1-4-1978

CWU Faculty Senate Minutes - 01/04/1978

Esther Peterson

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MINUTES: Regular Senate Meeting, 4 January 1978
Presiding Officer: J. Arthur Keith
Recording Secretary: Esther Peterson

The meeting was called to order at 3:10 p.m.

ROLL CALL

Senators Present: All Senators or their alternates were present except James Brooks, Gerald Brunner, Owen Dugmore, George Fadenrecht, Peter Gries, Betty Hileman, Robert Mitchell, Woodrow Monte, Larry Porter, Warren Street, E. Dee Torrey, and Ken Winslow.

Visitors Present: Don Schliesman, Larry Helms, Dale Comstock and Richard Doi.

Chairman Keith introduced the two new student senators, Sandra Fairchild and Mary Mahan.

CHANGES TO AGENDA

Mr. Keith announced the following changes:

1. Under "Curriculum Proposals" add to "B"
   B. pages 89, 90 and 91
2. Under "Reports" delete "C. Recruitment and Retention--President Brooks", and change "D. Standing Committees" to "C", change "E" to "D"
3. Under "New Business" add
   B. Speakers Bureau

Mr. Keith informed the Senate that although Mission & Roles Statement will remain under Reports, after it is discussed he will request a motion to waive the rules so that some action can be taken on that item today in order to be considered at the January 13 Board of Trustees meeting.

APPROVAL OF MINUTES

MOTION NO. 1675: Ms. Adams moved, seconded by Mr. Vifian, to approve the minutes of the Regular Senate meeting of December 7, 1977. Passed by a unanimous voice vote.

MOTION NO. 1676: Mr. King moved, seconded by Mr. Ross, to approve the minutes of the special Senate meeting of December 7, 1977. Passed by a unanimous voice vote.

COMMUNICATIONS

The following communications were received:

A. Letter from Bob Yee, dated December 8, requesting the Senate consider for adoption a resolution regarding eliminating linguistic sexism. This will be considered under New Business at this meeting.

B. Letter from Don Schliesman, dated December 6, transmitting a draft copy of a Mission and Roles Statement for CWU, and requesting its approval by the Senate. This will be considered under Reports at this meeting.

CURRICULUM PROPOSALS

A. Undergraduate Curriculum Committee proposals, page 482.

MOTION NO. 1677: Mr. Warren moved, seconded by Mr. Ross, to approve the Undergraduate Curriculum Proposals, page 482. Passed by a unanimous voice vote and two abstentions.

B. Graduate Curriculum Proposals, pages 89, 90 and 91.

MOTION NO. 1678: Mr. Carlson moved, seconded by Mr. Floyd, to approve the Graduate Curriculum Proposals, pages 89, 90 and 91. Passed by a unanimous voice vote.
A. Chairman--Mr. Keith reported that the Executive Committee counted the secret ballots Tuesday on the referendum to reconsider Motion No. 1664. The Faculty Code specifies that the ballots shall continue for seven calendar days inclusive. The Executive Committee interpreted that to be from December 12 through December 19. The ballots were all mailed on Friday, December 9, but they decided that the Code said "an opportunity to ballot" and since they were mailed on Friday, the faculty probably wouldn't have had the opportunity to ballot until Monday; therefore they counted all ballots received in the Senate office through December 19. The vote was 138 disapproving the recommendation to have a five class-day schedule and 118 approving the five class-day schedule. Therefore, the recommendation the Senate will be transmitting to the Academic Vice President is that the recommendation to have a five class-day schedule was disapproved, which upholds the Senate action of the December 7 meeting.

A communication was received from the Alumni office relative to it being the time of year for nominations to identify or select a Distinguished Teaching Professor and Distinguished Alumnus Award. The procedure calls for the Senate chairperson to select faculty members to serve on those two committees. Mr. Keith will therefore appoint two persons to serve on the Distinguished Teaching Award Committee, and three people to serve on the Distinguished Alumni Award Committee.

Mr. Keith reported on the budget situation here at Central. Due to the initiative repealing the sales tax on food, the Governor has issued an Executive Order requiring all state agencies to submit a plan listing in priority order from 1 1/2% up to 6% of what would be done to refund money to the state. Central has no idea of how much, or if any, money will have to be turned back. The University was faced with complying with the order by December 31. The President's Budget Advisory Committee met and prepared and submitted a plan which identified the academic program and instructional support as the number one priority to preserve; student services as the number two area; and the physical plant and other activities as the lowest priority. It is hoped the University will not be asked to cut, and if so, not more than 1 1/2%. The Budget Committee also made a specific statement in the letter that was transmitted to the Office of Fiscal Management that nothing submitted in the plan was final; that the Board of Trustees is empowered by law to adopt a budget and have not seen the budget cuts transmitted in the plan, and none of the proposed cuts could legally be made unless approved by the Board of Trustees. Copies of notice requirements were also sent and OPM was informed that no cuts could be made in personnel which were not in compliance with notice requirements. OPM did rule that the plan did not have to identify people or positions or specific programs that would have to be cut, but could stay with the areas of 01 through 09.

Robert Miller has agreed to serve as a blood drive advisor.

Mr. Keith mentioned that a pamphlet was handed out at the last Senate meeting. He neglected to mention at that time that he had read it last summer, thought it was interesting reading and requested free copies for distribution to the Faculty Senate. It does not mean that he agrees or disagrees with it, but he thought the Senate would be interested in reading it. There was some question as to where it came from; therefore he wished to clarify who it was that distributed it.

One of the handouts distributed at this meeting is the Placement office record for Central graduates of last year and shows it is extremely good. The information shows that teacher placement was high and placement of Arts and Science graduates was high. Both percentages are among, if not the highest, that Central has experienced over the last period of time. It speaks well in terms of what the faculty is doing in terms of preparing graduates and Mr. Keith suggested the Senators take it back and share it with their departments.

At the Board of Trustees meeting in December, three faculty members were granted tenure, eleven others were deferred until the January meeting when it will be on the Agenda again.

Mr. Harrington requested Chairman Keith to convey to the Senators that he would not be at the Senate meeting today, even though the four-quarter summer scheduling plan is on the agenda. He is presently meeting with Lou Bovos and Jack Purcell to try and identify specifically what the enrollment is as of 5:00 o'clock today. The Vice President's Advisory Council will meet with the Deans and Mr. Harrington Thursday morning to make projections and develop an academic plan and establish the plan for spring quarter and hopefully for the summer.
B. Executive Committee--no report.

C. Standing Committees
1. Academic Affairs--Mr. Andress presented a brief report, saying the Committee is presently working on admission policies for E.O.P. and they will present something on it at the next Senate meeting.

2. Budget Committee--no report.

3. Curriculum Committee--no report.

4. Code Committee--Mr. Benson reported they are working on concerns of time in rank and seniority. Another matter they are working on is in regard to the letter from the Education Department requesting a re-designation of faculty ranks and they will be recommending that the issue be turned over to the floor of the Senate for feedback and discussion, and a recommendation will be made after that.

Mr. Benson referred to letters received from Mr. Harrington and Mr. Hansen concerning the concept of seniority of probationary time. Some faculty members were not given probationary time to count towards tenure when they accepted a leave of absence. One of the basic questions in Mr. Harrington's letter is whether or not that interpretation is made retroactively to people. The Code Committee concluded that the Faculty Code, as it is written, does allow for the Vice President of Academic Affairs or the administration to make distinction between probationary time and seniority.

In terms of Hansen's one complaint, the Code Committee did find that the administration does have the right, under the Revised Code of 1975, to do that.

The other question that arose was whether or not a person who took leave of absence, forfeited seniority in the context of being given written reasons why a person wasn't promoted within an eight year period. The Code Committee will recommend that a person who does apply for a leave of absence does not lose seniority, does not lose time in rank and so on.

Mr. Keith mentioned that the issues will be discussed when the Senate receives the Code Committee's recommendation. He stated his ruling would be that the Senate would not officially vote on that issue because the Code is quite clear that the Code Committee's interpretation goes directly to the Board of Trustees.

5. Student Affairs Committee--no report.

6. Personnel Committee--no report. Mr. Keith asked that the Committee bring something in terms of an expression of its view on the rank designation question so that when the Code Committee brings their recommendation, the Personnel Committee will bring theirs at the same time.

E. Mission and Roles Statement--Mr. Keith announced some editorial changes in the statement, after which Mr. Schliesman presented the report. Mr. Schliesman mentioned that the document had been prepared after he had reviewed a number of documents that refer to the mission of this institution. The first draft of the statement came out last January and was reviewed by a number of groups and they then went into a second draft. That second draft was presented to the Board of Trustees as an information item for their reaction last August. At that time the Board asked that the primary groups on campus be given an opportunity to review it. In re-writing the draft, Mr. Schliesman got excellent help from two faculty members who appeared at the open hearing, Art Keith and Otto Jakubek. What is before the Senate now is a statement that Mr. Schliesman tried to write in such a way that it is general enough to allow for flexibility and change, but yet is specific enough to identify what the institution does, so that people from the outside will have some idea of what it is and what the major roles of the institution are. The statement is presented at this meeting for the Senate's approval.

In response to a question from Mr. King as to what happens to the Mission and Roles Statement once it is approved, Mr. Schliesman replied it becomes a part of the University's Long Range Plan, and parts of it will be in the Undergraduate catalog and the Graduate catalog. It will become a part of the Board of Trustee's minutes. To his knowledge, it is not sent to the legislature.

MOTION NO. 1679: Ms. Adams moved, seconded by Mr. Warren, to approve the corrected Mission and Roles Statement.
Mr. Keith ruled the motion out of order. In order to vote on it at this time, the rules would have to be waived.

MOTION NO. 1680: Mr. Carlson moved, seconded by Mr. Vifian, to waive the rules and vote on the Mission and Roles statement. Passed by a two-thirds majority hand vote.

MOTION NO. 1681: Ms. Adams moved, seconded by Mr. Warren, to approve the corrected Mission and Roles statement. Passed by a unanimous voice vote and one abstention.

OLD BUSINESS

A. Four-quarter Scheduling Plan for year around operation--Mr. Keith summarized the situation. In November, Mr. Harrington proposed that the University look at a four-quarter scheduling plan. The Senate charged the Executive Committee to work with the Vice President and his Advisory Council on the development of such a plan. Subsequently, the Executive Committee approved the Faculty Senate Chairman and Vice Chairman to work with the Advisory Council. The plan has been reviewed several times by the Vice President's Advisory Council, but no real decisions have been made about it. The Senate has had it for review and discussion. The summer school program is funded 55 percent of formula, so what dollar amounts they have for summer operation is 55 percent of the formula which is based on the previous year's faculty allocations. They have a fixed dollar amount. Any changes in the summer school program do not result in more or fewer dollars, they revolve around a re-organization. The institution is also in a position that it is running on the border line with 319.8 faculty allocations and just barely being able to stay at that level. There is no other way to cut, other than what has already been done, but to RIF or go to a Four-quarter Plan. It is a way of re-distributing faculty workloads so that the institution can maintain a majority of the faculty working three quarters during the year, rather than to RIF faculty.

A four-quarter plan such as is described in the plan presented to the Senate does a number of things. It increases the time period to ten weeks through either the organization of one-week workshops preceding the normal nine weeks or one-week workshops following the regular nine weeks, so that a full summer quarter is ten weeks. On adjustments that are made of having faculty go from spring or any other "academic year" quarter to summer quarter, the Faculty Code provides those people be paid three ninths. This set of figures in the proposal is based on a maximum option of ten weeks and is also based on the idea in the Faculty Code it specifies that the 80 percent of the faculty member's obligations during the regular year are class instruction and attendant work and 20 percent is campus committees, etc., so if the institution goes to a full salary for summer, then that means ten weeks plus campus committees.

Mr. Keith said he would like to request feedback and reactions from the Senate about the four-quarter plan to take to the Vice President's Advisory Council for discussion, and proceed from there and not have a vote at this time on it. Senators responded in a lengthy discussion session. Chairman Keith informed them he would report back as to progress on the plan. He emphasized that, from what he has observed happening, department chairmen and deans have been involved in trying to draw up a plan and implementing it, which will probably be done through the departments and deans and the academic plan.

NEW BUSINESS

A. Motion concerning linguistic sexism.

MOTION NO. 1682: Mr. Yee moved, seconded by Mr. Habib, for the adoption of the following resolution:

Be it resolved that the Faculty Senate, in its concern for eliminating linguistic sexism, especially in its more obvious forms, requests that department chairpersons and program directors, members of campus committees, Deans, and all others responsible for University publications (e.g., annual Catalog) review such publications with the intent of removing sexism in University publications. In this regard, the following may serve as appropriate alternatives:

Catalog at p. 9

For:

"the student's understanding of himself..."
Mr. Yee explained he is not asking for a vote at this time, but made the motion for the placement of the matter before the Senate for discussion. His rationale is explained in his letter sent to Senators dated December 8, 1977.

After a short discussion, Mr. Keith ruled the motion would be placed on the next meeting's agenda under Old Business.

B. Speaker's Bureau.

Mr. Keith asked Senators to read the proposal handed out at this meeting to be acted on at the next Senate meeting under Old Business.

ADJOURNMENT

The meeting adjourned at 5:00 p.m.
FACULTY SENATE MEETING OF

ROLL CALL

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1977-78
AGENDA
FACULTY SENATE MEETING
3:10 p.m., January 4, 1978
Psychology Building, Room 471

I. ROLL CALL

II. CHANGES TO AGENDA

III. APPROVAL OF MINUTES of December 7 Regular Meeting and December 7 Special Meeting.

IV. COMMUNICATIONS
A. Letter from Bob Yee
B. Letter from Don Schlesman

V. CURRICULUM PROPOSALS
A. Undergraduate Curriculum Proposals, page 482
B. Graduate Curriculum Proposals, page 89 and 90

VI. REPORTS
A. Chairman
B. Executive Committee
C. Recruitment and Retention—President Brooks
D. Standing Committees
   1. Academic Affairs
   2. Budget
   3. Curriculum
   4. Code
   5. Student Affairs
   6. Personnel
E. Mission & Roles Statement—Don Schlesman

VII. OLD BUSINESS
A. Four-quarter Scheduling Plan for year around operation

VIII. NEW BUSINESS
A. Motion concerning linguistic sexism

IX. ADJOURNMENT
8 December 1977

Dear [Name],

I am dismayed at the action taken by the Faculty Senate at its 7 December 1977 meeting in approving a motion concerning a new course in Religious Studies. The Faculty Senate perpetuated linguistic sexism by allowing the course title, Man and Religion, to stand. It would seem, as educators concerned with the social impact of language use (if not with the furtherance of justice itself), we would be sensitive to the need to avoid unnecessary sexism in our use of English. Making light of the matter or suggesting as justification the existing use of linguistic sexism (e.g., "We already have a Museum of Man.") is an evasion of the issue.

Just as ethnic-based jokes are no longer acceptable among thoughtful members of the academic community, I suggest that the continued use of the word "man" to stand for "human beings" and "people" should also be no longer acceptable, at least in university settings. If it is necessary to provide authoritative references in this regard, may I refer you to "Guidelines for Nonsexist Use of Language," prepared by the American Psychological Association Task Force on Issues of Sexual Bias in Graduate Education, American Psychologist, (June, 1975) pp. 682-684. Those guidelines are designed:

to overcome the impression presently embedded in the English language that...people in general are of the male gender and...to insure that psychological writing does not degrade or circumscribe human beings.

Another reference is the "Guidelines for Nonsexist Use of Language in NCTE Publications," published by the National Council of Teachers of English. The Introduction to the guidelines notes that:

Eliminating sexist language will not eliminate sexist conduct, but as the language is liberated from sexist usages and assumptions, women and men will begin to share more equal, active, caring roles... (teachers) help shape the language patterns and usages of students and thus have potential for promoting language that opens rather than closes possibilities to women and men.
Accordingly, I am requesting that the Faculty Senate at its next regular meeting consider for adoption the following resolution:

Be it resolved that the Faculty Senate, in its concern for eliminating linguistic sexism, especially in its more obvious forms, requests that department chairpersons and program directors, members of campus committees, Deans, and all others responsible for University publications (e.g., annual Catalog) review such publications with the intent of removing sexist usages therein and avoid further use of linguistic sexism in University publications. In this regard, the following may serve as appropriate alternatives:

Catalog at p. 9

For:  "the student's understanding of himself..."
Replace with:  "the students' understanding of themselves..."

For:  "Pressing problems of mankind, his social orders, and his environmental conditions..."
Replace with:  "pressing problems of human beings, their social orders, and their environmental conditions..."

Catalog at p. 39

For: 'Anthropology and Museum of Man'
Replace with:  "Anthropology and Museum of Peoples"

Sincerely,

Robert Lee
Chairman
Dear Dr. Keith:

This letter transmits a draft copy of a Mission and Roles statement for Central Washington University. The statement was rewritten after receiving suggestions from the following groups:

a. Board of Trustees (meeting of August 12, 1977)

b. Faculty (open hearing on October 7, 1977, several letters and a few telephone calls)

c. Association of Administrators (letter from the chairman, Mr. Paul Bechtel, September 9, 1977)

d. Employee Council (telephone call from chairman, Jim Thompson)

e. Vice President's Advisory Council (numerous occasions during past two years)

Reactions were solicited from the ASC Board of Control (Ken Winslow, chairman) but none have been received to date.

The statement is sufficiently general so as to allow for innovation and flexibility, sufficiently specific so as to give direction and sufficiently broad so as to include major activities necessary to carrying out the mission. I recommend its approval by the Senate.

As you know this statement has been in the process of development for more than a year. I am anxious, as others are, for the statement to be sent to the Board of Trustees. Therefore, early action by the Senate would be greatly appreciated.

Sincerely yours,

Donald M. Schliesman
Dean of Undergraduate Studies

cc: Vice President Harrington
    Academic Deans
The mission of Central Washington University is to provide the highest possible quality education on the post-secondary level to citizens of the state of Washington, with particular, but not exclusive, attention to the residents of Benton, Chelan, Clark, Douglas, Franklin, Grant, King, Kitsap, Kittitas, Klickitat, Okanogan, Pierce, Snohomish, Walla Walla and Yakima counties. The University's primary purpose is academic--discovering and creating new knowledge, preserving and transmitting it, applying it to life's experiences; all other areas of the organization must complement that function. In carrying out its purpose the University provides, within the limits of available resources, the best qualified faculty, knowledgeable and imaginative members of the administration and staff, excellent library resources, and appropriate facilities and instructional equipment. These strengths directed through a well planned curriculum affords the opportunity for quality education to all who meet the University's admission standards.

The mission is manifest through a number of roles, the first of which is instruction--transmitting knowledge. Organized in degree and certificate programs, the instruction provides theoretical and practical education in the liberal arts and sciences, in the professions and in technical fields through the bachelor's and master's levels. Such a multi-dimensional curriculum requires careful balance of the elements, ensuring that each contributes to the others in appropriate and effective ways. The balance may change as the University's capabilities change, the student population varies, or demands of society change, but the University must provide opportunities for learning to live more fully as well as training to make a living.

Second, the University provides non-degree programs to meet the needs of those students who intend to transfer into professional programs at other institutions or enter the work force after one or two years of study.
Third, the University provides opportunities for faculty and students to engage in both pure and applied research activities. Results of their work are shared with others by means of scholarly publications, presentation of papers at public or professional meetings and lecturing.

Fourth, the University provides public services to citizens of the region and state, through its faculty, facilities and instructional resources. Such services include professional consulting, clinics, laboratories, print and non-print instructional materials and buildings for meetings.

Fifth, the University's programs are designed to build upon associate degree offerings of the various community colleges. Through cooperative relations with community colleges, educational needs are identified and programs are developed.

Sixth, the University serves as a cultural center for citizens of the state, particularly those residing in the central portion. Cultural events are provided through sponsoring art exhibits, musical and dramatic performances, special lectures and other such events. (Library holdings are available for public use.) The library provides extensive resources and skilled services to the public as well as to the campus.

Seventh, the University attempts to meet educational needs of people at sites away from Ellensburg. Faculty knowledge and skills are used to provide inservice education for people employed in many professions and to help solve problems encountered by various communities. This role is one of providing academic services to meet general public off-campus needs.

Central must continue to be responsive to citizens of the state by adjusting services to meet their needs. It is recognized that special groups of students may have educational needs different from others; therefore, a variety of services must be provided. The long term value of the University rests with being able to provide quality education through careful selection of new options for service and continued evaluation of existing programs; the mission and roles direct these efforts.
UNIVERSITY SPEAKER'S BUREAU

(Proposal)

Several years ago, Central maintained a campus speaker's bureau through which college personnel were made available to address groups in the local and regional community. For various reasons (primarily financial), it was eventually discontinued.

It now seems wise to revive the bureau. It could serve a strong public relations function for us, especially in promoting our new university title and changing our image as a "teacher's college." It could serve as an aid to student recruitment, as a means of publicizing our programs, and of better displaying the talents of our faculty and staff. Most important, it could help us fulfill our role as a true community resource, providing service to the public in ways beyond traditional classroom teaching and research.

The new bureau would operate as the old one did, though hopefully on a broader scale. Members of the faculty and staff would volunteer to speak on topics in their area(s) of expertise, and from this a booklet of speakers and programs would be prepared for distribution to groups and organizations -- business, professional, social, educational, etc. The booklet (sponsored either by the Office of University Information or of Off-Campus Programs) could highlight topics of particular public interest, and could also include "collective" speaking events (debates, panel discussions) on topics of particular public controversy.

Arrangements for speakers would be made directly with the speakers themselves through office phone numbers listed in the booklet. A central phone number, either for University Information or for Off-Campus Programs, would be listed as well, to reach speakers unavailable directly and to request speakers on topics not included in the booklet. For educational groups (e.g., high school or community college classes), speakers would normally be available without charge or at a minimal cost to cover travel expenses. For other groups, a fee might be charged at the speaker's option.

... MOTION:

That the Faculty Senate endorse a University Speaker's Bureau, and that it urge the faculty to participate in it.
MEMBERS
UNDERGRADUATE CURRICULUM COMMITTEE
THURSDAY, DECEMBER 8, 1977
SUB. 207


GUEST: R. Garrett, Chairman, Communication Department

I. AGENDA
No changes in the agenda

II. MINUTES OF DECEMBER 1, 1977
Correction: Page 1 - Under Organizational Development, line seven should read: to the Undergraduate Council for review of the question.

G. Leavitt moved for approval of the revised minutes. E. Jacobs seconded the motion. Motion approved.

A form letter, written by the Chair, to be sent to department chairmen or program directors from whom no response to queries regarding curriculum proposals has been received after a period of 60 days, informing them that said proposals have been deleted from the agenda of the U.C.C.C., was reviewed by the Undergraduate Curriculum Committee members.

Discussion followed and revisions noted.

R. Byrd moved for approval of the above mentioned revised form letter. G. Leavitt seconded the motion. 7 aye, 0 nay, 0 abst. Motion approved.

III. CURRICULUM MATERIALS TO BE CONSIDERED:

Sociology - J. Forsyth - 11-4-77
Course Change - Number, title and description
SOC 445. Social Stratification. 5 credits.

J. Forsyth moved to send the above course change back to the Sociology department asking them to delete the course SOC 445 and submit a course addition form for SOC 330. R. Jacobs seconded the motion. 5 aye, 0 nay, 3 abst. Motion approved.

Psychology - J. Forsyth - 10-26-77
Course Addition
PSY 464. Emotional Growth of Children. 3 credits. Prerequisite, PSY 309 or PSY 313 or permission of instructor. Emotional development from infancy through adolescence; characteristics and assessment of stages of emotional growth.
MINUTES UNDERGRADUATE CURRICULUM COMMITTEE
DECEMBER 6, 1977
PAGE TWO

Psychology - J. Forsyth - 10-26-77

J. Forsyth moved for approval of the above course addition.
J. Levall seconded the motion. 8 aye, 0 nay, 0 ab. Motion
approved. (To Senate)

COURSE ADDITION

PSY 452. Adult Psychology and Aging. 4 credits. Prerequisite,
PSY 309 or 313 or permission of instructor. Principles and
concepts of human development with emphasis on adult psychological
development. Focusing on the observation and examination of
adult behavior, the genesis of life styles, the crises in adult
development and the process of aging. Opportunity for students
to study special, related topics through contact.

J. Forsyth moved for approval of the above course addition. J. Levall
seconded the motion. 8 aye, 0 nay, 0 ab. Motion approved.
(To Senate)

O. Golden relinquished the Chair to R. Jacob to comment on the
following proposal.

COURSE ADDITION

PSY 453. Psychology of Women. 3 credits. Prerequisite,
PSY 101 or consent of instructor. The psychology of women
from a social psychological perspective, which examines gender
and situation and male-female interaction.

J. Forsyth moved for approval of the above course addition,
B. Kluesing seconded the motion. Discussion followed.

O. Golden spoke against the above course addition, stating that
the department does not have a course "Psychology of Men" dealing
with the contemporary male. Why not a companion course?

O. Golden further stated she is opposed to the course addition on
the grounds that it is discriminatory.

J. Levall spoke for the course addition stating the course does
deal with both males and females according to the course outline.
The course is timely in nature and perhaps a companion course
could come later.

Call for the vote - 3 aye, 2 nay, 2 abs. Motion approved.
(To Senate)

COURSE ADDITION

PSY 374. Psychic Phenomena. 3 credits. Prerequisites,
PSY 101 or permission of instructor. Survey of reported
phenomena such as ESP, precognition, etc., and of attempted
explanations.

Pending
MINUTES UNDERGRADUATE CURRICULUM COMMITTEE
DECEMBER 8, 1977
PAGE THREE

Psychology — J. Forsyth — 10-26-77

COURSE ADDITION
PSY 479. Biofeedback: Principles and Practice. 3 credits.
Prerequisite PSY 300. Study of biological response systems,
relaxation techniques and procedures for clinical practice in
biofeedback. Laboratory practice with biofeedback instruments.

J. Forsyth moved for approval of the above course addition. J.
Levall seconded the motion. Discussion followed. R. Klucking
moved to table the above course addition. G. Leavitt seconded the
motion. 6 aye, 1 nay, 1 ab. Motion approved.

COURSE ADDITION
4 credits. Prerequisite PSY 309 or 311 or 313 or consent of
instructor. An Adlerian approach to understanding children’s
behavior. Examines methods and techniques of changing
undesirable behavior. Focuses on problems encountered in the
home and school settings.

J. Forsyth moved for approval of the above course addition.
J. Levall seconded the motion. Discussion followed. R. Klucking
moved to table the above course until both the title and course
description can be revised. J. Levall seconded the motion.
7 aye, 0 nay, 0 ab. Motion approved.

Technology and Industrial Education — R. Klucking — 11-12-76

Communication — R. Klucking — 10-4-77

COURSE DELETION
COM 250. Public Speaking: Practice and Criticism. 4 credits.

R. Klucking moved for approval of the above course deletion.
R. Envick seconded the motion. Discussion followed. R. Klucking
withdrew his motion. R. Envick withdrew his second. The proposal
was returned to the Communication department for further
consideration.

COURSE CHANGE — Title and description
AS IT APPEARS
COM 340. Classical Rhetoric. 4 credits.
(See page 94 of the 1977-78 Undergraduate catalog)

PROPOSED
COM 340. Rhetorical Theories of Communication. 4 credits.
Prerequisite, 15 credits of Communication or permission of
instructor. Survey of rhetorical theory and practice from
ancient to modern times. Examination of classical,
renaissance and modern historical periods and transitions to
current theories of communication. This course will be
offered alternate years, spring quarters.

R. Klucking moved for approval of the above proposed course change.
R. Envick seconded the motion. 4 aye, 0 nay, 0 ab. Motion
approved. (Not to Senate)
Communication - F. Klucking - 10-4-77

COURSE CHANGES - Credit and Description

AS IT APPEARS

COM 441. Speech Criticism. 5 credits.
(See page 95 of the 1977-78 Undergraduate catalog)

PROPOSED

COM 441. Speech Criticism. 4 credits. Prerequisites: 20 credits of Communication or permission of Instructor. Theory and methodology in the description, analysis, and evaluation of rhetorical discourse. Course to be taught alternate years.
Spring quarters.

E. Klucking moved for approval of the above course change.
G. Leavitt seconded the motion. 4 aye, 0 nay, 0 abs. Motion approved. (Not to Senate)

PROGRAM CHANGE
COMUNICATION
Bachelor of Arts, Speech Communication Major

AS IT APPEARS

(See page 93 of the 1977-78 Undergraduate catalog)

PROPOSED

BACHELOR OF ARTS
SPCCH COMMUNICATION MAJOR

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 207, Foundations of Speech Communication</td>
<td>4</td>
</tr>
<tr>
<td>COM 252, Argumentation &amp; Debate</td>
<td>4</td>
</tr>
<tr>
<td>COM 301, Communication Theory</td>
<td>3</td>
</tr>
<tr>
<td>COM 340, Rhetorical Theories of Communication</td>
<td>4</td>
</tr>
<tr>
<td>COM 345, Business and Professional Speaking</td>
<td>3</td>
</tr>
<tr>
<td>COM 350, Persuasion</td>
<td>4</td>
</tr>
<tr>
<td>COM 375, Interviewing</td>
<td>4</td>
</tr>
<tr>
<td>COM 441, Speech Criticism</td>
<td>4</td>
</tr>
<tr>
<td>COM 490, 491,496, or 499 advanced study in communication</td>
<td>8</td>
</tr>
<tr>
<td>Electives in Communication as approved by department chairman</td>
<td>9</td>
</tr>
</tbody>
</table>

E. Klucking moved for approval of the above proposed program change.
R. Envik seconded the motion. 4 aye, 0 nay, 0 abs. Motion approved. (Not to Senate)
COMMUNICATION - S. Masling - 10-4-77

PROGRAM CHANGE
Bachelor of Arts in Education, Speech Minor - Secondary
Tabbed until we hear from the Teacher Education Committee.

Meeting was adjourned due to lack of a quorum.

DEPARTMENTS WITH CURRICULUM MATERIALS TO BE PROCESSED:

Technology and Industrial Education
Special Education
Anthropology
Communication
Biological Sciences
Education
School of Business and Economics
Psychology
English
Chemistry
Drama
Geology/Physics
Allied Health Sciences
Political Science

NEXT MEETING
THURSDAY, DECEMBER 15, 1977
2:00 P.M.
SUB 207
PSYCHOLOGY

COURSE ADDITIONS

PSY 451. Emotional Growth of Children. 3 credits. Prerequisite: PSY 309 or PSY 313 or permission of instructor. Theoretical development from infancy through adolescence; characteristics and assessment of stages of emotional growth.

PSY 452. Adult Psychology and Aging. 4 credits. Prerequisite: PSY 309 or PSY 313 or permission of instructor. Principles and concepts of human development with emphasis on adult psychological development. Focusing on the observation and examination of adult behavior, the genesis of life styles, the crises in adult development and the process of aging. Opportunity for students to study special, related topics through contract.

PSY 453. Psychology of Women. 3 credits. Prerequisite: PSY 101 or consent of instructor. The psychology of women from a social psychological perspective, which examines gender and situation and male-female interaction.
1. Course Additions

AHSC 596. Individual Study. 1-6 credits. Prerequisite, permission of instructor.

AHSC 599. Seminar. 1-5 credits.

PSY 569. Use of Standardized Test Results. 3 credits. Prerequisite, PSY 310 or PSY 312 or PSY 444 or equivalent. This course is designed to assist counselors, teachers and educational administrators/supervisors to make optimal use of the results from standardized tests. The interpretation of achievement test scores and the reporting of such results to the general public, school boards, parents and students will be emphasized.

SPED 512. Educational Rights of the Handicapped. 3 credits. Prerequisite, teaching experience or permission of instructor. A review of Federal and State legislation and litigation affecting the handicapped. Included are procedures by which legislation can be affected.

SPED 515. Program Delivery Systems for the Severely/Profoundly Handicapped. 3 credits. Prerequisite, SPED 513 or instructor approval. Focuses on support services, assessment, task/skills analysis, working with parents, and federal-state legislation.

SPED 520. Introduction to Learning Disabilities. 3 credits. Orientation of students to current problems and trends in the field of learning disabilities. Provides background in behavioral management techniques and an overview of elementary screening instruments.

SPED 523. Curriculum for the Mildly/Moderately Handicapped. 3 credits. Focuses on advanced curriculum development including evaluation design and implementation. Correlation between major teaching strategies and learning theories is included.

SPED 568. Program Development for the Severely/Emotionally Disturbed. 3 credits. Prerequisite, SPED 567. Demonstration and use of informal assessment techniques. Program development based on identified strengths and weaknesses of the severely handicapped population.

SPED 586. Administration and Supervision of Programs for the Severely/Profoundly Handicapped. 3 credits. Organization and administration strategies; federal programming and legislation; national trends; behavior qualities of administrators; facilities and technology; and personnel preparation and staffing for the severely/profoundly handicapped.
Severely/Profoundly Handicapped
SPED 514, Diagnosis and Program Development for the Severely/Profoundly Mentally Retarded 3
SPED 515, Program Delivery for the Severely/Profoundly Handicapped 3
SPED 568, Diagnosis and Program Development for the Severely/Profoundly Emotionally Disturbed 3
SPED 586, Administration and Supervision of Programs for the Severely/Profoundly Handicapped 3

Guided Electives 12

Candidates in one area of specialization or persons having completed the specialization may qualify for Administration positions as Directors of Special Education and/or principals credential by completing the following additional courses:

*SPED 585
or
*SPED 586 (The one not taken in area of Specialization) 3
ED 562, Elementary School Curriculum and/or 3-5
ED 564, Secondary School Curriculum
ED 580, Educational Administration 5
ED 586, The Principalship 5
**ED 693, Internship in School Administration 5-10
**SPED 682, Internship in Special Education School Administration 5-10

*If student is working for principal's credential, he will take 10 credits in ED 693 and 5 credits in SPED 682. If student is working for a Director of Special Education certification without principal's credential, student will enroll in SPED 692, 10 credits, and ED 693, 5 credits.

**Not applicable to the 45 credits for the M.Ed., Special Education.
CURRICULUM MODIFICATIONS APPROVED
BY THE GRADUATE COUNCIL AND
FORWARDED TO THE SENATE
CURRICULUM COMMITTEE
12/14/77 (continued)

2. Program Change

MASTER OF EDUCATION
SPECIAL EDUCATION

Program Coordinator: Donald G. Goetschius
Black 32

The Master of Education with specialization in special education is designed to provide graduate level study in the various areas of Special Education.

Prerequisites. The student must have an undergraduate major in special education or teaching experience. Students without undergraduate preparation in special education will be required to take certain background courses in special education.

Program. The student will complete at least 45 credits as outlined by selecting either the Mildly/Moderately Handicapped or the Severely/Profoundly Handicapped as an area of specialization. The student will file an approved Course of Study with Graduate Admissions and Records in consultation with a major advisor from Special Education and his Graduate Committee.

Required Courses:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Foundation and Research Courses (see page 25)</td>
<td>9</td>
</tr>
<tr>
<td>ED 700, Thesis (or option)</td>
<td>6</td>
</tr>
<tr>
<td>Special Education Core</td>
<td></td>
</tr>
<tr>
<td>SPED 512, Educational Rights of the Handicapped</td>
<td>3</td>
</tr>
<tr>
<td>SPED 513, Introduction to Mental Retardation</td>
<td>3</td>
</tr>
<tr>
<td>SPED 520, Introduction to Learning Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPED 567, Introduction to Behavioral Disorders</td>
<td>3</td>
</tr>
<tr>
<td>SPED 581, Current Issues in Special Education (may be repeated and counted as an elective)</td>
<td>13</td>
</tr>
</tbody>
</table>

Students will elect one of the following fields of study: 12

Mildly/Moderately Handicapped
- SPED 521, Diagnostic Techniques for the Mildly/Moderately Handicapped 3
- SPED 522, Remediation of Learning Disorders of the Mildly/Moderately Handicapped 3
- SPED 523, Curriculum for the Mildly/Moderately Handicapped 3
- SPED 585, Administration and Supervision of Programs for Mildly/Moderately Handicapped 3

OR