MINUTES: Special Senate Meeting, 25 May 1977
Presiding Officer: Helmi Habib, Chairman
Recording Secretary: Esther Peterson

The meeting was called to order at 3:15 p.m.

ROLL CALL

Senators Present: All Senators or their alternates were present except Rosella Dickson, Richard Dietz, John Gregor, Charles Hawkins, Betty Hileman, Chuck McClure and Curt Wiberg.

Visitors Present: Lou Bovos, Don Schliesman, Calvin Greatsinger and Edith Ellexson.

AGENDA CHANGES AND APPROVAL

The chairman suggested the following changes:

1. Under "Communications" add
   A. Letter from Zoltan Kramar
   B. Letter from Robert Carlton
   C. Letter from Roger Garrett

2. Under "Reports" add
   B. Executive Committee Report

3. Under "New Business" add
   B. Motion by Joel Andress

APPROVAL OF MINUTES

The minutes of May 11 and May 18, 1977 were approved as distributed.

COMMUNICATIONS

The following communications were received:

A. Letter from Zoltan Kramar, Dean of Arts & Humanities, dated May 23, extending an official invitation to Chairman Habib to the first Honors Convocation to be held at McConnell Auditorium on June 10 at 8:00 p.m.

B. Letter from Robert Carlton, Chairman of the Department of Education, requesting a waiver of the time period for Senate approval of Special Education courses, 417, 420, 423 and 490. The program which includes those courses has been approved and is to be offered this fall. Acceptance of these new courses, which are part of the Special Education Non-Categorical Teacher Training Program, is essential.

C. Letter from Roger Garrett, Chairman of the Department of Communication, expressing pleasure over the purpose of the Central Investment Fund of bringing highly qualified and well-motivated college bound students to this campus. He points out there are some existing programs on our campus that are successful in accomplishing some of the objectives of the Investment Fund, but lack involvement from the community. He mentions possibilities for academic departments to create programs which can introduce students to our campus, and proposes that some of the money collected from the Investment Fund be set aside for such purposes. He mentioned he would appreciate learning of the chairman's interest in pursuing possibilities such as those he has indicated in his letter. Copies of the letter were distributed to the Senate.

CURRICULUM PROPOSALS

A. Undergraduate Curriculum Committee proposals, pages 470, 471, 472.
MOTION NO. 1631: Mr. Keith moved, seconded by Ms. Lester, to waive the three-week waiting period for page 473 and request that it be placed on the Agenda. Passed with a majority voice vote.

Chairman Habib pointed out that the item on page 470, Soc. 234, Mexican Families, was withdrawn at the request of the department.

MOTION NO. 1632: Mr. Keith moved, seconded by Ms. Young, that the Senate adopt the Undergraduate Curriculum proposals on pages 470, 471, 472, 473, with the exception of the course addition, Soc. 234 listed on page 470. Passed with a unanimous voice vote.

REPORTS

A. Chairman--Mr. Habib turned the floor over to President Brooks to present a brief report.

Mr. Brooks commented on Roger Garrett's letters, saying he hoped everyone is aware that there is a CWSC Foundation operating quite successfully and that it is providing funds to various departments on campus. Some faculty are not fully aware of that, and therefore he has asked Phil Dumas to summarize what the foundation has done for various departments over the last year. He suggested some of the needs Mr. Garrett mentioned could be taken care of through the Foundation; however, it needs more general support than it is presently getting from employees of the College for the kind of things Mr. Garrett would like to accomplish.

The University Title bill has now passed the Senate and has to go back to the House because an amendment was tacked to the bill. It should go to the Governor as soon as it passes the House. Mr. Brooks sent a letter to the Governor on behalf of Eastern, Western and Central outlining ten reasons why she should sign the bill.

Mr. Brooks also discussed the salary situation in the legislature, as well as meetings held with the Council on Postsecondary Education. Another item he mentioned was the Capital Budget, which he said looks quite good for Central.

The Central Investment Fund Drive is going quite well.

B. Executive Committee Report--Mr. Keith said the Committee met briefly before this Senate meeting, to offer the following motion:

MOTION NO. 1633: The Faculty Senate commends Mr. Helmi Habib for his outstanding leadership as Faculty Senate chairman during the 1976-77 academic year. Passed with a unanimous voice vote.

Mr. Habib thanked the Senate, saying he appreciated their commendation. He has enjoyed working with the Senate and enjoyed the chairmanship. He also commented that his relationships with the administration could not have been better and that he was afforded every courtesy and kept fully informed on what is going on and they took his suggestions graciously.

NEW BUSINESS

A. Election of Executive Committee Officers for 1977-78.

Nominees were as follows:

1. Chairperson:
   Art Keith
   Richard Doi

2. Vice-Chairperson:
   John Vifian

3. Secretary:
   Corwin King
Senate Minutes, 25 May 1977

4. At-large Officers (two):
   George Fadenrecht
   Kathleen Adams

There were no other nominations from the floor.

Results of the first ballot were:
   Chairperson -- Art Keith
   Vice-Chairman -- John Vifian
   Secretary -- Corwin King
   At-large Officers -- Kathleen Adams
                  -- George Fadenrecht

Mr. Schliesman presented a special student who will be graduating from Central for the second time, Mrs. Edith Ellexson. She is the oldest Central student to graduate this spring, at the age of 82.

B. Motion by Joel Andress--

   Mr. Andress said he would like to see more work done on the General Studies Program and not have the work stop as a consequence of the vote on its last meeting. He therefore offered the following motion:

   MOTION NO. 1634: Mr. Andress moved, seconded by Ms. Adams,

1) That work be continued toward the improvement of the General Studies Program;
2) That the Faculty Senate recommends to the General Studies Committee that new proposals for an improved General Studies Program be made during the coming academic year;
3) That the General Studies Committee hold public hearings during its development of proposals;
4) That the proposals be forwarded to the Senate in the form of alternatives that can be voted separately.

   Discussion began on the motion.

   MOTION NO. 1635: Mr. Street moved to amend, seconded by Mr. Monte, that the wording be changed in paragraph 3 to say "That the General Studies Committee contact affected departments during its development of proposals;"

   Mr. Street explained the rationale for this is that public hearings seem to involve a brief statement of positions over and over again far past the point of any utility.

   Motion No. 1635 passed by a hand vote of 18 Yes, 6 No and 5 Abstain.

   Discussion again resumed on the main motion, as amended.

   MOTION NO. 1636: Mr. Vifian moved to amend, seconded by Mr. Keith, to insert another paragraph after paragraph (3), which would be (4), and changing (4) to paragraph (5), as follows:

   4) That before the proposals are forwarded to the Senate, there be at least one public hearing. Passed by a unanimous voice vote and 2 abstentions.

   Discussion resumed on the main motion as amended.

   MOTION NO. 1637: Mr. Vifian moved to amend, seconded by Mr. Keith, to put a period after the word "Senate," and to delete the balance of the sentence in paragraph No. 5. Passed with a majority voice vote and one abstention.

   Discussion again resumed on the main motion as amended.

   Motion No. 1634, as amended, passed by a majority voice vote and 8 abstentions.
Mr. Keith spoke briefly, commenting there does not seem to be a clear statement on committees. The Executive Committee will be taking a look at the philosophy of who does have responsibility, etc. He said he would like to meet briefly with the new Executive Committee as soon as the Senate adjourned.

Mr. Brooks commented briefly on his appreciation of working with Chairman Habib during the past year.

ADJOURNMENT

The meeting adjourned at 4:20 p.m.
### FACULTY SENATE MEETING OF  
**ROLL CALL**

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AGENDA
SPECIAL FACULTY SENATE MEETING
3:10 p.m., Wednesday, May 25, 1977
Faculty Development Center
Bouillion Building

I. ROLL CALL

II. CHANGES TO AGENDA

III. APPROVAL OF MINUTES OF May 11, and May 18, 1977

IV. COMMUNICATIONS

V. CURRICULUM PROPOSALS
   A. Undergraduate Curriculum Proposals, pages 470, 471, 472

VI. REPORTS
   A. Chairmen

VII. OLD BUSINESS

VIII. NEW BUSINESS
   A. Election of Executive Committee

IX. ADJOURNMENT
Dr. Helmi Habib  
Professor of Chemistry  
Chairman of the Faculty Senate  
Campus  

Dear Helmi:

This may not be necessary, but since hereabouts nothing is official unless put on paper, permit me to extend to you an official invitation to our first Honors Convocation to be held at McConnell Auditorium on June 10, 1977, at 8:00 P.M.

I am looking forward to seeing you there, resplendent in medieval academic garb, radiating the collective wisdom of the Faculty Senate.

Most cordially,

Zoltan Kramar  
Dean

ZK:ea
May 25, 1977

Dr. Helmi Habib, Chairman
Faculty Senate
Campus

Dear Helmi,

The Department of Education requests a waiver of the time period for Senate approval of Special Education courses, 417, 420, 423, and 490. The program which includes those courses has been approved and is to be offered this fall. The courses, 417, 420, 423, 490, are new and designate more specific competencies than the courses which have been removed from the program. Acceptance of these new courses which are part of the Special Education Non-Categorical Teacher Training Program is essential.

I will appreciate anything you can do to facilitate this matter.

Sincerely,

[Signature]

Robert K. Carlton
Chairman

cs
Dear Helmi:

Thank you for your letter explaining the purpose of the Central Investment Fund. A number of our staff have already signed up and I hope that more will do so. The idea of bringing highly qualified and well motivated college bound students to campus is an excellent one. I was impressed with the presentation of the program given to the faculty at the meeting called by President Brooks. The proposal seems well thought out and deserving of our support.

There are also some existing programs on our campus that are successful in accomplishing some of the objectives of the Investment Fund, and I am wondering if you are aware of their potential contribution to Central's recruiting efforts. Such programs lack the degree of involvement from the community, which is one of the strengths of the Investment Fund, however they have the advantage of bringing students to campus in connection with an academic program in which they as future students are interested and already involved, and thus can acquaint these students with our campus, faculty, facilities, etc. in a straightforward and effective fashion.

In addition to the few programs that I am aware of, of this nature, and that I would like to discuss in some detail, there are programs such as that carried on in Drama which sends touring productions around to high schools throughout the state, effectively advertising Central and its programs.

In our own department the Mass Media program hosts Journalism Day each spring which recently involved the participation of 25 high schools and some 250 journalism students and their advisors across the state. Fifty-two of these students and nine of their teachers were on campus the weekend of May 7th, along with a number of visiting journalism professionals from Seattle, Yakima, Wenatchee, Bellevue, Everett and Tacoma, who came as panelists to participate in discussion of current issues in the Journalism field.

Of particular value to consider as ways to attract prospective students to campus would seem to be those that with minimum cost are able to attract large numbers of potential transfer students from community colleges, many of whom might well consider Central if they were aware of the many fine programs available here in areas other than education. I do know that the people in the Drama area have in the past invited drama coaches and their students to Central for a state-wide conference and that as a result some 400 potential students were made acquainted with Central as a place they might later consider for continuing their academic studies.
In 1974 the Director of Speech Activities was eliminated with the RIF policies then in effect. The program was responsible for hosting three high school forensics meets per year at Central (1000 prospective students) plus one college level tournament involving 25-20 schools and some 300 students (many of whom were potential transfer students from community colleges). There was also the potential for hosting a state convention for high school debate coaches. Many of the state's most capable students are involved in debate and forensics and choose their college on the basis of their desire to participate in these activities in college. Needless to say, Central has lost many fine students as a result of this decision.

We are now considering the feasibility of putting together an expanded program of events that would be modeled after Journalism Day and that could serve to bring a large number of students and their advisors to Central next spring quarter. If the planning were successful we might be hopeful of involving up to 1000 potential students from junior colleges and high schools along with their advisors. A large scale event not only creates opportunities for things to happen on our campus but, just as with the Investment Fund, awards and publicity can have a significant impact in our visitors' home communities. Actual program involvement might be limited to the areas of Drama, Forensics and Journalism, but there would be ample opportunity for other discipline areas to take advantage of the presence of the students to host open house on campus.

Because there are not only those possibilities I've mentioned thus far for academic departments to create programs which can introduce students to our campus, but also what I would see as the potential for quite a number to do so, given some encouragement and financial support, I would like to propose that some of the money collected from the Investment Fund be set aside for such purposes. This seems particularly appropriate because the aims of such programs would so closely line up with those thus far identified for the Investment Fund. I am not at all sure how much money might be set aside to offset costs for increased secretarial assistance, publicity, awards, etc., but certainly they ought not to be borne by the respective academic departments. Perhaps $2000 - $3000 might be targeted for such use, along with suitable guidelines to ensure its proper expenditure. Also some clear procedures for the college's involvement in the use of campus facilities need to be established.

I would appreciate learning of your interest in pursuing possibilities such as those I've indicated above. Should you be interested then there would appear to be a number of details and options to consider. Also, since I am aware that you are shortly to be leaving your position as Chairman of the Faculty Senate, I would appreciate it if you would pass along some of the contents of this letter to your successor. Thank you, and I will be looking forward to hearing from you.

Sincere regards,

Roger L. Garrett
Chairman

RLG/wh
cc: Milo Smith, Drama
    Jim Goodrich, Mass Media
MAY 2, 1977
CURRICULUM PROPOSAL APPROVED BY
THE UNDERGRADUATE CURRICULUM COMMITTEE
AND FURNISHED TO THE SENATE

SOCIOLOGY

COURSE ADDITIONS

SOC 234. Mexican Families. 3-5 credits. Premarital interaction, marriage, and structure of Mexican families, with variations by social class, locality, and era. (Offered for 3 credits on campus without fieldwork, for 4-5 credits in Mexico with fieldwork.)

SOC 343. Child Abuse. 3 credits. An analysis of the causes, consequences of, and prospects for dealing with the phenomena of child abuse and neglect in American society.

PSYCHOLOGY

COURSE ADDITION

PSY 350. Sleep and Dreaming. 3 credits. Prerequisites: PSY 101 with PSY 300 recommended. Research and theory concerning the functions and dysfunctions of sleep and dreaming. Theories of dream interpretation and control.
EDUCATION
COURSE ADDITIONS

ED 410. Teaching Word Recognition Skills. 3 credits. Prerequisite, ED 419. Methods for teaching the word recognition skills will be developed. Decoding as an aid to comprehension, including phonetic analyses, context clues, structural analysis, and sight vocabulary.

ED 411. Teaching Comprehension and Study Skills. 3 credits. Prerequisite, ED 419. Strategies and techniques; techniques of vocabulary development.

ED 412. Assessment of Reading Skills. 2 credits. Prerequisite, ED 419. Formal and informal instruments; building reading programs around individual student needs.

ED 413. Methods and Materials for Reading Instruction. 3 credits. Prerequisite, ED 419. Strategies for classroom management, implementation of learning theories.

ED 414. Teaching Reading in a Multi-Cultural Setting. 2 credits. Prerequisite, ED 419 or permission. Strategies for teaching reading and development of language skills in a multi-cultural setting.

ED 415. Reading for the Gifted. 2 credits. Prerequisite, ED 419 or permission. Techniques for identifying and challenging the superior reader.

ED 416. Strategies, Techniques and Materials for Teaching Reluctant Readers. 2 credits. Prerequisite, ED 419 or permission. Motivational techniques, nonconventional materials for teaching reluctant readers.

ED 417. Reading Readiness and Beginning Reading. 2 credits. Prerequisite, ED 419 or permission. The beginning reading experience. Readiness for reading, language development and discrimination skills.
EDUCATION
PROGRAM INITIATION

BACHELOR OF ARTS IN EDUCATION
READING MINOR

A minor with campus and field experiences especially designed to prepare reading teachers and strengthen background preparation of elementary teachers. This minor is particularly well suited for students electing Program XXX (30-20-20) of the Elementary Education Program options. With ED 419 a prerequisite, the minor should be commenced in the junior year.

REQUIRED COURSES:

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<td>ED 411, Teaching Comprehension and Study Skills</td>
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<td>ED 412, Assessment of Reading Skills</td>
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<td>ED 492, Practicum in Reading</td>
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<td>ED 413, Methods and Materials for Reading Instruction</td>
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<td>ED 499, Seminar in Reading</td>
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OBLIGATORY: (Select a Minimum of two courses)

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<td>ED 414, Teaching Reading in a Multi-Cultural Setting</td>
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<td>ED 415, Reading for the Gifted</td>
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<td>ED 416, Strategies, Techniques and Materials for Teaching Reluctant Readers</td>
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<td>ED 417, Reading Readiness and Beginning Reading</td>
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<td>ED 424, Teaching Reading in Content Fields</td>
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19-20
SPED 417. Precision Teaching of Exceptional Students. 3 credits. Prerequisite, SPED 301. Monitoring individual pupil progress and utilizing data collected to make precise program and instructional change. Specification of behavior in terms of movement cycle and the conventions of multi-ratio charting.

SPED 420. Diagnosis and Assessment of Exceptional Students. 3 credits. Prerequisite, SPED 301. Formal and informal academic diagnostic instruments for the special education teacher. Administration and construction of formative and summative evaluation tools, and design of classroom assessment procedures.

SPED 423. Curriculum and Program Development for Exceptional Students at the Secondary Level. 2 credits. Prerequisites, SPED 301 and 351. Procedures for establishing objectives, assessment, materials which are based on the functional world after public school is completed. Must be taken concurrently with SPED 422.

SPED 430. Contracted Field Experiences. 1-15 credits. Prerequisite, permission of instructor. Supervised, off-campus practical experience in an approved cooperating agency. May not count toward the Bachelor of Arts in Education major.