

Report recommends credit hour ceiling

The Centennial Education Program will continue in its present format if the College of Arts and Sciences (CAS) faculty adopts a subcommittee report, Joan Waslow, Associate Dean, said.

She said she did not expect the recommendations to be rejected. Two recommendations were listed in the report by a seven-member subcommittee.

The first recommendation called for continuance of the present maximum of 48 credit hours that Centennial students may use to satisfy CAS requirements.

A second recommendation was that further studies of student use of Centennial credit hours are not necessary.

A 1970 CAS faculty resolution specified that an evaluation of the Centennial Program, to be made this year, would detail student use of Centennial courses.

A subcommittee of six faculty members and one student was formed to determine how students used the program in fulfilling CAS requirements.

The six faculty members were chairman Leslie Duly, Wendell Gauger, Nelson Potter, Susan Welch, Tom Bestul and Joan Waslow. The student member was Amy Struthers.

The subcommittee opted to continue allowing Centennial credit hours to be used to fulfill graduation requirements.

The report stated that the subcommittee members were "satisfied that the present provision (allowing academic credit for the CEP) has not been misused and is unlikely to be misused in the future."

The report also stated that no student in the class of 1974 applied more than 42 Centennial credit hours toward graduation requirements. Also indicated in the report was that a majority of the 1974 Centennial graduates, 82 per cent, applied 12 Centennial credit hours to meet graduation requirements.

Few students apply many Centennial credit hours toward graduation requirements because certain Centennial projects do not satisfy CAS group requirements, Nelson Potter, senior fellow of the program, said.

Potter cited Centennial language courses as one example of how Centennial courses will not meet CAS requirements. He explained that no Centennial language courses may apply toward CAS standards.

Another problem the Centennial Program faced until this year was that it did not have any math or philosophy instructors who could teach courses required by the CAS. Potter, formerly of the department of philosophy, said he is now teaching a logic course that will fulfill CAS requirements.

... Fellow (Continued from p. 7)

skills to evaluate ideas that are offered to them," he added.

This year, Houser said he works individually with 60 per cent of his students, and the rest in small groups.

He also said he thinks his work in Centennial is more time consuming than it was in the history department, but he likes CEP better because he can "modify his style of teaching" depending on the situation.

Houser said he especially likes the CEP living-learning environment.

But, he said, Centennial does have some problems.

Grades are hard to determine because "It is impossible to guarantee absolute certainty when assigning an objective grade," he said.

For that reason, he said, he asks a student what he is interested in learning, and his grade will be determined with his objective in mind.

Non-grades favored

Houser also said he favors the CEP pass-fail rule requiring the first 12 hours in the program to be taken pass-fail.

He added that he would like to see the whole program pass-fail, but most of his students don't agree, he said.

If they do exceptional work, they want to receive more than a pass, he said.

In addition, Houser said most CEP students keep up with their work, although there is a tendency to set it aside.

When a student takes eight to 12 hours outside of Centennial, where grading pressures are much greater, they tend to save CEP work for last, he noted.

James Cole, psychology professor and CEP fellow, agreed that pressures from other University courses may make a student put CEP work second.

"More experimental"

Cole is not a full-time fellow. He devoted one-third of his time to CEP and the rest to the clinical psychology training program, which he directs.

He has been a fellow for one year, but said he doesn't plan on continuing his work with CEP next year. His job in the psychology department requires so much time, he said, he can't give

Centennial his full attention.

At Centennial, Cole worked with students on research into attitudes of knowledge, and conducted workshops on human sexuality and civil liberties in the U.S., focusing on Indian rights.

Cole noted that in the psychology department, the programs were well defined and extensive. But, he said, Centennial is more experimental and undefined.

He also said he spends about 10 hours a week in direct contact with his 20 to 25 students.

Reviewed frequently

Working in small groups "demonstrates a real comprehensive learning experience, but I have no knowledge of anyone benefiting from it," Cole said.

Cole also said he thinks the grading system is "frustrating." Like Houser, he said it is difficult to evaluate students in CEP.

He also said it was "difficult to relate effectively to many students" in CEP. "The program requires that students be motivated and function independently, which many students don't," he added.

Cole said he thought the program should be continued, and that it should be reviewed frequently. "There are some students over there who are doing an excellent job and are benefiting by complimenting their University experience," he said.

In addition, he said he would have been less frustrated with CEP if he had been a full-time fellow.

George Wolf, first-year Centennial fellow and associate professor of English, said he enjoys being involved in CEP because his teaching was getting dull and he was ready for a change.

Grades a limitation

Centennial is the kind of change he needed, Wolf said. He favors the individualism and wide-range of educational experiences in CEP, he said.

In addition to grades, Wolf writes evaluations about his students, and puts them in student CEP files, he said.

But Wolf said he thinks most students are more interested in learning than in grades. "I'm not going to see many of them who aren't interested in learning," he said.

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