700 level courses)

Graduate courses are usually open only to graduate students who have been formally admitted to a graduate program of the University. Seniors may enroll in graduate courses with the approval of the instructor of the course and the department chairman. Credit earned in such courses may meet undergraduate or graduate program requirements, but not both. If the undergraduate wishes to designate the course for a graduate program requirement, approval must be obtained from the Dean of Graduate Studies.

Some upper-division courses may be applicable for an advanced degree at the University within limitations of general University requirements and the appropriateness of a course to a particular degree, but this does not change the level of the credit.

## 5. Course titles and descriptions

The title of a course should describe very briefly the material covered in the course. Course descriptions need only be used when an elaboration is necessary and should be concise. Course descriptions can appropriately include prerequisites, or such qualifications as "not to be counted in the major." A course which introduces a discipline might properly have a description.

## 6. Prerequisites

Prerequisites to a course are appropriate if:

- a. Certain basic skills are needed for success in the course.
- b. A course is one of a sequence.
- c. A certain level of maturity and familiarity with the language of the discipline is necessary for success.

## 7. Restrictions on courses

Departments may restrict students from enrolling in lower-level courses if the students have completed work in the discipline at a higher level, or if the students show competence in lower-level courses (and desire advanced study).

Credit for a course may not be given more than once unless the catalog specifies the course may be repeated.

## 8. Credit allocation to courses

- a. Activity courses, laboratory courses, workshops, practica, field experience:  
A minimum of 20 class hours (16 clock hours) for each credit. These courses may be allowed variable credit in their catalog listing.
- b. Lecture, recitation, discussion, seminar, special topics:  
A minimum of one class-hour meeting and two clock hours of related work per week for each credit. Seminars and special topics courses whose numbers end with 98 or 99 may be allowed variable credit in their catalog listing.  
~~Other courses of this type may not.~~
- c. Courses which combine components from a. and b. above should be allocated credit based on the percentage of each component.
- d. ~~(X)~~ Individual study, honors, thesis:  
A minimum of 30 clock hours of study per credit. These courses may be allowed variable credit in their catalog listing.
- e. ~~(X)~~ No more than ~~(two credits)~~ one credit may be offered within a ~~(week/ seven days)~~ period of three consecutive calendar days, nor (one credit) two credits within a (three-day) period of seven consecutive calendar days. (For each additional credit add two consecutive calendar days.)
- f. For each credit a portion of at least two (not necessarily consecutive) days must be utilized.
- g. ~~(X)~~ Except as specified above, courses may not be allowed variable credits in their catalog listings. The above standards are to be observed to determine credit allocation when variable-credit courses are offered and student enrollments are approved.
- h. ~~(X)~~ Time and effort expectations may exceed the minimum standards. However, if time spent on class and related work for the course by the average student approaches the minimum requirements for the next credit level, departments should reevaluate credit allocation.

9. Individual ~~Study~~ ~~Study~~

"Individual Study" courses, numbered -96, should include either (1) study on specific topics that are not offered as separate courses, or (2) other areas for which the student is prepared but which are not covered as existing courses.

The content of "Individual Study" courses is planned so that at least 30 clock hours of intensive study will be required per credit. The Individual Study course may be repeated for credit.

Prior to registration, students wishing to register for "Individual Study" must confer with the appropriate department representative to determine the specific topic(s) to be studied and outline the study area, fill out an "Individual Study Permit" form, including the outline on the back of the form, and receive the approval signatures of the instructor and the department chair. Students may be given S/U or letter grades depending on the nature of the study.

10. Special ~~Topics~~ Topics

Special Topics (-98) course proposals are, after approval by the appropriate department chair and dean, circulated by the Dean of Undergraduate or Graduate Studies to all departments and deans for a two-week review period prior to final approval by the Dean of Undergraduate or Graduate Studies. Each request must be accompanied by a detailed course outline, and the kinds of student work to be completed (reading, lab, etc.) must be indicated along with the number of credits and class contact hours, maximum section size, and any special requirements. Special Topics proposals must meet standards applied to regular courses before approval will be granted. All course outlines must be approved by the school dean, Dean of Undergraduate or Graduate Studies, and a copy must be filed in the University Curriculum Committee office (Dean of Undergraduate Studies office). After final approval, the course may be offered for a period of three years. Any subsequent offering must be as a regular course, approved through the established curriculum process.

## 11. Workshops

Workshops (-91) must meet in a class setting for a minimum of 20 hours (16 clock hours) for each credit assigned to the workshop. Workshop courses may be graded either S/U or by letter grade, depending on the nature of the course, upon recommendation by the instructor and with the approval of the department chair and dean. No more than two workshops with a combined total of not more than eight credits may be applied to a master's degree program. An outline of the proposed workshop should be prepared by the instructor ~~and~~ and approved in the same manner as outlined above for special topics courses.

After final approval, the course may be offered for a period of three years. At the end of this period, the department will be requested to indicate continuation or deletion of the course. A list of those courses which departments wish to continue for another three year period will be circulated by the Dean of Undergraduate Studies or the Dean of Graduate Studies and Research to all departments and deans for a two week review period. Departments or deans with questions concerning the continuation of a course may review the course proposals on file in the appropriate Dean's office. Such an offering will usually not be introduced into the catalog as an identified regular course.

## 12. Seminars

Seminars (-99) are courses in which students meet to report on and discuss their readings on research under the direction of and with the participation of the instructor. An outline of the proposed seminar should be prepared by the instructor and must be approved in the same manner as outlined above for special topics courses.

After final approval, the course may be offered for a period of three years. At the end of this period, the department will be requested to indicate continuation or deletion of the course. A list of those courses which departments wish to continue for another three year period will be circulated by the Dean of Undergraduate Studies or the Dean of Graduate Studies and Research to all departments and deans for a two week review period. Departments or deans with questions concerning the continuation of a course may review the course proposals on file in the appropriate Dean's office. Such an offering will usually not be introduced into the catalog as an identified regular course.



13. Contracted ~~Field~~ ~~Experience~~ ~~Courses~~

- a. Credits and Numbering: The courses will be numbered 290 and/or 490. Credits are variable, 1-15 for 490's, 1-5 for 290 CFE's, with one credit requiring 30 clock hours (or more, depending on CFE option) of on-the-job educational work (including library research, supervised work, individual projects, etc.). CFE courses may be repeated only when the course content is distinctly different. Credit will not be given for prior experience. If the assignment is terminated by the agency, the student will receive no credit.
- b. The University shall recognize two primary forms of CFE's: "Intern" CFE's and "Co-op" CFE's. Internships are more intensively structured and more closely supervised for achieving learning objectives in a briefer time frame (30 hours per credit) and typically involve a single placement. Co-op CFE's seek equivalent learning benefits per credit but are designed to better accommodate employers' needs and require longer placements (50 hours or more per credit). The intent of the Co-op Program is to involve students in a series of CFE's alternated with in-class work starting as early as the end of the freshman year and including a total of 52 full-time equivalent weeks of work experience. However, individual students, such as transfer students, may be allowed to participate in a reduced portion of the full Co-op plan for a proportionately reduced number of credits. In addition, an internship may also be incorporated in a student's Co-op plan under these guidelines.
- c. Initiation and planning of a CFE study: Enrollment in CFE courses is the student's responsibility. The student should be adequately prepared for the CFE study and it should be clear that the study is consistent with the student's program and will make a direct contribution to it. The student must have a CFE course agreement form completed and approved by a qualified faculty member, agency supervisor, appropriate chair and dean. The form constitutes a study plan and must include a description of readings or research, dates of periodic reports, nature of planned conferences with supervisor, and the nature of the final report and/or examination. The outside agency shall cooperate with the supervising faculty member in planning the objectives and procedures of a CFE course.
- d. Costs and/or pay: Any costs to the University or cooperating agency must be identified. Such costs may include travel and per diem for supervision, released faculty time, student wages, etc. The student shall not be put in a position where he is either in competition with regular employees or a source of cheap labor to the outside agency, rather, the objective shall be to provide the student with as widely varied an experience as is feasible.

- e. Supervision: Field courses shall be under the direct supervision of the approving faculty member as part of the regular teaching load, who should be easily available to the student in the field. Supervision of the field experience should be shared by the University and the cooperating agency. The agency's supervisor must be identified prior to approval of the experience.
- f. Evaluation: Appropriate means of evaluation will be established between the student and faculty supervisor. The outside agency shall aid the supervising faculty member in evaluating the student's experience. The supervising faculty member will file a written report on each student's work, together with an S or U grade, with the department office.
- g. The outside agency: In addition to other responsibilities, the cooperating agency must agree to the written description of field experience tasks, identify supervisor(s) and submit supervisor's qualifications to the appropriate University department.
- h. Contracted Field Experiences (CFE's) shall occur only within a student's major or minor area of study. Furthermore, it is the prerogative of individual departments to place additional restrictions on CFE courses within their disciplines to those included herein. In no case shall a student be allowed to count more than 30 CFE credits toward his degree requirements, including those earned as 290 credits, 490 credits and transfer field experience credits, from all departments and programs combined. The following guidelines represent the maximum allowable CFE credits which may be counted within the required credits of those areas of study:
1. Within a minor, no more than 5 CFE credits.
  2. Within a 45-credit major, no more than 10 CFE credits.
  3. Within a 60-credit major, no more than 20 CFE credits.
  4. Within a 75-credit major, no more than 30 CFE credits.
- i. Credits for internship CFE's alone should be restricted to a maximum of fifteen (15) credits in a baccalaureate degree program. Any additional CFE credit should be allowed only by participating in a Co-op plan.
- j. The minimum requirements recommended for a student to enroll in a CFE shall be:
1. At least 10 course credits completed within the student's major (or minor) to enroll in a 290 course in the major (or minor).
  2. At least 15 (preferably 20) course credits completed within the student's major (or minor) to enroll in a 490 course in the major (or minor), exclusive of previous CFE credits in the area.

- k. Lower division (290) CFE courses should be allowed on a 1-5 credit basis, with permission to re-enroll to a maximum total of ten (10) credits. This same guideline should apply to transfer of work experience credit from community colleges, except where other direct inter-institutional transfer agreements exist, and also to enrollment in Interdisciplinary Studies 290.
- l. Because educational advantage occurs when CFE's are alternated with related course work, continuous involvement in full-time CFE's shall not exceed fifteen (15) credits in any case without being alternated with at least twelve (12) credits of in-class coursework.
- m. Generally students should plan CFE's to occur before the last quarter prior to graduation. Otherwise, the CFE conflicts with the premise that the CFE program is integrally incorporated into the University's academic program.

#### 14. Professional Development courses

Professional Development (500) course proposals will have the following catalog description:

DEPT 500. Professional Development (1-5). Development topics and issues for inservice and continuing education of professionals. Not applicable to degrees nor institutional requirements for endorsements or teaching certificates offered through the University.

The appropriate department prefix and department need for the courses will be established prior to catalog entry through the curriculum process. Grading (S/U or letter grades) will be determined at the time of content approval. There is no limit on the number of times such a course may be offered. Each offering will have its own title and transcript entry which will appear as: DEPT 500. PD: (title). Credits. Once the "500" number has been approved as a catalog entry for a department, subsequent Professional Development courses within that department will follow the approval process given above for Special Topics (-98) course proposals; however, new content requests may be offered concurrently with the review period.

#### 15. Master's Level courses

Master's Thesis, Project Study and/or Examination (700) course proposals will have the following catalog description:

DEPT 700. Master's Thesis, Project Study and/or Examination (1-6). Prerequisite, permission of chair of student's graduate faculty supervisory committee. Designed to credit and record supervised study for the master's thesis, non-thesis project, studio project, public recital, and/or examination. Grade will be either S or U. May be repeated for credit."

#### 16. [11/11/11] Off-campus courses

The Provost and Vice President for Academic Affairs or designee has authority to approve courses to be taught off-campus for credit. Each request will be considered on an individual basis and must be submitted on forms available in the office of Extended University Programs prior to offering the course.

The following conditions must be met in order for a credit course to be taught off-campus:

- a. The course must be a part of the University curriculum.
- b. The course must be taught by a member of the University faculty or a person approved by the appropriate department following the provisions of the Faculty Code for the appointment of faculty.
- c. Students should have available the appropriate library materials, laboratories, special equipment and other facilities the course may require.

#### 17. [1/17/17] Non-credit courses

As a part of the continuing education of the general public, the University offers opportunities for learning which do not carry academic credit. Conferences, workshops, institutes, seminars, symposia, short courses and similar learning activities are offered to individuals for professional development, learning new skills or general information.

17. ~~VV~~/V International study courses

The administration and faculty of Central Washington University realize that modern education includes an increasingly recognized requirement to offer broad intercultural, academically sound opportunities of living and learning as well as more specialized training. The nature of the University commitment to such programs makes it mandatory that they be so structured that it will be apparent to all that they are an integral part of the academic offering. In addition, the administrative lines of responsibility should be such as to insure that the programs will be institution-wide in concept, objectives and implementation. To fulfill this obligation, the University has been committed to the provision of such opportunities [for either personal or vicarious learning experiences] under the following guidelines:

- a. The Director of International Programs shall be charged with coordinating and/or implementing all programs which involve either CWU students or faculty in any area outside the United States, and all sponsored international programs which involve foreign students or professors at CWU.
- b. All financial arrangements for university-sponsored International programs shall be made through the Office of International Programs. No employee of the University who participates in University-sponsored International Programs as an employee shall receive any monies or gratuities from any source, in any way related to the program, other than the University.
- c. International Programs shall not be expected to be self-supporting but may be partially supported by budgeted state funds.
- d. Cooperative, consortia or federated arrangements are to be encouraged among educational institutions with similar aims and goals.
- e. University-sponsored programs shall meet the same academic criteria as would be required of similar programs on the home campus and a minimum prerequisite for admission to any such program (where credit is to be granted) shall be matriculated admission to the University.
  1. The teaching staff shall consist of academic professionals who meet the standards for similar programs on the campus.
  2. The course offerings shall meet equivalent standards and conditions as those offered on the campus.
  3. Travel programs per se or commercially sponsored "Travel study" programs will not be granted credit.

Undergraduate Degrees

The General Education program must be completed by all Bachelor's degree recipients. General Education courses outside of the major department that are specified in the degree program may be used to satisfy these General Education requirements as well.

The Bachelor of Arts (B.A.) degree designation is reserved for those undergraduate programs which consist primarily of liberal arts study. They include approximately one-third study of general education, one-third study in a specialization and one-third study in free electives. Majors may not exceed 75 quarter credits and the minimum number of credits required for the degree is 180.

The Bachelor of Science (B.S.) degree designation is reserved for those undergraduate programs which emphasize the study of science, or a technical or professional field. They include the general education program, a specialization and free elective courses. Usually the recipient of the B.S. is ready for immediate entrance into a career in the field of specialization. The minimum number of credits required for the degree is 180.

The Bachelor of Arts in Education (B.A.Ed.) degree designation is reserved for three undergraduate programs which are intended to prepare teachers (Early Childhood Education, Elementary Education and Special Education). They include the general education program, professional specialization not to exceed 65 quarter credits, professional education study and free elective courses. The minimum number of credits required for the degree is 180.

The Bachelor of Music (B.Mus.) degree designation is reserved for those undergraduate programs which are intended to prepare students for professional careers in music. They include the general education program, a specialization and free elective courses. Majors shall be limited according to the policy governing professional degrees (see below). The minimum number of credits required for the degree is 180.

Other Bachelor's degrees may be offered where extended professional instruction can be shown to be necessary to qualify students to engage in specific professional or occupational fields for which neither the Bachelor of Arts nor the Bachelor of Science designation is appropriate. No more than 110 credits beyond the ~~general college breadth~~ General Education requirements may be specified in a program for such degrees. Although all of these credits may be in one department, programs of large size should draw as widely as possible from the resources of other departments.

Exceptions to the credit limits for major concentrations for all undergraduate degrees may be granted by the University Curriculum Committee and the Senate upon a showing of necessity by the proposing department which shall include, but not be limited to, documentary evidence of the following:

1. Standards established by a national accrediting organization for the program. The accreditation process must accredit the program, not the student.
2. Programs of similar content and size offered at comparable institutions of higher education.
3. Contemporary employment practices in the involved profession.

#### Graduate Degrees

The Master of Arts (M.A.) degree designation is appropriate for those graduate study programs in the arts, humanities and certain social science areas as determined by the Graduate Council.

The Master of Science (M.S.) degree designation is appropriate for those graduate study programs in the sciences, mathematics, certain social sciences and other fields not covered by the Master of Arts or other professional degree designations.

The Master of Education (M.Ed.), Master of Fine Arts (M.F.A.), Master of Music (M.M.) and other designations of the form Master of (professional field) are used for those graduate study programs in professional areas with a distinct professional practice emphasis.

#### Certificate Programs

Certificate programs are courses of study that usually do not lead to degrees and are of shorter duration than degree programs. They are usually highly specialized career programs, and they are occasionally geared for admission to licensing or career entrance tests.

#### Teacher Preparation Programs

##### 1. Elementary Level:

Each department which prepares students in subjects commonly taught in the elementary schools may offer, if approved:

- a. A major of 45 credits for elementary teachers if the major is in a single discipline. For teaching in regular or self-contained elementary school classrooms the major must be accompanied by the Elementary School Professionalized Subjects minor. A major of 60 credits may be a broad area major composed of courses from several disciplines. Such an interdisciplinary major must be completed prior to graduation.
- b. One or more minors of at least 19 credits for elementary teachers.

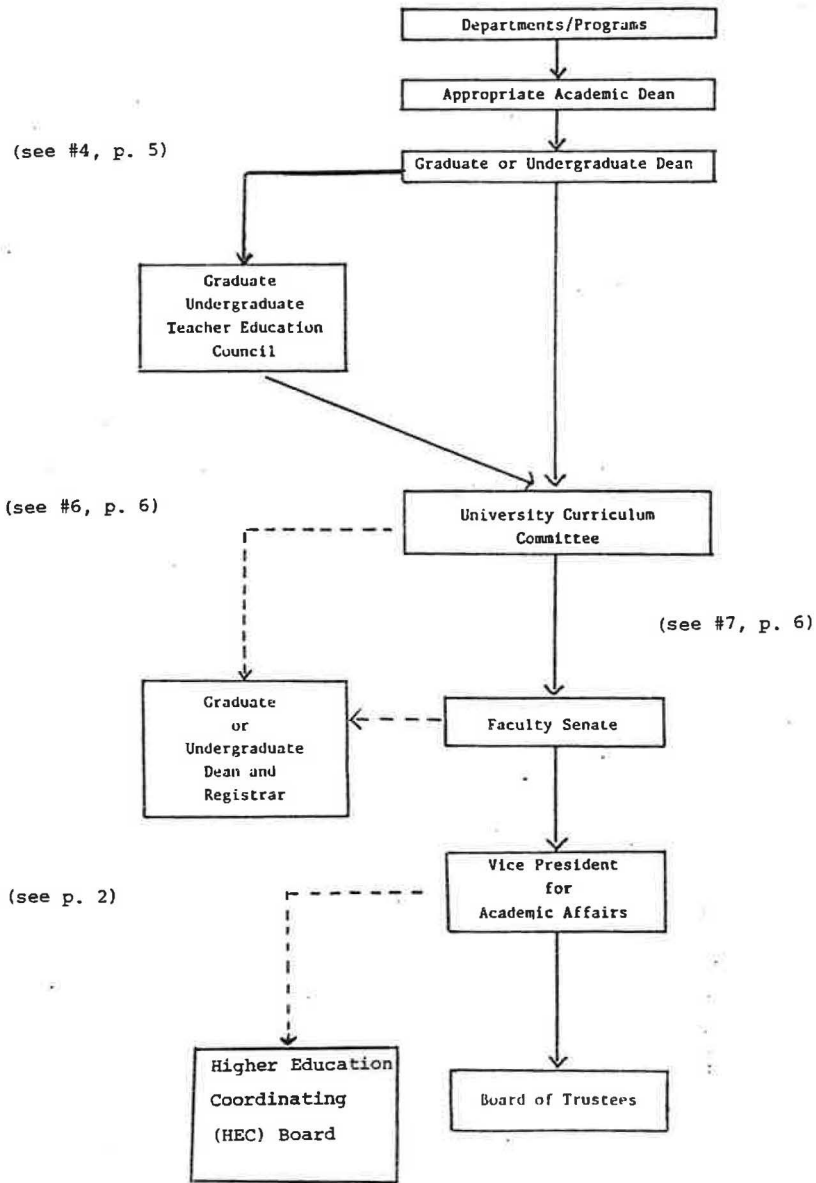
##### 2. Secondary Level

Each department which prepares students in subjects commonly taught in the secondary schools may offer if approved:

- a. One or more majors of 45-60 credits for secondary teachers. The courses may or may not be from a single discipline. Students choosing such majors must complete, in a discipline, a minor, or sufficient credits to be endorsed for teaching.
- b. One or more minors of at least nineteen (19) credits for secondary teachers.
- c. A 60-75 credit interdisciplinary broad area major. No more than 60 credits from the department offering this major may be used to satisfy the major requirement for graduation. At least 15 credits must be from one or more other departments. A minor is not required.
- d. A 60-75 credit major in which all courses may be from one department. This major must require two to four courses in each of four or more areas distinctly different in content, skills and materials and commonly taught in the secondary schools. A minor is not required.

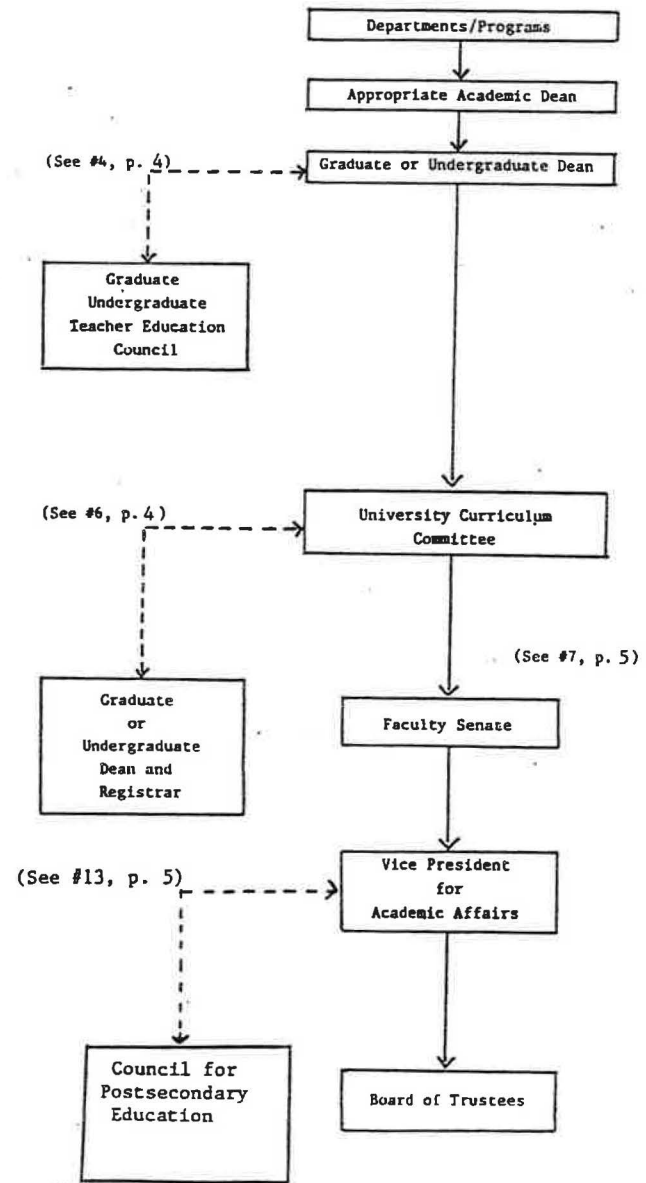
APPENDIX I

CURRICULUM APPROVAL PROCESS



APPENDIX I

CURRICULUM APPROVAL PROCESS



## APPENDIX II

QUESTIONS WHICH OUGHT TO BE USED BY  
DEPARTMENT CURRICULUM COMMITTEES AND  
CHAIRS WHEN REVIEWING CURRICULUM  
PROPOSALS PRIOR TO SUBMITTING THEM

## COURSES

Title: Is the title succinct, descriptive easily abbreviated? \_\_\_\_\_  
Is the title presently used elsewhere in the catalog? \_\_\_\_\_  
In the recent past? \_\_\_\_\_  
If the course is cross-listed, are the titles identical? \_\_\_\_\_

Number: Does the number fit the intended level? \_\_\_\_\_  
Has the number been used within the past two years?  
Does the number meet numbering policy with respect to type of course (workshop, content, introductory)? \_\_\_\_\_

Credit: Does the credit meet policy standards? \_\_\_\_\_  
Does the credit seem to coincide with the intent of the course (class requirements)? \_\_\_\_\_

Description: Is the description concise? \_\_\_\_\_  
Is the description really necessary? \_\_\_\_\_  
Are all necessary prerequisites identified? \_\_\_\_\_  
Are all necessary restrictions stipulated? \_\_\_\_\_  
Is the grammar, the syntax, etc., correct? \_\_\_\_\_

Deletions: Are all programs affected identified? \_\_\_\_\_  
Have the old and the modified programs been submitted? \_\_\_\_\_  
If the deletion affects other departments, have the departments been notified? \_\_\_\_\_  
Reactions obtained? \_\_\_\_\_  
What effect will the deletion have on students (if any)? \_\_\_\_\_

Additions: Are sound reasons for addition indicated? \_\_\_\_\_  
Are all costs identified? \_\_\_\_\_  
Is the course outline complete and thorough? \_\_\_\_\_  
Are special materials, travel, reference, space, rooms, etc., identified and itemized? \_\_\_\_\_  
Are numbers of students anticipated, so stipulated?  
Is the frequency of teaching indicated? \_\_\_\_\_  
Should the course be offered on a trial basis with an appropriate evaluation submitted? \_\_\_\_\_  
Has the course been offered before? \_\_\_\_\_  
Is the course related, duplicative, or an infringement on another department's offering? \_\_\_\_\_  
Is or should the course be cross-listed? \_\_\_\_\_  
What effect will offering the course have on existing programs, course loads, etc.? \_\_\_\_\_  
Have all costs been approved by the Deans? \_\_\_\_\_  
Have all costs been approved by Department members?  
Have all costs been approved by Department Chairs?

PROGRAMS

Are all "hidden" prerequisites identified in a lead paragraph? \_\_\_\_\_  
Are the courses listed in sequence? \_\_\_\_\_  
Are all courses listed in the catalog? \_\_\_\_\_  
Do all credits match the course descriptions? \_\_\_\_\_  
Do total credits match the course descriptions?  
Are reasons for the program change identified? \_\_\_\_\_  
Do titles match course titles in catalog? \_\_\_\_\_  
Do credits tally properly? \_\_\_\_\_  
If costs are involved, are they identified and itemized? \_\_\_\_\_



Are number of students indicated who are affected by the programs? \_\_\_\_\_

Are all departments whose courses are listed (deleted) informed? \_\_\_\_\_

What evidence is there that this has occurred? \_\_\_\_\_

Does the program change reflect a trend elsewhere? \_\_\_\_\_

GENERAL

Was this a departmental decision? \_\_\_\_\_

Was the department informed? \_\_\_\_\_

If only one instructor is capable of teaching the course or of handling the program, what will happen if the instructor leaves? \_\_\_\_\_

How many course-credits are required to be offered by a particular instructor? \_\_\_\_\_

How many free electives are presently offered by the department? \_\_\_\_\_

How many courses now listed in the catalog are taught infrequently? \_\_\_\_\_

What areas of the department need strengthening and how will the change affect the area(s)? \_\_\_\_\_

INDEXPage

\*\*\*Page #'s will be added to final copy.

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 Contracted Field Experience  
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 Curriculum Change Procedures  
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 Faculty Senate Curriculum Committee

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CURRICULUM PROPOSALS APPROVED BY THE UNIVERSITY  
CURRICULUM COMMITTEE AND FORWARDED TO THE SENATE

**POLITICAL SCIENCE**

**PROGRAM CHANGE**

**AS IT APPEARS**

**Teaching Minor**

Minor

Students in teacher education must include POSC 370 and either POSC 481, 482, or 483 to the program listed below.

	Credits
POSC 101, Intro to Politics and Political Science.....	5
POSC 210, American Government.....	5
and either POSC 360, Comparative Politics OR	
POSC 370, International Politics.....	5
	15
Upper division electives in Political Science.....	10
TOTAL	25

Proposed change

Minor

	Credits
* POSC 101, Intro to Politics.....	5
* POSC 210, American Politics.....	5
POSC 360, Comparative Politics.....	5
POSC 370, International Politics.....	5
Upper division electives in Political Science.....	10
TOTAL	30

Teaching Minor

* POSC 101, Introduction to Politics.....	5
* POSC 210, American Politics.....	5
* POSC 385, American Political Thought and Culture.....	5
POSC 360, Comparative Politics.....	5
POSC 370, International Politics.....	5

One of the following:

* POSC 230, State and Local Government,	
POSC 313, The Legislative Process,	
POSC 314, American Presidency,	
POSC 318, Political Parties and Interest Groups, or	
POSC 350, Public Law.....	5
TOTAL	30

**EDUCATION**

**COURSE ADDITION**

**ED 527. Whole Language Approach to Teaching Reading..(3). Oral language development as a bridge to reading techniques. Materials which use the whole language of the child will be developed into a reading program.**

**PHYSICAL EDUCATION**

**COURSE ADDITION**

**PER 121. Ballet II (1). Prerequisite, PER 120 or permission.**



CURRICULUM PROPOSALS APPROVED BY THE UNIVERSITY  
CURRICULUM COMMITTEE AND FORWARDED TO THE SENATE

**EDUCATION  
PROGRAM CHANGE  
AS IT APPEARS**

**Master of Education  
Administration**

Program: This program prepares teachers for the Initial Principal's Certificate. Two options are available: Option I is General Administration and Option II couples General Administration with a Bilingual Education specialization. A student shall complete at least fifty-four credits in an approved course of study to be developed in consultation with the graduate advisor. For requirements of general Master's Degree regulations please refer to p. 179. The Master of Education Administration Program provides options for the various school levels, but does not necessarily qualify the student for the Initial Principal's Certificate, which requires that an applicant also complete the 16 credit internship as described under Education 698 and 699.

**Option I: General Administration**

The general administration program prepares individuals who can provide appropriate leadership and direction to the school professional staff and to the community by (1) developing a unified system for managing human resources; (2) developing long-range plans, policies and goals; and (3) executing the policies developed by the district.

Required Courses	Credits
<b>Required Educational Foundations and Research</b>	
Courses (see page 181) .....	9
ED 561, School Supervision .....	3
ED 580, Educational Administration .....	5
ED 581, Public School Finance: Introduction .....	3
ED 586, The Principalship .....	5
ED 594, School Law .....	3
Select one of the following .....	3 or 5
Elementary and Middle School Principals	
ED 562, Elementary School Curriculum, 3 credits	
Junior and Senior High School Principals	
ED 564, Secondary School Curriculum, 5 credits	
and one of the following .....	6
ED 700, Thesis, 6 credits	
ED 699, Educational Development Project Study, 6 credits	

87-99

Electives for Option I: Fifteen to seventeen credits of electives are to be selected from the following list to total a minimum of 54 credit hours for the degree: ED 467, 487, 488, 506, 542, 560, 563, 565, 566, 567, 571, 578, 582, 583, 584, 599, 698 (not to exceed 4 credits), PSY 444, SPED 585, SOC 360, 459. Courses in Organizational Development, ED 588, and other administration related courses. It is suggested that prospective middle school principals elect ED 563 and/or 588.

15-17  
Total 54

**PROPOSED**

**Master of Education  
Administration**

Program: This program prepares teachers for the Initial Principal's Certificate. Two options are available: Option I is General Administration and Option II couples General Administration with a Bilingual Education specialization. A student shall complete at least fifty-four credits in an approved course of study to be developed in consultation with the graduate advisor. For requirements of general Master's Degree regulations please refer to p. 179. The Master of Education Administration Program provides options for the various school levels, but does not necessarily qualify the student for the Initial Principal's Certificate, which requires that an applicant also complete the 16 credit internship as described under Education 698 and 699.

**Option I: General Administration**

The general administration program prepares individuals who can provide appropriate leadership and direction to the school professional staff and to the community by (1) developing a unified system for managing human resources; (2) developing long-range plans, policies and goals; and (3) executing the policies developed by the district.

Required Courses	Credits
<b>Required Educational Foundations and Research</b>	
Courses (see page 181) .....	9
ED 561, School Supervision .....	3
ED 580, Educational Administration .....	5
ED 581, Public School Finance: Introduction .....	3
or	
ED 587, Educational Grants Management and Budget .....	3
ED 586, The Principalship .....	5
ED 594, School Law .....	3
Select one of the following .....	3 or 5
Elementary and Middle School Principals	
ED 562, Elementary School Curriculum, 3 credits	
Junior and Senior High School Principals	
ED 564, Secondary School Curriculum, 5 credits	
and one of the following .....	6
ED 700, Thesis, 6 credits	
ED 699, Educational Development Project Study, 6 credits	

37-39

Electives for Option I: Fifteen to seventeen credits of electives are to be selected from the following list to total a minimum of 54 credit hours for the degree: ED 467, 487, 488, 506, 542, 560, 563, 565, 566, 567, 571, 578, 582, 583, 584, 599, 698 (not to exceed 4 credits), PSY 444, SPED 585, SOC 360, 459. Courses in Organizational Development, ED 588, and other administration related courses. It is suggested that prospective middle school principals elect ED 563 and/or 588.

15-17  
Total 54

CURRICULUM PROPOSALS APPROVED BY THE UNIVERSITY  
CURRICULUM COMMITTEE AND FORWARDED TO THE SENATE

**ANTHROPOLOGY**

**COURSE ADDITIONS**

**ANTH 314.** Human Variation and Adaptation in Living Populations (3). Survey of genetic, morphological and physiological variability of living human populations and their biological source mechanisms. Current population dynamics are used to project future alternatives for change.

**ANTH 348.** American Culture (3). A contrastive approach to American culture: values, attitudes, practices of subsistence, economics, politics, kinship, religion in holistic cultural perspective.

**ANTH 110.1.** Physical Anthropology Laboratory (1) FWSp. ANTH 110 must be taken concurrently. Practical laboratory experience with data in human osteology, comparative primate anatomy and ethology, forensic anthropology, genetics, and the fossil record of human evolution. Two hours laboratory per week.

**OPTION ADDITION**

**BA General Major**

**PLAN II**

This major program must be accompanied by a major of at least 60 credits in a discipline related to Anthropology. The program will consist of a coherent program of coursework focussed on areas related to the dual major, and must be designed in close consultation with an anthropology advisor. A program proposal must be accepted prior to admission to this BA program.

approved  
By the department

	Credits
Introductory (100 level)....	15-20
Intermediate (200-300 level)....	12-20
Theory and Method (400 level)....	10
Total	<u>45</u>

Anth.



CURRICULUM PROPOSALS APPROVED BY THE UNIVERSITY  
CURRICULUM COMMITTEE AND FORWARDED TO THE SENATE

INDUSTRIAL AND ENGINEERING TECHNOLOGY

COURSE ADDITION

**MET 316.** Applied Heat Transfer (5). Prerequisite, MET 314. Steady and unsteady state heat conduction, free convection, forced convection in tubes, forced convection over exterior surfaces, radiation heat transfer, change in phase heat transfer, heat exchangers and heat pipes. Four hours lecture, two hours laboratory per week.

POLITICAL SCIENCE

COURSE ADDITIONS

**POSC 366.** Government and Politics of East Asia (5). An introduction to the politics and governments of selected East Asian countries. Focus will center on China, Japan and Korea.

**POSC 367.** Politics of Japan (5). Investigation and analysis of politics and government in contemporary Japan.

GERONTOLOGY

PROGRAM CHANGE

AS IT APPEARS

BACHELOR OF SCIENCE

GERONTOLOGY

			Credits
SOC	325	Aging	5
ANTH	336	Anthropology of Aging	3
PSY	452	Adult Development and Aging	4
GERD	499	Seminar	3
GERD	490	Field Experience	15
ZOOL	270	Human Physiology	5
BISC	460	Biology of Aging	3
H ED	412	Health Aspects of Aging	3
SOC	320	Death and Dying	5
PSY	454	The Helping Interview	3
LE S	452	Program Principles in Therapeutic Recreation	3

ELECTIVES:

GERD	496	Individual Studies	1-3
SOC	330	Sociology of Leisure	5
SOC	427	Medical Sociology	5
PSY	487	Group Processes & Leadership	3
PSY	455	Behavioral Medicine/Health Psych.	4
LE S	482	Grantmanship	3
H ED	410	Community Health	2
POSC	444	Aging and Social Policy	3
POSC	320	Public Administration	5
ADM	371	Office Management	5
HOFS	435	Perspectives in Gerontology	3
LE S	464	Recreation for Aging	3

Other electives by advisement.

Total 60

CURRICULUM PROPOSALS APPROVED BY THE UNIVERSITY CURRICULUM COMMITTEE AND FORWARDED TO THE SENATE

GERONTOLOGY CONTINUED

PROPOSED BACHELOR OF SCIENCE: GERONTOLOGY

Credits

SOC 325	Aging	5	ELECTIVES:		Credit
HDFS 435	Family Gerontology	4			
PSY 452	Adult Development and Aging	4	GERO 496	Individual Studies	1-3
GERO 499	Seminar	3	SOC 330	Sociology of Leisure	5
GERO 490	Field Experience	15	SOC 427	Medical Sociology	5
ZOOL 270	Human Physiology	5	PSY 487	Group Processes & Leadership	3
BISC 460	Biology of Aging	3	PSY 455	Behavioral Medicine/Health Psych.	4
H ED 412	Health Aspects of Aging	3	ANTH 336	Anthropology of Aging	3
SOC 320	Death and Dying	5	LE S 482	Grantmanship	3
PSY 454	The Helping Interview	3	H ED 410	Community Health	2
LE S 454	Recreation for Aging	3	POSC 444	Aging and Social Policy	3
		53	POSC 320	Public Administration	5
			ADM 371	Office Management	5
			Other electives by advisement.		
			Total		60

ART

COURSE ADDITION

ART 375. Environmental Graphics (3) Sp. Prerequisites, Art 170, 272. Two and three dimensional design of communication systems, graphic identity information, signage, supergraphics and architectural detailing. Six hours studio per week.

LEISURE SERVICES

COURSE ADDITION

LES 435. Outdoor Education Programs (3). Organizing and conducting outdoor education programs in the school.

ART

PROGRAM CHANGE

AS IT APPEARS

MASTER OF FINE ARTS

The major studio concentrations are:

1. Painting
2. Ceramics
3. Drawing
4. Photography
5. Printmaking
6. Sculpture
7. Mixed Media
8. Metalsmithing

PROPOSED

MASTER OF FINE ARTS

The major studio concentration are:

1. Painting
2. Ceramics
3. Drawing
4. Photography
5. Printmaking
6. Sculpture
7. Metalsmithing

## REPORT

TO: Faculty Senators  
FROM: Ad Hoc Committee on the Faculty Opinion Survey of  
Administrators (1988-89):  
Gary Heesacker (Chair); Jim Eubanks, Jean Putnam

With this report we are distributing to you the results of the 1988-89 Faculty Opinion Survey of Administrators. Of 340 faculty, 140 responded to the questionnaire.

Frequency of responses has been noted at the top of each position's report. A simple mean and a standard deviation of the responses for this year are reported by question. To allow for a valid comparison, the committee has recalculated the mean of the responses for 1985 (if applicable) to account for the change in the scale that occurred in 1987 and was retained in 1989 (1985: 0-4; 1987: 1-5). These results have also been forwarded to the surveyed administrators and to the board or individuals to whom they report.

\* \* \* \* \*

The Committee received the following general comments from the faculty:

Confidentiality is usually better guaranteed by the utilization of a second (non-signed) envelope inside the signed one.

In such a survey as this I do feel that absolute confidentiality will help assure a trust-worthy sample of opinion. Other than that, few faculty will stick their necks out and be honest if there is any possibility that the author of the marked survey can be identified. Past surveys have been handled thus!

The questionnaire should allow more space for comments. To have it so limited encourages individuals to restrict or eliminate their comments. This is not a frivolous comment.

FACULTY OPINION SURVEY OF THE UNIVERSITY PRESIDENT

The response categories for this survey are as follows:

X = Cannot Judge      4 = Agree      2 = Disagree  
 5 = Strongly Agree    3 = Neutral    1 = Strongly Disagree      TOTAL RESPONSES 1989: 138

The University President:

	Mean 1985	Mean 1987	Mean 1989	Standard Deviation 1989
1. Stimulates imaginative and realistic plans for the future of the University.	2.91	2.84	3.03	1.15
2. Inspires confidence in his ability to deal with problems.	2.81	2.90	3.08	1.17
3. Focuses on basic and fundamental issues.	3.12	2.97	3.32	1.22
4. Evidences respect and trust in the faculty to exercise good judgment.	2.60	2.86	2.99	1.28
5. Supports a meaningful role for faculty in University governance.	2.62	2.85	3.02	1.25
6. Communicates in a clear and organized manner.	3.16	3.29	3.27	1.09
7. Actively utilizes faculty expertise for problem resolution.	2.55	2.42	2.72	1.23
8. Provides advance notice of changes important to morale, teaching, research and public service.	2.93	3.05	3.01	1.21
9. Works effectively with the legislature to obtain support and funding for University projects.	3.21	3.31	3.34	1.21
10. Works effectively in the local community for the support of the University.	3.69	3.60	3.71	1.09
11. Works effectively to obtain non-state support and funding for University projects.	3.77	3.49	3.51	1.01
12. Represents the University academic programs effectively to the Board of Trustees.	3.29	3.44	3.46	1.17
13. Projects a positive image of the University to the public.	3.29	3.38	3.43	1.22
14. Anticipates and deals with problems rather than having to face them as crises.	2.97	2.96	3.18	1.18
15. Bases decisions on stated University goals and procedures.	3.00	3.13	3.21	1.17
16. Makes timely decisions in academic matters.	2.83	2.92	3.09	1.05
17. Properly delegates responsibility and commensurate authority.	2.99	3.24	3.16	1.24
18. Demonstrates integrity and honesty in dealing with others.	2.80	3.23	3.26	1.27
19. Actively supports a strong intellectual atmosphere.	3.05	3.30	3.16	1.29
20. Allocates resources effectively to maintain the long-range viability of academic programs.	2.77	2.80	2.62	1.19
21. Maintains and supports the appropriate emphasis for the diverse aspects of the University:				
a. Undergraduate Liberal Arts	3.24	3.45	3.35	1.18
b. Professional Programs	3.09	3.16	3.21	1.14
c. Graduate Programs	3.14	3.33	3.23	1.11
d. Research	2.98	3.24	3.02	1.16



FACULTY OPINION SURVEY OF THE DEAN OF GRADUATE STUDIES AND RESEARCH

The response categories for this survey are as follows:

X = Cannot Judge      4 = Agree      2 = Disagree  
 5 = Strongly Agree    3 = Neutral    1 = Strongly Disagree      TOTAL RESPONSES 1989: 128

The Dean of Graduate Studies and Research:	Mean 1985	Mean 1987	Mean 1989	Standard Deviation 1989
1. Inspires confidence in his ability to deal with problems.	-	3.06	3.03	1.24
2. Evidences respect and trust in the faculty to exercise good judgment.	-	2.91	3.00	1.27
3. Supports a meaningful role for faculty in University governance.	-	2.94	3.02	1.24
4. Maintains an "open door" atmosphere for faculty opinion.	-	3.08	3.24	1.37
5. Communicates in a clear and organized manner.	-	3.26	3.42	1.17
6. Actively utilizes faculty expertise for problem resolution.	-	3.00	3.11	1.21
7. Provides advance notice of changes important to morale, teaching, research and public service.	-	3.01	3.23	1.21
8. Supports faculty positions when appropriate.	-	3.06	3.08	1.22
9. Supports students' positions when appropriate.	-	2.88	3.07	1.23
10. Projects a positive image of the University to the public.	-	3.27	3.53	1.14
11. Anticipates and deals with problems rather than having to face them as crises.	-	3.00	3.31	1.10
12. Bases decisions on stated University goals and procedures.	-	3.26	3.37	1.17
13. Demonstrates integrity and honesty in dealing with others.	-	3.47	3.49	1.32
14. Actively supports a strong intellectual atmosphere.	-	3.68	3.67	1.28

FACULTY OPINION SURVEY OF THE DEAN OF UNDERGRADUATE STUDIES

The response categories for this survey are as follows:

X = Cannot Judge      4 = Agree      2 = Disagree  
 5 = Strongly Agree    3 = Neutral    1 = Strongly Disagree      TOTAL RESPONSES 1989: 127

The Dean of Undergraduate Studies:	Mean 1985	Mean 1987	Mean 1989	Standard Deviation 1989
1. Inspires confidence in his ability to deal with problems.	3.79	3.57	3.77	1.10
2. Evidences respect and trust in the faculty to exercise good judgment.	3.90	3.77	3.90	1.01
3. Supports a meaningful role for faculty in University governance.	3.83	3.58	4.01	1.02
4. Maintains an "open door" atmosphere for faculty opinion.	4.17	4.06	4.20	0.94
5. Communicates in a clear and organized manner.	3.77	3.68	3.80	1.01
6. Actively utilizes faculty expertise for problem resolution.	3.82	3.59	3.77	1.00
7. Provides advance notice of changes important to morale, teaching, research and public service.	3.52	3.36	3.78	0.96
8. Supports faculty positions when appropriate.	-	3.68	3.99	0.95
9. Supports students' positions when appropriate.	-	3.90	4.06	0.82
10. Projects a positive image of the University to the public.	4.01	3.86	4.11	0.89
11. Anticipates and deals with problems rather than having to face them as crises.	3.57	3.31	3.67	0.98
12. Bases decisions on stated University goals and procedures.	4.04	3.68	3.92	0.92
13. Demonstrates integrity and honesty in dealing with others.	4.21	4.13	4.26	1.00
14. Actively supports a strong intellectual atmosphere.	3.62	3.50	3.68	1.13

FACULTY OPINION SURVEY OF THE DEAN OF BUSINESS & ECONOMICS

The response categories for this survey are as follows:

X = Cannot Judge      4 = Agree      2 = Disagree  
 5 = Strongly Agree    3 = Neutral    1 = Strongly Disagree

TOTAL RESPONSES 1989: 18

The College/School Dean:

	Mean 1985	Mean 1987	Mean 1989	Standard Deviation 1989
1. Stimulates imaginative and realistic plans for the future of the School.	-	-	3.56	1.10
2. Inspires confidence in his ability to deal with problems.	-	-	3.44	0.98
3. Focuses on basic and fundamental issues.	-	-	3.56	1.04
4. Evidences respect and trust in the faculty to exercise good judgment.	-	-	3.44	1.04
5. Supports a meaningful role for faculty in University governance.	-	-	3.12	1.27
6. Maintains an "open door" atmosphere for faculty opinion.	-	-	4.39	0.50
7. Communicates in a clear and organized manner.	-	-	2.50	0.71
8. Actively utilizes faculty expertise for problem resolution.	-	-	3.22	1.11
9. Provides advance notice of changes important to morale, teaching, research and public service.	-	-	2.89	1.28
10. When invited to do so, represents the School academic program effectively to the Board of Trustees.	-	-	3.36	1.21
11. Projects a positive image of the University to the public.	-	-	3.56	0.86
12. Deals effectively with chairs and departments.	-	-	3.00	0.82
13. Is able to obtain an equitable share of the University-wide resources.	-	-	3.00	1.19
14. Deals fairly and impartially with faculty.	-	-	3.47	1.07
15. Gives positive, constructive criticism.	-	-	3.71	1.05
16. Anticipates and deals with problems rather than having to face them as crises.	-	-	3.33	0.97
17. Bases decisions on stated University goals and procedures.	-	-	3.38	1.03
18. Makes timely decisions in academic matters.	-	-	3.38	0.96
19. Properly delegates responsibility and commensurate authority.	-	-	3.47	1.01
20. Rewards quality performance.	-	-	3.24	1.03
21. Demonstrates integrity and honesty in dealing with others.	-	-	3.89	0.90
22. Actively supports a strong intellectual atmosphere.	-	-	3.72	1.23
23. Actively supports quality in the academic programs.	-	-	3.78	1.06
24. Allocates resources effectively to maintain the long-range viability of academic programs.	-	-	3.22	1.17
25. Consistently follows known procedures.	-	-	2.88	1.17
26. Supports faculty positions when appropriate.	-	-	3.59	1.00
27. Supports students' positions when appropriate.	-	-	3.71	0.83

FACULTY OPINION SURVEY OF THE DEAN OF THE COLLEGE OF LETTERS, ARTS & SCIENCES

The response categories for this survey are as follows:

X = Cannot Judge      4 = Agree      2 = Disagree  
 5 = Strongly Agree    3 = Neutral    1 = Strongly Disagree

TOTAL RESPONSES 1989: 67

The Dean of CLAS:	Mean 1985	Mean 1987	Mean 1989	Standard Deviation 1989
1. Stimulates imaginative and realistic plans for the future of the School.	3.49	3.48	3.66	1.32
2. Inspires confidence in his ability to deal with problems.	3.93	4.06	4.05	1.19
3. Focuses on basic and fundamental issues.	3.61	3.83	4.05	1.18
4. Evidences respect and trust in the faculty to exercise good judgment.	4.24	4.17	4.32	1.11
5. Supports a meaningful role for faculty in University governance.	4.13	4.04	4.14	1.21
6. Maintains an "open door" atmosphere for faculty opinion.	4.44	4.41	4.44	1.05
7. Communicates in a clear and organized manner.	4.06	4.11	4.27	1.14
8. Actively utilizes faculty expertise for problem resolution.	3.80	4.07	4.00	1.25
9. Provides advance notice of changes important to morale, teaching, research and public service.	3.67	3.94	4.00	1.15
10. When invited to do so, represents the School academic program effectively to the Board of Trustees.	3.81	4.21	4.19	1.08
11. Projects a positive image of the University to the public.	4.11	4.27	4.35	1.04
12. Deals effectively with chairs and departments.	4.32	4.16	4.06	1.22
13. Is able to obtain an equitable share of the University-wide resources.	3.77	3.41	3.49	1.27
14. Deals fairly and impartially with faculty.	4.02	4.28	4.22	1.21
15. Gives positive, constructive criticism.	3.95	4.02	4.14	1.10
16. Anticipates and deals with problems rather than having to face them as crises.	3.43	3.83	3.76	1.18
17. Bases decisions on stated University goals and procedures.	3.87	3.98	4.15	0.98
18. Makes timely decisions in academic matters.	3.91	3.87	3.87	1.20
19. Properly delegates responsibility and commensurate authority.	3.80	3.92	4.08	0.98
20. Rewards quality performance.	3.58	3.81	3.94	1.18
21. Demonstrates integrity and honesty in dealing with others.	4.44	4.44	4.50	1.03
22. Actively supports a strong intellectual atmosphere.	4.15	4.09	4.22	1.17
23. Actively supports quality in the academic programs.	4.30	3.11	4.20	1.14
24. Allocates resources effectively to maintain the long-range viability of academic programs.	3.95	3.64	3.67	1.18
25. Consistently follows known procedures.	4.06	4.02	4.19	0.93
26. Supports faculty positions when appropriate.	4.04	4.06	4.25	0.98
27. Supports students' positions when appropriate.	4.07	4.14	4.22	0.85

FACULTY OPINION SURVEY OF THE DEAN OF THE SCHOOL OF PROFESSIONAL STUDIES

The response categories for this survey are as follows:

X = Cannot Judge      4 = Agree      2 = Disagree  
 5 = Strongly Agree    3 = Neutral    1 = Strongly Disagree      TOTAL RESPONSES 1989: 38

The Dean of SPS:	Mean 1985	Mean 1987	Mean 1989	Standard Deviation 1989
1. Stimulates imaginative and realistic plans for the future of the School.	3.90	3.75	3.61	1.29
2. Inspires confidence in his ability to deal with problems.	3.58	3.58	3.66	1.38
3. Focuses on basic and fundamental issues.	3.84	3.79	3.89	1.12
4. Evidences respect and trust in the faculty to exercise good judgment.	3.70	3.54	3.66	1.24
5. Supports a meaningful role for faculty in University governance.	4.00	3.79	3.81	1.24
6. Maintains an "open door" atmosphere for faculty opinion.	4.05	4.29	4.11	1.20
7. Communicates in a clear and organized manner.	4.07	4.29	4.16	0.96
8. Actively utilizes faculty expertise for problem resolution.	3.72	3.39	3.89	1.11
9. Provides advance notice of changes important to morale, teaching, research and public service.	3.92	3.87	3.87	0.94
10. When invited to do so, represents the School academic program effectively to the Board of Trustees.	4.23	4.36	4.19	0.91
11. Projects a positive image of the University to the public.	4.17	4.42	4.05	1.05
12. Deals effectively with chairs and departments.	3.77	3.86	3.73	1.39
13. Is able to obtain an equitable share of the University-wide resources.	3.32	3.38	3.64	1.38
14. Deals fairly and impartially with faculty.	3.55	3.64	3.65	1.38
15. Gives positive, constructive criticism.	3.69	3.67	3.77	1.26
16. Anticipates and deals with problems rather than having to face them as crises.	3.76	3.63	3.69	1.09
17. Bases decisions on stated University goals and procedures.	3.82	3.86	4.00	0.87
18. Makes timely decisions in academic matters.	3.80	3.83	3.89	1.05
19. Properly delegates responsibility and commensurate authority.	3.88	3.61	4.00	1.06
20. Rewards quality performance.	3.50	3.54	3.78	1.23
21. Demonstrates integrity and honesty in dealing with others.	3.78	3.92	4.00	1.25
22. Actively supports a strong intellectual atmosphere.	3.79	4.25	4.08	1.08
23. Actively supports quality in the academic programs.	4.24	4.08	4.11	1.08
24. Allocates resources effectively to maintain the long-range viability of academic programs.	3.44	3.67	3.57	1.26
25. Consistently follows known procedures.	3.77	3.74	4.03	0.97
26. Supports faculty positions when appropriate.	4.02	3.79	4.03	1.01
27. Supports students' positions when appropriate.	4.00	3.90	3.85	0.94

FACULTY OPINION SURVEY OF THE DEAN OF LIBRARY SERVICES

The response categories for this survey are as follows:

X = Cannot Judge      4 = Agree      2 = Disagree  
 5 = Strongly Agree    3 = Neutral    1 = Strongly Disagree

The Dean of Library Services:

TOTAL RESPONSES 1989: 26

	Mean 1985	Mean 1987	Mean 1989	Standard Deviation 1989
1. Stimulates imaginative and realistic plans for the future of the Library.	3.38	-	2.28	1.37
2. Inspires confidence in his ability to deal with problems.	3.55	-	2.17	1.31
3. Focuses on basic and fundamental issues.	3.17	-	2.52	1.16
4. Evidences respect and trust in the faculty to exercise good judgment.	3.06	-	2.17	1.23
5. Supports a meaningful role for faculty in University governance.	3.53	-	2.54	1.14
6. Maintains an "open door" atmosphere for faculty opinion.	4.06	-	2.96	1.30
7. Communicates in a clear and organized manner.	3.00	-	2.38	1.21
8. Actively utilizes faculty expertise for problem resolution.	3.06	-	2.36	1.09
9. Provides advance notice of changes important to morale, teaching, research and public service.	2.82	-	2.45	1.10
10. When invited to do so, represents the Library effectively to the Board of Trustees.	4.00	-	3.64	0.81
11. Projects a positive image of the University to the public.	3.50	-	2.91	1.04
12. Deals effectively with departments.	3.23	-	2.65	1.07
13. Is able to obtain an equitable share of the University-wide resources.	4.30	-	3.30	1.22
14. Deals fairly and impartially with faculty.	3.18	-	2.38	1.20
15. Gives positive, constructive criticism.	3.23	-	1.95	0.91
16. Anticipates and deals with problems rather than having to face them as crises.	3.07	-	2.05	1.03
17. Bases decisions on stated University goals and procedures.	3.26	-	2.53	1.01
18. Properly delegates responsibility and commensurate authority.	3.18	-	1.94	1.00
19. Rewards quality performance.	3.15	-	2.44	1.25
20. Demonstrates integrity and honesty in dealing with others.	3.17	-	2.59	1.26
21. Actively supports a strong intellectual atmosphere.	3.55	-	2.91	1.20
22. Actively supports quality in the Library.	-	-	3.16	1.34
23. Allocates resources effectively to maintain the long-range viability of the Library.	-	-	2.65	1.43
25. Consistently follows known procedures.	-	-	2.47	1.13
26. Supports faculty positions when appropriate.	-	-	2.39	1.09
27. Supports students' positions when appropriate.	-	-	2.92	1.04



FACULTY OPINION SURVEY OF THE DEAN OF ADMISSIONS

The response categories for this survey are as follows:

X = Cannot Judge      4 = Agree      2 = Disagree  
 5 = Strongly Agree    3 = Neutral    1 = Strongly Disagree      TOTAL RESPONSES 1989: 124

The Dean of Admissions:

	Mean 1985	Mean 1987	Mean 1989	Standard Deviation 1989
1. Inspires confidence in his ability to deal with problems.	3.61	-	3.44	1.28
2. Inspires enthusiasm for University goals.	3.70	-	3.52	1.21
3. Maintains an "open door" atmosphere for students.	3.92	-	3.91	1.08
4. Consistently follows known procedures.	3.63	-	3.58	1.04
5. Supports faculty positions when appropriate.	3.79	-	3.65	1.12
6. Supports students' positions when appropriate.	3.81	-	3.75	1.09
7. Performs effectively the task of:				
a. Recruitment of students.	3.97	-	4.00	1.16
b. Retention of students.	3.93	-	4.00	1.13
c. Resolution of student problems.	3.69	-	3.65	1.16
8. Actively utilizes faculty expertise for problem resolution.	3.30	-	3.23	1.32
9. Communicates important information in a timely manner.	3.13	-	3.42	1.25
10. Projects a positive image of the University to the public.	3.93	-	3.75	1.20
11. Deals effectively with chairs and departments.	3.79	-	3.50	1.25

FACULTY OPINION SURVEY OF THE VICE PRESIDENT FOR STUDENT AFFAIRS

The response categories for this survey are as follows:

X = Cannot Judge      4 = Agree      2 = Disagree  
 5 = Strongly Agree    3 = Neutral    1 = Strongly Disagree      TOTAL RESPONSES 1989: 121

The Vice President for Student Affairs:	Mean 1985	Mean 1987	Mean 1989	Standard Deviation 1989
1. Inspires confidence in his ability to deal with problems.	3.45	-	3.27	1.13
2. Maintains an "open door" atmosphere for students.	4.13	-	4.00	0.84
3. Consistently follows known procedures.	3.72	-	3.52	0.95
4. Supports faculty positions when appropriate.	3.52	-	3.36	1.03
5. Supports students' positions when appropriate.	3.89	-	3.77	0.81
6. Performs effectively the task of:				
a. Recruitment of students.	3.70	-	3.31	1.12
b. Retention of students.	3.73	-	3.54	0.91
c. Resolution of student problems.	3.85	-	3.48	1.13
7. Actively utilizes faculty expertise for problem resolution.	3.33	-	2.97	1.32
8. Communicates important information in a timely manner.	3.21	-	3.10	1.23
9. Projects a positive image of the University to the public.	3.78	-	3.51	1.24
10. Deals effectively with chairs and departments.	3.46	-	3.19	1.07

TO: Faculty Senate  
FROM: Faculty Senate Budget Committee  
SUBJECT: Faculty Salary System and Proposed Salary Schedule  
DATE: March 14, 1989

During spring quarter, 1988, the Faculty Senate Budget Committee, in conjunction with the Faculty Senate Personnel Committee, was directed by the Senate to study the salary distribution and merit systems at Central Washington University. Further, the charge directed the Faculty Senate Budget Committee to work with the Board of Trustees and the Administration during its study and deliberations.

The attached report (Draft #4) represents, primarily, the work of the Faculty Senate Budget Committee. The report has been distributed to the Board of Trustees Budget Committee and to Dr. Edington, members of the combined study committee. Section I of the report offers background salary information on the current salary system at Central Washington University, Section II a proposed faculty salary system, and Section III a proposed faculty salary schedule for Central Washington University.

The Faculty Senate Budget Committee met in December, 1988, with Dr. Edington, Dr. Roberts, and members of the trustees budget committee on the matter of salary and merit. This same group will meet early in spring quarter to discuss the attached report. Following the December meeting, the Faculty Senate Budget Committee and a representative of the Faculty Senate Personnel Committee studied the salary system and developed a proposed salary plan and salary schedule.

Members of the Faculty Senate Budget Committee:

Bob Bennett, Physics (chair)  
Wolfgang Franz, Economics  
Ken Harsha, Business Ed. and Adm. Mgt.  
Pat McLaughlin, Library  
Roscoe Tolman, Foreign Language

Representative of the Faculty Senate Personnel Committee:

Erlice Killorn, Physical Education

Board of Trustees Budget Committee:

David A. Pitts  
Graham Tollefson  
Harvey A. Vernier

THE FACULTY SALARY SYSTEM  
AND PROPOSED FACULTY SALARY PLAN  
CENTRAL WASHINGTON UNIVERSITY

Draft # 4  
For discussion  
Only

Faculty Senate Budget Committee

March 7, 1989

SECTION I  
FACULTY SALARY SYSTEM  
CENTRAL WASHINGTON UNIVERSITY

Substantial efforts to develop an equitable salary administration plan at Central Washington University have led to a system that many feel is unworkable, unfair, and inflexible. The system is conceived as working to the advantage of some faculty and to the disadvantage of others, or not working at all. The morale of the faculty relative to salary administration is not high (see Faculty Senate Personnel Committee Survey on Faculty Morale, 1985, and the Survey of Faculty: 7.6% Salary Increase, January 1, 1989).

Philosophy. Philosophically, higher education faculty salary plans should systematically integrate considerations of cost of living adjustments to maintain purchasing power over time, professional maturation, meritorious service awards, and market adjustments in such a way as to provide a reasonable level of career expectations for the faculty, a reasonable degree of administrative flexibility, and fiscally responsible budget considerations to secure salary funds from the governor's office and the State Legislature.

It can be argued that Central Washington University has been saddled with a salary administration system based in part on a 1980 statewide salary plan developed by the Council for Post-Secondary Education in direct consultation with the Council of Faculty Representatives and the Council of Presidents. The salary plan incorporated all of the ingredients of a sound salary system. Unfortunately, the salary plan was never funded by the Legislature.

It may also be argued that the current Central Washington University plan achieves the major objectives of a salary plan. That may in fact be true, but as perceived by the faculty, the system fails to recognize reasonable growth expectations throughout a faculty member's career at Central Washington University. The issue of professional growth ceilings at the full professor level and the inconsistent manner in which meritorious service is determined from department to department, school to school, and year to year has left faculty with the impression, right or wrong, that the system does not work.

To further complicate the problem, merit monies have not been available for distribution on a consistent year-to-year basis. No faculty merit money was available in five out of the last twelve years. It is a fact that faculty members at Central Washington University do not have reasonable expectations of where they will be on the salary schedule next year, the year after that, and ten years down the road.

Timing, personal and professional circumstances, academic discipline, and available salary funds from the Legislature significantly influence the progress of the individual faculty member in achieving salary increases on a regular basis and step movement on the salary schedule. A sound salary plan should minimize these influences for all faculty members.

### Principles of a Salary Plan

In 1980, the Council of Presidents endorsed a salary administration plan that had as its major characteristics the following features: That the plan should --

1. permit the establishment of the market value for a faculty member's services and provide a method for adjustment changes in this value.
2. provide for identifying a component of salary increase necessary to accommodate changes in the cost of living.
3. place a quantitative value on the increasing worth of professional services as related to the professional growth and experience of the faculty member.
4. permit the institution the opportunity to reward meritorious service, as well as the freedom to offer lower salaries for lower rated performance.
5. allow the university to place differential salary levels on faculty positions in relation to the individual priorities and needs of the institution.

In 1980, The Council of Faculty Representatives offered the following statement of goals and objectives of a salary policy.

1. A salary policy must recognize the professional growth of individual faculty.
2. Faculty performance in teaching, scholarly activity and other professional activities vary among individuals and at different periods within an individual's career. Recognition for specially meritorious performance should be a part of a salary policy.
3. A salary policy should provide for an orderly adjustment in response to changes in the cost of living. Such adjustments must be independent of any



increases earned from professional growth or award of merit.

4. Changing circumstances, such as altered societal needs, revised cultural and scientific conditions, or modified institutional goals may elevate or lower demand for particular disciplines or subdisciplinary specializations. The availability of quality faculty within a discipline is therefore subject to changes in the academic or professional marketplace. In order to maintain quality programs, recognition of these market factors must be part of the salary policy.
5. In establishing a salary scale, it must be recognized that Washington institutions compete nationally for quality faculty and that the salary schedule must be competitive with comparable institutions.

The COP and CFR statements of principle covered what should be included in a fair and equitable salary plan. Theoretically, the CWU faculty salary system contains all or at least most of the main elements of the COP and CFR principles. There are, however, features of the CWU plan that clearly cause problems.

### Internal Fairness

Awarding of Merit. Assuming satisfactory professional achievement of faculty members, a salary plan should attempt to maintain the relative position of faculty. There will be instances, of course, where faculty members will out perform other faculty in terms of professional achievement. Those faculty members should be rewarded for meritorious service and compensated accordingly. However, the recognition of merit should be consistent so that the system equitably judges who is meritorious and who is not. Haphazard and inconsistent merit determination methods are counterproductive and create internal salary problems throughout the system.

At Central Washington University merit as a component of the overall salary plan has caused substantial morale problems among the faculty. The concept of merit is not particularly distasteful, but the manner in which merit is administered, determined, and rewarded has demoralized a majority of the faculty at Central. The merit system has had internal and external problems for years. Some of these are:

1. The inconsistency of available funds for overall salary adjustments, including merit. In some years,

there has been no merit money available for any faculty member.

2. The inconsistencies between schools and departments in formulating merit determinations and recommendations. For example, some departments recommend everyone for merit, some do not. Some departments recommend those for merit who are not eligible for professional growth. Some departments apparently take turns in making merit recommendations for individual faculty (it was your turn last year, someone else's this year). Some departments rank faculty for merit, some do not. Some departments have a personnel committee or a committee of the whole, some do not.
3. Not fully funding the final merit list. The December, 1988, awarding of merit was the first time that anyone presently on the campus could remember the merit list being fully funded. In past years, a relatively large number of faculty were eliminated from the final merit list because of insufficient funds. Since, according to the Faculty Code of Personnel Policy and Procedure, a new merit list must be formulated each year, some of the same faculty members cut from the list could be cut again in subsequent years.
4. There is no set criteria for the rewarding of merit. To paraphrase, The Faculty Code simply states that a faculty member must first be an effective teacher and perform routine department, school and/or university assignments to be considered for merit. Beyond that statement, there are no specifics as to what constitutes meritorious service at Central Washington University.
5. There has been a tendency to award merit to new faculty members hired in above the professional growth ceilings for their particular ranks. This is an understandable practice since these faculty members are not eligible for professional growth (because of the ceilings) and are only technically eligible for promotion.
6. There have been instances where merit awards were made to faculty to correct salary inequities.
7. Finally, some faculty members, for reasons of their own, choose not to be considered for merit.

It is difficult to argue against merit as a viable aspect of any salary system. Excellence should be recognized and rewarded. The problem is the way in which merit is handled and what determines merit awards. With an unstructured salary system (faculty members moving up the salary schedule at different rates) like Central's, major inequities in location on the salary schedule can occur between faculty members due to whether or not, or when and how often, they received merit.

Professional growth ceilings. One of the major criticisms of the salary system at CWU involves the concept of professional growth, or at least how it is administered at this university. Conceptually, professional growth is undoubtedly favored by a large majority of faculty members, especially if professional growth equally benefits all productive members of the faculty. Few would argue against professional growth as a means of rewarding faculty members for continued and consistent contributions to the university and to their professions.

The problem is not with professional growth as a component of the salary system, but with the professional growth ceilings arbitrarily placed at steps 18, 27, and 34 on the salary schedule. Faculty members grow to a point and then, abruptly, stop growing. This issue alone creates resentment of the entire salary system. When the faculty member reaches the professional growth ceiling for his or her rank, promotion or merit becomes the only means of continued movement on the scale. For a full professor, merit becomes the only option. With the inconsistency of merit award monies from the Legislature and the haphazard and confusing manner in which merit is awarded on this campus, step movement for a faculty member at or above a professional growth ceiling is at best slow, and for some faculty, nonexistent.

#### Maintaining Purchasing Power

Clearly, one of the major objectives of a salary plan should be to maintain purchasing power through its salary schedule. Sufficient funds should be provided apart from promotion, merit, and professional growth for cost-of-living adjustments. The maintenance of purchasing power for the faculty at Central Washington University has not happened. Salaries have eroded due in part to a salary system that has robbed needed cost-of-living salary pools to fund merit and professional growth.

Another major reason for the decrease in faculty purchasing power has been a lack of funding by the state. State funding is an external problem and not inherent in the

salary system, but invariably over the years when money was available for faculty salary increases, relatively large sums were siphoned off for merit and professional growth. Faculty members at the professional growth ceilings, not eligible for promotion, and who did not receive merit awards experienced over time the largest losses in purchasing power. The current salary system, or at least the manner in which the system is administered at Central Washington University, perpetuates this problem.

### External Competitiveness

Competitiveness of the salary schedule. Central Washington University will experience large numbers of faculty retirements in the next five to ten years. New faculty will need to be recruited to replace the many faculty members hired in the middle to late 1960's and early 1970's. The situation is not unique to Central. Most colleges and universities in the nation will experience the same problem; that is, attempting to recruit the best faculty with the funds available.

The competitiveness of the salary schedule is critical to Central's success in meeting its recruitment competition. This is already a major issue in some schools and some departments at Central. To be competitive, first and foremost, the salary schedule's scale must be adjusted upward. Certainly, other factors contribute to the employment decisions of faculty (size of community, geographic location, size of school, climate, and so forth); nevertheless, attractive initial salary and overall salary conditions make a difference when attempting to hire faculty.

Market considerations. Raising the overall level of the salary schedule should help Central Washington University deal with the market factor. With a more competitive schedule, schools and departments faced with vacancies difficult to fill would be more competitive in a buyers market.

A more attractive salary schedule would also help solve the problem of hiring new faculty members at salary steps above their designated professorial ranks and professional growth limits. This causes dissension among the faculty and creates inequities between some faculty members who have been at Central for a number of years and those newly hired with higher salaries and, in some instances, little experience.

### Morale of the Faculty

During Winter Quarter, 1985, a questionnaire consisting of 40 questions was distributed to all faculty by the Faculty



Senate Personnel Committee. Of 372 questionnaires sent, 229 (or 62 per cent) were returned, including 55 with one or more comments added.

Some questions in the survey assessed general attitudes toward merit while others measured attitudes toward specifics like teaching, public service, and research. The findings of the study indicated that a majority of the respondents did not regard the merit system favorably. For example, 71 per cent of the respondents felt that CWU did not have a fair and equitable merit system. In addition, academic contributions were not judged to be rewarded fairly by 71 per cent of the respondents.

There was an equal distribution of percentages in determining if the merit system was used to reward the old-boy/girl network--30 per cent disagreed, 31 per cent were neutral, and 39 per cent agreed that the system did reward the old-boy/girl network. Fifty per cent of the respondents believed that the merit system was not equitable to them personally, while 19 per cent were neutral and 31 per cent felt that the system had been fair.

Sixty-seven per cent of the respondents in the study felt that teaching was not rewarded fairly. Thirty-nine per cent felt that research was justly rewarded, 33 per cent felt it was not, and 27 per cent were neutral. Forty-six per cent felt that public service was not fairly rewarded, 39 per cent were neutral, and 15 per cent of the respondents felt that they received just reward for public service.

A discrepancy appeared to exist in the study between how faculty members assessed their own morale levels and how they perceived the morale of their colleagues. When faculty members determined their own morale levels, 48 per cent agreed that their morale levels were usually high. When evaluating colleagues, 53 per cent judged their colleagues morale to be low; 28 per cent were neutral and 19 per cent felt that faculty morale was usually high.

Fifty-eight per cent of the respondents indicted that a declining morale level of the previous five years (before 1985) affected faculty performance in the classroom. Only 22 per cent felt that faculty morale had not affected classroom performance. A large majority of the respondents agreed that the actions and attitudes of the state legislature toward the university reduced faculty morale at Central.

Since the 1985 study, merit was awarded to many of the faculty on two different occasions. That would seem to indicate that in general the faculty might have felt more positive about the merit system. However, the Faculty Senate

Budget Committee's Survey of Faculty: 7.6% Salary Increase, January 1, 1989, showed conclusively that the faculty was opposed to using any of the funds for merit awards. Only 8 per cent of the respondents (faculty) favored the use of any monies for merit.

Other factors. It is difficult to determine, even from survey results, why faculty morale is high or low at any given time at Central Washington University. In addition to salary and compensation levels, other factors must be considered when assessing a happy or unhappy faculty. Working conditions are important. This includes such things as class load, professional development, laboratory facilities, opportunity for independent research, professional travel, equipment, the availability of state-of-the-art technologies, and release time for professional activities. Morale cannot be judged by money alone, but when the institution is losing ground in those "other" professional activity categories, it had better have a very good compensation system.

## SECTION II A PROPOSED FACULTY SALARY SYSTEM CENTRAL WASHINGTON UNIVERSITY

Section I of this report attempted to identify some of the problems in the current faculty salary system at Central Washington University, and to provide background information and rationale for suggested changes.

There are several aspects of the current faculty salary system at Central Washington University that should be retained. As components of the salary system, the plan should include regular cost-of-living adjustments, professional growth, promotion possibilities, merit rewards, and market considerations. Subject to funding from the State Legislature, the current faculty salary system at CWU incorporates all of the above. The proposed salary plan, therefore, is not a radical departure from the plan now in place, nor does it maintain the status quo.

### Progression on the Salary Scale

Professional Growth. Professional Growth is the nearest that the current salary system comes to providing maturation or incremental step increases for the faculty. Incremental increases are commonly expressed in terms of "annual step" increases. This "annual step" concept gives rise to the "lock step" implication that all faculty members will be treated equally regardless of productivity levels. This is not the intention of professional growth.

First of all, there should be a decision made before the award of professional growth to any faculty member. If a faculty member is not performing in an acceptable manner, the step should not be awarded. The procedure to deny professional growth exists in the current CWU salary system (Faculty Code of Personnel Policy and Procedure, Section 8.80); however, it is rarely used to deny professional growth steps and, assuming that Central Washington University has for the most part a productive faculty, probably should not be used with any great frequency. Professional growth should not be automatic, but it should be a part of the salary plan. A faculty member's professional growth and experience in any one year will result in a more valuable resource to the university. This increased value should be recognized and rewarded.

Secondly, there are rank limits to professional growth in the current salary system. Such rank limits should be continued. It is expected that faculty members at the lower ranks who are making satisfactory progress will be promoted, thus eligible for additional professional growth steps. Normally, faculty members will not be held up in their progression on the salary scale for extended periods of time due to the rank ceilings.

Promotion. The current promotion system seems to be working fairly well and should not be changed significantly. Faculty members who meet the requirements specified in the Faculty Code of Personnel Policy and Procedure should be promoted in a timely fashion.

Merit. Merit is without question the one aspect of the current salary system that causes the most dissatisfaction among the faculty. However, this appears to be more a problem of implementation than of philosophy.

In order to have a truly functional merit system, one which causes the least amount of dissension possible, there must be more consistency, both in funding and in the decisions upon which merit awards are based. Inasmuch as possible, there should be some consistency within the various departments and schools/college of the university regarding merit recommendations. This may never be entirely possible, but it is an objective that the university should strive for.

Merit should not be, for any faculty member, the only means whereby progression on the salary scale is possible. When merit is the only possibility, as is the case with the current system for full professors at steps 34 to 39, it causes even greater than normal frustration for the people who are among the most experienced and productive members of the faculty.

Market Considerations. The institution must recognize that there will be times when for a variety of legitimate reasons a faculty member will be employed at a salary level at or above the normal range for his or her rank. Under the current salary system, some faculty members hired in at salary levels above their ranks immediately find themselves ineligible for professional growth. It is, therefore, recommended that a new faculty member, or a continuing faculty member who has been newly promoted, be eligible for a minimum of four steps progression on the salary scale by professional growth and/or merit, provided that such progress shall not move anyone beyond the upper limit of the scale.

Lecturers and/or Instructors. It is recommended that the instructor level be removed from the salary schedule. Therefore, a person hired as a lecturer or instructor may be employed at any appropriate level on the salary schedule or, if warranted, at a salary below the minimum for an assistant professor.

### SECTION III A PROPOSED FACULTY SALARY SCHEDULE CENTRAL WASHINGTON UNIVERSITY

It is recommended that a new faculty salary schedule for assistant, associate, and full professors be adopted by the university. Under the proposed plan, salaries for instructors and lecturers would be negotiated independently of the salary schedule.

The new salary schedule should be realistic, operational, externally competitive, and internally fair. The proposed schedule includes a range, steps, increments between the steps, and rank ceilings. To maintain its integrity, the salary schedule should be adjusted periodically for cost of living.

#### Salary Range

The suggested range of the proposed salary schedule is between \$23,000 and \$54,201 for the academic year. The range for twelve-month faculty (of which there are few) would be \$28,111 to \$66,244. The salary range was derived by consideration of the following information:

1. Average pay by rank of Central Washington University's eight "peer institutions".
2. Average pay by rank of comparable institutions surveyed by the AAUP.

3. Actual pay levels of assistant professors at Central Washington University that were hired during the 1987-1988 academic year.
4. Actual pay levels of all assistant professors employed at Central Washington University during the 1987-1988 academic year.

#### Number of Steps and Increments of Steps

The proposed salary schedule contains 30 steps. A 30 step schedule would make it possible for productive faculty members to reach the top of the schedule during their careers at Central Washington University. The step increments are a constant 3 per cent. Constant percentage increments in steps are typical in salary schedules for business as well as government. Constant rates make it possible to add steps and advance the ceiling for all ranks in order to maintain the purchasing power of the ceilings should the schedule fall behind the cost of living. A constant 3 per cent increment is also used by sister institutions of Central's, such as Western Washington University.

#### Salary Ceilings

The proposed salary schedule has salary ceilings for each rank. The ceiling for full professors is the top of the scale. Movement to the top of the scale for full professors can be by either professional growth or merit.

Assistant and associate professors will have ceilings which are below the top of the scale. They can advance to the ceiling by either professional growth or merit, but not beyond the ceiling.

There are two types of salary ceilings. One ceiling is drawn and fixed on the salary schedule. The second type of ceiling is four steps from the step hired in or promoted to. For example, a faculty member hired in, or promoted to, a step near or above the ceiling would be eligible for four steps either by professional growth or merit, or by both professional growth and merit. Each assistant or associate professor can move to the higher of the two ceilings through professional growth and/or merit, but not beyond the higher ceiling.

#### Maintaining Purchasing Power of the Schedule

It is recommended that the entire salary policy, including the salary schedule, at Central Washington University be reviewed periodically. Special effort should be made to adjust the schedule for purchasing power in order



to maintain its integrity. Ideally, each step of the schedule should be adjusted annually for inflation. However, funding constraints restrict this possibility. Thus, it is proposed that approximately every three years, the purchasing power of the schedule should be examined. If the schedule lags behind the rate of inflation, virtually all new funds should be used to restore the purchasing power of the salary schedule.

If, however, sufficient funds are not available to restore purchasing power, it is recommended that the rank minimums and ceilings be adjusted for inflation. The ceilings should be moved to the closest step necessary to maintain purchasing power. Steps would be added to the top of the schedule to raise the ceiling for full professors. When steps are added to the schedule, an equal number of steps could be deleted from the bottom of the schedule. Adjustment of the ceilings at least maintains the purchasing power of the salary range for each professorial rank, allows upward movement along the scale, and restores a portion or all of the lost buying power.

It is recommended that the Consumer Price Index be used to adjust the scale for cost of living. It is further suggested that 1988 be used as the base year.

The Proposed Faculty Salary Schedule for Central Washington University is shown on page 13. The schedule has three professorial ranks--assistant professor, associate professor, and professor. Steps are numbered 1 through 30. Assistant professors are eligible for a total of 12 professional growth/merit steps; associate professors, 13 professional growth/merit steps; and professors, 14 professional growth/merit steps. Faculty members can move on the salary scale by professional growth, merit, and promotion. When promoted, faculty members are eligible for the professional growth/merit steps commensurate with their professorial ranks. Hard professional growth ceilings are located at Step 13 for assistant professors, Step 22 for associate professors, and Step 30 for professors. Faculty members hired in above the ceilings for their particular ranks are eligible for a minimum of four steps professional growth or merit.

PROPOSED FACULTY SALARY SCHEDULE

<u>Rank</u>	<u>Step</u>	<u>Academic Year</u>	<u>12-Month</u>
Assistant Professor	1	\$23,000	\$28,111
	2	23,690	28,954
	3	24,401	29,823
	4	25,133	30,718
	5	25,887	31,639
	6	26,663	32,588
	7	27,463	33,565
	8	28,287	34,572
Associate Professor	9	29,136	35,610
	10	30,010	36,678
	11	30,910	37,778
	12	31,837	38,911
	13	32,793	40,080
	Professor	14	33,776
15		34,790	42,520
16		35,833	43,795
17		36,908	45,109
18		38,015	46,462
19		39,156	47,856
20		40,331	49,293
21		41,541	50,763
22		42,787	52,294
23		44,070	53,862
24		45,392	55,478
25		46,754	57,143
26		48,157	58,857
27		49,602	60,624
28		51,090	62,442
29		52,622	64,315
30		54,201	66,244

\*The ceiling for persons hired in (or promoted to) as Assistant Professors at Step 10 or above will be four steps above the entry level.

\*The ceiling for persons hired in (or promoted to) as Associate Professors at Step 19 or above will be four steps above the entry level.

Reconciliation of Old and New Salary Schedules

If the proposed salary schedule is adopted, there are two methods of moving from the old salary schedule to the new salary schedule. One method would be to move all faculty members to the nearest step (in dollars) on the new schedule. The other method would involve moving all faculty members to the next highest step on the new schedule. If the new schedule is adopted by Central Washington University, it is proposed in this report that the "nearest step" method be used to make the transition from the old schedule to the new schedule.

Table I, page 17, shows the results of the "nearest step" method; including, steps on the present salary schedule, corresponding steps on the new salary schedule, the approximate number of faculty at each step, the dollar difference at each step between the current schedule and the proposed schedule, and the total cost of moving from the old schedule to the new schedule.

Table II, page 18, shows the same information as Table I, but uses the "next highest step" method.

Table III, page 19, is the current Central Washington University salary schedule. The current schedule is included in this report so that faculty members can readily convert their individual salaries from the old schedule to the proposed schedule.

Moving to the nearest step. Although it appears from Table I that a number of faculty members would see their salaries decrease when making the move from the old schedule to the new schedule, few, if any, would experience a decrease in salary. All faculty members would be moved to the nearest step (in dollars) on the new schedule, then granted a professional growth step. If, in the year that the new salary schedule was implemented, both scale adjustment and professional growth were awarded, no faculty member would experience a salary decrease.

As an example of the "nearest step" method, a faculty member at Step 30 on the old salary schedule would move to Step 18 on the new schedule. As a result of this transition, the faculty member would experience a \$238 salary increase; then, if not denied professional growth, the faculty member would be moved to at least Step 19. This faculty member's salary would go from \$37,777 (Step 30) on the old schedule to \$39,156 (Step 19) on the new schedule, a salary increase of \$2,379, plus any scale adjustment that might occur.

Even at Step 36 on the proposed salary schedule where the dollar decrease from old to new is the greatest, most faculty members would realize a salary increase. For example, the salary level for Step 36 on the current schedule is \$44,606. Moving to the new schedule at Step 23, the faculty member would experience a \$536 decrease. However, professional growth would move the faculty member to Step 24 on the new schedule, or \$45,392, plus any scale adjustment. The increase is not as great as in the previous example (the faculty member at Step 19 on the new schedule), but, under this proposal, the professional growth ceiling for full professors would be Step 30.

Moving to the next highest step. This method would have a higher transition cost and, for the most part, faculty in the top steps of the current salary schedule would experience the largest salary increases. A faculty member currently at Step 38 (\$47,047) would move to Step 26 (\$48,157) on the new schedule. A professional growth step would move that faculty member to Step 27 (\$49,602), or a \$2,555 net increase, plus any scale adjustment. A faculty member at Step 18 (\$26,795) on the current schedule would move to Step 7 (\$27,463) on the new schedule. A professional growth step would move the faculty member to Step 8 (\$28,287), or a \$1,492 net increase, plus any scale adjustment.

In Summary, the "nearest step" method seems to be the most equitable of the two methods in making the move from the old to the new salary schedule. All faculty members would experience salary increases under the "nearest" step method, and, since the transition cost would be less, more funds would be available for scale adjustment. The range between those faculty members who would receive the highest increases and those the lowest increases is less when the "nearest step" method is used. The "next higher step" method results in a greater disparity between high and low salary increases for faculty members.

The proposed salary plan attempts to address the problems expressed over the years by the faculty at Central Washington University. Among other considerations, the proposal suggests the following:

1. A 30 step salary schedule.
2. A constant 3 per cent growth rate between steps on the salary schedule.
3. A salary plan that retains scale adjustment, promotion, professional growth, and merit possibilities. Professional growth would not be automatic. The Faculty Code of Personnel Policy and

Procedure contains a procedure for denying professional growth. It is suggested that this procedure be retained and enforced when necessary to deny a faculty member a professional growth step in a given salary year.

4. An increased number of professional growth steps for each rank.
5. The elimination of "soft" salary ceilings for all ranks.
6. A salary schedule with an academic year range of \$23,000 (Step 1) to \$54,201 (Step 30).
7. Rank ceilings and "hard" professional growth and merit ceilings for each rank.
8. A minimum of four professional growth and/or merit steps for all faculty members hired in above the ceilings. However, Step 30 would be the maximum step for all faculty members.
9. Elimination of the Instructor rank on the salary schedule.
10. A method of review to adjust the scale on a regular basis for inflation.

Adoption of the proposed salary plan will not, of course, solve all problems related to salary, but it will result in a system that is responsible, equitable, progressive, and competitive with the external market. The plan would provide faculty members with reasonable and understandable salary expectations during their professional careers at Central Washington University.



## TABLE I

Reconciliation of old and new salary schedules, moving to nearest step.

<u>From old step *</u>	<u>To new step *</u>	<u>No. of faculty</u>	<u>\$ Difference</u>	<u>Total Cost</u>
12*	1	2	691	1,382
13	1	0	(23)	
14	2	1	(47)	(47)
15	3	1	(72)	(72)
16	4	8	(99)	(792)
17	5	5	(126)	(630)
18	6	8	(132)	(1,056)
19	7	8	(136)	(1,088)
19*	9	2	1,537	3,074
20	8	5	(140)	(700)
20*	9	2	709	1,418
21	9	11	(143)	(1,573)
22	10	8	(148)	(1,184)
23	11	9	(121)	(1,089)
24	12	5	(94)	(470)
25	13	6	(65)	(390)
26	14	11	(35)	(385)
26*	15	3	979	2,937
27	15	27	000	000
28	16	11	34	374
29	17	13	106	1,378
30	18	15	238	3,570
31	19	19	266	5,054
32	20	16	351	5,616
33	21	17	441	7,497
34	22	28	537	15,036
35	23	43	636	27,348
36	23	14	(536)	(7,504)
37	24	5	(420)	(2,100)
38	25	7	(239)	(1,673)
39	26	2	(161)	(322)
40	27	3	(21)	(63)
			TOTAL COST	53,567

\* Extra step to meet new minimum

## TABLE II

Reconciliation of old and new salary schedules, moving to next higher step.

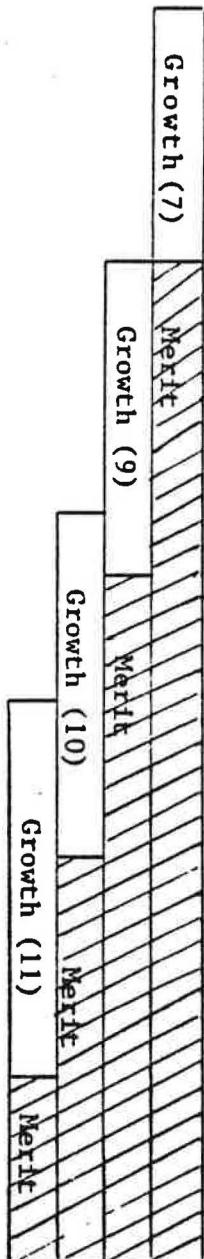
<u>From old step *</u>	<u>To new Step *</u>	<u>No. of faculty</u>	<u>\$ Difference</u>	<u>Total Cost</u>
12*	1	2	691	1,382
13	2	0	667	000
14	3	1	664	664
15	4	1	660	660
16	5	8	655	5,240
17	6	5	650	3,250
18	7	8	668	5,344
19	8	8	688	5,504
19*	9	2	1,537	3,074
20	9	7	709	4,963
21	10	11	731	8,041
22	11	8	752	6,016
23	12	9	806	7,254
24	13	5	862	4,310
25	14	6	918	5,508
26	15	14	979	13,706
27	15	27	000	000
28	16	11	34	374
29	17	13	106	1,378
30	18	15	238	3,570
31	19	19	266	5,054
32	20	16	351	5,616
33	21	17	441	7,497
34	22	28	537	15,036
35	23	43	636	27,348
36	24	14	768	11,004
37	25	5	942	4,710
38	26	7	1,110	7,770
39	27	2	1,285	2,570
40	28	3	1,467	4,401
TOTAL COST				170,244

\* Extra step to meet new minimum

CENTRAL WASHINGTON UNIVERSITY  
(effective January 1, 1989)

FACULTY SALARY SCALE

<u>Rank</u>	<u>Step</u>	<u>Academic Year</u>	<u>12-Month</u>	<u>Minimum Educational and Professional Experience Requirements</u>
Instructor	1	\$15,631	\$19,107	Masters Degree and 1 Year -or- Masters Degree Plus 30 Qtr. Credits and 0 Years
	2	16,149	19,736	
	3	16,684	20,390	
	4	17,236	21,063	
	5	17,803	21,759	
	6	18,393	22,480	
	7	19,000	23,222	
Assistant Professor	8	19,629	23,989	Doctors Degree or Equivalent and 2 Years -or- Masters Degree plus 45 Quarter Credits and 3 Years -or- Masters Degree and 4 Years
	9	20,278	24,783	
	10	20,948	25,603	
	11	21,619	26,422	
	12	22,309	27,267	
	13	23,023	28,139	
	14	23,737	29,010	
	15	24,473	29,911	
Associate Professor	16	25,232	30,838	Doctors Degree or Equivalent and 6 Years -or- Masters Degree plus 45 Quarter Credits and 8 Years
	17	26,013	31,795	
	18	26,795	32,749	
	19	27,599	33,730	
	20	28,427	34,742	
	21	29,279	35,785	
Professor	22	30,158	36,860	Doctors Degree or Equivalent and 10 Years
	23	31,031	37,930	
	24	31,931	39,027	
	25	32,858	40,159	
	26	33,811	41,323	
	27	34,790	42,522	
	28	35,799	43,754	
	29	36,802	44,980	
	30	37,777	46,170	
	31	38,890	47,533	
	32	39,980	48,864	
	33	41,100	50,231	
	34	42,250	51,639	
35	43,434	53,086		
36	44,606	54,518		
37	45,812	55,991		
38	47,047	57,502		
39	48,318	59,055		
40	49,623	60,649		



Additional Recommendations--Merit

The Faculty Code of Personnel Policy and Procedure, Section 8.75, specifies the criteria and procedure for merit considerations at Central Washington University. The section on merit (Section A) is brief and vague. The section on procedure (Section B) is more detailed and understandable.

Whether or not consistent criteria for merit can ever be established and successfully administered is a subject of great debate. Undoubtedly, for this reason, the Faculty Code of Personnel Policy and Procedure is purposely vague on the matter of merit criteria.

Section I of this report discussed some of the inconsistencies in the merit system at Central Washington University. Where possible, the university should take steps to correct these inconsistencies and adopt a more uniform set of conditions and procedures for awarding merit.

Some suggestions would include:

1. Standardized student evaluations of faculty members on a regular basis during the academic year and near the end of a given quarter. The same evaluation instrument should be used to evaluate all faculty. Student evaluations should not be conducted by the instructor.
2. The Professional Service Record should be uniformly used by all faculty members considered for merit to update their professional records. When necessary, the Professional Service Record allows for the attachment of additional pages of information. The Professional Service Record should be updated annually.
3. If possible, uniform criteria should be established and used throughout the campus to determine merit awards. What is required service to the institution and what is meritorious should be clearly defined.
4. Any personnel committee recommendations should be independent of the department chair's recommendations for promotion, professional growth, and merit.

Finally, it is recommended that the Faculty Senate Personnel Committee, or other appropriate committees, study the criteria for merit and the procedures used for awarding merit.

CURRICULUM PROPOSALS APPROVED BY THE UNIVERSITY  
CURRICULUM COMMITTEE AND FORWARDED TO THE SENATE

POLITICAL SCIENCE

PROGRAM CHANGE

**AS IT APPEARS**

**Teaching Minor**

Minor

Students in teacher education must include POSC 370 and either POSC 481, 482, or 483 to the program listed below.

	Credits
POSC 101, Intro to Politics and Political Science.....	5
POSC 210, American Government.....	5
and either POSC 360, Comparative Politics OR	
POSC 370, International Politics.....	5
	15
Upper division electives in Political Science.....	10
TOTAL	<u>25</u>

Proposed change

Minor

	Credits
* POSC 101, Intro to Politics.....	5
* POSC 210, American Politics.....	5
POSC 360, Comparative Politics.....	5
POSC 370, International Politics.....	5
Upper division electives in Political Science.....	10
TOTAL	<u>30</u>

**Teaching Minor**

* POSC 101, Introduction to Politics.....	5
* POSC 210, American Politics.....	5
* POSC 385, American Political Thought and Culture.....	5
POSC 360, Comparative Politics.....	5
POSC 370, International Politics.....	5

One of the following:

* POSC 230, State and Local Government,	
POSC 313, The Legislative Process,	
POSC 314, American Presidency,	
POSC 318, Political Parties and Interest Groups, or	
POSC 350, Public Law.....	5
TOTAL	<u>5</u>

EDUCATION

COURSE ADDITION

ED 527. Whole Language Approach to Teaching Reading (3). Oral language development as a bridge to reading techniques. Materials which use the whole language of the child will be developed into a reading program.

PHYSICAL EDUCATION

COURSE ADDITION

PER 121. Ballet II (1). Prerequisite, PER 120 or permission.



CURRICULUM PROPOSALS APPROVED BY THE UNIVERSITY  
CURRICULUM COMMITTEE AND FORWARDED TO THE SENATE

**EDUCATION  
PROGRAM CHANGE  
AS IT APPEARS**

**Master of Education  
Administration**

Program: This program prepares teachers for the Initial Principal's Certificate. Two options are available: Option I is General Administration and Option II couples General Administration with a Bilingual Education specialization. A student shall complete at least fifty-four credits in an approved course of study to be developed in consultation with the graduate advisor. For requirements of general Master's Degree regulations please refer to p. 179. The Master of Education Administration Program provides options for the various school levels, but does not necessarily qualify the student for the Initial Principal's Certificate, which requires that an applicant also complete the 16 credit internship as described under Education 692 and 693.

**Option I: General Administration**

The general administration program prepares individuals who can provide appropriate leadership and direction to the school professional staff and to the community by (1) developing a unified system for managing human resources; (2) developing long-range plans, policies and goals; and (3) executing the policies developed by the district.

Required Courses	Credits
<b>Required Educational Foundations and Research</b>	
Courses (see page 181) .....	9
ED 561, School Supervision .....	3
ED 580, Educational Administration .....	5
ED 581, Public School Finance: Introduction .....	3
ED 586, The Principalship .....	5
ED 594, School Law .....	3
Select one of the following .....	3 or 5
Elementary and Middle School Principals	
ED 562, Elementary School Curriculum, 3 credits	
Junior and Senior High School Principals	
ED 564, Secondary School Curriculum, 5 credits	
and one of the following .....	6
ED 700, Thesis, 6 credits	
ED 699, Educational Development Project Study, 6 credits	

37-39

Electives for Option I: Fifteen to seventeen credits of electives are to be selected from the following list to total a minimum of 54 credit hours for the degree: ED 467, 487, 488, 506, 542, 560, 563, 565, 566, 567, 571, 578, 588, 589, 584, 599, 693 (not to exceed 4 credits), PSY 444, SPED 585, SOC 360, 459. Courses in Organizational Development, ED 588, and other administration related courses. It is suggested that prospective middle school principals elect ED 563 and/or 588.

15-17  
Total 54

**PROPOSED**

**Master of Education  
Administration**

Program: This program prepares teachers for the Initial Principal's Certificate. Two options are available: Option I is General Administration and Option II couples General Administration with a Bilingual Education specialization. A student shall complete at least fifty-four credits in an approved course of study to be developed in consultation with the graduate advisor. For requirements of general Master's Degree regulations please refer to p. 179. The Master of Education Administration Program provides options for the various school levels, but does not necessarily qualify the student for the Initial Principal's Certificate, which requires that an applicant also complete the 16 credit internship as described under Education 692 and 693.

**Option I: General Administration**

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Required Courses	Credits
<b>Required Educational Foundations and Research</b>	
Courses (see page 181) .....	9
ED 561, School Supervision .....	3
ED 580, Educational Administration .....	5
ED 581, Public School Finance: Introduction .....	3
or	
ED 587, Educational Grants Management and Budget .....	3
ED 586, The Principalship .....	5
ED 594, School Law .....	3
Select one of the following .....	3 or 5
Elementary and Middle School Principals	
ED 562, Elementary School Curriculum, 3 credits	
Junior and Senior High School Principals	
ED 564, Secondary School Curriculum, 5 credits	
and one of the following .....	6
ED 700, Thesis, 6 credits	
ED 699, Educational Development Project Study, 6 credits	

37-39

Electives for Option I: Fifteen to seventeen credits of electives are to be selected from the following list to total a minimum of 54 credit hours for the degree: ED 467, 487, 488, 506, 542, 560, 563, 565, 566, 567, 571, 578, 588, 589, 584, 599, 693 (not to exceed 4 credits), PSY 444, SPED 585, SOC 360, 459. Courses in Organizational Development, ED 588, and other administration related courses. It is suggested that prospective middle school principals elect ED 563 and/or 588.

15-17  
Total 54

CURRICULUM PROPOSALS APPROVED BY THE UNIVERSITY  
CURRICULUM COMMITTEE AND FORWARDED TO THE SENATE

**ANTHROPOLOGY**

**COURSE ADDITIONS**

ANTH 314. Human Variation and Adaptation in Living Populations (3). Survey of genetic, morphological and physiological variability of living human populations and their biological source mechanisms. Current population dynamics are used to project future alternatives for change.

ANTH 348. American Culture (3). A contrastive approach to American culture: values, attitudes, practices of subsistence, economics, politics, kinship, religion in holistic cultural perspective.

ANTH 110.1. Physical Anthropology Laboratory (1) FWSp. ANTH 110 must be taken concurrently. Practical laboratory experience with data in human osteology, comparative primate anatomy and ethology, forensic anthropology, genetics, and the fossil record of human evolution. Two hours laboratory per week.

**OPTION ADDITION**

BA General Major

**PLAN II**

This major program must be accompanied by a major of at least 60 credits in a discipline related to Anthropology. The program will consist of a coherent program of coursework focussed on areas related to the dual major, and must be designed in close consultation with an anthropology advisor. A program proposal must be accepted prior to admission to this BA program.

	Credits
Introductory (100 level)....	15-20
Intermediate (200-300 level)....	12-20
Theory and Method (400 level)....	10
Total	<u>45</u>

CURRICULUM PROPOSALS APPROVED BY THE UNIVERSITY  
CURRICULUM COMMITTEE AND FORWARDED TO THE SENATE

INDUSTRIAL AND ENGINEERING TECHNOLOGY

COURSE ADDITION

MET 316. Applied Heat Transfer (5). Prerequisite, MET 314. Steady and unsteady state heat conduction, free convection, forced convection in tubes, forced convection over exterior surfaces, radiation heat transfer, change in phase heat transfer, heat exchangers and heat pipes. Four hours lecture, two hours laboratory per week.

POLITICAL SCIENCE

COURSE ADDITIONS

POSC 366. Government and Politics of East Asia (5). An introduction to the politics and governments of selected East Asian countries. Focus will center on China, Japan and Korea.

POSC 367. Politics of Japan (5). Investigation and analysis of politics and government in contemporary Japan.

GERONTOLOGY

PROGRAM CHANGE

AS IT APPEARS

BACHELOR OF SCIENCE

GERONTOLOGY

			Credits
SOC	325	Aging	5
ANTH	336	Anthropology of Aging	3
PSY	452	Adult Development and Aging	4
GERO	499	Seminar	3
GERO	490	Field Experience	15
ZOOL	270	Human Physiology	5
BISC	460	Biology of Aging	3
H ED	412	Health Aspects of Aging	3
SOC	320	Death and Dying	5
PSY	454	The Helping Interview	3
LE S	452	Program Principles in Therapeutic Recreation	3

ELECTIVES:

GERO	496	Individual Studies	1-3
SOC	330	Sociology of Leisure	5
SOC	427	Medical Sociology	5
PSY	487	Group Processes & Leadership	3
PSY	455	Behavioral Medicine/Health Psych.	4
LE S	482	Grantmanship	3
H ED	410	Community Health	2
POSC	444	Aging and Social Policy	3
POSC	320	Public Administration	5
ADM	371	Office Management	5
HOFS	435	Perspectives in Gerontology	3
LE S	464	Recreation for Aging	3

Other electives by advisement.

Total                    60

CURRICULUM PROPOSALS APPROVED BY THE UNIVERSITY  
CURRICULUM COMMITTEE AND FORWARDED TO THE SENATE

GERONTOLOGY CONTINUED

PROPOSED BACHELOR OF SCIENCE: GERONTOLOGY

Credits

SOC 325	Aging	5	ELECTIVES:		Credits
HDFS 435	Family Gerontology	4			
PSY 452	Adult Development and Aging	4	GERD 496	Individual Studies	1-3
GERD 499	Seminar	3	SOC 330	Sociology of Leisure	5
GERD 490	Field Experience	15	SOC 427	Medical Sociology	5
ZOOL 270	Human Physiology	5	PSY 487	Group Processes & Leadership	3
BISC 460	Biology of Aging	3	PSY 455	Behavioral Medicine/Health Psych.	4
H ED 412	Health Aspects of Aging	3	ANTH 336	Anthropology of Aging	3
SOC 320	Death and Dying	5	LE S 482	Grantmanship	3
PSY 454	The Helping Interview	3	H ED 410	Community Health	2
LE S 454	Recreation for Aging	3	POSC 444	Aging and Social Policy	3
		53	POSC 320	Public Administration	5
			ADM 371	Office Management	5
			Other electives by advisement.		
				<b>Total</b>	<b>60</b>

ART

COURSE ADDITION

ART 375. Environmental Graphics (3) Sp. Prerequisites, Art 170, 272. Two and three dimensional design of communication systems, graphic identity information, signage, supergraphics and architectural detailing. Six hours studio per week.

LEISURE SERVICES

COURSE ADDITION

LES 435. Outdoor Education Programs (3). Organizing and conducting outdoor education programs in the school.

ART

PROGRAM CHANGE

AS IT APPEARS

MASTER OF FINE ARTS

The major studio concentrations are:

1. Painting
2. Ceramics
3. Drawing
4. Photography
5. Printmaking
6. Sculpture
7. Mixed Media
8. Metalsmithing

PROPOSED

MASTER OF FINE ARTS

The major studio concentration are:

1. Painting
2. Ceramics
3. Drawing
4. Photography
5. Printmaking
6. Sculpture
7. Metalsmithing

# HOUSE BUDGET 'devastating'

By MIKE JOHNSTON  
City Editor

Central Washington University officials are calling on local residents to express their concern to state legislators with the House version of the state budget that is "potentially devastating" to CWU programs if it is not changed.

The House version of the two-year state budget was unveiled Monday and Dick Thompson, CWU's director of corporate and governmental relations, said if the budget is not changed when House members meet with Senate members in conference, the "potentially devastating" effects of cuts and denial of requests "could start a period of atrophy in regard to Central's educational programs."

Thompson said the House budget earmarks \$76 million for faculty and staff salary increases for all state-operated higher education institutions, \$12 million for enrollment growth, and \$8 million in planning funds for University of Washington and Washington State University branch campus development.

But the enrollment lid increases favor other higher education institutions on the west side of the state and grant no increases for existing CWU placebound programs at four existing sites in the Puget Sound area, Thompson said.

The House budget also allocates \$69 million for instructional support improvement expenditures. He said CWU requested \$6 to \$7 million for equipment needed to further education and meet student demands but, later, reduced that request to about \$2.5 million for the next two years.

The House version gives CWU nothing for instructional support.

"I want the citizens of Ellensburg and Kittitas County to know we realize this community's economy, more than any other community in the state, is directly impacted by state funding of higher education," Thompson said. "When we lose out in instructional support or adding more FTEs (full-time equivalent students), then we are not being as helpful to the economy as we can be (either)."

While the House budget has nothing for CWU instructional expenditures, the smaller Evergreen State College is earmarked for \$1.72 million, Western Washington University \$4.3 million, and Eastern Washington University \$1.97 million.

Included in CWU's instructional support request is a \$600,000 request for the purchase of a flight procedures trainer for the flight technology program and the hiring of an additional flight instructor.

Thompson said the House budget also allows only 20 FTE students to begin next school year in a new CWU program at Yakima Valley Community College. Needed to successfully begin the program is at least 40 to 50 FTE to justify sending the three to five professors from CWU to teach there.

The House budget allows an additional 100 FTE students to come to CWU next school year and "zero" in the year after that. CWU officials had requested the lid be increased by 350 to 500 students, noting they expect to turn away 1,000 to 1,200 students by the end of the present school year because of the mandated enrollment cap.

WWU received an increase of 200 students in each of the next two years and Evergreen a total of 150 in the next two years. The 27 community colleges were granted 2,200 more students, but Thompson said the majority of the increases will go to west side schools, not those in Central and Eastern Washington.

"We have a tremendous demand from students to allow them to enroll," Thompson said, "but the legislature is giving us little or no relief to aid those students."

He said the four Puget Sound educational sites administered by CWU have a present waiting list of 286 students who want to be let in and 560 have been turned away so far this year. The House budget grants no FTE student increases for the four placebound college programs.

Thompson stressed CWU and the community colleges in central Washington have received "great political support" from all Central Washington legislators, but he said the west side legislators are "out of touch" with the pressing needs local legislators present to them for institutions on the east side.

"If this trend continues, I envision west side legislators to become totally infatuated with west side schools and branch campuses," Thompson said. "They are not serving the interests of all in the state."

He said 70 percent of the students at CWU come from the Puget Sound region and west side legislators are "out of touch with reality" in regard to those students' needs.

## Points of Emphasis:

### ① Inequity?

- West side schools funded well above the level of our schools east of the Cascades
- e.g. Instructional support:
  - UW - \$28M
  - WSU - \$5.4M
  - WWU - \$4.3M
  - EWU - \$1.9M
  - CWU - \$ ???
  - TESC - \$1.7M

### ② Only token increase in enrollment lids (+100 FTE)

-- we need +350 to 500 FTE.

### ③ No \$ support for special programs like:

- Yakima Regional Studies Center
- Flight Technology
- Computers

### ④ Out of all higher education institutions, CWU fared worst of all -- far, far behind other institutions.



# WRITE YOUR LAWMAKER

Exercise your right to be heard. Write your lawmaker. Listed below are the lawmakers for the 13th, 14th, and 15th Districts, congressional representatives and the Governor.

## 13th Legislative District

Senator Frank "Tub" Hansen, 401-A Legislative Building, Olympia, Wa. 98504  
206/786-7624

Representative Glyn Chandler, 416 House Office Building, Olympia, Wa. 98504  
206/786-7932

Representative Curt Smith, 415 Legislative Building, Olympia, Wa. 98504  
206/786-7808

## 14th Legislative District

Senator Jim Matson, 201 Institutions Building, Olympia, Wa. 98504  
206/786-7626

Representative Shirley Doty, 322 House Office Building, Olympia, Wa. 98504  
206/786-7810

Representative Jay Inseele, 329 House Office Building, Olympia, Wa. 98504  
206/786-7856

## 15th Legislative District

Senator Irving Newhouse, 403 Legislative Building, Olympia, Wa. 98504  
206/786-7684

Representative Forrest Baugher, 338 House Office Building, Olympia, Wa. 98504  
206/786-7874

Representative Margaret Rayburn, 339 House Office Building, Olympia, Wa. 98504  
206/786-7960

## Congress

Senator Brock Adams, 513 Hart Building, Washington, D. C. 20510

Senator Slade Gorton, 324 Hart Building, Washington, D. C. 20510

Congressman Sid Morrison, 1434 Longworth, House Office Building, Washington, D. C. 20515

## Governor

Governor Booth Gardner, Legislative Building, Olympia, Wa. 98504  
206/753-6780

**State Legislative Hotline: 1-800-562-6000**

BUDGET CONFERENCE COMMITTEE

Senator Dan McDonald  
105 John A. Cherberg Building, Olympia, WA 98504  
(206) 786-7694

Senator Gary Nelson  
106-A Institutions Building, Olympia, WA 98504  
(206) 786-7640

Senator Frank Warnke  
303 Legislative Building, Olympia, WA 98504  
(206) 786-7660

Senator Marc Gaspard  
408-A Legislative Building, Olympia, Wa 98504  
(206) 786-7648

Representative Gary Locke  
204 House Office Building, Olympia, WA 98504  
(206) 786-7838

Representative J. Bruce Holland  
415 House Office Building, Olympia, Wa 98504  
(206) 786-7918