1-14-1981

CWU Faculty Senate Minutes - 01/14/1981

Esther Peterson

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MINUTES: Regular Faculty Senate Meeting, 14 January 1981
Presiding Officer: Larry L. Lawrence, Chairman
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 Jay Forsyth, Don Garrity, Michael Green, Wilbur Johnson, Robert Lapen and George Stillman.

Visitors Present: Phil Backlund, Parliamentarian.

CHANGES TO AGENDA

1) Under "Communications" add
   J. Letter from Vice President Harrington, dated January 13, regarding faculty approved to serve on the committee to screen applicants for the Admissions/Minority Counselor.

2) Under "Curriculum Proposals" change page 559 to 568.

APPROVAL OF MINUTES

MOTION NO. 1986: Ms. Sands moved, seconded by Mr. Canzler, that the Faculty Senate minutes of 3 December 1980 be approved. Passed by a unanimous voice vote and no abstentions.

COMMUNICATIONS

A. Letter from Dean Applegate, dated December 2, 1980, noting that the Aeronautical Science Program has been transferred to the School of Professional Studies. He has proposed, for Senate reaction, assigning the program to the Department of Technology and Industrial Education and renaming it the Flight Technology Program.

B. Copy of a letter from Richard D. Wood, dated December 2, which provides background and support for the request to rename the Program the Flight Technology Program.

Chairman Lawrence noted that this final change of title seems to have the support of everyone concerned and would recommend that the Senate approve the proposal.

MOTION NO. 1987: Mr. Hill moved, seconded by Mr. Vlcek, to approve the change of title and location. Passed by a unanimous voice vote and no abstentions.

C. Letter from Bruce Florea, President of WSU Senate, dated December 2, expressing support for the idea of exchanging minutes of the various university Senates in the state. He enclosed copies of WSU Senate minutes as well as a copy of the Faculty Manual and Committee Manual presently in effect which contain the Constitution and Bylaws under which their Senate operates.

D. Copy of letter from Vice President Harrington to John Shrader, dated December 5, acknowledging receipt of his letter of October 30 regarding early retirement, and expressing his belief that Shrader's plan has real merit. He suggests that the Retirement Committee, through the Faculty Senate, submit a formal proposal to him and Courtney Jones for consideration by the President's Council and, hopefully, by the Board of Trustees.

E. Letter from Bernard Martin, dated December 5, outlining a specific proposal from the University Retirement Committee for an early phased retirement system, which would guarantee faculty the option of up to 40% employment from age 62 to 70.

This proposal has been referred to the Personnel Committee for study and recommendation.

G. Letter from Eva-Marie Carne and Raeburne Heimbbeck, dated December 9, requesting the Senate to reconsider the benefit of Departmental Review and Evaluation. They enclose a copy of their earlier letter of May 14 to the Chairman of the Program Review and Evaluation Committee expressing serious doubts as to the ability of non-specialists to produce a truly satisfactory and helpful evaluation of a program, and offer suggestions for internal review that could be used in place of the university review committees.

This request has been referred to the Academic Affairs Committee.
H. Letter from Raymond Soltero, Chairman of EWU Academic Senate, dated December 11, requesting information on the proposed CWU early retirement system.

I. Letter from David Lygre, dated January 1, resigning from the University Curriculum Committee and the Faculty Grievance Committee due to his new assignment as Assistant Dean of the College of Letters, Arts and Sciences.

J. Letter from Vice President Harrington, dated January 13, approving the list of faculty who have agreed to serve on the committee to screen the applicants for the position of Assistant Director of Admissions/Minority Counselor. Dr. Danton has agreed to serve as the non-voting chairman of the committee.

CURRICULUM PROPOSALS

A. University Curriculum Committee proposals, pages 568 through 575,

1) Pages 568 and 569

   a) COMMUNICATION -- COURSE ADDITION (Resubmitted)

   b) BUSINESS ADMINISTRATION -- COURSE ADDITION (Revision)
      MGT 400. Understanding the Private Enterprise System (2).

   c) ACCOUNTING -- COURSE ADDITION
      ACCT 302. Advanced Managerial Accounting Analysis (5).

   d) ENVIRONMENTAL STUDIES -- COURSE ADDITION
      ENST 448. Energy Use Patterns (5).

   e) COMPUTER SCIENCE -- COURSE ADDITION

   f) PSYCHOLOGY -- COURSE ADDITIONS
      PSY 404. Psychology of the Gifted (3).
      PSY 438. Assessment and Treatment of the Alcoholic and Family (3).

MOTION NO. 1988: Mr. Dean moved, seconded by Ms. Sands, that the University Curriculum Proposals on pages 568 and 569 be approved. Passed by a unanimous hand vote and no abstentions.

2) Page 570

   a) GEOGRAPHY -- COURSE ADDITION
      GEOG 443. Energy Policy (5).

   b) PROGRAM ADDITION -- ENERGY STUDIES
      Bachelor of Arts
      Energy Studies Minor (18 - 20)

   c) ACCOUNTING -- COURSE ADDITION
      ACCT 345. Basic Income Tax (3).

MOTION NO. 1989: Mr. Dean moved, seconded by Ms. Sands, that the University Curriculum Proposals on Page 570 listed above be approved. Passed by a unanimous hand vote and no abstentions.

3) Pages 570 through 575

   a) HEALTH EDUCATION -- COURSE ADDITIONS
H ED 380. Epidemiology. (3).
H ED 412. Health Aspects of Aging. (3).
H ED 492. Practicum. (4).

b) H ED COURSE CHANGE

H ED 345. Curriculum Development in Health Education. (3).

C) PROPOSED


d) HEALTH EDUCATION

Program Director: Ken Briggs

HEALTH EDUCATION CORE (27)
BACHELOR OF SCIENCE COMMUNITY HEALTH EDUCATION OPTION (90)
BACHELOR OF ARTS IN EDUCATION SCHOOL HEALTH EDUCATION OPTION (46)
BACHELOR OF ARTS COMMUNITY HEALTH EDUCATION MINOR (24)
BACHELOR OF ARTS IN EDUCATION SCHOOL HEALTH EDUCATION MINOR (21)

MOTION NO. 1990: Mr. Dean moved, seconded by Mr. Tolman, that the University Curriculum Proposals listed above be approved. Passed by a unanimous hand vote and no abstentions.

4) Page 575

a) EDUCATION -- COURSE ADDITIONS

ED 402. Identifying the Gifted Child. (3)
ED 403. Creativity for the Gifted. (3)
ED 405. Methods and Materials for the Gifted. (5)

MOTION NO. 1991: Mr. Dean moved, seconded by Mr. Klemin, that the University Curriculum Proposals listed above be approved. Passed by a majority hand vote and no abstentions.

5) Page 575

a) BACHELOR OF ARTS IN EDUCATION -- GIFTED MINOR

The Undergraduate minor in gifted education is designed for students in the teacher education program at either the elementary or secondary level who wish to acquire expertise relevant to teaching the gifted child. (Required Courses: 22 credits)

ED 492. Practicum for the Gifted. (4).

MOTION NO. 1992: Mr. Dean moved, seconded by Mr. Tolman, to send the above proposal back to the University Curriculum Committee for reconsideration of requirements.

Ms. Shrader explained the intent of the UCC to correct the wording of the proposal, saying the committee would like the Senate to approve the program as it was originally submitted with the inclusion of PSY 404 and not SPED 301. If the minor is approved with this change, the proposal will go into the catalog; otherwise it will miss being published. Ms. Shrader also noted that CWU would be the first state university with any program in gifted education.

Following this explanation, Motion No. 1992 was withdrawn by Mr. Dean and Mr. Tolman.

MOTION NO. 1993: Mr. Dean then moved, seconded by Mr. Tolman, that the Senate accept the Bachelor of Arts Education Gifted Minor as stated on page 575 of the University Curriculum Committee proposals with the following exceptions: SPED 301 with 4 credits be stricken and replaced by Practicum ED 492 for 5 credits. Passed by a unanimous hand vote and no abstentions.

REPORTS

A. Executive Committee--Vice Chairman Tolman presented the following report on committee appointments:
1) Jim Hawkins, who will be on leave Winter Quarter, has been replaced by Keith Rinehart on the Senate Personnel Committee for the balance of the academic year.

2) Nancy Lester will be in Mexico and has been replaced by Eva Marie Carne on the Academic Affairs Committee for this quarter.

3) David Lygre, who has accepted the position of Assistant Dean of the College of Letters, Arts and Sciences, has been replaced by Richard Hasbrouck on the University Curriculum Committee.

4) It was the opinion of the Executive Committee that a replacement need not be made for David Lygre on the Grievance Committee. One of the alternates on that committee will replace him as a regular member. The Grievance Committee has been so notified.

5) The Screening Committee for Assistant Director of Admissions will be composed of Larry Danton as non-voting chairman, Jim Peterson, Joanne Stevenson, Greg Trujillo, Ned Toomey and Byron DeShaw.

B. Chairman-- Mr. Lawrence commented on the following:

1. Meetings attended in representation of the faculty:

   a. He attended a meeting during Christmas vacation with the local legislators. Budget prospects presented there appeared to be grim; but before the budget at Central is in any way certain, the two houses of the legislature will have to put out their budgets, which will be sometime around May or June.

   b. Budget Advisory Committee: Student wages were raised from a minimum of $3.10 to $3.35 per hour.

      The CPE recommendations for the biennial operating and capital budgets were discussed at length, but the University must largely reserve reaction for the two governors' budgets and the legislative budgets yet to be presented.

   c. Council of Academic Deans: A number of items were taken up at the meeting of January 12. Contracted enrollment has apparently been met, up slightly from last year.

      The Off-Campus Center in Seattle in Normandy Park is in full operation at this time, and off to a very successful start.

      There is some money available for public service work, such as helping senior citizen groups prepare income tax or offering similar seminars downtown and in Yakima to off-campus groups. The money is there to be used, and the President would like very much to have more proposals submitted.

      The Council is considering a change to the end of the year honors convocation. Because distinguished professors are being given so much play at an occasion for honors students, a decision is now being considered to have only students at the convocation before commencement. The honors for faculty could be announced in the fall at the first faculty meeting.

      At the COAD meeting next week, provisions for handicapped students will be discussed and considered; and discussions of Program Review and Evaluation and of Summer Session are scheduled for later meetings.

   d. The chair attended a meeting last week to consider the disbursement of a bequest from Dorothy Mulinski to CWU of approximately $77,000. The committee is recommending to the President and Board that the money be used to establish four year scholarships for the best students academically in the state. These Presidential Scholars would be selected by and admitted to the Douglas Honors College, since that institution has already set up criteria for choosing students of high academic standards and broad academic backgrounds. They do not have to remain in the Douglas Honors College, but must keep their GPA above 3 point and take specified courses to continue their full tuition scholarship for four years. This fund could bring to CWU 4-5 top students annually.
on such things as our Grievance procedures to Western Washington University and early retirement to Eastern Washington University.

3. The Senate office has available for review by all members of the faculty such things as the Chronicle of Higher Education, the Journal of Teacher Education, and various reports of the university.

4. Mr. Lawrence's schedule for this quarter: At the English Department office in the mornings, with classes daily from 11:00 to 1:00. He is in the Senate office during the afternoons—when he is not attending meetings.

C. Standing Committees--
1. Academic Affairs -- no report.
2. Budget Committee -- no report.
3. Code Committee -- no report.
4. Curriculum Committee -- no report.
5. Personnel Committee -- Mr. Kerr, Chairman, presented two reports, as follows:
   The Committee was charged to consider the question of hiring procedures of adjuncts. There appears to be a discrepancy between how adjuncts are hired and provisions of the Code. Vice President Harrington has indicated that COAD will look into this matter, if the Faculty Senate will delay its inquiry.
   The Committee was also charged with the responsibility for looking into practices regarding summer contingency contracts. Mr. Kerr distributed a written report on this matter at the Senate meeting. The Personnel Committee makes the following recommendations:
   1) Summer contingency contracts, as presently written, should be discontinued.
   2) Summer contracts should specify that, in the event of insufficient enrollment, a faculty member will be assigned to other duties by the appropriate dean of her/his school or college. The faculty member will retain the option of declining the assignment, and thus choosing not to be employed in that particular Summer Session.
   3) A written policy containing the operational details of this recommendation should be published over the signature of the Vice-President for Academic Affairs.
   Chairman Lawrence suggested that it would be advisable to have a more thorough presentation of summer contracts from Assistant Vice-President for Off-Campus Programs Benson before acting upon the committee's recommendations, and requested that formal action be deferred until the next meeting, under Old Business.

D. Council of Faculty Representatives--
George Grossman reported that he attended a meeting in December. CFR has established a task force to look into early retirement. Most of the meeting, however, was spent on discussion of budget recommendations of the Council of Postsecondary Education.

OLD BUSINESS
A. Adoption of By-Laws
   Motion No. 1968, as amended, was on the floor, and open for discussion.
   MOTION NO. 1994: Mr. King moved, seconded by Mr. Canzler, to substitute a new Section C. Attendance, as follows:

C. Attendance
   Should any department or program go unrepresented by either its Senator or its Alternate for more than two (2) consecutive meetings, the Senate Chairman shall inform that department or program in writing, of the absence of its duly elected representative.
Should such lack of representation continue, without good reason and without prior notification of non-attendance, the Executive Committee may move for expulsion of the Senator and Alternate. By majority vote the Senate may declare the seat vacant. The Senate Chairman will then formally request that the department or program elect new representatives willing and able to serve.

Mr. Canzler suggested as a friendly amendment, accepted by Mr. King, striking the last phrase, "willing and able to serve," from the substitute amendment. Passed by a majority hand vote and 2 abstentions.

MOTION NO. 1968, for adoption of the faculty Senate By-Laws as amended, passed by a unanimous hand vote.

Chairman Lawrence remarked that the By-Laws, as amended, are now official. They are henceforth subject to amendment by two-thirds vote.

ADJOURNMENT

The meeting adjourned at 4:10 p.m.
I. ROLL CALL

II. CHANGES TO AGENDA

III. APPROVAL OF MINUTES of December 3, 1980

IV. COMMUNICATIONS


B. Copy of letter from Richard D. Wood, dated Dec. 2, 1980, re: Title of Aeronautical Sciences Program

C. Letter from Bruce Flores, President of WSU Senate, dated Dec. 2, 1980, re: Exchange of minutes.

D. Copy of letter from Vice President Harrington to John Shrader, dated Dec. 5, 1980, re: support for early retirement proposal.


F. Letter from Jerry Jones, dated Dec. 9, 1980, re: December 13 meeting with local state legislators.

G. Letter from Eva-Marie Carne and Reuburne Heimback, dated Dec. 9, 1980, re: re-consideration of departmental review and evaluation committee.

H. Letter from Raymond Soltero, Chairman of EWU Academic Senate, dated Dec. 11, 1980, re: information on the proposed EWU early retirement system.


V. CURRICULUM PROPOSALS

A. University Curriculum Committee proposals, pages 559 thru 575

VI. REPORTS

A. Executive Committee
B. Chairman
C. Standing Committees
D. CFR

VII. OLD BUSINESS

A. Adoption of By-Laws

VIII. NEW BUSINESS

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December 2, 1980

Dr. Larry Lawrence, Chairperson
Faculty Senate
Campus

Dear Dr. Lawrence:

Per the November 21, 1980, letter to me (see attached), from Dr. Edward J. Harrington, Vice President for Academic Affairs, the Aeronautical Science Program has been transferred to the School of Professional Studies. After discussing the transfer with Dr. Galer Beed, Chairman, Department of Technology & Industrial Education, and Mr. Richard Wood, Director, Aeronautical Science Program, I propose, for Senate reaction, assigning the program to the Department of Technology and Industrial Education and renaming it the Flight Technology Program. Mr. Wood, as Program Director, would report to Dr. Beed. Any curricular changes necessitated as a result of the transfer would be processed through normal channels.

Thank you for your assistance as we act to complete the transfer in an orderly manner.

Sincerely yours,

Jimmie R. Applegate, Dean
School of Professional Studies

dh

cc: Vice President Harrington
    Dr. Beed
    Mr. Wood
December 2, 1980

Dean Jimmie R. Applegate
Dean, School of Professional Studies
Central Washington University

Dear Jimmie:

In the development of a new and revised aeronautics program for the next biannual catalog a fundamental problem arises in the incompatibility between the title of the program and its actual content.

Last spring Dr. B. L. Martin, then Dean of the School of Natural Science and Mathematics, chose to retitle the program "Aeronautical Science." This was done without consultation of anyone within the Aerospace department and I expect only to reflect its shift to the above school.

The title change was inappropriate at the time and certainly remains so with our return to the School of Professional Studies.

On a separate sheet I have outlined the standard dictionary definition of the words, Science, Engineering, and Technology. At this point in time our program is certainly not the study of "Science" or "Engineering" and only really part one of the "Technology" definition with perhaps aspirations towards part two.

Why do I feel a program title is of such importance? In the first place a word such as "science" will scare off many students and second mislead many others as to the actual goal and content of the program. If we do not use words correctly within the University how can we expect the students to be able to make a sound career choice.

A final note is the possible and probable criticism we could encounter in the use of such a pretentious title by the University of Washington and Washington State.
I specifically request that you review the present title and reconsider its use for the future.

Sincerely,

[Signature]

Richard D. Wood

cc: Pres. Donald Garrity
    VP Edward Harrington
    Dean Burton Williams
    Dean Donald M. Schliesman
    /Dr. L. L. Lawrence, Faculty Senate
Dear Professor Lawrence:

I have received your note of November 14 expressing support of the idea of exchanging minutes of the meetings of the various university Senates in the state of Washington and hereby express my wholehearted support of the idea. It is one of those things that one is surprised hasn't been proposed some time ago.

Under separate cover I am having sent to you copies of the minutes of WSU Senate meetings held thus far this fall as well as a copy of the Faculty Manual and Committee Manual that are in effect here at WSU. I thought that you might be interested in having copies of those two documents as well, particularly the Committee Manual since it also contains copies of the Constitution and Bylaws under which the Senate of Washington State University operates.

Again, let me express my wholehearted support of this idea and I look forward to an interesting exchange.

Sincerely yours,

Bruce Florea
President

cc: Inga Kormann-Kelly
Executive Secretary
December 5, 1980

Dr. John S. Shrader
Professor of Science Education
and Biology
Central Washington University
Campus

Dear John:

This memo is to formally acknowledge receipt of your letter of October 30, 1980, regarding early retirement. While we have discussed it only briefly, I believe your plan has real merit.

I note that the Faculty Senate has received a copy of your letter. By means of this memo I would suggest the Retirement Committee, through the Faculty Senate, should submit a formal proposal to me and to Mr. Courtney Jones for consideration by the President's Council and, hopefully, by the Board of Trustees. (I believe such plans are under­way.)

Thank you for your suggestions in this matter.

Sincerely,

Edward J. Harrington
Vice President for Academic Affairs

jm

cc: Dr. Lawrence
Mr. Jones
Mr. O'Gorman
Dr. Martin
DECEMBER 5, 1980

Gentlemen:

The members of the Retirement and Insurance Committee have for some time been considering various proposals for permitting faculty to retire gradually from their teaching and research responsibilities at Central Washington University. All the proposals have been considered both from the short-range and the long-range standpoints. The latter may need further inter-institutional and/or legislative action to implement; however, from the immediate short-range view, the committee feels that, within current policies and guidelines, an important contribution can be made with the attached phased-retirement policy. Here are many important consequences of this policy, for both the faculty-retiree, the academic departments, students and the institution as a whole, not the least of which is to maintain a retiree’s affiliation with, and contribution to, Central Washington University.

The attached proposal for phased retirement for CWU faculty is forwarded for your information and submission to, and discussion with, faculty and administration with the ultimate purpose of obtaining approval for its implementation. As this matter is of extreme importance for faculty, and particularly for several faculty members who have expressed an interest in an early retirement based on a phased principle, the R & R Committee expressly asks for your immediate attention to this matter. Members of the Committee will be available to discuss this policy recommendation with you or others at your invitation. Please contact me at 3-1495, if further information is needed.

Again, your prompt attention to this matter would be appreciated.

Sincerely yours,

Bernie
Chairman, Retirement & Insurance Committee

cc: R & R Committee
PHASED RETIREMENT FOR FACULTY

CENTRAL WASHINGTON UNIVERSITY offers phased retirement to eligible faculty.

1. At, or after, age 62 and until age 70, a faculty member may elect to reduce his service to the University by entering a phased retirement program. The faculty member may continue teaching to a maximum of 40% FTE load by selecting from one of two options:

   a) Up to 40% of a four-quarter teaching load, interpreted here as an academic year and summer term and for this policy considered to be 20 quarter credit hours per four-quarter period.

   b) Up to 40% of an academic year teaching load, for this policy considered to be 15 quarter credit hours per academic year.

2. The faculty member will be paid on a pro-rated basis of his academic year, or academic year and summer term salary, at the time he elects to phase-retire, adjusted in accordance with any general salary increases that are subsequently provided to the faculty at large.

3. The decision to teach part-time (as noted in 1 above), once made, shall continue for each retiree to age 70 or until such time as the retiree declines to continue. However, the retiree may change from option a to option b with the agreement of his department chairman (or program director) and dean. A decision by the retiree to discontinue the program at any point shall be final.

4. The phased retiree shall exercise the selected option to teach annually by March 1 of each year. Failure to notify the school/college dean by this date will indicate to the University that the retiree releases all rights to the phased retirement program and shall be considered fully retired from Central Washington University. Failure to exercise the option by reason of illness shall not prejudice the retiree's right to his option up to age 70, provided that his incapacity is verified in writing by a medical doctor and that the University may require a medical examination by a medical doctor of its choosing. In case of disagreement, the retiree will abide by the ruling of the medical doctor selected by the University.
5. During phased retirement, the retiree shall retain all the tenure and seniority privileges he had at the time of retirement. For instance, he shall not be among the first group of faculty to be released in case of reduction in force nor shall he be denied any privileges generally accorded to faculty of his rank and standing. He shall not, however, be excused from any performance standards applied to the faculty at large, except as provided herein.

6. The phased-retiree shall be required to meet all the obligations of classroom teaching, including holding office hours, but he shall not be required to perform other duties, such as research, public service, service on departmental and university committees and acceptance of special assignments.

7. The specific teaching assignments for the ensuing three or four quarters shall be mutually agreed to by the phased-retiree, the department chairman (or program director) and the appropriate school dean at least six months prior to the first day of instruction of each fall quarter.

8. Although the University’s needs must command first priority, the University academic administrators shall arrange teaching loads to accommodate the reduced schedules and personal plans of the phased-retiree.

9. Office space and general secretarial and other services shall be provided to the phased-retiree as are provided to full-time faculty.

10. According to the policies of the State Employees Insurance Board, phased retirees may be eligible to continue, on a self-pay basis, certain group insurance coverages and/or to enroll in the retiree medical and life insurance plans.

11. Other fringe benefits shall continue for phased-retirees according to the policies of Central Washington University.

11. Should a faculty member select a phased retirement option prior to age 65, retirement benefits will be actuarially reduced from age 65 benefits.

(CWU RETIREMENT/INSURANCE COMMITTEE 12/5/80)
December 9, 1980

Dr. Larry Lawrence
Chairman
Faculty Senate
Campus

Dear Larry:

On December 18, 1980, from 1:15 p.m. to 2:45 p.m. we will have an opportunity to discuss key legislative issues with elected representatives from our state legislative district. The meeting will be held in SUB 204-5. Senator Frank "Tub" Hansen, Representative Sid Flanagan, and Representative Curt Smith will be there to represent our district, the 13th legislative district.

You are cordially invited to attend this meeting so that you may get some idea of the mood of the upcoming legislative session and so that you may provide input to the legislative process during the formative stages. The exchange should be stimulating and will, I believe, serve as a valuable means of sharing concerns and perceptions.

This legislative session, which begins at noon on January 12, 1981, will no doubt have more impact on higher education than any session held during the last ten years. You are urged to attend this meeting to help show our concern for the issues which will be addressed by the legislature in the next few months.

Please call Toni Thomas at 963-2114 if you plan to attend the meeting.

Sincerely,

Jerry L. Jones
Special Assistant to the President

JLJ: tt
December 9, 1980

Dr. Larry Lawrence, Chairman
Faculty Senate
Edison 101E

Dear Larry:

With reference to your memo of December 1, 1980, we enclose a copy of the letter we wrote last Spring after having served on the Review and Evaluation Committee for the History Department. Kent Richards, chairman of that department at the time, is in full support of our opinion.

We feel that these committees consume a great amount of time and energy that could be more usefully employed; and they contribute little of value to the departments in question.

We should like to suggest that the Senate reconsider their charge after they have made a formal inquiry into the benefit of the PREC reviews to the departments that have been evaluated so far.

Sincerely,

Eva-Marie Carne
Professor of German

Raeburne Heimbeck
Professor of Philosophy
May 14, 1980

Program Review and Evaluation Committee
c/o Richard E. Leinaweaver, Chairman
Drama Department

Dear Committee:

We have been serving on the PREC for the History Department since Spring 1979 and have entertained serious doubts throughout our task as to the ability of non-specialists to produce a truly satisfactory and helpful evaluation of a program. Where expert advice can be sought and given, it appears unwise to charge non-experts with this task. We feel that without a great deal of time-consuming research, our findings can only be superficial; and that, basically, we do not only lack the expertise but also the authority to give advice and to make recommendations.

We would, therefore, like to suggest that, in place of the review committees as they are now constituted:

1) such an internal review be undertaken at regular intervals by each department together with the appropriate school dean;

2) two external experts in the field (such as Vernon Carstensen) be asked to review the department in question.

Very truly yours,

Eva-Marie Carne

Eva-Marie Carne,
Professor of German

Raeburne S. Heimbeck
Raeburne S. Heimbeck,
Professor of Religious Studies

cc: Roger Garrett, Communications
Larry Lowther, History Department
Edward J. Harrington, V. P. Academic Affairs
Ken Hammond, Faculty Senate
December 11, 1980

Dr. Larry Lawrence
Chairman of Faculty Senate
Central Washington University
Edison 102(101D-E)
Ellensburg, WA 98926

Dear Dr. Lawrence:

In looking over the minutes of your Senate meeting of November 19, I noted reference to a plan for development of an early retirement system. I would be very interested in reading any material you presently have on this subject and anything that becomes available in the future. If you would be willing to send it to me, I would appreciate it.

By the way, thank you for sending the minutes to us. They certainly are well written and thorough.

Cordially,

Raymond A. Soltero
President, Faculty Organization
Chairman, Academic Senate

RAS:m

Western Washington University is an equal opportunity, affirmative action institution.
January 1, 1981

Larry Lawrence, Chairperson
Faculty Senate
Campus

Dear Larry:

Because of my new job description, effective January 1, 1981, I'm obliged to resign from the University Curriculum Committee and the Faculty Grievance Committee (which I chair). Though the Code makes no specific reference to such an animal as an "Assistant Dean," a reasonable construction of Section 3.56B is that I am ineligible to serve on the Faculty Grievance Committee. My continued membership on the University Curriculum Committee also would be inappropriate.

I have greatly appreciated the chance to serve on both committees; though they take considerable time, that time has been well spent. Indeed, both committees are opportunities to influence in a substantive way the direction of our University.

Sincerely,

David G. Lygre
Professor of Chemistry

sc

cc: Dr. Garrity
January 13, 1981

Dr. Larry L. Lawrence  
Chairman, Faculty Senate  
CWU, Campus

Dear Dr. Lawrence:

The list of faculty who have agreed to serve on the committee to screen the applicants for the Admissions/Minority Counselor is approved.

Dr. Danton has agreed to serve as the non-voting chairman of the committee.

Sincerely,

Edward J. Harrington  
Vice President for Academic Affairs

jm

cc: Dr. Pappas  
    Dr. Danton
C. Attendance

Should any department or program go unrepresented by either its Senator or its Alternate for more than two (2) consecutive meetings, the Senate Chairman shall inform that department or program, in writing, of the absence of its duly elected representative.

Should such lack of representation continue, without good reason and without prior notification of non-attendance, the Executive Committee may move for expulsion of the Senator and Alternate. By majority vote the Senate may declare the seat vacant. The Senate Chairman will then formally request that the department or program elect new representatives willing and able to serve.
TO: Faculty Senate
FROM: Personnel Committee
DATE: January 14, 1981
SUBJECT: Summer Contingency Contracts

A. The Issues:

The Senate Personnel Committee was charged with the responsibility for looking into practices regarding summer contingency contracts. In response to this charge the Committee addressed the following questions:

1) Is there a written University-wide policy on summer contingency contracts?

2) Have individual members of the faculty been treated equally with respect to such contracts?

3) Should the Faculty Senate make recommendations to change or modify summer contract provisions/procedures?

B. Findings:

Following is a summation of the principle findings of the Committee:

1) The practice of hiring Summer Session faculty on a contingency basis began in 1979. The practice is widespread among those institutions in which summer sessions must be self-supporting. At CWU, however, the summer session is budgeted. The apparent reason for making the change in 1979 was concern that financial deficits incurred during the Summer Sessions would have to be made up through cuts in the regular academic program. The contingency contract practice was thus seen as a means of assuring the continued integrity of the regular academic program of the University.

The practice appears to have been operating informally and the Personnel Committee was unable to find any written record or statement setting forth University-wide policy on this subject.

2) The 1980 Summer Session is the first in which the provisions of the contingency contracts were enforced. The committee found that:

   a) One contract was cancelled because of zero enrollment,

   b) The salaries of four faculty members were reduced because of insufficient enrollment,

   c) The salaries of four faculty members were not reduced although their classes were cancelled because of insufficient enrollment.

The evidence thus suggests that considerable discretion exists with
respect to enforcement of the contracts and that CMU faculty members did not receive equal treatment in 1980.

3) The Personnel Committee informally contacted a number of faculty to ascertain the general feeling about contingency contracts. The Committee believes that the contracts do inspire anxieties and ill-feelings on the part of faculty. Particularly aggravating is the fact that faculty cannot be assured of summer earnings until after registration has been completed. Moreover some faculty have expressed concern that the need to fill very specific student quotas, lest one's salary be cut, induces hucksterism and unseemly and inappropriate competition among faculty.

On the other hand, the savings that are generated by this practice would thus far appear to be marginal. The Personnel Committee thus concludes that the practice creates more problems than benefits for the institution.

The Committee also recognizes that public funds should not be paid to individuals who perform no service to the University during Summer Session.

C. Recommendations:

The Personnel Committee makes the following recommendations:

1) Summer contingency contracts, as presently written, should be discontinued.

2) Summer contracts should specify that, in the event of insufficient enrollment, a faculty member will be assigned to other duties by the appropriate dean of her/his school or college. The faculty member will retain the option of declining the assignment, thus choosing not to be employed in that particular Summer Session.

3) A written policy containing the operational details of this recommendation should be published over the signature of the Vice-President for Academic Affairs.
DECEMBER 5, 1980
CURRICULUM PROPOSALS APPROVED BY
THE UNIVERSITY CURRICULUM COMMITTEE
AND FORWARDED TO THE SENATE

COMMUNICATION — Resubmitted
COURSE ADDITION


BUSINESS ADMINISTRATION — Revision
COURSE ADDITION

ACCT 400. Understanding the Private Enterprise System. (2). An intensive course covering the U.S. and Washington State Economics; small business and large corporations; business, labor, government, and the public; and the future of business in the Pacific Northwest. Restricted to professional educators participating in Business Week. Grades will be S or U.

ACCOUNTING
COURSE ADDITION/ADVANCED
ACCT 202. Managerial Accounting Analysis. (5). Prerequisite, ACCT 252 or ACCT 301.

ACCT 493. Practicum in Accounting. (3). Prerequisite, permission of instructor. Under direct supervision of the instructor, to assist a minimum of six hours weekly in answering accounting student questions and aiding in completion of homework assignments. Other tasks as assigned.

ENVIRONMENTAL STUDIES
COURSE ADDITION

ENST 444. Energy Use Patterns. (5). W. Prerequisite, PHYS 111. Past, current and future energy use patterns and trends. Associated environmental conflicts and alternative sources of energy.

COMPUTER SCIENCE
COURSE ADDITION

CPSC 101. Survey of Computer Science. (4). Prerequisite, High School or college algebra. Three hours of lecture and two hours of laboratory per week. Formerly CPSC 140.

PSYCHOLOGY
COURSE ADDITIONS

PSY 404. Psychology of the Gifted. (3). Prerequisite, PSY 316 or permission of instructor. Psychological factors related to the intellectual and emotional development and adjustment of gifted individuals.
GEOG 443. Energy Policy. (5). S. Prerequisite, PHYS 111 or permission. Legal, institutional, and economic frameworks for regional, national, and international energy decisions.

PROGRAM ADDITION
ENERGY STUDIES

BACHELOR OF ARTS
ENERGY STUDIES MINOR

A minor in Energy Studies is available to students that desire an in-depth analysis of the energy issues facing modern society. This interdisciplinary minor provides a modest technical background so that the student may better understand and appreciate energy issues as they are explored from the perspective of various specialists.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PHYS 111, Introductory Physics—Mechanics and Heat</td>
<td>5</td>
</tr>
<tr>
<td>EWST 449, Energy Use Patterns</td>
<td>5</td>
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<tr>
<td>GEOG 443, Energy Policy</td>
<td>5</td>
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<tr>
<td>Elect one of the following three:</td>
<td>3-5</td>
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<tr>
<td>TIE 210, Energy Sources and Power</td>
<td>3</td>
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<tr>
<td>ECON 452, Economics of Energy, Resources and Environment</td>
<td>5</td>
</tr>
<tr>
<td>GEOG 343, Energy Resource Alternatives</td>
<td>3</td>
</tr>
</tbody>
</table>

Total: 18-20

ACCOUNTING

COURSE ADDITION

ACCT 345. Basic Income Tax. (3). A forms approach to basic federal income tax preparation. Intended as a service course for individuals with no previous accounting or business experience. Accounting majors are not permitted. The course will include basic tax planning.

HEALTH EDUCATION

COURSE ADDITIONS

HEALTH EDUCATION
COURSE ADDITIONS


H ED 370. Program Development and Evaluation. (4). Prerequisite, H ED 230, PSY 309, or 313 or permission of instructor. Planning, implementation, and evaluation of health education programs for entry level health professional.
CURRICULUM PROPOSALS APPROVED BY
THE UNIVERSITY CURRICULUM COMMITTEE
AND FORWARDED TO THE SENATE

PLEASE NOTE THE FOLLOWING CORRECTIONS:
On Page 569—The credit for PSY 433 should be (3).
On Page 571—The title should read "Dependency Behavior and Drug Education.

HEALTH EDUCATION

COURSE ADDITIONS

H ED 380. Epidemiology. (3). Prerequisite, H ED 310 and a microbiology course or permission of instructor. Etiology, recognition, transmission, prevention and control of common diseases and disorders affecting human health.

H ED 412. Health Aspects of Aging. (3). Prerequisites, H ED 101 or permission of instructor. Examination of total health as it relates to the aged and the aging process.

H ED 440. Health Consultation and Planning. (3). Prerequisite, H ED 370 or permission of instructor. Models and procedures of effective professional health consultation and planning.

H ED 492. Practicum. (4). Prerequisite, taken quarter before student teaching or field experience. Practical experience and application of responsibilities and competencies necessary for practicing health educators.

COURSE CHANGE—Four changes
AS IT APPEARS

H ED 345. Curriculum Development in Health Education. (3).
Prerequisite, H ED 105, 210, 310, 419. Curriculum development (K-12) for health education. Problems of organization, development, implementation and utilization will be emphasized.

PROPOSED

Prerequisites, H ED 370. Examination of existing curricula and teaching materials. Design and development of school health curricula.

HEALTH EDUCATION

Program Director: Ken Briggs
Health Education Building

The undergraduate programs in Health Education prepare students with competencies to promote health within such jobs as teaching, community health education, health care/patient education, occupational health and industrial health.
All health education majors take the health education core courses. Students must complete Zoology 270 as a prerequisite to Health Education 310 and it is recommended that this requirement be completed by the sophomore year. In addition to the core, majors select either a community health education or a school health education option.

Community Health Education Major
This option leads to a Bachelor of Science degree in community health education. Students majoring in community health education take coursework in health education and related disciplines that provide a necessary background for working in a variety of health education settings. Community health education majors have the unique flexibility to develop a specialized area in health education. The community health education option culminates in a 15-credit internship or field experience that allows a practical arena in which to apply the professional knowledge and skills developed within the health education and special concentration program.

School Health Education Major
This option is for individuals seeking careers as health education teachers and leads to the degree of Bachelor of Arts in Education. This program allows majors to develop comprehensive health education knowledge and process skills necessary for the vitally important job of promoting health among young people. The teacher preparation program that school health education majors take and the individually selected minor are useful complements to this professional preparation program.

<table>
<thead>
<tr>
<th>HEALTH EDUCATION CORE</th>
<th>Credits</th>
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<tbody>
<tr>
<td>H ED 209, Consumer Health</td>
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<tr>
<td>H ED 230, Health Behavior and Promotion—Total Health</td>
<td>4</td>
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<tr>
<td>H ED 310, Wellness and Illness</td>
<td>4</td>
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<tr>
<td>H ED 336, Dependency Behavior and Drug Education</td>
<td>4</td>
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<tr>
<td>H ED 370, Program Development and Evaluation</td>
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<tr>
<td>H ED 492, Health Education Practicum</td>
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<tr>
<td>H ED 499, Seminar</td>
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<th>BACHELOR OF SCIENCE</th>
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<tr>
<td>HEALTH EDUCATION OPTION</td>
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<tr>
<th>Health Education Core</th>
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<tbody>
<tr>
<td>H ED 320, Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>H ED 410, Community Health</td>
<td>2</td>
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<tr>
<td>H ED 490, Contracted Field Experience</td>
<td>15</td>
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<td>HOPN 245, Basic Nutrition</td>
<td>3</td>
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<tr>
<td>BISC 302, Human Ecology</td>
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<td>OR</td>
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<tr>
<td>AU SC 445, Introduction to Environmental Health</td>
<td>4-3</td>
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<tr>
<td>S ED 280, Principles of Accident Prevention</td>
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DECEMBER 10, 1980
CURRICULUM PROPOSALS APPROVED BY
THE UNIVERSITY CURRICULUM COMMITTEE
AND forwarded to the Senate

HEALTH EDUCATION - Continued

PSY 309, Human Growth and Development  
OR  
PSY 313, Developmental Psychology  
PE 245, First Aid  
COM 345, Business and Professional Speaking  
OR  
COM 365, Organizational Communication  
Electives by Advisement

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<tr>
<th>Course</th>
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<tr>
<td>PSY 309</td>
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<td>PSY 313</td>
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<td>PE 245</td>
<td>3</td>
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<td>COM 345</td>
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<tr>
<td>COM 365</td>
<td>4</td>
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<td>Electives by Advisement</td>
<td>22-23</td>
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BACHELOR OF ARTS IN EDUCATION  
SCHOOL HEALTH EDUCATION OPTION

Health Education Core
H ED 445, School Health Curriculum and Materials  
HOFN 245, Basic Nutrition  
S ED 280, Principles of Accident Prevention  
BISC 302, Human Ecology  
PE 245, First Aid  
HOFES 431, Human Sexuality

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<tr>
<td>H ED 445</td>
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<tr>
<td>HOFN 245</td>
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<td>S ED 280</td>
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<td>BISC 302</td>
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<td>HOFES 431</td>
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Approved Minor Concentration - 18-30 credits
Teacher Preparation Program - Option A, B, C or D

BACHELOR OF ARTS  
COMMUNITY HEALTH EDUCATION MINOR  
This minor is specifically designed for students who are in career programs, non-teaching majors and liberal arts program.

<table>
<thead>
<tr>
<th>Course</th>
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<td>H ED 410, Community Health</td>
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| Total Credits                               | 46      |

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<th>Description of Options</th>
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HEALTH EDUCATION - Continued

BACHELOR OF ARTS IN EDUCATION
SCHOOL HEALTH EDUCATION MINOR

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<td>Program Development and Evaluation</td>
<td>4</td>
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<tr>
<td>H ED 445</td>
<td>School Health Curriculum and Materials</td>
<td>2</td>
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EDUCATION COURSE ADDITIONS

ED 402. Identifying the Gifted Child. (3). Informal and formal assessment strategies for identifying and placing the gifted child.


ED 405. Methods and Materials for the Gifted. (5). Prerequisite, ED 403.

(See below for added course addition)

PROGRAM ADDITION

BACHELOR OF ARTS IN EDUCATION
GIFTED MINOR

The Undergraduate minor in gifted education is designed for students in the teacher education program at either the elementary or secondary level who wish to acquire expertise relevant to teaching the gifted child.

Required Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 301</td>
<td>Introduction to Exceptional Students</td>
<td>4</td>
</tr>
<tr>
<td>SPED 437</td>
<td>The Gifted Student</td>
<td>3</td>
</tr>
<tr>
<td>ED 402</td>
<td>Identifying the Gifted Child</td>
<td>3</td>
</tr>
<tr>
<td>ED 403</td>
<td>Methods and Materials for the Gifted</td>
<td>5</td>
</tr>
<tr>
<td>ED 405</td>
<td>Creativity for the Gifted</td>
<td>3</td>
</tr>
<tr>
<td>ED 492</td>
<td>Practicum for the Gifted</td>
<td>4</td>
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<td>22</td>
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</table>

ED 492. Practicum for the Gifted. (4). At least thirty documented hours in gifted classroom(s). Two 3-hour seminars will be required during the Practicum experience.