5-3-1978

CWU Faculty Senate Minutes - 05/03/1978

Esther Peterson

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MINUTES: Regular Senate Meeting, 3 May 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 Wolfgang Franz, Peter Gries, James Hawkins, Betty Hileman, Erlice Killorn and Margaret Sahlstrand.


CHANGES TO AGENDA

Mr. Keith announced the following changes:

1. Under "Communications" add
   C. Memorandum from Code Committee, dated April 27
   D. Letter from President Brooks, dated April 28.
   E. Letter from Vice President Harrington, dated April 28
   F. Memorandum from the Senate Curriculum Committee, dated April 26.
   G. Memorandum from the Senate Curriculum Committee, dated 26.

APPROVAL OF MINUTES

Minutes of the Senate meeting of April 19, 1978 were approved as distributed.

COMMUNICATIONS

The following communications were received:

A. Letter from Pamela Mathes, Alcohol Educator, dated April 13, 1978, with a request to give a brief presentation to the Faculty Senate to inform all departments of their facilities and availability as a resource and referral center on aspects of alcohol use and abuse on campus.


C. Memorandum from Frank Carlson, chairperson of the Senate Code Committee, dated April 27, referring to a Code interpretation for transmittal to the Board of Trustees. The specific question raised was whether transfer of off-campus assignments, involving moving from one location to another, was to be mutually agreeable. The Code Committee's interpretation was:
   "The Faculty Senate Code Committee does believe that changes of assignment of off-campus faculty are covered by provisions of Section 2.38 B (3), and that such changes, including change of geographic location, must be mutually agreeable between the department chairman and the faculty member involved."

D. Letter from President Brooks, dated April 28, informing the Senate it is agreeable with the Board of Trustees that his proposed code change concerning the RIF procedure may have a delay past the 60 day requirement for processing. This is to enable the Faculty Senate's new Code Committee to process the proposal this spring and the senate to consider the matter early this fall. He and the Board of Trustees are requesting that the Code Committee response to his proposal be a first item of business for the Senate this fall.

E. Letter from Vice President Harrington, dated April 28, regarding the selection of a Search Committee for the new Dean of Library Services.

F. and G. Memorandums from the Senate Curriculum Committee, dated April 26 concerning unfinished business.
H. Letter from David Thomason relative to appointment of student senators which will be discussed under Old Business.

REPORTS

A. Chairman--Mr. Keith remarked a tribute dinner is to be held for President Brooks on June 10. More information will be circulated on the arrangements later.

The Year-Round Scheduling Task Force, which has been meeting for the past two months, is at a stage of preparing a draft report which it will review at a meeting they are holding Thursday. Following their concurrence on the report, they will then decide what procedure they will follow with it. There are two issues involved. One is the substance of what shall the report be and the second issue is how shall they communicate the report, and to whom and when.

Mr. Keith remarked on the committee appointment procedure for next year. A list of vacancies which will be in effect next year is being accumulated from administrators to whom the various campus committees report. Following that process, approximately May 22, a request will be circulated to faculty for them to put down preferences. Following the election of the new Executive Committee on May 31, Mr. Keith hopes to have the present Executive Committee and the new Executive Committee meet together to consider the appointments for next year's committees.

Mr. Keith mentioned that President Brooks, in a letter of April 28, has proposed a set of amendments to the Faculty Code which concern RIF. The proper procedure and the most expedient way to handle the proposals is being considered. The amendment was submitted to the Senate on April 3, which gives the Senate 60 days to reply to it and transmit a response to the Board of Trustees. It has been suggested that it is not appropriate, with the change of administration, to do too much with that this spring. The present Code Committee has been instructed to continue to study the RIF proposal and to transmit that to next year's Code Committee as a report of unfinished business.

B. Executive Committee--no report.

C. Community Alcohol Center--Pamela Mathes was not present to give her report.

D. Standing Committees

1. Academic Affairs--no report.
2. Budget Committee--no report.
3. Code Committee--no report.
4. Curriculum Committee--Two reports have been transmitted to the Senate concerning some unfinished business; however, no action is required at this time on them.
5. Student Affairs--no report.
6. Personnel Committee--no report.

OLD BUSINESS

A. Code Committee recommendation concerning amendment to Faculty Code--appointment of student senators.

MOTION NO. 1730: Mr. Carlson moved, seconded by Mr. Burkholder, to table Motion No. 1718 until the next academic year. Passed by a unanimous voice vote.

B. General Studies revision--Don Cummings, Chairman of the General Studies Committee, was present to review the Proposal for a Revised General Education Program and discuss it with the Senate. Copies of the proposal were distributed at the April 19 meeting. A vote will be taken on it at the May 17 meeting.

There was a lengthy discussion on the proposal. Mr. Keith reminded Senators this issue will be voted on at the next meeting. He suggested that if the Senate has some reservations that could be expressed in the way of guidelines to implement this policy, it may be a way of handling some of the objections that will still be unanswered.
Mr. Schliesman suggested he would be glad to discuss the policy or answer questions regarding it if anyone wishes to contact him after the senate meeting.

C. Committee Structure proposal--Mr. Keith briefly explained the proposed statement of Organization and Procedure for the three councils and three committees. Copies were distributed to the Senate previously. Discussion was held on the proposal and it will be voted on at the next Senate meeting.

D. Academic Affairs Committee--Withdrawal and Incomplete Policy.

Mr. Andress, chairman of the Academic Affairs Committee, explained that the present withdrawal process is not really working, and moved the following motion:

MOTION NO. 1731: The Academic Affairs Committee moved the adoption of the changes in Withdrawal and Incomplete Policies as follows:

COURSE WITHDRAWAL

Students are allowed two "free withdrawals" during each "classification period" (freshman, sophomore, junior, senior). See definitions on page 31. These withdrawals may be made at any time before the beginning of final exam week by filling out a Free Withdrawal Form in the Registrar's office.

Students who wish to withdraw from more courses than allowed above may petition the Dean of Undergraduate Studies. Such a petition must show a clear need based on unusual and extenuating circumstances.

WITHDRAWAL FROM THE UNIVERSITY

Withdrawal from the University can be made under the conditions given above.

OTHER GRADES

W (Withdrawn). A W may not be changed to any other grade.

I (Incomplete). This grade must be accompanied by an "Incomplete Agreement Form", signed by both instructor and student, which spells out the work which is yet to be done to fulfill the course requirements. The Agreement will include a completion date, not to exceed one year (12 months) from the agreement date. If the work is not completed by that date the grade becomes an E.

The motion was discussed. Mr. Bovos, Registrar, mentioned he had some objections to it as this policy does not address some of the problems.

MOTION NO. 1732: Mr. Kaufman moved, seconded by Mr. Carlson, to return the proposal to Committee to reconcile some of the points that have been brought up by the Registrar. Voted on and failed by a hand vote of 9 yes, 17 no.

Discussion resumed on Motion No. 1731.

MOTION NO. 1733: Mr. Yee moved, seconded by Mr. King, to close debate. Passed by a unanimous voice vote.

Motion No. 1731 voted on and failed by a hand vote of 10 yes, 16 no.

E. Academic Affairs Committee--Separation of Mass Media from Department of Communication.

Mr. Andress reviewed the proposal that was distributed at the last Senate meeting, and made the following motion:

MOTION NO. 1734: The Academic Affairs Committee moves that the Mass Media Program be separated from the Department of Communication and placed under the Dean of Social and Behavioral Sciences. Passed by a unanimous voice vote.

Chairman Keith mentioned some correspondence which had been overlooked which he wished to bring to the Senate's attention. He received a letter from President Brooks, addressed to the Board of Trustees and the Faculty Senate, dated May 1. President Brooks is recommending to the Board of Trustees that with regard to faculty salary adjustments for the 1978-79 year and beyond, there be strict adherence to the Faculty Code which specifies that all salary monies be distributed in accordance with Section 2.47 Yearly Salary Adjustments. His recommendation to the Board of Trustees is to spend the 4% salary monies for fund promotions, to correct salary inequities, to
adjust the scale and to fund merit increases. This is contrary to the Senate's recommendation and since there will not be another Senate meeting before the Board of Trustees meeting, Mr. Keith will state the Senate's position to the Board of Trustees on May 12--that the Senate's recommendation is different from the President's recommendation. The Senate recommended a step increase and Mr. Brooks is recommending adjusting the scale.

F. Curriculum Committee--Motion on linguistic sexism.

MOTION NO. 1735: The Curriculum Committee moved the following motion: Recognizing that linguistic sexism does exist in departmental and program catalog copy, the Faculty Senate directs its Executive Committee to point out to department chairpersons and program directors the existence of such language and suggests that it be changed. Passed by a unanimous voice vote.

Mr. Keith informed the Senate that the Executive Committee will transmit the compiled lists of instances of linguistic sexism to the appropriate departments for their use in editing catalog copy.

ADJOURNMENT

The meeting adjourned at 4:55 p.m.
AGENDA
FACULTY SENATE MEETING
3:10 p.m., May 3, 1978
Psychology Building, Room 471

I. ROLL CALL

II. CHANGES TO AGENDA

III. APPROVAL OF MINUTES of April 19, 1978

IV. COMMUNICATIONS
   A. Letter from Pamela Mathes, dated April 13, 1978
   B. Letter from Bernard Martín, dated April 20, 1978

V. REPORTS
   A. Chairman
   B. Executive Committee
   C. Community Alcohol Center--Pamela Mathes
   D. Standing Committees
      1. Academic Affairs
      2. Budget Committee
      3. Code Committee
      4. Curriculum Committee
      5. Personnel Committee
      6. Student Affairs

VI. OLD BUSINESS
   A. Code Committee recommendation concerning amendment to Faculty Code--appointment of student senators.
   B. General Studies revision--(Discussion only--vote will be taken at May 17 meeting)
   C. Committee Structure proposal (Discussion only--vote will be taken at May 17 meeting)
   D. Academic Affairs Committee--Withdrawal and Incomplete Policy
   E. Academic Affairs Committee--Separation of Mass Media from Department of Communication
   F. Curriculum Committee--Motion on linguistic sexism. (Identification of departmental and program catalog copy)
   G. Curriculum Committee--Motion on Credit/No Credit option.

VII. NEW BUSINESS

VIII. ADJOURNMENT
# Faculty Senate Meeting of May 3

## Roll Call

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VISITORS
PLEASE SIGN THIS SHEET

Faculty Senate Meeting
D.W. Cumming
S. Mylander
Lau Rows
Martha Johnson
Pat Burgess
Donno Thomas
E. E. Blythe

Last person signing please return to the Recording Secretary.
Faculty Senate
Edison Hall - Room 102
Central Washington University
Ellensburg, Washington 98926

ATTN: Mr. Art Keith, Chairman

Dear Sir:

As of March 15 the Community Alcohol Center has an office on campus for the purpose of providing the services listed on the enclosed flier. This office has been working with the Office of Counseling and Student Development to disseminate information on different aspects of alcohol use and abuse to all dormitories on campus.

The purpose of this letter is to introduce ourselves to you, as well as to request an opportunity to make a brief presentation to the Faculty Senate. We wish to inform all departments of our facilities and our availability as a resource and referral center.

If at all possible on such short notice, we would appreciate being added to your Senate agenda for April 19. If this is not conducive to your schedule, we are amenable to the May 3 date.

We are anxious to meet with the Senate and feel quite enthusiastic about working with the University in this vital area.

Sincerely,

Pamela Mathes
Alcohol Educator

PHONE: 925-CARE
COUNSELING • ASSESSMENT • REFERRAL • EDUCATION
Dr. Art Keith  
Chairman, Faculty Senate  
Edison Hall  
Campus

Dear Dr. Keith:

Prior to the consideration of the Faculty Senate and the faculty of the General Education Proposal presented to the Senate last evening, I would like to make some general, specific and pertinent, I believe, observations and suggestions.

1) You should know that I have encouraged the departments and programs within the School of Natural Sciences and Mathematics to support the program as presented; it's a step in the right direction, although not perfect, in my opinion.

2) I would suggest that a maximum number of courses be established for any discipline to be listed in the various areas, say, a maximum of 5, as the School of Social and Behavioral Sciences appears to have done, with a further proviso that where departments are listed in two areas, primary and secondary areas they are referred to, a total of 5 courses may be listed (example: Anthropology-3 courses in the Social Sciences area and 2 courses in Natural Sciences. This would avoid the "shopping list" concept presently in effect.

3) The ad hoc committee of this school during its deliberations and examining of courses within the school in the context of breadth courses, i.e., should emphasize "the history, philosophy, and theory of their given disciplines.", determined that there were presently no courses in geology or computer science, at present, which fit these criteria, and, thus, on purpose, did not include any in the recommended list. However, the General Education Committee, in its wisdom, added a course in Geology, Geology 145. I urged at the open hearing that this be removed, pending revision, or development, of the course, or a course in geology, which was indeed breadth in nature. I again urge that Geology 145 be deleted from the proposal as presented. (By the way, a computer science course is being discussed which will address itself to the breadth requirement. Addition to the list may occur after its development).

4) I endorse the inclusion of appropriate courses in Geography, Anthropology, Environmental Studies,... to primary and secondary areas of breadth, as proposed by the General Education Committee.

Sincerely,

Bernard L. Martin  
Dean, School of Natural Sciences and Mathematics

cc: (on back side)
TO: Faculty Senate Executive Committee
FROM: Faculty Senate Code Committee, Frank Carlson, chairperson
DATE: April 27, 1978
RE: Code Interpretation for Transmittal to Trustees

Background information

The Faculty Senate Code Committee has received a request for interpretation of a section of the Faculty Code from a faculty member. This situation seems to fit best under Section 0.10 (8) of the Code.

The interpretation requested was with regard to Section 2.38B (3), particularly to the last sentence of that paragraph. That sentence reads, "Saturday and evening assignments and off-campus assignments as a part of the regular teaching load are subject to mutual agreement by the department chairman and the faculty member involved."

The specific question raised was whether transfer of off-campus assignments, involving moving from one location to another, was also to be "mutually agreeable."

Our interpretation is as follows:

"The Faculty Senate Code Committee does believe that changes of assignment of off-campus faculty are covered by provisions of Section 2.38B (3), and that such changes, including change of geographic location, must be mutually agreeable between the department chairman and the faculty member involved."
April 28, 1978

Dr. Art Keith, Chairman
Faculty Senate
Central Washington University
Campus

Dear Art:

You will remember that just recently I proposed a code change concerning the R.I.F. procedure. Later, I indicated to you that I thought it would be best for all concerned for the Faculty Senate's new Code Committee to process the proposal this spring and the senate to consider the matter early this fall.

I have now had the opportunity to discuss the matter with Ms. Clifton, our Board of Trustees Chairman. She agrees to this delay past the 60 day requirement for processing. However, the two of us wish to request that the Code Committee response to my proposal be a first item of business for the Faculty Senate this fall.

Thank you!

Sincerely,

James E. Brooks
President

cc: Trustees
O. Clarke
E. Harrington
Code Committee
Dr. J. Arthur Keith  
Chairman, Faculty Senate  
CWU, Campus  

Dear Dr. Keith:

Following consultation with President Brooks and President-elect Garrity, I am proceeding to implement the search for a new Dean of Library Services. As per our discussion, Dr. Donald Schliesman will serve as the non-voting chairman of the Search Committee. This practice, which we have used before with success, affords the Search Committee an office in which to store its records, a phone number that will be answered eight hours a day, five days a week, a secretary to assist the committee and immediate access to a SCAN or WATS line, as well as the services of an experienced chairman (Don has headed such committees before).

Of perhaps more importance is the composition of the Search Committee. The Library Council recommended the following:

1 - Library faculty member from Technical Services  
1 - Library faculty member from Audiovisual Services  
1 - Library faculty member from Public Services  
1 - Library faculty member "at-large"  
1 - Classified Staff member from the Library  

Faculty representatives from the campus at-large, number to be determined by the Faculty Senate Executive Committee  
(I personally recommend two or four in order to keep the committee to a reasonable number and yet with an uneven number of participants.)

Naturally, the manner by which you and the Executive Committee of the Senate select the committee members is entirely at your discretion.

When you have selected the committee, please notify Dr. Schliesman and me.

Thank you for your cooperation in this matter.

Sincerely,

Edward J. Harrington  
Vice President for Academic Affairs

cc: Dr. Brooks  
Dr. Garrity  
Library Council
In 1976, the Faculty Senate approved guidelines for the appropriate assignment of lower- and upper-division course numbers. The guidelines were needed to help departments choose an appropriate number, to establish a consistent interpretation of numbers throughout the catalog for use by both on- and off-campus users, and to curb the excessive use of upper-division numbers for political and economic reasons rather than academic ones. The guidelines were taken almost verbatim from the University of Washington curriculum guide and they are found on p. 8 of the current CWU curriculum guide.

The basic distinction drawn between lower- and upper-division courses is one of required preparation. If admission to the University constitutes a display of sufficient preparation for the course, it should be a lower division class. If other college coursework in either designated or general subjects, emotional or physical maturation, admission to a program, or other college background is necessary to prepare one for a course, it should be an upper-division course. This criterion is more easily described than applied, however, so a few observations may be helpful:

a. Justification for upper-division course level should be made clear on the course addition form submitted to the UCC.

b. It may not be appropriate to show the required preparation in the form of a prerequisite in the catalog description. This is most often true when maturation or general college background is the required preparation. These latter requirements are just communicated by the upper-division course number.

c. Specifying an upper-division number does not, by itself, supply sufficient justification for upper-division status. The reasons given on the course addition form should be sufficiently persuasive to justify the upper-division number.

d. It is up to the UCC to decide what is "sufficiently persuasive." Intelligent and well-intentioned people may differ in their judgement of sufficient justification. There do not seem to be any easily-applied rules to consult in making this judgement. It is supposed that, if interested, experienced, and concerned committee members each vote in accordance with their best independent judgement, wise decisions will prevail in the long run.
To: Undergraduate Curriculum Committee  
Art Keith, Faculty Senate  
Dean Schliesman, Undergraduate Studies.

From: Faculty Senate Curriculum Committee  
Re: Variable credit major requirements  
Date: April 26, 1978

Much recent memo-writing, phone-calling, and other undesirable bureaucratic activity might have been avoided if Warren Street had gotten off the stick last year and responded to a letter from the UCC to the FSCC regarding variable credit requirements for majors. The truth of the matter is that he didn't think the whole affair was a very big deal and was hoping that, if ignored, it would go away.

Even very determined neglect, however, has not done away with the issue, and it is hoped that this memo will do what a year of concentrated misfeasance has failed to do. The nature of the issue may be demonstrated by reference to p. 82 of the current undergraduate catalog. The B.A. in Education major (Broad Area) for Business Education and Administrative Management has requirements that can be met by completion of 64, 65, or 66 credits. This situation is created by requirements in the major that can be met by selecting from courses that have differing numbers of credits. Depending on a student's selection, different credit totals may result. There are other examples of this throughout the catalog.

The Faculty Senate Curriculum Committee is of the opinion that there is nothing wrong with this practice, so long as the lowest possible credit total meets or exceeds the University requirements for a major. The present method of showing these options in the catalog seems to be understandable. A departmental advisor should be able to clear up any confusion.
The Senate Curriculum Committee studied the matter of sexist language in course titles and description as directed by Senate Motion No. 1693. The committee also scrutinized other departmental and program catalog copy for sexist language. The basic criterion used was the use of male (or female) gender nouns and pronouns to refer to both males and females.

Inappropriate sex references appear to be common in the 1978-79 catalog ranging from the obvious such as "The student in this department may prepare himself for ..." to uses which are less obvious such as the use of the term "chairman" or in course title, such as "Man’s Changing Earth". The committee felt that the sexist nature could easily be removed by minor modification. For example in the above, "the student in this department may prepare for ..."; "chairperson"; "The Changing Earth".

The committee has compiled a list of instances of linguistic sexism found in the departmental catalog copy and, in most instances has indicated a possible alternative. That list is appended to this report. A reprint from the Publications Manual of the American Psychological Association pertaining to sexist language is also appended.

It is the feeling of the committee that departments have the responsibility of changing their catalog copy. Therefore, the committee recommends the passage of the following motion:

Recognizing that linguistic sexism does exist in departmental and program catalog copy, the Faculty Senate directs its Executive Committee to point out to department chairpersons and program directors the existence of such language and suggest that it be changed.

The committee also recommends, but not as part of the motion that the Executive Committee transmit the compiled lists of instances of linguistic sexism to the appropriate departments for their use in editing catalog copy.
A PROPOSAL FOR

A REVISED GENERAL EDUCATION PROGRAM FOR CENTRAL WASHINGTON UNIVERSITY

APRIL 19, 1978

THE GENERAL STUDIES COMMITTEE

Don Cummings, Chairman
Sheldon Johnson
Chester Keller
Jim Nylander
Dan Ramsdell
Don Ringe
Don Schliesman, ex officio
Bob Yee
This proposal for a revised General Education program is the result of several years of study and discussion by members of more than one General Studies Committee. The discussions have ranged from the most romantically idealistic to the most pragmatically realistic. Our proposal reflects the best we know about General Education while acknowledging the realities of our particular University context. Any such proposal must involve some compromise. It should reflect the ideal, but it must also acknowledge the realities—that is, the people, resources, and structures here at Central—for we must all live by its consequences.

This proposal is for a structure and a set of procedures, with most of the details worked out as described. There are still details to be settled but we feel that they are specific questions that should not hold up action on the total proposal. Work on this proposal is not over, and probably never can be, but we feel that enough of the work is done to warrant the proposal's being adopted by the Senate and put into effect as the General Education program at Central Washington University.

The Committee recognizes that we must continue to review courses that are proposed for or offered as part of the General Education program. We recognize, too, that many people in the University are concerned about procedures and the decision-making process. In view of this, the General Studies Committee has formally adopted the following guidelines in order to remind the Committee itself and the University community of the Committee's continuing task:

1. It will continue to be "responsible for reviewing and recommending policies regarding the Basic and Breadth requirements (general education)." Guide to Curriculum Change: Policies and Procedures, May 18, 1977, p. 3;

2. all courses proposed for General Education will be considered by the Committee and such proposals may be sent to the Committee from any unit of the University;
3. Upon receipt of such proposals, the Committee assumes the obligation to consult with affected departments, programs, schools, etc., before making its recommendations for approval or disapproval; and

4. The Committee acknowledges the responsibility to review systematically courses offered in the General Education program to assure their appropriateness.

We are proposing a 65-credit General Education program, consisting of a 20-credit Skills requirement and a 45-credit Breadth requirement. The skills requirement consists of two blocks: a 13-credit Basic Academic Skills block, and a 7-credit Basic Expressive Skills block. The Academic Skills block obliges the student to develop skills seen as basic to academic success in general—the skills of reading, writing, and reasoning. The Expressive Skills block obliges the students to develop the skills to express meanings in ways other than through mathematics and the academic uses of the English language. The Skills requirement also contains a Foreign Language option by which students may substitute advanced work in a foreign language for the Academic and Expressive Skills blocks.

A 45-credit Breadth requirement consists of three 15-credit blocks of breadth courses that oblige the student to experience a wide variety of learning across the academic disciplines: Arts and Humanities, Natural Science and Mathematics, and Social and Behavioral Sciences. At least 5 of these 45 credits must be from courses designated as dealing primarily with non-English-speaking cultures.

The outline of the program is as follows:

I. Skills Requirement (20 credits)
   A. Basic Academic Skills (13 credits)
      English 101, 301 .................. 8 credits
      Reasoning: Philosophy 201 or Math 130.1 ... 5 credits
   B. Basic Expressive Skills (7 credits)
      Physical Education activities (as described in pp. 156-157 in the 1978 Undergraduate Catalog) .... 2 credits
      Choice of approved expressive skills courses .................. 5 credits
      (OR)
   C. Foreign Language Option (20 credits)
      Twenty credits of advanced college-level work in approved courses in a single foreign language.
II. Breadth Requirement (45 credits)

Arts and Humanities courses ...................... 15 credits
Social and Behavioral Sciences courses .......... 15 credits
Natural Science and Mathematics courses ......... 15 credits

A more detailed description and rationale follows.

I.A. Basic Academic Skills.

The Committee feels that a strong Basic Academic Skills block must be tied in closely with the Breadth courses and should indeed be basic to success in those Breadth courses. Our Academic Skills block includes not only the work with reading and writing entailed in English 101 and 301, but also a basic reasoning requirement. Students would be able to satisfy this requirement either by taking Mathematics 130.1, Finite Mathematics, or Philosophy 201, Introduction to Logic. Course outlines for English 101, English 301, Mathematics 130.1, and Philosophy 201 are attached in Appendices A-D. Our criteria for breadth courses state that such courses should oblige students to display and develop their basic skills of reading, writing, and reasoning. We see this connection as a very important part of the proposal, a means of increasing our concern for rational literacy among our students.

These requirements must be completed to the University's standards by all candidates for bachelor's degrees unless they are exempted by examination or equivalent experience at another college or university. Exemption examinations shall be available to students no later than 12 calendar months after this proposal is adopted. Courses counted in the Basic Skills requirement may not be counted toward a major or minor.

I.B. Basic Expressive Skills.

Since it is part of a university curriculum, a General Education program deals with ways of formulating, communicating, and preserving human meanings through various acts of expression. Probably the single most important means for expressing meanings is natural language—in our case, English. Thus, the Basic Academic Skills block and the Breadth requirement emphasize the expression of human meanings through the English language. Although other means are represented—mathematics, for instance—the major emphasis is on the use of the English language to formulate, communicate, and preserve human meanings.

However, in addition to these traditional academic skills, the Committee also supports the development of other expressive skills. Many human meanings are expressed through means other than English or mathematics—through physical movement, through dance and music, in dramatic performances, in the arts and crafts. The Committee feels that work in expressing such meanings is a legitimate and essential part of a general education. This block of seven credits would include two credits of physical education activity, here seen as an
essentially expressive activity, plus five credits to be chosen from the following Expressive Skills courses:

Art:
150. Drawing. 3 credits.
170. Design. 3 credits.
225. Photography. 3 credits.
277. Lettering. 3 credits.
280. Sculpture. 3 credits.

Communications/Drama:
243. Interpretive Readings. 4 credits.

Drama:
269. Basic Acting Techniques. 4 credits.
312. Creative Dramatics. 4 credits.

Housing and Interiors:
260. Weaving. 3 credits.

Music:
254. Class Instruction. 1 credit.

Physical Education:
201.1. Modern Dance I. 2 credits.
201.2. Modern Dance II. 2 credits.
201.3. Modern Dance III. 2 credits.

Technology and Industrial Education:
141. Beginning Wood Working. 3 credits.

I.C. Foreign Language Option.

Through this option students may substitute 20 approved college credits in one foreign language for the Basic Academic Skills and the Expressive Skills blocks. This option may at first seem odd but the Committee's reasoning is as follows:

The intentions of the Basic Academic Skills block are, first, to oblige students to develop their abilities to use the English language to formulate, communicate, and preserve meanings, and second, to develop their awareness of logical or mathematical processes and structures. The Committee feels that extensive work in a foreign language can lead students to better understand and control the English language and that the work with comparative semantics and syntax can lead students to a greater awareness and mastery of certain logical processes and structures. At the same time, the intention of the Expressive Skills block is to oblige students to use methods other than the English language to express meaning. The Committee feels that mastery of a foreign language can realize this intention.

Thus, although the Foreign Language Option may at first create some odd-seeming categories (foreign language "substituting for" physical education, for instance), in terms of the intentions of the Basic Academic Skills and Expressive Skills blocks, the option is consistent and reasonable.
The 20 credits must all be in one foreign language. Students majoring in a foreign language cannot count courses in their major language in the Foreign Language Option. The 20 credits must be selected from the following courses:


**German:** 153, 251, 252, 253, 310, 354, 357, 361, 362, 363, 431, 432, 456, 458, 460, 461, 462.


II. **Breadth Requirement (45 credits)**

The Committee decided that in a school such as Central, drawing students relatively uninformed about the liberal arts and sciences, the main thrust of a Breadth requirement in a General Education program should be towards those traditional areas. Thus, we are proposing to base the Breadth requirement on the liberal arts and sciences as those disciplines are presently represented on this campus— that is, in the Arts and Humanities, Natural Science and Mathematics, and the Social and Behavioral Sciences. Students must select a minimum of 15 credits from each of these three blocks. A student can count no more than five credits in any one discipline. (For this requirement all foreign languages count as a single discipline.) Courses in a student's major discipline may not be allowed in the Breadth requirement. The Committee feels that a General Education program should guarantee that students have at least begun to examine cultures other than their own. Therefore, at least 5 of the 45 credits in the Breadth blocks must be earned in courses whose content consists mainly of material dealing with non-English-speaking cultures and that are marked with asterisks in the lists of Breadth courses that follow.

The Committee agreed upon the following broad criteria for Breadth courses and is planning to review Breadth courses regularly in terms of the extent to which they do or do not fulfill these criteria:

1. Breadth courses should emphasize the history, philosophy, and theory of their given disciplines. In general, they should not emphasize other features of the discipline—such as specialized skills or vocational-professional methods or applications.

2. Breadth courses should require students to use the discipline's basic modes of inquiry and techniques for formulating, communicating, and preserving meanings.

3. Since our proposed Basic Academic Skills requirement will emphasize the basic skills of reading, writing, and reasoning, Breadth
courses should oblige students to use and develop these crucial skills. We realize that the language skills of reading and writing may apply less centrally to certain areas and that, for instance, in Breadth courses in art or mathematics, other means may be more appropriate for the students to express their meanings. However, we still feel that to the greatest degree reasonable and proper, Breadth courses should oblige students to use and develop their skills of reading, writing, and reasoning.

4. In general, Breadth courses should not have prerequisites.

Normally a discipline will be represented in only one block of Breadth courses, which can be thought of as its primary block. There are, however, a very small number of disciplines that might offer courses that belong outside their primary Breadth block, in what can be thought of as a secondary block. Such a discipline can be represented in both primary and secondary blocks, but the following restrictions will apply:

1. The course or courses to be offered in the secondary block must be such that they cannot legitimately be construed as at all appropriate to the primary block. Thus, a course that is appropriate for both primary and secondary blocks will be taught in the primary block. To be considered for inclusion in a secondary block a course must both (1) be clearly appropriate to the secondary block, and (2) be clearly inappropriate to the primary block.

2. The discipline will be constrained by all of the criteria at work—that is, the general criteria for Breadth courses set down by the General Studies Committee, as well as any special criteria that obtain in the primary and secondary blocks.

3. Even though a discipline is represented in more than one Breadth block, students can count only 5 credits from that discipline in their total Breadth requirement.

The Committee has not incorporated such courses in the present proposal, but we will be reviewing the following, which have been brought to our attention: Anthropology 110, Introduction to Physical Anthropology; Geography 107, Introduction to Physical Geography; and Environmental Studies 301, Earth as an Ecosystem.

In order to get a list of courses for the three Breadth blocks, the Committee asked the deans of the three arts and sciences schools to set up ad hoc committees to recommend courses from their schools. We asked these deans to involve the two professional schools in these deliberations. And we notified the deans of the professional schools, informing them of the procedure and encouraging them to contact the arts and sciences deans. In addition, we reminded all five deans that any school, department, or program had the right—and was invited—to appeal directly to the General Studies Committee if they felt that they had not been fairly treated in the deliberations of the school committees. The three school committees submitted their recommendations in early February. We discussed their recommendations and conferred
with either the committee or the chairman of the committee in order to clear up certain questions.

The dates for these and subsequent events are as follows:

December 1, 1977: Letters to deans asking for ad hoc committees.
February 1-10: Reports from ad hoc committees.
April 10: Copies of working proposal hand-carried to all deans, departments, and programs.
April 13: Faculty hearing.
April 19: Final proposal to Faculty Senate.

The following is a list of courses so far approved by the Committee as Breadth courses. Our recommendations reflect the reports from the three ad hoc committees. The number of courses listed as fulfilling the Breadth criteria listed above vary significantly among departments and schools. In general this was the result of the Committee's reluctance to substitute its judgment for that of the school ad hoc committees and school deans. However, the Committee has decided that the number of Breadth courses in English and philosophy will be reduced so that their lists are comparable to those of other departments. The Committee is working with the English and Philosophy Departments to this end.

Those courses preceded by an asterisk can be used to satisfy the requirement that at least 5 credits must be from courses dealing primarily with non-English-speaking cultures:

Arts and Humanities (15 credits)

Art:

101. Introduction to Art. 5 credits.
*235. Ancient and Medieval Art. 4 credits.
*336. Renaissance Through Mid-Nineteenth Century Art. 4 credits.
337. Contemporary Art. 4 credits.
*357. African and Oceanic Art. 3 credits.
*410. Classic Tradition. 4 credits.
453. Art in the United States. 4 credits.
*456. History of Eastern Art. 4 credits.

Drama:

107. Introduction to Drama. 5 credits.
*363.1. History of Theatre. 4 credits.
363.2. History of Theatre. 4 credits.
363.3. American Theatre History. 4 credits.
*371. Greek and Roman Drama. 4 credits.
373. American Drama. 4 credits.
Education:
467. Philosophy of Education. 3 credits.

English:
105. Introduction to Literature. 5 credits.
130. Introduction to Black American Literature. 5 credits.
140. Introduction to Fiction. 5 credits.
141. Introduction to Poetry. 3 credits.
235. Studies in Folklore. 5 credits.
240. Science Fiction. 5 credits.
*248. World Literature. 5 credits.
251. Survey of English Literature. 4 credits.
252. Survey of English Literature. 4 credits.
253. Survey of American Literature. 4 credits.
254. Survey of American Literature. 4 credits.
330. 20th Century Black American Literature. 3 credits.
340. The Short Story. 5 credits.
341. The Bible. 5 credits.
*342. Literature and Myth. 5 credits.
*348. World Novel I. 3 credits.
*349. World Novel II. 3 credits.
350. The English Novel I. 3 credits.
351. The English Novel II. 3 credits.
352. The English Novel III. 3 credits.
361. Shakespeare: The Earlier Plays. 3 credits.
362. Shakespeare: The Later Plays. 3 credits.
375. Modern Poetry. 3 credits.
380. American Novel, 1945-Present. 3 credits.
381. British Drama I. 4 credits.
382. British Drama II. 4 credits.
383. 20th Century British Drama. 4 credits.

Foreign Languages:
112. Foreign Languages. 3 or 5 credits.
113. Foreign Languages. 3 or 5 credits.

French:
151. First Year French. 5 credits.
152. First Year French. 5 credits.
153. First Year French. 5 credits.
*213. Twentieth Century French Literature in English. 3 credits.
*214. Afro-French Literature in English. 3 credits.
251. Second Year French. 5 credits.
252. Second Year French. 5 credits.
253. Introduction to French Literature. 5 credits.

German:
151. First Year German. 5 credits.
152. First Year German. 5 credits.
153. First Year German. 5 credits.
*213. Masterpieces of Modern German Literature in English. 3 credits.
251. Second Year German. 5 credits.
252. Second Year German. 5 credits.
253. Second Year German. 5 credits.

Humanities:
101. Introduction to the Humanities. 5 credits.
102. Introduction to the Humanities. 5 credits.
103. Introduction to the Humanities. 5 credits.

Music:
101. History of Jazz. 5 credits.
102. Introduction to Music. 5 credits.
144. First-year Theory. 4 credits.
379. Philosophy of Music. 3 credits.

Philosophy:
101. Introduction to Philosophy. 5 credits.
115. The Meaning of Life. 5 credits.
210. Current Ethical Issues. 5 credits.
212. Ethics of Health and Disease. 5 credits.
*275. Comparative Religion. 5 credits.
302. Ethics. 5 credits.
303. Aesthetics. 5 credits.
305. Philosophy of Religion. 5 credits.
*310. Philosophies of India. 5 credits.
348. Social and Political Philosophy. 5 credits.
*352. Western Philosophy I. 5 credits.
*353. Western Philosophy II. 5 credits.
*354. Western Philosophy III. 5 credits.
355. Contemporary Thought. 5 credits.
356. American Philosophy. 5 credits.
*358. Existentialism. 5 credits.
359. Mysticism. 5 credits.
372. Philosophy of Technology. 5 credits.
*376. Contemporary Religious Thought. 5 credits.
378. Philosophy of Love. 5 credits.
379. Philosophy of Music. 3 credits.
*445. Chinese Philosophy. 5 credits.
467. Philosophy of Education. 3 credits.
487. Philosophy of Law. 5 credits.

Physical Education:
161. Cultural History of Dance. 2 credits.

Religious Studies:
100. Introduction to Religion. 5 credits.
*201. Sacred Books of the World. 5 credits.
301. Man in Religious Thought. 5 credits.
*351. Religions of Asia. 5 credits.
*353. Judaism, Christianity, & Islam. 5 credits.

Spanish:
151. First Year Spanish. 5 credits.
152. First Year Spanish. 5 credits.
153. First Year Spanish. 5 credits.
*213. Masterpieces of Spanish Literature in English. 3 credits.
251. Second Year Spanish. 5 credits.
252. Second Year Spanish. 5 credits.
253. Second Year Spanish. 5 credits.

Natural Science and Mathematics (15 credits)

Since the laboratory method is an essential characteristic of study in the natural sciences, students are required to include at least one lab course in the physical or biological sciences. Courses that satisfy this requirement are marked "w/lab" in the list that follows.

Biological Sciences:
104. Fundamentals of Biology. 5 credits w/lab.
106. Concepts of Biology. 5 credits.
301. Human Genetics. 3 credits.
302. Human Ecology. 4 credits.
347. Paleontology. 5 credits w/lab.
385. Introduction to Evolution. 5 credits.

Botany 211. Plants in the Modern World. 3 credits w/lab.
Zoology 270. Human Physiology. 3 credits.

Chemistry:
101. Contemporary Chemistry. 5 credits w/lab.

Physics:
101.1. Concepts of Physics - Motion. 3 credits w/lab.
101.2. Concepts of Physics - Light. 3 credits w/lab.
101.3. Concepts of Physics - Electricity. 3 credits w/lab.
201. The Sky. 3 credits w/lab.

Geology:
145. Physical Geology. 5 credits w/lab.

Mathematics:
101. Mathematics in the Modern World. 5 credits.
130.1. Finite Mathematics I. 5 credits.
130.2. Finite Mathematics II. 5 credits.
163.1. Pre-Calculus Mathematics I. 5 credits.
163.2. Pre-Calculus Mathematics II. 5 credits.
164.1. Mathematics for the Elementary School Teacher I. 5 credits.
164.2. Mathematics for the Elementary School Teacher II. 5 credits.
170. Intuitive Calculus. 5 credits.
250. Geometry for Elementary School Teachers. 4 credits.
310. Discrete Probability. 3 credits.
311. Statistical Techniques. 4 credits.

1The Committee will accept these as Breadth courses when the course titles and/or course descriptions are changed so as not to suggest that these courses are restricted to elementary education majors.
Social and Behavioral Sciences (15 credits)

Anthropology: The Committee will approve a list of anthropology courses when it receives a recommendation from the ad hoc committee of the School of Social and Behavioral Sciences.

Asian Studies:
*102. Introduction to Asian Studies. 3 credits.

Communication:
101. Communication and Issues. 5 credits.
207. Foundations of Speech Communication. 5 credits.
270. Nonverbal Communication. 4 credits.
301. Communication Theory. 5 credits.
430. Listening. 4 credits.

Economics:
101. Economics Issues. 5 credits.
201. Principles of Economics Micro. 5 credits.
202. Principles of Economics Macro. 5 credits.
342. Social Economics. 5 credits.
356. Government and Business. 5 credits.

Environmental Studies:
302. Resources and Man. 5 credits.
303. Environmental Management. 5 credits.

Ethnic Studies:
101. Ethnic Awareness. 5 credits.
*111. The Asian American. 5 credits.
*121. The Black American. 5 credits.
*151. Chicano History and Culture. 5 credits.
*171. The American Indian Experience. 3 credits.

Geography:
101. Man's Changing Earth. 5 credits.
108. Human Geography. 5 credits.
205. Economic Geography. 5 credits.
352. Geography of Anglo-America. 5 credits.
355. Pacific Northwest Environments. 4 credits.

History:
*101. World Civilization to 1500. 5 credits.
*102. World Civilization 1500-1815. 5 credits.
*103. World Civilization Since 1815. 5 credits.
143. United States History to 1865. 5 credits.
144. United States History Since 1865. 5 credits.

Political Science:
101. Introduction to Political Ideas and Issues. 5 credits.
210. American Government. 5 credits.
*360. Comparative Politics. 5 credits.
*370. International Politics. 5 credits.

1The Committee will accept these as Breadth courses when the prerequisites are removed from their catalogue descriptions.
Psychology:
101. General Psychology. 5 credits.
205. Psychology of Adjustment. 5 credits. ¹
235. Courtship and Marriage. 3 credits.
300. Foundations of Psychology. 4 credits.
346. Social Psychology. 4 credits. ¹

Sociology:
101. Social Problems. 5 credits.
107. Principles of Sociology. 5 credits.
265. Minority Groups. 5 credits.
360. The Community. 5 credits.
445. Social Stratification. 5 credits.

¹The Committee will accept these as Breadth courses when the pre-requisites are removed from their catalogue descriptions.
Appendix A

English 101: English Composition

Description: Designed to improve the students' reading comprehension and to develop their writing skills in expository prose.

OUTLINE

Objectives:

(1) To improve reading comprehension
(2) To develop writing skills in expository prose

Texts:

(1) A collection of essays or essays and other literature.
(2) A rhetoric
(4) The American Heritage Dictionary of the English Language, Houghton Mifflin

(Items 1 and 2 may be combined in one text.)

Required writing:

(1) Five or more themes, some of which are 500-750 words. A minimum of 3000 words is required in the theme assignments.
(2) Several precis in addition to the themes.
(3) The assignments should require the student to understand what he has read and to write about it.
(4) Whatever the instructor does with other modes, most of the writing should be in expository prose.
(5) The instructor will require mechanical and grammatical correctness and carefully mark the essays.

Other activities (optional):

(1) Listing vocabulary learned from the essays.
(2) Listing misspelled words
(3) Listing grammatical errors made in the papers
(4) Dictionary studies.

Required reading and related assignments:

(1) Most of the reading should be expository prose.
(2) In some themes the students should relate their own ideas to the ideas in their reading.

Optional tests:

(1) One or more for reading comprehension
(2) A vocabulary test based on the reading
(3) A mechanics and usage test.
(4) An examination over the rhetoric studied.
Appendix B

English 301. English Composition.

Description: Students analyze and write expository utilitarian prose. A review of exposition and patterns of thought.

Implementation:

English 301 follows the standard pattern for our composition courses in continuing the analysis of expository prose and the writing of expository prose. In conjunction with the analysis and practice of expository writing, the course provides a selective review of the elements of exposition. It is not a repetition of English 100. To this end, special attention is given to phrasing thesis statements, to the development of clearly phrased propositions or theses, to several standard developmental patterns, to sound paragraphs and sentences, and of course, to conventional standards of correctness and usage. The emphasis is on the practical.

Rather than using essays exclusively as sources of ideas and discussion, they will be analyzed primarily as examples of effective expository writing that reveals:

- effective beginnings and endings
- effective development of a thesis
- specific developmental patterns
- effective paragraphing
- effective diction and sentencing
- sustained coherence.

Several of the major patterns of development should be formally examined in use, and papers written demonstrating ability to apply the patterns in developing general statements. Such practical standard patterns as the following should be included:

- definition
- cause and effect
- process
- comparison/contrast
- classification
- (no personal narrative)

The generalization and the factual statement will be differentiated.

Practice in phrasing thesis statements that will clearly sustain extended development will be provided for.
This is an example of a detailed day-to-day course outline for a typical Introduction to Logic class:

**DAY 1. Procedures, goals, and requirements of the course.**

**Topic I. Preliminary study of argument (inference, reasoning)**

2. What evidence is. Premiss-conclusion distinction. Premiss-indicator words: because, since, for, as, etc. Conclusion-indicator words: therefore, so, hence, accordingly, thus, ergo, etc.


7. Classification (systematic definition, be genus and difference, of a group of interrelated general words). Rules for classifying well. Quiz on definitions.

**Topic III. Classical logic of terms--an introductory study of the accurate use of such words as: all, any, every, only, each, no, some, is, are, non-, is not, are not**

8. What categorical statements are. Subject-predicate distinction. Universal-particular distinction. Affirmative-negative distinction. The four basic forms of categorical statement.

9. Analysis of ordinary English statements as categorical. Limitations.

The relationships between language and thought will be examined and applied to student writing. Such considerations as:

- the principle of abstraction
- levels of abstraction
- stereotyping
- the either/or orientation
- reports, inferences, judgments, fallacies
- subjective and objective uses of language.

Writing:

A minimum of 3000 words. The number and length of individual papers is left up to the instructor. A minimum of 5 papers is suggested.

Texts:

A collection of expository essays, e.g.:

- (Rorabacher, Assignments in Exposition, 5th Edition
- The American Heritage Dictionary of the English Language, Houghton Mifflin

11. Pictorial representation of categorical statements: Venn Diagrams. How to use Venn Diagrams to decide whether some immediate inferences are valid or invalid.


13. How to use Venn Diagrams to decide whether a syllogistic argument is valid or invalid.

14. Rules to which all valid syllogisms conform. How to use the rules to distinguish between valid and invalid syllogisms. Quiz on syllogisms (with Venn Diagram).

15. Further exercises in analyzing and evaluating syllogisms.

16. Test on Topics I, II, and III

**Topic IV.** Part A: Elementary logic of statements- an introductory study of the accurate use of such words as not, and, but, however, nevertheless, or, if, only if, if and only if, implies, unless, whereas, provided that, neither...nor

17. Distinction between simple and compound statements. Truth-functional connectives, i.e. words such that the truth or falsity of compound statements containing them is based entirely on the truth or falsity of the constituent statements which they connect in the compound.

18. Negation (the "not" relationship). Conjunction (the "and" relationship). Ways of expressing these relationships in idiomatic English statements.

19. Alternation: inclusive and exclusive (the "or" relationships). Ways of expressing these relationships in idiomatic English statements.

20. Material implication (the fundamental conditional relationship in logic). Detailed rules for analyzing idiomatic English conditional statements as material implications. How material implication both resembles and differs from conditionality in ordinary English.

22. Further exercises in expressing idiomatic English statements in their explicit truth-functional logical form, and in translating statements from their explicit truth-functional logical form into idiomatic English.


25. Truth-functional arguments in English. How to analyze them and express them in explicit logical form. How to use truth tables to discover whether they are valid or invalid.


27. Further practice in expressing truth-functional arguments in idiomatic English. Practical applications in speaking, writing, and planning.

28. Test on Topic IV. Part A.

Topic IV. Part B: Elementary logic of statements—a more advanced study of the accurate use of truth-functional connective words such as those listed above in the description of Part A

29. What "proof" means. What logical axioms, theorems, and rules of inference are.

30. Eight rules of inference which authorize one to draw conclusions from premisses. Examples of their use in truth-functional arguments, both abstract and concrete.

31. Nine axioms which may be used in drawing conclusions from premisses.

32. Examination of sample proofs of theorems. Constructing proofs of three (very carefully selected) theorems.

33. How to use axioms and rules of inferences to prove that an argument with some non-axiom premisses is valid. Constructing proofs of four such arguments. Quiz: proof of an easily proved theorem.
34. Constructing proofs of six slightly more difficult valid arguments with some non-axiom premisses. Quiz: proof of such an argument.

35. Constructing proofs of six additional theorems. The sixth theorem is much too complicated to express in ordinary English. (Here the instructor tries to convey to the students a sense of how greatly the techniques of precise abstract logical formulation can augment human intellectual power, esp. with the aid of properly programmed computers.) Quiz: a proof.

36. Further practice in analyzing English arguments and evaluating them with proof techniques.

37. Test on Topic IV. Part B.

38. Arguments by analogy. Criteria for distinguishing between strong and weak analogical arguments.


40. Mill's (Bacon's) methods of induction: agreement, difference, concomitant variation. Their limitations.

41. The hypothetico-deductive method of scientific inquiry: observation, hypothesis, prediction, verification, confirmation. Scientific explanation. Safeguards against improper use of this method. Recent qualms about this method.

42. Scientific method in everyday life. Limitations?

43. Some types of "unscientific," "illogical" thinking: the "informal fallacies." Are they always "fallacious"?

44. What rationality is.

45. Review.

46. Comprehensive final examination, including a well-written essay in which the student presents a logical argument, and in which he shows he has mastered the data relevant to that argument, and has presented the data in the appropriate places in the argument. The essay could be of "take home" form, if desirable.
Proposed Statement of Organization and Procedure for
Graduate Council
Undergraduate Council
Teacher Education Council
and
University Curriculum Committee
Program Review and Evaluation Committee
General Education Committee

Introduction:
Three councils—Graduate, Undergraduate, Teacher Education—would be responsible for developing policies and procedures to strengthen and improve educational programs, serving as advisory groups to the Dean, reviewing and recommending on program additions, and developing long-range plans.

Three committees—University Curriculum, Program Review and Evaluation, General Education—would be responsible for curriculum additions and deletions, review and evaluation of programs, and basic and breadth requirements, respectively on a University-wide basis. The first two would be advisory to and report to the Vice-President for Academic Affairs; the General Education Committee would be advisory to and report to the Dean of Undergraduate Studies.

Membership:
All faculty appointments to the three councils and committees would be made by the Vice President for Academic Affairs in consultation with the Faculty Senate Executive Committee and the Vice-President's Advisory Council. Faculty members serve three-year terms with approximately 1/3 of the terms expiring each year. No more than two faculty from any school or more than one from any department shall serve at the same time on any council or committee. Faculty members shall not serve more than two consecutive terms.

Members of the councils and committees shall exercise their best judgment for the University community and do not represent organizational units. Council and committees would have the following membership characteristics:
Graduate Council — 6 Graduate Faculty, 2 Graduate Students
Undergraduate Council — 6 Faculty, 2 Students
Teacher Education Council — 6 Teacher Education Faculty, 1 Teacher Education Student
University Curriculum Committee — 10 Faculty, 3 Students
Program Review and Evaluation Committee — 6 Faculty, 1 Student
General Education Committee — 6 Faculty, 1 Student
Withdrawal from the University can be made under the conditions given above.

A (Incomplete). This grade must be accompanied by an Incomplete Agreement Form, signed by both Instructor and student, which spells out the work which is yet to be done to fulfill the course requirements. The agreement will include a completion date, not to exceed one year (12 months) from the agreement date. If the work is not completed by that date the grade becomes an F.


decision

The committee notes the adoption of the changes in Incomplete and Incomplete policies as proposed in this report.
Academic Senate

Academic Affairs Committee

Date: April 12, 1974

Resolution: Separation of the Mass Media Program from the Department of Communications.

Background:

Since September, 1973, the Mass Media Program has been administratively linked with the Dept. of Communications. Prior to that time it was not associated with a department, but was under MMU's general, for an entire academic year.

A few months ago, Professor Goodrich, Director of the Mass Media Program, expressed to Dean Williams a desire to separate his program from the Dept. of Communications and to place it directly under the Dean. Dean Williams commented in favor of this proposal to Vice President Harrington, who forwarded it to the Senate for recommendation.

Discussion:

The Committee held discussions with Professors Goodrich and Garrett, and with Dean Williams. The following information emerged:

The merger of Mass Media and Communications was made in order to add strength and identity to Mass Media, but the merger was administrative and not academic. The Chairmen of Communications had a large share of authority over the administration of Mass Media, but major and minor programs of both units were separate and without shared courses. Additionally, the two units were housed in separate buildings.

Professor Goodrich wishes to separate his program because the present arrangement has resulted in inconveniences and frustrations. For example, Mass Media's curricular changes must be processed through Communications, as well as the scheduling of classes. Withdrawal forms and other documents that require a chairman's signature must be sent to the Communications Department for signing. While administrative efficiency would be gained by separation, other effects would be minimal; no budgetary costs would be involved, the present single budget would be divided by Dean Williams. There would be no addition of staff, in the opinion of Mass Media would be located in the Communications Department. Separation would amount to administrative reorganization of Mass Media to a position under the Dean, but would not create an additional unit.

Professor Garrett indicated that, while he did not favor the separation, he would not oppose it if it was in accordance with Mass Media's decision to make.
In view of the above, the Committee recommends in favor of separation.

As a footnote, the Committee would point out that the administrative inconveniences experienced by Professor Goodrich in directing his program do not originate in the Department of Communication. They result from the potentially unworkable arrangement that is created when a program and its director are placed within a department and under a department chairman, rather than simply under a dean. A program director, within a department, is not fully free to direct his program, and the chairman does not have full authority over the combined entity. Inefficiencies, and perhaps disagreements, are likely. Programs in their own house, like Law and Justice, Environmental Studies, and Ethnic Studies, have been largely free of such problems.

Motion:

The Academic Affairs Committee moves that the Mass Media Program be separated from the Department of Communication and placed under the Dean of Social and Behavioral Sciences.
The Senate Curriculum Committee studied the matter of sexist language in course titles and description as directed by Senate Motion No. 1693. The committee also scrutinized other departmental and program catalog copy for sexist language. The basic criterion used was the use of male (or female) gender nouns and pronouns to refer to both males and females.

Inappropriate sex references appear to be common in the 1978-79 catalog ranging from the obvious such as "The student in this department may prepare himself for ..." to uses which are less obvious such as the use of the term "chairman" or in course title, such as "Man's Changing Earth". The committee felt that the sexist nature could easily be removed by minor modification. For example in the above, "the student in this department may prepare for ..."; "chairperson", "The Changing Earth".

The committee has compiled a list of instances of linguistic sexism found in the departmental catalog copy and, in most instances has indicated a possible alternative. That list is appended to this report. A reprint from the Publications Manual of the American Psychological Association pertaining to sexist language is also appended.

It is the feeling of the committee that departments have the responsibility of changing their catalog copy. Therefore, the committee recommends the passage of the following motion:

Recognizing that linguistic sexism does exist in departmental and program catalog copy, the Faculty Senate directs its Executive Committee to point out to department chairpersons and program directors the existence of such language and suggest that it be changed.

The committee also recommends, but not as part of the motion that the Executive Committee transmit the compiled lists of instances of linguistic sexism to the appropriate departments for their use in editing catalog copy.
TO: Faculty Senate  
FROM: Senate Curriculum Committee  
DATE: 4 - 17 - 78  
RE: Credit/No Credit-option

The Undergraduate Council has proposed the following policy change in the credit/no credit option for consideration by the Senate:

Credit/No Credit

"Students are urged to use the credit/no credit option as a way to explore academic areas of interest. All students except 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. Furthermore, students may elect to take the earned grade in that course up to a time three weeks prior to the end of the quarter during which the course is being taken.

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". Courses may not be repeated on a CR/NC option.

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

The proposed policy deletes the sentence, "Furthermore, students may elect to take the earned grade in that course up to a time three weeks prior to the end of the quarter during which the course is being taken."
The purpose of the Credit/No credit option is to allow students to explore academic areas of interest without jeopardizing their grade point average. A maximum of 15 credits can be earned on this basis. Students have been exploiting the option by signing-up for Breadth requirements on a Credit/No credit basis and then changing to a grade before the end of the quarter if their scores are high. In effect, this allows many more than 15 credits of Credit/No credit courses.

The proposed change is an attempt to prevent this scatter gun approach and to have the option used the way it was originally intended.

The inclusion of "Courses may not be repeated on a Credit/No credit option" depends on the disposal of the Senate Curriculum Committee motion on repetition of courses. If "all grades are used in computation of grade point average", then the sentence is not needed.

The reasoning behind not allowing courses to be repeated on a Credit/No Credit basis is that a student will use it to remove a bad grade. They sign-up Credit/No Credit for a course in which they received an "E". The E is used in their grade-point average. Without even attending the repeated class they receive a NC, the new grade for the course. The course would no longer be used in determining grade point average!

Motion: The Senate Curriculum Committee moves the approval of the Undergraduate Curriculum Committee recommended changes to the Credit/No Credit option.