

4-25-1990

CWU Faculty Senate Minutes - 04/25/1990

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REGULAR FACULTY SENATE MEETING
Central Washington University

April 25, 1990

Presiding Officer: Beverly Heckart
Recording Secretary: Sue Tirota

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

ROLL CALL

Senators: All Senators or their Alternates were present except Caples, Duncan, Schmidt, McInelly, Medlar, Norem, Pickett, Smith, Wallace and Youngblood.
Visitors: Corwin King, Roger Garrett, Peggy Cooke, Phil Backlund, John Vifian, David Anderson, Rob Lapen, Anne Denman, James Pappas, Don Schliesman, Carolyn Wells and Don Cummings.

CHANGES TO AGENDA

- Add two items under "Communications:" 4/20/90 memo from George Macinko, and 4/23/90 letter from Clint Duncan.
- Add four announcements under Chair's Report.
- Replace President's Report with Provost's Report.
- Two amendments to the motions concerning General Education will be made under "Old Business."

APPROVAL OF MINUTES

The following corrections to the minutes of April 4, 1990 were noted and accepted:
-Page 1, Chair's Report, item 1: Change budget information to read: "Included in the C.W.U. budget will be 1) an average 6.4% pay increase for faculty, academic administrators, academic librarians, and teaching and research assistants effective January 1, 1991; 2) an average 6% pay increase for counselors, administrators and other professionals;..."
-Page 3, Old Business, Proposed General Education Program, under Item III.A.--Historical/Political Backgrounds: Change "(See special rule No. 4)" to read "(See special rule No. 3)."
-Page 2, Reports, Academic Affairs Committee, 5th line: Change "The Camp Field Group requested that all references to the Faculty Senate be removed from the proposal." to read "At the Camp Field Group, several requests were made that all references to the Faculty Senate be removed from the proposal."
The minutes of the April 4, 1990 Faculty Senate meeting were accepted with the corrections noted above.

COMMUNICATIONS

Patrick McLaughlin reported the following correspondence:

- 4/12/90 letter from Carol Barnes, Dean of Extended University Programs, regarding proposed changes to Faculty Code section 15.30 concerning the change from credit to contact hours. Referred to Senate Code Committee.
- 4/20/90 memo from George Macinko, Geography, responding to April 4, 1990 Faculty Senate minutes regarding the Camp Field Group's reaction to recommendations of the Senate Academic Affairs Committee. See Chair's Report below.
- 4/23/90 letter from Clint Duncan, Chemistry, regarding the role of the Athletics Committee. See Chair's Report below.

REPORTS

1. CHAIR

-Chair Beverly Heckart addressed George Macinko's concerns regarding the 4/4/90 report of the Academic Affairs Committee. In his 4/20/90 memo, Dr. Macinko asked three questions regarding the Camp Field Group: 1) "Who do they [the Camp Field Group] represent?"; 2) "Is the Camp Field Group an autonomous entity absolutely impervious to suggestions from any outside source?"; 3) "Is the statement factually true that 'The Camp Field Group requested that all references to the Faculty Senate be removed from the proposal'?" In reply to Dr. Macinko's questions, the Chair noted the relevant change made to the April 4, 1990 minutes as well as the fact that most of the planning document approved by the Faculty Senate was incorporated into the Camp Field plan. Only the sections on Retention & Recruitment of Administrators and on Graduate Studies were not forwarded by the Provost to the Camp Field Group.

She explained that there were three references to the Faculty Senate that were deleted from the Camp Field document. Two of these were in the Academic Programs section: "That clear criteria and an open evaluative process be developed for determining strong programs worthy of being enhanced with Senate approval;" and "That curricular approval mechanisms be improved with Faculty Senate approval." The Chair noted that the issue of curricular approval will be addressed by a committee next year. There was also one reference to the Faculty Senate under General Education: "That the General Education Committee suggest revisions in the program to the Faculty Senate."

1. CHAIR, continued

-Chair Heckart excerpted Clint Duncan's 4/23/90 letter concerning the Athletic Committee: "The current Nicholson fiasco has finally caused me to write this letter. My memories of six years of committee involvement can be summarized by the term 'frustration.' ... [The Athletics Committee] is not included in the information flow or consulted until after the fact. For example, this year we looked at the athletic drug policy after it had gone to the Board, heard of the Nicholson problem the day the press was first informed, and were never informed of or included in a discussion of camps and camp income, camp directions, or coaching positions... If the Senate Executive Committee wants to continue appointing new members for next year, I hope the new members are 1) informed of the historical involvement and activities of the committee, and 2) work with the administration in an attempt not to repeat past performances." The Chair noted that the Athletics Committee reports to the Dean of the School of Professional Studies. She added that the Senate Executive Committee has been aware for some time of problems with the role of the Athletics Committee and will endeavor to improve the situation.

-Helmi Habib, Director of Academic Advising, has compiled 1990 statistics on the number of majors in each school and in each department. The College of Letters, Arts and Sciences has majors consisting of 32.9% of the student body; the ~~college~~ ^{School} of Business and Economics has 35.3%; and the School of Professional Studies has 31.8%. Other materials are included in the report, and copies are available on request from the Faculty Senate Office.

-Candidates for Dean of the College of Letters, Arts and Sciences will be interviewed on campus as follows: May 3, Sharon Zabloutney; May 7, Karen Boubel; May 9, Kols Jayaweera. Schedules of their activities will be distributed by the Dean of the School of Professional Studies.

2. PROVOST

Provost Robert Edington explained that the intention of the Camp Field Group in deleting references to the Faculty Senate from the proposal for the Academic Plan was not intended as a reflection of opinion on the Faculty Senate. Rather, it was thought that one part of the governing process should not be singled out to the exclusion of others. He added that no recommendation has been made to change the regular curricular approval processes.

The Provost announced a 2 hour meeting on May 4, 1990 at 9:30 a.m. in Grupe Center to discuss the proposal for the Academic Affairs biennial budget for 1991-93. Copies of the budget forms will be sent to each department chair; chairs will be urged to share this material with faculty, and all are welcome to attend the meeting.

3. ACADEMIC AFFAIRS COMMITTEE

None

4. BUDGET COMMITTEE

None

5. CODE COMMITTEE

Nancy Lester reported that the Code Committee held a Faculty Code Hearing on April 18, 1990. Problems were foreseen with implementation of the proposed change in Summer School faculty salaries based on contact rather than credit hours. Although it was noted that a generous Family Leave policy is needed in order to recruit women, the proposed policy has met with opposition. There was also much discussion on the proposed changes regarding salary policy. Chair Heckart noted that the proposed salary policy will be placed on the May 16, 1990 Faculty Senate agenda.

6. CURRICULUM COMMITTEE

*MOTION NO. 2749 Warren Street moved approval of University Curriculum Committee pages 1034-1044, with the following changes:

-UCC Page 1034: Delete "(REVISED)" from the program title.

Delete the 3 lines following the title:

"I. Complete Elementary Education Major
Bachelor of Arts in Education
Elementary Education Major"

Revise wording of last line to read:

"Nine credits of Electives by Advisement.....9"

Add footnote to description:

"*Endorsement for student teaching requires completion of ED 308, 309, 323, and 420."

(Ed. note: Note that this is not just a duplication of the existing footnote. The wording has been changed.)

6. CURRICULUM COMMITTEE, continued

- UCC Page 1035: - A program title and description should precede the course listings.
 - The title should be the same as the existing program title.
 - The second paragraph should be deleted from the program description, and the first and third paragraphs retained in the new description.

- UCC Page 1036: Change the titles of PSY 362 and PSY 363 to "Introductory Statistics" and "Intermediate Statistics," respectively, to concur with earlier approved changes.

Motion passed.

<u>PAGE</u>		
1034	Elementary Education Major/Program IV	Program Change
1035	Elementary School Professionalized Subjects Minor	Program Change
1036	B.A./Psychology Major	Program Change
1037-38	B.A./Psychology-Career Emphasis Programs	Program Change
1038	B.S./Chemistry-Biochemistry Option	Program Addition
1039	POSC 487	Course Change
1040	M.A.T./Math	Program Change
1041-42	B.S./Geology	Program Change
1042	AFRO 101.1, 102.1, 103.1	Course Addition
1042	AFRO 201.1, 202.1, 203.1	Course Addition
1042	AFRO 301.1, 302.1, 303.1	Course Addition
1043	AFRO 401.1, 402.1, 403.1	Course Addition
1043	AFRO 498	Course Addition
1043	Aerospace Studies Minor	Program Change
1043	HED 205	Course Addition
1043	PEF 123	Course Addition
1044	M.A./English-Teaching Option	Program Change

7. PERSONNEL COMMITTEE

Bill Vance stated that the Personnel Committee will report on its merit system survey of department chairs at the May 16, 1990 Faculty Senate meeting. He added that the survey results will have no impact on the proposed salary scale that shall also be presented on May 16.

OLD BUSINESS

GENERAL EDUCATION PROGRAM

*MOTION NO. 2750 Pat McLaughlin moved and Owen Pratz seconded a motion to delete the Physical Education Activities requirement from the General Education Program (effective for 1991-93 catalog).

Senators asked if the General Education Committee objected to the inclusion of all Physical Education requirements in the General Education Program or specifically to the current activities requirement. General Education Committee Chair Rob Lapen replied that the committee recommended only the deletion of the P.E. requirement in its present form, and it has not considered substitution of another type of P.E. requirement (such as HPER 200, "Foundations of Wellness").

Another Senator asked about the effect on the use of P.E. facilities and on enrollment in activities courses if they were stricken from the General Education Program. Representatives of the Physical Education Department replied that they do not foresee a decrease in enrollment or active use of P.E. facilities.

Discussion centered around whether it would be possible to substitute a "wellness" course for the P.E. activities requirement rather than deleting the P.E. requirement altogether. It was noted that the Faculty Senate opposed addition of HPER 200 to the General Education Program two years ago largely because it was an unproven course that had not been taught. Senator Stephen Jefferies, Physical Education, explained that HPER 200 is now being successfully taught and consists of lectures on theories of fitness and health followed by practical application and activities; he also noted that general health is declining in the United States, and many liberal arts schools are tending toward more rather than less Physical Education requirements in their curriculum. Rob Lapen added that much more study is needed on the effectiveness of HPER 200 and how it is taught. General Education Committee member John Vifian, English, pointed out that deletion of the P.E. activities requirement from the General Education Program and addition of a "wellness" component to the Program should be treated as two separate issues.

OLD BUSINESS -- GENERAL EDUCATION PROGRAM, continued

Senators reiterated that the philosophy of General Education is at issue concerning the inclusion of a P.E. requirement. They agreed that Physical Education is desirable but continued to question whether it is essential. In response to questions, Student Senator Don Hendrixson replied that student opinion seems to be evenly split concerning the P.E. requirement. Don Schliesman, Dean of Undergraduate Studies, expressed his continuing support for deleting the P.E. requirement from the Program based on overwhelming faculty concern for students in the areas of reading, writing and critical thinking.

*MOTION NO. 2751 Owen Pratz moved and Jay Bachrach seconded a motion to table MOTION NO. 2750 and direct the General Education Committee to bring forth a recommendation for replacement of the Physical Education Activities requirement in the General Education Program. Motion passed (16 yes 10 no, 1 abstention).

* * *

*MOTION NO. 2752 Pat McLaughlin moved and Owen Pratz seconded a motion to delete COM 110 and COM 110.1 from the requirements of the General Education Program (effective Fall 1990). The speaking requirement will be integrated into ENG 102, and a coordinator will be employed starting in Summer of 1990 to encourage and develop more writing and speaking across the curriculum.

Don Cummings, Dean of the College of Letters, Arts and Sciences, supported the deletion of COM 110 from the General Education Program. He stated that COM 110 is not the best vehicle for teaching speaking skills and that a more effective approach would be to introduce a program of speaking and writing across the curriculum. He explained that he has met with members of the English and Communication departments to explore the possibility of including the speaking requirement as part of ENG 102, and both departments have generally agreed that this is acceptable. Dean Cummings strongly emphasized that increasing the speaking component of ENG 102 will not by itself meet the needs of students in this area and stressed the necessity of developing writing and speaking across the entire curriculum. He added that Provost Edington supports this position and has indicated that funds will be made available to hire a coordinator to develop more writing and speaking across the curriculum. Rob Lapen reported that the General Education Committee voted unanimously to support the recommendation of the Dean of CLAS.

John Vifian, Chair of English, noted that it is not the intent of this recommendation that ENG 102 serve as an exact replacement for COM 110. He outlined the nature of ENG 102, explaining that it is a research course with speaking involved. Phil Backlund, Communication, urged Senators to vote in favor of the motion.

The question was called and a vote was immediately taken on MOTION NO. 2752. Motion passed.

* * *

*MOTION NO. 2753 Ken Gamon moved and Charles McGehee seconded a motion to remove MOTION NO. 2745, passed at the March 7, 1990 Faculty Senate Meeting from the table:

*MOTION NO. 2745 Charles McGehee moved and Bill Vance seconded a motion that the discussion on the proposed General Education philosophy statement be tabled and returned to the General Education Committee to be rewritten.

Motion to remove MOTION NO. 2745 from the table passed.

GENERAL EDUCATION PHILOSOPHY STATEMENT

"It is expected that students entering Central Washington University have developed some proficiency in communication and critical thinking. The General Education Program provides opportunities to develop these skills by intergrating them into the academic requirements of the University.

"A goal of the General Education Program is to help students acquire a liberal education through study in various disciplines in the Arts and Humanities, the Social and Behavioral Sciences, and the Natural Sciences and Mathematics. General Education courses in these areas stress, where applicable, the rationale for the discipline as well as its scope, history, philosophy and methodology. Courses include writing, speaking, and critical thinking where appropriate. Fundamental objectives are to promote awareness of the diversity, yet commonality, of life and respect for the balances in nature."

OLD BUSINESS -- GENERAL EDUCATION PROGRAM, continued

Senators asked for an explanation of the rationale behind the final sentence in the proposed philosophy statement. Rob Lapen replied that the General Education Committee foresees the future addition of an environmental education component to the Program. Other Senators questioned the practicality of the first sentence in the philosophy statement. John Vifian explained that the university's policy is to test students and assure that minimal standards are met before allowing them to begin the General Education Program.

The question was called for and a vote was immediately taken on MOTION NO. 2745. Motion passed (13 yes, 10 no, 4 abstentions).

NEW BUSINESS

None

ADJOURNMENT

Meeting was adjourned at 4:35 p.m.

* * * * * NEXT REGULAR FACULTY SENATE MEETING: May 16, 1990 * * * * *

REGULAR FACULTY SENATE MEETING
3:10 p.m., Wednesday, April 25, 1990
SUB 204-205

- I. ROLL CALL
- II. CHANGES TO AGENDA
- III. APPROVAL OF MINUTES - April 25, 1990
- IV. COMMUNICATIONS
 - 4/12/90 letter from Carol Barnes, Dean of Extended University Programs, re. proposed changes to Faculty Code section 15.30.
- V. REPORTS
 - 1. Chair
 - 2. President
 - 3. Academic Affairs Committee
 - 4. Budget Committee
 - 5. Code Committee
 - Report on 4/18/90 Faculty Code Hearing
 - 6. Curriculum Committee
 - UCC Pages 1034-1044 (with attached changes)
 - 7. Personnel Committee
- VI. OLD BUSINESS
 - General Education Program (see attached motions)
- VII. NEW BUSINESS
- VIII. ADJOURNMENT

* * * NEXT REGULAR FACULTY SENATE MEETING: May 16, 1990 * * *

CURRICULUM COMMITTEE

UCC Pages 1034-1044, CHANGES:

- UCC Page 1034: Delete "(REVISED)" from the program title.
Delete the 3 lines following the title:
 "I. Complete Elementary Education Major
 Bachelor of Arts in Education
 Elementary Education Major"
Revise wording of last line to read:
 "Nine credits of Electives by Advisement.....9"
Add footnote to description:
 "*Endorsement for student teaching requires completion of ED 308, 309,
 323, and 420."
(Ed. note: Note that this is not just a duplication of the existing
footnote. The wording has been changed.)
- UCC Page 1035: -A program title and description should precede the course listings.
-The title should be the same as the existing program title.
-The second paragraph should be deleted from the program description, and
the first and third paragraphs retained in the new description.
- UCC Page 1036: Change the titles of PSY 362 and PSY 363 to "Introductory Statistics" and
"Intermediate Statistics," respectively, to concur with earlier approved
changes.

OLD BUSINESS

GENERAL EDUCATION PROGRAM

- MOTION 1: Moved to delete the Physical Education Activities requirement from the General
Education Program (effective for 1991-93 catalog).
- MOTION 2: Moved to delete COM 110 and COM 110.1 from the requirements of the General
Education Program (effective for 1991-93 catalog).
- MOTION 3: Moved to remove MOTION NO. 2745 and MOTION No. 2746, passed at the March 7, 1990
Faculty Senate Meeting from the table:
-MOTION NO. 2745: "Charles McGehee moved and Bill Vance seconded a motion that
the discussion on the proposed General Education philosophy statement be tabled
and returned to the General Education Committee to be rewritten"
-MOTION NO. 2746, as follows, passed at the March 7, 1990 Faculty Senate Meeting
from the table: "Stephen Jefferies moved and Alan Taylor seconded a motion that
the discussion on the change of "credit" requirements to "course" requirements
be tabled."
- MOTION 4: Moved to approve the revised General Education Program philosophy statement
(effective for 1991-93 catalog).
- MOTION 5: Moved to approve the change from "credit" to "course" requirements in the
General Education Program (effective for 1991-93 catalog).

OLD BUSINESS

GENERAL EDUCATION PROGRAM

The General Education Program presented below includes principally a change in the statement of philosophy and the elimination of the following requirements: 1) Communication 110 and 110.1; and 2) physical education activities requirements.

Because the skills of written communication and critical thinking cannot be separated from subject content, the General Education Program is no longer divided into components described respectively as "basic" and "breadth." Instead, we have restructured the program into four categories of approximately equal weight.

The international component must be retained and strengthened. An American ethnic minority component and a mathematics course requirement should be added when there is adequate faculty to staff them.

[PROPOSED GENERAL EDUCATION PHILOSOPHY STATEMENT FOR NEXT CATALOG]:

It is expected that students entering Central Washington University have developed some proficiency in communication and critical thinking. The General Education Program provides opportunities to develop these skills by integrating them into the academic requirements of the University.

A goal of the General Education Program is to help students acquire a liberal education through study in various disciplines in the Arts and Humanities, the Social and Behavioral Sciences, and the Natural Sciences and Mathematics. General Education courses in these areas stress, where applicable, the rationale for the discipline as well as its scope, history, philosophy and methodology. Courses include writing, speaking, and critical thinking where appropriate. Fundamental objectives are to promote awareness of the diversity, yet commonality, of life and respect for the balances in nature.

- I. WRITTEN EXPRESSION AND CRITICAL THINKING...four courses (14 credits)
Students should complete as many of these requirements as possible during the freshman year. All requirements, except ENG 301, should be completed before the end of the sophomore year.
ENG 101, 102, 301
PHIL 201 or MATH 130.1

**GENERAL EDUCATION
PROGRAM**

The General Education Program consists of two parts: Basic Requirements and Breadth Requirements.

The Basic Requirements are intended to help students better use the English language to formulate and communicate ideas, and to make them more aware of and skillful with logic and mathematics.

The Breadth Requirements are intended to acquaint students with the liberal arts and sciences and to guarantee some familiarity with non-English speaking cultures. Breadth courses allow students to study the history, philosophy, and theory of various disciplines and to use the discipline's modes of inquiry and techniques for formulating and communicating ideas. Breadth courses also require students to use and develop their basic academic skills.

Credits

I. BASIC REQUIREMENTS.....	19
A. Writing	9
ENG 101, 102, 301	
B. Reasoning	8
PHIL 201 OR MATH 130.1	
C. Speaking	8
COM 110 (1 credit), COM 110.1 (8 credits) (concurrent enrollment required)	
D. Physical Education Activities	8
PEF 110, 111, 112, 113, 114, 115, 116, 121, 122	
PETS 110, 113, 114, 115, 116, 117	
PER 110, 112, 113, 114, 115, 116, 117, 118, 119	
PEAQ 110, 111, 112, 113, 115, 116, 118	
PEID 110, 111, 112, 113, 114, 115, 116, 118,	
123, 124, 125, 126, 128, 129, 130, 132, 133, 134,	
136, 137, 138	
PEGT 110, 112, 118	

II. ARTS AND HUMANITIES

Select a minimum of one course from "Literary Background" and a minimum of two courses from "Other Arts and Humanities," keeping in mind Special Rule No. 1 below. English majors may take either ENG 105 or HUM 175; but, if ENG 105 is taken, it will be allowed only to meet the Literary Background Requirement. Therefore, three courses are required from subjects other than English.

- A. Literary Background.....one course (5 credits)-(See special rule No. 3)
 ENG 105 or
 HUM 175
- B. Other Arts and Humanities.....two courses (8-10 credits)
 ART 101, 235*, 336*, 337, 357*, 410*, 456*
 CHIN 151, 152, 153, 251*, 252*, 253* (See special rule No. 2)
 DR 107, 363.1*, 363.3
 ENG 235, 240, 341*, 342*, 362
 FR 151, 152, 153, 251*, 252*, 253* (See special rule No. 2)
 GERM 151, 152, 153, 251*, 252*, 253* (See special rule No. 2)
 JAPN 151, 152, 153, 251*, 252*, 253* (See special rule No. 2)
 SPAN 151, 152, 153, 251*, 252*, 253* (See special rule No. 2)
 HUM 101, 102, 103
 MUS 101, 102, 144
 PHIL 101, 115, 302, 305, 352*, 353*, 354*, 355, 359, 487
 PE 161
 RELS 101*, 201*, 301*, 351*, 353*

III. SOCIAL AND BEHAVIORAL SCIENCES

Select a minimum of one course listed under the heading "Historical/Political Background" and a minimum of two courses in those under the heading "Other Social and Behavioral Sciences," keeping in mind Special Rule No. 2 below.

- A. Historical/Political Backgrounds.....one course (5 credits)
 Students majoring in History or Political Science are exempt from the Historical/Political Backgrounds Requirement; however, a minimum of three courses must be earned with no more than one course in each of three subjects other than the major. Courses must be selected from those headed "Other Social and Behavioral Sciences." (See special rule No. 4)
 HIST 102*, 103*, 144
 POSC 210

*Students must take a minimum of one course in subjects that have an international emphasis. Courses listed in categories II and III which meet that requirement are identified with an asterisk.

II. BREADTH REQUIREMENTS.....15

Courses with an asterisk will satisfy the requirement of at least five credits in courses dealing primarily with non-English speaking cultures.

A. Arts and Humanities.....15

Select a minimum of five credits in courses listed under the heading "Literary Background" and a minimum of ten credits in those under the heading "Other Arts and Humanities," keeping in mind Special Rule No. 2 below.

- 1. Literary Backgrounds (content/writing).....5
 (see special rule No. 4.)
 ENG 105
 HUM 175

2. Other Arts and Humanities.....10

- ART 101, 235*, 336*, 337, 357*, 410*, 456*
 CHIN 151, 152, 153, 251*, 252*, 253*
 (See special rule No. 2)
 DR 107, 363.1*, 363.3
 ENG 235, 240, 341*, 342*, 362
 FR 151, 152, 153, 251*, 252*, 253*
 (see special rule No. 2)
 GERM 151, 152, 153, 251*, 252*, 253*
 (see special rule No. 2)
 JAPN 151, 152, 153, 251*, 252*, 253*
 (see special rule No. 2)
 SPAN 151, 152, 153, 251*, 252*, 253*
 (see special rule No. 2)
 HUM 101, 102, 103
 MUS 101, 102, 144
 PHIL 101, 115, 302, 305, 352*, 353*, 354*,
 355, 359, 487
 PE 161
 RELS 101*, 201*, 301*, 351*, 353*

B. Social and Behavioral Sciences.....15

Select a minimum of five credits in courses listed under the heading "Historical/Political Background" and a minimum of ten credits in those under the heading "Other Social and Behavioral Sciences," keeping in mind Special Rule No. 2 below.

- 1. Historical/Political Backgrounds
 (content/writing) (See special rule No. 4)5
 HIST 102*, 103*, 144
 POSC 210

B. Other Social and Behavioral Sciences...two courses (8-10 credits)

- ANTH 107*, 120, 130*, 180
- AST 102*
- COM 101, 207, 253, 280, 430
- ECON 101, 201, 202, 356
- ENST 302, 303
- ETS 101, 121*, 171*
- GEOG 101*, 205, 308*, 355
- HIST 101*, 143
- HOPS 235 (counts as a psychology course)
- POSC 101, 360*, 370*
- PSY 101, 205, 235, 300, 346
 (PSY/HOPS 235 may not be used if SOC 248 has been taken)
- SOC 101, 107, 205, 248, 265
 (SOC 248 may not be used if PSY/HOPS 235 has been taken)
- WS 201

IV. NATURAL SCIENCES AND MATHEMATICS

Students must take three courses in natural sciences and mathematics including one course in biological sciences and one course in physical sciences, keeping in mind special rule No. 2 below. At least one of these courses must have a laboratory.

A. Biological Sciencesone course (5 credits)

Students majoring in Biology are exempt from the Biological Sciences requirement. Broad Area Science, Chemistry, Earth Science, Geology, Physics and Science-Math are exempt from the Physical Sciences requirement. However, a minimum of three courses must be earned in the Natural Sciences and Mathematics, with a maximum of one course in each of three subjects other than the major.

- ANTH 110, 101.1 w/lab
- BISC 104 w/lab, 214 w/lab, 302, 304, 305
- BOT 211 w/lab (See special rule No. 2)
- ZOOL 270 (See special rule No. 2)
- ENST 301

B. Physical Sciences.....one course (4-5 credits)

- CHEM 101, 101.1 w/lab, 105 w/lab, 111, 111.1 w/lab, 181, 181.1 w/lab
- GEOG 107
- GEOL 145, 145.1 w/lab, 345 w/lab
- PHY 111 w/lab, 201 w/lab, 211 w/lab

C. Mathematics

- MATH 101, 163.1, 163.2, 170, 250, 311

TOTAL CREDITS:..... 53-59

SPECIAL RULES

1. Courses satisfying General Education requirements cannot be used to satisfy requirements in the major or minor unless the courses are specified in the major and are offered outside the major department.
2. Even though a discipline is represented in more than one of the three broad areas, students can count only one course from any one discipline in Categories II, III, IV. For this requirement all foreign languages count as a single discipline and biological sciences, botany and zoology are a single discipline.
3. Content/writing courses in the General Education program taken on a credit/no credit basis will not meet the content/writing requirement of the general education sequence. Students who take such courses as electives may use the credit/no credit option. English 101 is a pre- or co-requisite to the courses which meet the Literary Background requirements.

*Students must take a minimum of one course in subjects that have an international emphasis. Courses listed in categories II and III which meet that requirement are identified with an asterisk.

2 Other Social and Behavioral Sciences 10

- ANTH 107*, 180, 180*, 180
- AST 102*
- COM 101, 207, 253, 280, 430
- ECON 101, 201, 202, 356
- ENST 302, 303
- ETS 101, 121*, 171*
- GEOG 101*, 205, 108*, 355
- HIST 101*, 143
- HOPS 235 (counts as a psychology course)
- POSC 101, 360*, 370*
- PSY 101, 205, 235, 300, 346 (PSY/HOPS 235 may not be used if SOC 248 has been taken)
- SOC 101, 107, 205, 248, 265 (SOC 248 may not be used if PSY/HOPS 235 has been taken)

C Natural Sciences and Mathematics 15

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

Select a minimum of four credits in courses listed under the heading "Biological Sciences," a minimum of four credits in courses listed under the heading "Physical Sciences" and a minimum of seven credits in other courses listed under any of the three headings below, keeping in mind Special Rule No. 2 below.

1. Biological Sciences.....4

- ANTH 110 w/lab
- BISC 104 w/lab, 214 w/lab, 302, 304, 305
- BOT 211 w/lab (see special rule No. 2)
- ZOOL 270 (see special rule No. 2)
- ENST 301

2. Physical Sciences.....4

- CHEM 101, 101.1 w/lab, 105 w/lab, 111, 111.1 w/lab, 181, 181.1 w/lab
- GEOG 107 GEOL 145, 145.1 w/lab, 345 w/lab
- PHY 111 w/lab, 201 w/lab, 211 w/lab

3. Mathematics

- MATH 101, 130.2, 163.1, 163.2, 164.1, 170, 250, 311

TOTAL

64

SPECIAL RULES

1. Courses satisfying General Education requirements cannot be used to satisfy requirements in the major or minor unless the courses are specified in the major and are offered outside the major department.
2. Even though a discipline is represented in more than one of the three broad areas, students can count only one course from any one discipline in Categories II, III, IV. For this requirement all foreign languages count as a single discipline and biological sciences, botany and zoology are a single discipline.
3. Content/writing courses in the General Education program taken on a credit/no credit basis will not meet the content/writing requirement of the general education sequence. Students who take such courses as electives may use the credit/no credit option. English 101 is a pre- or co-requisite to the courses which meet the Literary Background requirements.

Special Rules

1. Courses taken to meet Basic requirements cannot be used in meeting major, minor, or Breadth Requirements, nor can courses listed in the major, minor, or Breadth Requirements be used to fulfill Basic requirements.
2. Even though a discipline is represented in more than one of the three broad areas, students can count only five (5) credits from any one discipline in their total Breadth Requirements. For this requirement all foreign languages count as a single discipline and biological sciences, botany and zoology are a single discipline.
3. Courses in a student's major or minor field are not allowed in the Breadth Requirements, except for those majors where it is specified in their description on the following pages.
4. Content/writing courses in the General Education Program taken on a credit/no credit basis will not meet the content/writing requirement of the general education sequence. Students who take such courses as electives may use the credit/no credit option. English 101 is a pre or co-requisite to the courses which meet the Literary Background and the Historical/Political Background requirements.

Jay BACHRACH
 Ethan BERGMAN
 Larry BUNDY
 Minerva CAPLES
 Frank CIOFFI
 John CLARK
 ~~Karl CLONINGER~~ Bill VANCE
 Ken CORY
 David DARDA
 Barry DONAHUE
 Clint DUNCAN
 Betty EVANS
 Steven FARKAS
 Ken GAMON
 Donald GARRITY
 Ken HAMMOND
 Beverly HECKART
 Don HENDRIXSON
 Stephen JEFFERIES
 Nancy LESTER
 ~~Victor MARX~~ William SCHMIDT
 Teresa MARTIN
 Charles McGEHEE
 Wells McINELLY
 Patrick McLAUGHLIN
 Deborah MEDLAR
 Arnie NOREM
 Gary PARSON
 John PICKETT
 Owen PRATZ
 Connie ROBERTS
 Eric ROTH
 Stephen SMITH
 Willard SPERRY
 Warren STREET
 Alan TAYLOR
 Randall WALLACE
 Rex WIRTH
 Norman WOLFORD
 Tom YOUNGBLOOD

Peter BURKHOLDER
 David GEE
 Ed GOLDEN
 Carol CARROTHERS
 David CANZLER
 ~~Bill VANCE~~
 Gary GALBRAITH
 John CARR
 George TOWN
 Walt EMKEN
 Richard LEINAWEAVER
 Don RINGE
 Stephen HINTHORNE
 Robert EDINGTON
 Morris UEBELACKER
 Larry LOWTHER
 Scott RICARDO
 Kelton KNIGHT
 ~~William SCHMIDT~~
 Timothy YOUNG
 Charles HAWKINS
 Don WISE
 Patrick OWENS
 Dick WASSON
 George KESLING
 Andrew SPENCER
 Kenneth MERRELL
 Ken HARSHA
 Hal OTT
 Richard MACK
 Robert MITCHELL
 Max ZWANZIGER
 Roger GARRETT
 Jack MCPHERSON
 Robert JACOBS

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

April 25, 1990

DATE

VISITOR SIGN-IN SHEET

Corwin P. King

Repr 2 Games

Deagan Cook

Al Badd

John Yifian

David Anderson

Rob Lapen

Anne Denman

James Pappas

~~Anne Denman~~

Tom Schliesman

Carolyn Wells

Tom Cummins



M E M O R A N D U M

TO: Beverly Heckart, Chair
Faculty Senate

FROM: Carol Barnes, Dean *Carol*
Extended University Programs

RE: Faculty Code 15.30 change re: Summer Session

DATE: April 12, 1990

Beverly:

I am concerned that faculty understand the implications of making this change to the Faculty Code. There are two key issues here:

1. Summer Session is now a self-support program and will continue to be so until the State Legislature decides otherwise. As a result of this decision by the State Legislature, Section 15.40 now seems applicable. How faculty will be paid for summer session employment now depends entirely on revenues generated.
- 2, Student revenue is generated by the number of credit hours taken not by the number of contact hours met.

If this change in the Faculty Code is made, there is the possibility that the number of courses which can be offered would have to be reduced because we will be paying for contact hours not credit hours. I would be happy to discuss this with you or the Faculty Senate.

MEMORANDUM

TO: Bev Heckart, Senate Chair ✓
Bob Brown, Coordinator of Academic Planning

FROM: George Macinko

DATE: April 20, 1990

The minutes of the Faculty Senate Meeting of April 4, 1990 contain, in Item 3 of Reports, the statement that, "At the Meeting, Robert Edington, Provost and Vice President for Academic Affairs, stated his opposition to removal of rank-related salary ceilings; supported full funding for professional leaves to replace the partial funding; and explained that he did not forward the Senate's suggestions on graduate studies and recruitment and retention of administrators to the Camp Field Group because they did not originate with that body."

Have I missed something here, or is this the king of Catch-22 situations? You can only make recommendations to the group if you're already in the group! Am I to understand that the Camp Field Group is a completely autonomous entity absolutely impervious to suggestions from any outside source? If so, who do they represent and on what basis has the representation been decided? Something seems to be gravely amiss here when the avenues for suggestions are summarily closed presumably without regard to the merits of the suggestions.

Secondly, in the same paragraph referenced above, I find the statement that, "The Camp Field Group requested that all references to the Faculty Senate be removed from the proposal." Is this statement factually true; if so, what are the references to the Faculty Senate that are to be removed; and what was the Camp Field rationale for removal of said references?

1j1

Central
Washington
University



Chemistry Department
Dean Hall
Ellensburg, Washington 98926
(509) 963-2811

April 23, 1990

Beverly Heckart
Faculty Senate Chair
Campus

Dear Bev:

I have served (more appropriately - have been designated) as a member of the Campus Athletic Committee for two terms (six years) during my stay at Central.

As you know, the Committee members are appointed through the Senate. The Committee "recommends and acts on policies, procedures, and problems related to the college athletic program" according to the CWU Policies Handbook.

The current Nicholson fiasco has finally caused me to write this note. My memories of six years of committee involvement can be summarized by the term "frustration". In my view, the Committee has done virtually nothing and is a committee in name only. It is not included in the information flow or consulted until after the fact. For example, this year we looked at the athletic drug policy after it had gone to the Board, heard of the Nicholson problem the day the press was first informed, and were never informed or included in a discussion of camps and camp income, camp directors, or coaching positions.

My term on the Committee ends this year. If the Senate Executive Committee wants to continue appointing new members for next year, I hope the new members are 1), informed of the historical involvement and activities of the committee, and 2), work with the administration in an attempt not to repeat past performances.

Sincerely,

A handwritten signature in cursive script that reads 'Clint Duncan'.

Clint Duncan
Professor of Chemistry

cc: Dean Applegate

Include by announcements

Central Washington University



Academic Advisement Center
Samuelson Union Building
Ellensburg, Washington 98926
(509) 963-3409
SCAN 453-3409

MEMORANDUM

TO: Provost Edington
Dean Applegate
Dean Barnes
Dean Cleveland
Dean Comstock
Dean Cummings
✓ Dr. Heckart
Dean Pappas
Dean Schneider
Dean Schliesman
Associate Provost Trujillo

FROM: H. S. Habib, Director, Academic Advising Center

DATE: April 20, 1990

RE: Major Report

The attached major report was produced with the following constraints:

1. The report includes only students registered during Spring quarter, 1990.
2. The report includes only students who had filed major application forms and were admitted to the major prior to April 9, 1990.
3. The report includes only majors that have appeared in the 83-85 and later catalogs.

I have massaged the data in two different ways to show the distribution of students as a function of area of interest (Fig 1.) and as a function of School or College (Fig 2.). The data for both figures are included, followed by the detailed data of number of students in specific majors.

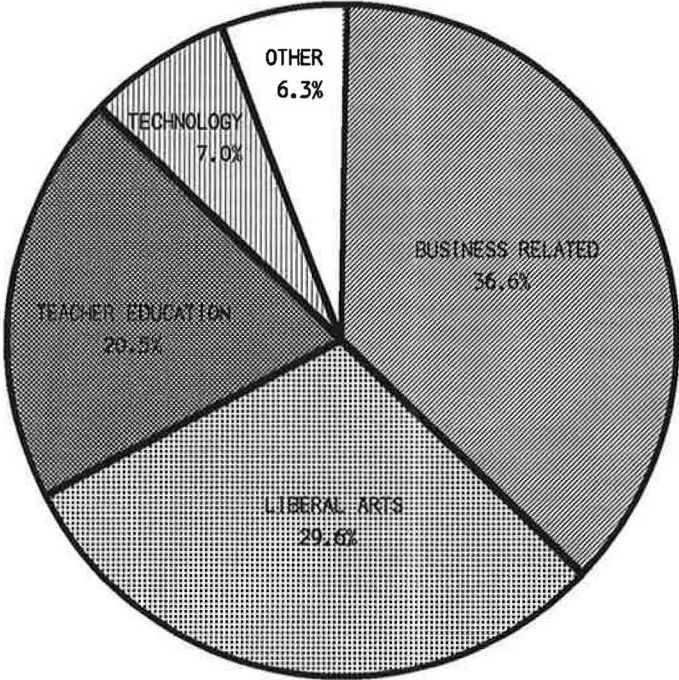
I hope the information is useful. Please let me know if you have any questions about the report.

MC:21

CENTRAL WASHINGTON UNIVERSITY

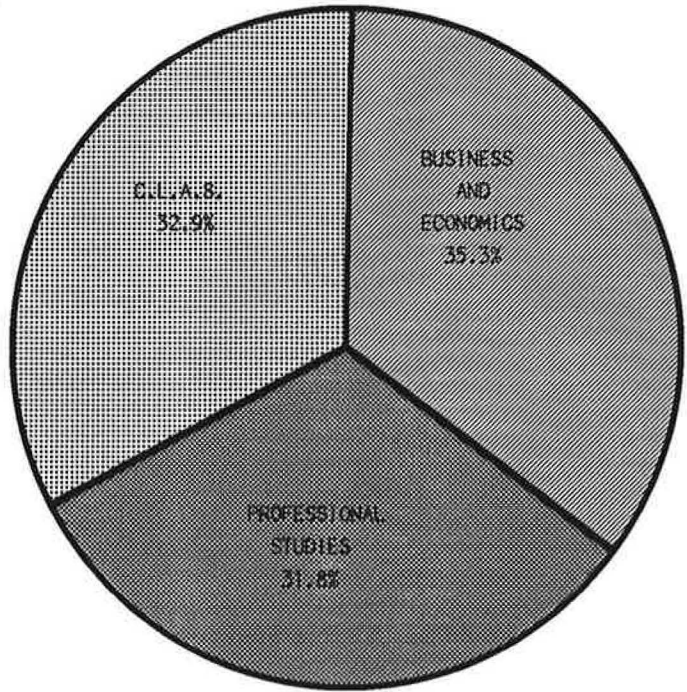
Academic Advising Center Report
Spring Quarter 1990

DISTRIBUTION OF STUDENTS
BY AREA OF INTEREST



(FIG 1.)

DISTRIBUTION OF MAJORS
BY SCHOOL



(FIG 2.)

DATA FOR FIG 1.

Business - Related Disciplines:

Accounting	434	
Business Administration	743	
Administrative Office Management	48	
Administrative Office Systems	7	
Retail Management	7	
Executive Secretary	10	
Fashion Merchandising	31	
TOTAL	<u>1280</u>	<u>36.6%</u>

Teacher Education:

Business Education	26	
Business Education Teaching (Broad Area)	1	
Marketing Education Teaching (Broad Area)	1	
Education (all programs)	471	
School Health Education	17	
Home Economics (B.Ed.)	1	
Physical Education (B.Ed.)	0	
P.E.: Teaching Option I and II	12	
Industrial Education	11	
Industrial Education (Broad Area)	2	
Anthropology: Teaching	0	
Art: Teaching	5	
Art: Teaching (Broad Area)	0	
Biology: Education	16	
Chemistry: Teaching	1	
Drama: Teaching	10	
English (all teaching majors)	39	
Spanish (B.Ed.)	3	
Geography: Teaching	0	
History (all teaching majors)	33	
Math Teaching (Secondary)	25	
Music (all teaching majors)	34	
Physical Science Teaching	0	
Broad Area Science	0	
Science - Math	2	
Social Science (all majors)	5	
Sociology: Teaching	0	
TOTAL	<u>715</u>	<u>20.5%</u>

Technology:

All majors <u>except</u> Industrial Education :	<u>244</u>	<u>7.0%</u>
---	------------	-------------

Liberal Arts:

Economics (all majors)	59	
Anthropology	27	
Art, Fine Arts, Graphic Design	108	
Biology	77	
Chemistry	12	
Communications	95	
Computer Science	31	
Drama	19	
English	32	
Foreign Language	19	
Geography	45	
Geology	8	
Gerontology	6	
History	25	
Law and Justice	164	
Mathematics	31	
Music	26	
Philosophy	11	
Physics	21	
Political Science	42	
Psychology	107	
Sociology	50	
Individual Studies	20	
TOTAL	<u>1035</u>	<u>29.6%</u>

Other Disciplines:

Community Health Education	32	
Food Science (all areas)	21	
Family and Consumer Studies	23	
Home Economics	15	
Leisure Services	52	
Military Science	0	
Paramedic	16	
P.E.	63	
TOTAL	<u>222</u>	<u>6.3%</u>

DATA FOR FIG 2.

Number of majors by School (College):

<u>School (College)</u>	<u>Number of Students</u>	<u>%</u>
Business and Economics	1236	35.3
Professional Studies	1112	31.8
C.L.A.S.	<u>1149</u>	<u>32.9</u>
TOTAL	3497	100.0%

February 1, 1990

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

**EDUCATION
PROGRAM CHANGE
AS IT APPEARS**

**Bachelor of Arts in Education
Elementary Education Major**

Required Courses:	*Credits
ED 308, Reading I.....	3
ED 309, Reading II.....	5
ED 323, Teaching of Elementary School Mathematics.....	3
ED 420, Teaching of Language Arts.....	4
ED 421, Teaching Children's Literature.....	3
ED 322, Science Education in the Elementary Classroom.....	3
ED 420, Methods and Materials in the Social Sciences - Elementary.....	3
ART 330, Art in the Elementary School - Primary; OR ART 331, Art in the Elementary School - Intermediate.....	3
MUS 326, Music in the Classroom.....	3
COM 420, Teaching Communication and Drama in the Elementary School.....	3
PE 334, Physical Education Activities for the Elementary School.....	3
HED 446, Health Education Curriculum for Elementary Teachers.....	3
Total	39
Electives	
6 hours of Electives by Advisement.....	6
	45

*Endorsement for student teaching requires completion of ED 323, 308 and 309.

PROPOSED PROGRAM CHANGE

**PROGRAM IV
ELEMENTARY EDUCATION MAJOR (REVISED)**

**I. Complete Elementary Education Major
Bachelor of Arts in Education
Elementary Education Major**

ED 308, Reading I.....	3
ED 309, Reading II.....	5
ED 323, Teaching of Elementary School Mathematics.....	3
ED 420, Teaching of Language Arts.....	4
SCED322, Science Education in the Elementary Classroom.....	3
SOSC420, Methods and Materials in the Social Sciences - Elementary.....	3
ART 330, Art in the Elementary School- Primary; OR ART 331, Art in the Elementary School-Intermediate.....	3
MUS 326, Music in the Classroom.....	3
ED 421, Children's Literature.....	3
PE 334, Physical Education Activities for the Elementary School.....	3
HED 446, Health Education for Elementary Teachers.....	3

36

Plus 9 credits by advisement

9

45

February 1, 1990

1035

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

**EDUCATION CONTINUED
PROGRAM CHANGE
AS IT APPEARS**

**Elementary School Professionalized
Subjects Minor**

All students preparing to teach in regular self-contained classrooms in elementary school, except those pursuing the four-year interdisciplinary program or the elementary major, must complete the Elementary School Professionalized Subjects Minor.

A student preparing to teach in regular or self-contained classrooms in elementary schools must take the first four courses listed below plus nine credits from the remainder of the list. These courses should be selected from fields other than those covered by the academic major and minor. Courses may not be counted as meeting the credit requirements in two different minors or in a major and minor.

Endorsement for student teaching requires completing 15 credits, including ED 308, 309, 323, and 420 and a GPA of 2.50 in this minor

Credits

Take the following four courses:

ED 308, Reading I	3
ED 309, Reading II	5
ED 323, Teaching of Elementary School Mathematics	3
ED 420, Teaching the Language Arts	4

Total 15

Complete the minor by selecting 9 credits from the following

ART 330, Art in the Elementary School-Primary; OR Art 331, Art in the Elementary School-Intermediate	3
PE 334, Physical Education Activities for the Elementary School	3
ED 421, Teaching Children's Literature	3
COM 420, Teaching Communication and Drama in the Elementary School	3
MUS 326, Music in the Classroom	3
SCED 322, Science Education in the Elementary School	3
SOSC 420, Methods and Materials in the Social Sciences-Elementary	3

Total 24

PROPOSED PROGRAM CHANGE

ED 308, Reading I	3
ED 309, Reading II	5
ED 323, Teaching of Elementary School Math	3
ED 420, Teaching the Language Arts	4
ART 330, Art in the Elementary School-Primary OR ART 331, Art in the Elementary School-Intermediate	3
PE 334, Physical Education Activities for the Elementary School	3
MUS 326, Music in the Classroom	3
SCED 322, Science Education in the Elementary School	3
SOSC 420, Methods and Materials in the Social Sciences-Elementary	3
HED 446, Health Education Curriculum for Elementary Teachers	3
Total	33

February 1, 1990

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

PSYCHOLOGY

**PROGRAM CHANGES
AS IT APPEARS**

Bachelor of Arts Major

The courses of study leading to the Bachelor of Arts Degree in Psychology are described below. Students may pursue either a General Psychology Degree program or one of four career emphasis programs.

The General Psychology Program

The General Psychology Degree program stresses coverage of fundamental topics and techniques, with few restrictions on elective choices. Students who wish a general liberal arts background in behavioral science, who intend to become teachers of psychology, or who intend to pursue graduate studies in psychology and related subjects should pursue this course of study. A faculty advisor can recommend electives appropriate to these objectives.

Core Courses	Credits
PSY 101, General Psychology.....	5
PSY 300, Research Methods in Psychology.....	4
PSY 301, Learning.....	4
PSY 362, Descriptive Statistics.....	4
PSY 363, Inferential Statistics.....	4

Total 21

One or more courses from each of the following clusters:

I.
PSY 346, Social Psychology (4)
PSY 444, Tests and Measurements (4)
PSY 456, Adult Development and Aging (4) 4

II.
PSY 313, Developmental Psychology (4)
PSY 447, Psychology of Adolescence (3)
PSY 452, Adult Development and Aging (4) 3-4

III.
PSY 373, Psychology of Thought and Language (4)
PSY 450, Perception (4)
PSY 478, Physiological Psychology (3)
PSY 478.I, Techniques in Physiological Psychology (2) 2-5

IV.
PSY 445, Clinical, Counseling and Community Psychology (5)
PSY 449, Abnormal Psychology (4)
PSY 453, Theories of Personality (3)..... 4-5
Credits in required courses 35-39

Electives in Psychology (may include a maximum of five lower division credits)
60 hour major 21-25
45 hour major..... 6-10

Total 43-60

PROPOSED

Bachelor of Arts Major

The courses of study leading to the Bachelor of Arts Degree in Psychology are described below. Students may pursue either a General Psychology Degree program or one of four career emphasis programs.

The General Psychology Program

The General Psychology Degree program stresses coverage of fundamental topics and techniques, with few restrictions on elective choices. Students who wish a general liberal arts background in behavioral science, who intend to become teachers of psychology, or who intend to pursue graduate studies in psychology and related subjects should pursue this course of study. A faculty advisor can recommend electives appropriate to these objectives.

Core Courses	Credits
PSY 101, General Psychology.....	5
PSY 300, Research Methods in Psychology.....	4
PSY 301, Learning.....	5
PSY 362, Descriptive Statistics.....	4
PSY 363, Inferential Statistics.....	4

Total 22

One or more courses from each of the following clusters:

I.
PSY 346, Social Psychology (4)
PSY 444, Tests and Measurements (4)
PSY 456, Industrial and Organizational Psych(4) 4

II.
PSY 313, Developmental Psychology (4)
PSY 447, Psychology of Adolescence (3)
PSY 452, Adult Development and Aging (4) 3-4

III.
PSY 373, Psychology of Thought and Language (4)
PSY 450, Perception (4)
PSY 478, Physiological Psychology (3)
PSY 478.I, Techniques in Physiological Psychology (2) 3-5

IV.
PSY 445, Clinical, Counseling and Community Psychology (5)
PSY 449, Abnormal Psychology (4)
PSY 453, Theories of Personality (3)..... 4-5
Credits in required courses 36-40

Electives in Psychology (may include a maximum of five lower division credits)
60 hour major 20-24
45 hour major..... 5-9

Total 43-60

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

**PSYCHOLOGY CONTINUED
AS IT APPEARS**

Career Emphasis Programs in Psychology

For students who have firm career goals in some of the major areas in psychology, the department offers four 60-credit Career Emphasis programs leading to Bachelor of Arts degrees. These programs include additional required courses beyond those required of the general psychology major. Electives are to be chosen from an approved list, which is available in the Psychology Department office. Upon graduation, the student's transcript will bear the title of his/her career emphasis area. Interested students should inquire at the Psychology Department office for details and assignment to an appropriate advisor.

Career emphasis programs are offered in Community Psychology, Personnel/Industrial/Organization Psychology, Experimental Psychology, and Developmental Psychology. The required courses of study for these programs are described below.

A. Community Psychology

This program is designed to prepare students for careers in community/social agencies.

	Credits
Core Courses	21
One or more courses from each of clusters I, II and III	10-13
(see General Psychology Program clusters)	
PSY 445, Clinical, Counseling and Community Psychology ..	5
PSY 454, The Helping Interview	3
PSY 490, Contracted Field Experience	5-13
Electives from approved list	3-16
Total	60

B. Personnel/Industrial/Organization Psychology

This program is designed to prepare students for careers in human resources management in business and government; job aptitude evaluation and placement; and personnel relations and services.

	Credits
Core Courses	21
One or more courses from each of clusters II, III and IV	10-14
(see General Psychology Program clusters)	
PSY 444, Tests and Measurements	4
PSY 454, The Helping Interview	3
PSY 456, Industrial and Organizational Psychology	4
Electives from approved list	14-18
Total	60

C. Experimental Psychology

This program is designed to prepare students for careers in behavioral and social research; program evaluation in government and industry; and behavioral data analysis and interpretation.

	Credits
Core Courses	21
One or more courses from each of clusters I, II and IV	11-13
(see General Psychology Program clusters)	
PSY 450, Perception	4
PSY 478, Physiological Psychology	3
PSY 478.1, Techniques in Physiological Psychology	2
Electives from approved list	17-19
Total	60

D. Developmental Psychology

This program is designed to prepare students for careers in child and juvenile care and senior citizen services.

	Credits
Core courses	31
One or more courses from each of clusters I, III and IV	11-14
(see General Psychology Program clusters)	
PSY 313, Developmental Psychology	4
PSY 452, Adult Development and Aging	4
Electives from approved list	17-20
Total	60

PROPOSED

Career Emphasis Programs in Psychology

For students who have firm career goals in some of the major areas in psychology, the department offers four 60-credit Career Emphasis programs leading to Bachelor of Arts degrees. These programs include additional required courses beyond those required of the general psychology major. Electives are to be chosen from an approved list, which is available in the Psychology Department office. Upon graduation, the student's transcript will bear the title of his/her career emphasis area. Interested students should inquire at the Psychology Department office for details and assignment to an appropriate advisor.

Career emphasis programs are offered in Community Psychology, Personnel/Industrial/Organization Psychology, Experimental Psychology, and Developmental Psychology. The required courses of study for these programs are described below.

A. Community Psychology

This program is designed to prepare students for careers in community/social agencies.

	Credits
Core Courses	22
One or more courses from each of clusters I, II and III	10-13
(see General Psychology Program clusters)	
PSY 445, Clinical, Counseling and Community Psychology ..	5
PSY 454, The Helping Interview	3
PSY 490, Contracted Field Experience	5-13
Electives from approved list	2-15
Total	60

B. Personnel/Industrial/Organization Psychology

This program is designed to prepare students for careers in human resources management in business and government; job aptitude evaluation and placement; and personnel relations and services.

	Credits
Core Courses	22
One or more courses from each of clusters II, III and IV	10-14
(see General Psychology Program clusters)	
PSY 444, Tests and Measurements	4
PSY 454, The Helping Interview	3
PSY 456, Industrial and Organizational Psychology	4
Electives from approved list	13
Total	60

February 1, 1990

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

PSYCHOLOGY CONTINUED

C. Experimental Psychology

This program is designed to prepare students for careers in behavioral and social research; program evaluation in government and industry; and behavioral data analysis and interpretation.

	Credits
Core Courses	22
One or more courses from each of clusters I, II and IV.....	11-13 (see General Psychology Program clusters)
PSY 450. Perception	4
PSY 478. Physiological Psychology	3
PSY 478.1. Techniques in Physiological Psychology	2
Electives from approved list	16-18
Total	60

D. Developmental Psychology

This program is designed to prepare students for careers in child and juvenile care; and senior citizen services.

	Credits
Core courses	22
One or more courses from each of clusters I, III and IV.....	11-14 (see General Psychology Program clusters)
PSY 313. Developmental Psychology	4
PSY 452. Adult Development and Aging	4
Electives from approved list	16-19
Total	60

**CHEMISTRY
PROGRAM ADDITION**

Biochemistry Option

Students must complete MATH 172.1, 172.2 and PHYS 111, 112, 113 or 211, 212, 213 before enrolling in CHEM 381.

	Credits
CHEM 181, 181.1, 182, 182.1, 183, 184, General Chemistry and Laboratory	15
CHEM 251, 251.1, Quantitative Analysis and Laboratory	5
CHEM 361, 361.1, 362, 362.1, 363, 363.1, Organic Chemistry and Laboratory	15
CHEM 371, 371.1, 372, Biochemistry and Laboratory	8
CHEM 381, 382, 382.1, Physical Chemistry and Laboratory	10
CHEM 499, Seminar	2
One of the following:	3-5
CHEM 350, Inorganic Chemistry	
CHEM 383, Physical Chemistry, w/wo Laboratory (383.1)	
CHEM 452, Instrumental Analysis, w/wo Laboratory (452.1)	
BISC 110, Basic Biology	2
BISC 313, Cellular Biology	5
BISC 365, Genetics	5
BISC 370, Microbiology	5
Approved electives	23-25
(May include Math and Physics prerequisites)	
Total	100

February 1, 1990

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

POLITICAL SCIENCE

COURSE CHANGE

AS IT APPEARS

POSC 487. Scope and Methods (5). Prerequisites, POSC 101, 210, 360, at least junior standing. The dimensions of political science and the analysis of different and competing methods of inquiry; study of the processes of theory formulation and validation.

PROPOSED

POSC 487. Studying Politics (3). Prerequisites, POSC 101, 210, and junior or senior standing. The dimensions of political science; theory formulation; utilization of materials; research methods; construction of a research design.

PROGRAM CHANGE

AS IT APPEARS

	Credits
Bachelor of Arts Major	
POSC 101, Introduction to Politics	5
POSC 210, American Politics.	5
POSC 360, Comparative Politics	5
POSC 370, International Politics	5
One of the following	5
POSC 481, Early Political Thought	
POSC 482, Early Modern Political Thought	
POSC 483, Recent Political Thought	
POSC electives by department approval	20-35
Total	45-60

PROPOSED

Credits

POSC 101, Introduction to Politics	5
POSC 210, American Politics.	5
POSC 360, Comparative Politics	5
POSC 370, International Politics	5
One of the following	5
POSC 481, Early Political Thought	
POSC 482, Early Modern Political Thought	
POSC 483, Recent Political Thought	
POSC 487, Studying Politics....	3
POSC electives by department approval...20-35	
Total	48-63

February 1, 1990

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

MATHEMATICS PROGRAM CHANGE AS IT APPEARS

Master of Arts for Teachers Mathematics

Program Coordinator: Barney L. Erickson Bouillon 114B

The Master of Arts for Teachers, Mathematics, program has been structured mainly for junior and senior high school mathematics teachers. It also may prepare a student for community college teaching and for advanced study in Mathematics Education. Sequencing of the required course work is minimal and makes it possible in most cases to complete all the requirements for the degree in three consecutive summer sessions.

Program. The student shall complete at least 45 credits as outlined in an approved Course of Study filed with Graduate Admissions and Records.

Table with 2 columns: Required Courses and Credits. Lists courses like MATH 460, MATH 470, MATH 522, MATH 524.1, MATH 524.2, MATH 550, and MATH 700 with their respective credit values, totaling 45 credits.

PROPOSED

Master of Arts for Teachers Mathematics

Program Coordinator: Barney L. Erickson Bouillon 114B

The Master of Arts for Teachers, Mathematics, program has been structured mainly for junior and senior high school mathematics teachers. It also may prepare a student for community college teaching and for advanced study in Mathematics Education. Sequencing of the required course work is minimal and makes it possible in most cases to complete all the requirements for the degree in three consecutive summer sessions.

Program. The student shall complete at least 45 credits as outlined in an approved Course of Study filed with Graduate Admissions and Records.

Table with 2 columns: Required Courses and Credits. Lists courses like MATH 562, MATH 572, MATH 522, MATH 524.1, MATH 524.2, MATH 550, and MATH 700 with their respective credit values, totaling 45 credits.

February 15, 1990

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

GEOLOGY

PROGRAM CHANGE

AS IT APPEARS

Bachelor of Science - Geology

Core Courses	37
GEOL 145, Physical Geology	4
GEOL 145.1, Physical Geology Laboratory	1
GEOL 146, Historical Geology	5
GEOL 340, Introduction to Petrology	5
GEOL 346, Mineralogy I	4
GEOL 347, Mineralogy II	4
GEOL 360, Field and Structure	5
GEOL 386, Geomorphology	5
GEOL 389, Field Geology	4
Other Required Courses	
GEOL 361, Advanced Structure	4
GEOL 370, Optical Mineralogy	4
GEOL 389, Field Geology-additional credits	8
GEOL 447, Paleontology	5
GEOL 450, Strigraphy OR	
GEOL 460, Sedimentology	4
GEOL 475, Igneous Petrography OR	
GEOL 476, Sedimentary Petrography OR	
GEOL 477, Metamorphic Petrography	4
CHEM 181 and 181.1, General Chemistry	5
CHEM 182 and 182.1, General Chemistry	5
MATH 172.1 and 172.2, Calculus	10
MATH 272.1, Multivariable Calculus OR	
MATH 311, Statistics	5
PHYS 211 and 212, General Physics, OR	
PHYS 111, 112 and 113, Introduction to Physics	10-15
Total	<u>101-106</u>

Proposed

Core Courses

GEOL 145, Physical Geology	4
GEOL 145.1, Physical Geology Laboratory	1
GEOL 146, Historical Geology	5
GEOL 340, Introduction to Petrology	5
GEOL 346, Mineralogy	4
GEOL 347, Crystal Chemistry/Optical Mineralogy	4
GEOL 360, Field and Structure	5
GEOL 386, Geomorphology	5
GEOL 389, Field Geology	4
Total core	37

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GEOLOGY CONTINUED

Other Required Courses	
GEOL 361, Advanced Structure	4
GEOL 389, Field Geology-additional credits	8
GEOL 447, Paleontology	5
GEOL 450, Stratigraphy OR	
GEOL 460, Sedimentology	4
GEOL 475, Igenous Petrography OR	
GEOL 476, Sedimentary Petrography OR	
GEOL 477, Metamorphic Petrography	4
CHEM 181 and 181.1, General Chemistry	5
CHEM 182 and 182.1, General Chemistry	5
MATH 172.1 and 172.2, Calculus	10
MATH 272.1, Multivariable Calculus OR	
MATH 311, Statistics	5
PHYS 211 and 212, General Physics, OR	
PHYS 111, 112 and 113, Introduction to Physics	10-15
	<u>60-65</u>
TOTAL	97-102

AEROSPACE STUDIES

COURSE ADDITIONS

AFRO 101.1, 102.1, 103.1. GMC Leadership Laboratory (1,1,1). A Study of Air Force customs and courtesies, drill and ceremonies, and giving military commands; instructing, correcting and evaluating the preceding skills; studying the environment of an Air Force base; and learning about opportunities available to commissioned officers. Two hour laboratory per week. Must be taken concurrently with AFRO 101, 102, 103. Grades will be S/U.

AFRO 201.1, 202.1, 203.1. GMC Leadership Laboratory (1,1,1). A Study of Air Force customs and courtesies, drill and ceremonies, and giving military commands; instructing, correcting and evaluating the preceding skills; studying the environment of an Air Force base; and learning about opportunities available to commissioned officers. Two hour laboratory per week. Must be taken concurrently with AFRO 201, 202, 203. Grades will be S/U.

AFRO 301.1, 302.1, 303.1. GMC Leadership Laboratory (1,1,1). Advanced leadership experiences involving the planning, organizing, coordinating, directing, and controlling of the military activities of the cadet corps; the preparation and presentation of briefings and other oral and written communications; and the providing of interviews, guidance, and information which will increase the understanding, motivation and performance of other cadets. Two hour laboratory per week. Must be taken concurrently with AFRO 301, 302, 303. Grades will be S/U.

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AEROSPACE STUDIES CONTINUED

AFRO 401.1, 402.1, 403.1. GMC Leadership Laboratory (1,1,1). Advanced leadership experiences involving the planning, organizing, coordinating, directing, and controlling of the military activities of the cadet corps; the preparation and presentation of briefings and other oral and written communications; and the providing of interviews, guidance, and information which will increase the understanding, motivation and performance of other cadets. Two hour laboratory per week. Must be taken concurrently with AFRO 401, 402, 403. Grades will be S/U.

AFRO 498. Special Topics (1-6).

PROGRAM CHANGE

AS IT APPEARS

Aerospace Studies Minor

	Credits
AFRO 301, Air Force Leadership and Management . . . . .	.3
AFRO 302, Air Force Leadership and Management . . . . .	.3
AFRO 303, Air Force Leadership and Management . . . . .	.3
AFRO 401, National Security Forces in Contemporary American Society . . . . .	.4
AFRO 402, National Security Forces in Contemporary American Society . . . . .	.4
AFRO 403, National Security Forces in Contemporary American Society . . . . .	.4
Total	21

PROPOSED

Aerospace Studies Minor

	Credits
AFRO 301, Air Force Leadership and Management . . . . .	.3
AFRO 302, Air Force Leadership and Management . . . . .	.3
AFRO 303, Air Force Leadership and Management . . . . .	.3
AFRO 401, National Security Forces in Contemporary American Society . . . . .	.3
AFRO 402, National Security Forces in Contemporary American Society . . . . .	.3
AFRO 403, National Security Forces in Contemporary American Society . . . . .	.3
Total	18

PHYSICAL EDUCATION

COURSE ADDITIONS

HED 205. Drugs and Sports (2). Survey of the potential hazards of recreational, ergogenic and restorative drugs commonly used by athletes.

PEF 123. Aerobic Walking (1). Assessment of present level of cardiorespiratory fitness and prescription of an individualized aerobic walking exercise program for increasing and maintaining fitness.

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**CURRICULUM PROPOSALS APPROVED BY THE UNIVERSITY
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**ENGLISH
PROGRAM CHANGE
AS IT APPEARS**

Master of Arts
English: Teaching Option

The English Master of Arts (Teaching Option) is a broadbased program that can be completed in Summer sessions and through whatever approved off-campus courses. It requires a balance of advanced work in the traditional classroom areas of literature and language/rhetoric, yet allows for individualized selection within these broad areas. One year of K-12 teaching is a prerequisite for entry into the program.

The student must complete at least 46 credits in English (30 of them at the graduate level) as outlined below, submit a thesis, and pass a Master's examination, written and oral.

Required Courses:

CREDITS

English 512, Introduction to English Graduate Studies.	5
English 588, English Language Learning: Rhetoric	4
Courses number 340 and above in Literature	15
Electives from: ENG 320, ENG 322, ENG 413, ENG 586, ENG 587, ENG 589, and approved ENG 498 and ENG 599	12
A Creative Writing Course: ENG 312 or ENG 313 or approved equivalent . . .	4
English 700, Thesis.	6

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PROPOSED

Master of Arts
English: Teaching Option

The English Master of Arts (Teaching Option) is a broadbased program that can be completed in Summer sessions and through approved off-campus courses. It requires a balance of advanced work in the traditional classroom areas of literature and language/rhetoric, yet allows for individualized selection within these broad areas. One year of K-12 teaching is a prerequisite for entry into the program.

The student must complete at least 46 credits in English (30 of them at the graduate level) as outlined below, submit a thesis or select the non-thesis option which includes approved courses and two substantial papers, and pass a Master's examination, written and oral.

Required Courses:

CREDITS

English 512, Introduction to English Graduate Studies.	5
English 588, English Language Learning: Rhetoric	4
Courses number 340 and above in Literature	15
Electives from: ENG 320, ENG 322, ENG 413, ENG 586, ENG 587, ENG 589, and approved ENG 498 and ENG 599	12
A Creative Writing Course: ENG 312 or ENG 313 or approved equivalent . . .	4
English 700, Thesis	6
OR	
Non-Thesis Option (6 credits approved courses). . .	6

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