

2-4-2015

CWU Faculty Senate Minutes - 02/04/15

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REGULAR MEETING
Wednesday, February 4, 2015, 3:10 p.m.
BARGE 412
Draft Minutes

- I.
- II. ROLL CALL All senators or their alternates were present except: April Binder, Dave Brown, Bob Carbaugh, Ben Glasgall, Steve Olson, Lene Pedersen, Teri Walker, and Ke Zhong
- III.
- IV. Guests: Aaron K, Cole Ridley, Jenn Treadway, Lindsey Brown, Kathryn Martell,
- V.
- VI. Meeting called to order at 3:12 p.m.
- VII.

CHANGES TO AND APPROVAL OF AGENDA – Agenda approved as presented.

MOTION NO. 14-25(Approved): APPROVAL OF MINUTES of January 14, 2015

COMMUNICATIONS – No communications

RCM at the college and department level – George Clark presented the current college RCM model. The current RCM model based on total revenue distribution at 80% student credit hours, 10% majors, 5% pre-majors and 5% graduation ratios. Continuing to refine the current model and solicit input regarding adjustments for FY 2016. George is meeting with ADCO and Faculty Senate to discuss departmental data during January and February.

FACULTY ISSUES Senator Harrod brought forward an issue from his department regarding multi-modal moving from Adobe Presenter to Panopto. There are problems translating over the substantial work that was already done in Adobe Presenter. There did not appear to be any discussion with the end-users on the move.

Senator Robison asked by since student registration is all electronic, why they are cut off from registering. Lindsey Brown, Registrar, indicated that current students have the opportunity to register during pre-registration. The system is not available to current students during the new student orientation to allow the new students to register. The system is opened back up during open enrollment at the beginning of the quarter for all students to register or change courses. Summer is the only time they have a larger block of time they cannot register due to the new student orientations that are held over the summer. Winter and spring are only closed to current students for approximately 1-2 weeks depending on the quarter.

PRESIDENT: No report.

PROVOST: Provost Levin encouraged faculty to attend presentation by Wade David at 7:00 p.m. tonight in the Music Building. The first ever Diversity Award celebration will be tomorrow afternoon at 4:30. Tim Wise will be coming to campus soon. Stacy Robertson the new College of Arts and Humanities Dean is now on campus. Dr. Pellett, Associate Provost, will be return to faculty in July. Provost Levine would like feedback on this position and the organizational structure. Feedback forms were provided to Senators and are requested by Wednesday, February 11th to the Provost.

OLD BUSINESS – Chair Whitcomb updated faculty on several issues that have come up before Senate. Computer support issue that was brought forward will be raised at a policy meeting. Health & Safety Council have taken on the bike issue on campus. The Executive Committee is still looking into the printed or downloadable directory issue. Faculty can search through MyCWU, but cannot print from that format. The parking near Black Hall was looked into. Currently not all the parking lots near black are reaching

capacity. Parking is going to restrict some of the overnight parking from the dorms to help clear up some of the space in the morning. Suggest that if a department has a specific need to contact the Parking office.

REPORTS/ACTION ITEMS

SENATE COMMITTEES:

Bylaw and Faculty Code Committee

Motion No. 14-24(Second reading of three): Recommends that the word “voluntary” be removed from Section III.A.2 of the Faculty Code as shown in Exhibit A.

Academic Affairs Committee – Michael Whelan reported that the committee has been meeting every week working on several policies and procedures that will be coming forward to Faculty Senate in some of the upcoming meetings.

Curriculum Committee

Motion No. 14-26(Approved): Approve a new specialization of Family Studies Child Life as outlined in Exhibit B.”

General Education Committee

Motion No. 14-27(Approved as amended): Approve the changes to the General Education program for Fall 2015 as outlined in Exhibit C.

A concern was brought forward regarding Art 100 as a course numbered 100 by policy is a not for credit course. The course will need to be renumbered to be included in the General Education program.

Motion No 14-27a(Failed): Senator Bisgard moved to table motion number 14-27. Senator Harper seconded.

Motion No. 14-27b(Approved): Senator Piacsek moved to amend motion number 14-27 to include a renumbering of Art 100 to be determined by the Art Department. Senator Backlund seconded the motion.

Faculty Legislative Representative – James Huckbay reported that if faculty would like additional information on the current legislative session and what the Council of Faculty Representatives is working on, they may go to the website cfr-washington.org. All of Jim's reports are on this site as well as a report from Steve Hackenberger who shadowed Jim in Olympia recently. There are links on this website to all of the bills they are following. Looking ahead, there is a study bill to look at what would happen if we went to four quarters or year-round school. They are looking at the models in other states. There is a bill looking at state need grants for students. They are looking at changing to a pay it forward program. Students who receive grant money would start paying back a certain percentage of that money once they graduate. President Gaudino has come up with several innovative ideas. One being that if a student follows the program to graduate on time and they can't graduate on time because the University doesn't make the class available, then it should be the institutions problem to pay for that students extra time. There is discussion by other institutions in the state about staff, faculty dependents 50% waivers. There is discussion about who is going to sponsor this initiative and who gets credit for it is crazy. They are looking at Central as a model.

CHAIR: Chair Whitcomb thanked Provost Levine for her presentation on the Associate Provost framework. Also, thank you to George Clark for his work on the RCM college and department level presentation. RCM is a good Segway into the shared governance discussion. The Ad Hoc Budget & Planning Committee has been meeting and would like the Senators to provide feedback for that committee regarding RCM. A new standing committee will be coming forward from the Bylaws & Faculty Code committee dealing with budgeting and planning. Chair Whitcomb gave the Senators a heads up that Senate has the potential of 7 new programs and 3 over credit programs to approve at the March 4, 2015 Faculty Senate meeting. Please look over the material when you receive it on February

27th.

CHAIR-ELECT: No report.

STUDENT REPORT: Jenn Treadway reported that the Student Activity Senate (SAS) is working on scholarship information. Currently there is a lack of knowledge about scholarships and few to no applicants. They will be organizing a scholarship night in a few weeks. They would like to know if departments give out scholarships so they can include that information.

NEW BUSINESS – None.

Meeting was adjourned at 4:59 p.m.

Exhibit A

Faculty Code III.A.2.

2. Distinguished Professor of Service

Service shall be defined as ~~voluntary~~ endeavors contributing to the welfare of individuals, professional organizations, university groups, the community at large, or the university.

Rationale: To bring the Professor of Service in sync with the other award areas.

Exhibit B

New Major, Specialization, Minor or Certificate

Department: Family & Consumer Sciences Submission Date: 11/4/14

For Majors Only:

Degree Type: (B.A., B.S., etc.) _____

Major Title: _____

For Specializations Only:

Major Title: _____

[Click here for specialization definition.](#)

Family Studies

Specialization Title: _____

Child Life

For Minors Only:

Title: _____

[Click here for minor definition.](#)

For Certificates Only:

Title: _____

Type: ☐ A ☐ B ☐ C

[Click here for certificate definition.](#)

Implementation Quarter or Term: Winter 2015

Catalog Year: 2014-2015

Is all or part of this program offered on-line? ☒ Yes ☐ No

If yes, what percentage? 17% (4 courses)

Locations to be offered: ☒ Ellensburg ☐ Des Moines ☐ Lynnwood ☐ Wenatchee ☐ Yakima ☐ Moses Lake
☐ Pierce County ☐ Kent ☐ Everett ☐ Other _____

The following items MUST be submitted concurrently with this cover page:

1. Completed Summary Page [Click here for form.](#)
2. Electronic copy in Word [Click here for form.](#)
3. New Course Form(s), if applicable [Click here for form.](#)
4. Programmatic Goals and Assessments [Click here for form.](#)
5. Program narrative, admissions, and courses as it will be listed in the catalog.

5. Please sign, print name, date, and forward to next applicable signatory.

	Signature	Printed Name
Originator	<u>Amy Claridge</u>	<u>Amy Claridge</u>
Department Chair	<u>Donna M. Chase</u>	<u>Donna M. Chase</u>
College Dean	<u>Donna M. Chase</u>	<u>Donna M. Chase</u>
Provost or Designee (MS 7503)	<u>Donna M. Chase</u>	<u>Donna M. Chase</u>
Registrar (for review - MS 7465)	<u>Donna M. Chase</u>	<u>Donna M. Chase</u>
Ctr for Teaching & Learning (Ed.) (If applicable - MS 7415)	<u>Donna M. Chase</u>	<u>Donna M. Chase</u>
Graduate Studies (If applicable - MS 7510))	<u>Donna M. Chase</u>	<u>Donna M. Chase</u>

FSCC Approved: _____

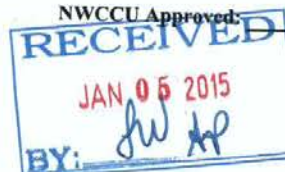
Faculty Senate Approved: _____

Approved by Academic Affairs: _____

BOT Approved: _____

Sent to Registrar: _____

NWCCU Approved: _____



RECEIVED

NOV 24 2014

Central Washington University
Registrar Services, TAC

Required Summary Page
For All Proposed Majors, Minors, Specializations, and Certificates
This form must accompany your proposal.

Please address all questions. If it is not complete, the proposal and summary page will be returned to the originator.

1. Provide a justification for the creation of this program. *(How will this program enhance the curriculum of your department/college and the university? What specific need(s) is (are) being addressed that is (are) not being met in other programs? Please document the demand.*

2. Attach a clean copy of the catalog narrative and program requirements. Include course number, course title, credits, pre-admission requirements and total credits. Also include a sample graduation plan.

3. Please indicate how this new program will impact existing programs in your department/college and the university. *(Is this program replacing a deleted program or is it adding to your program offerings? If it is an additional program, how will the program be staffed? How will FTE's be affected in existing programs? Is there long-term support for the program in terms of staffing and funding? Will faculty be reassigned from existing courses? Will the program impact enrollments in other departments or colleges, etc.?)*

4. Does this program include courses from outside the originating department?

☒ Yes ☐ No

Has the affected department(s) agreed to allow course(s) to be used in program?

☒ Yes ☐ No

If yes,

please list those courses and attach a document (letter, email, etc.) that specifies that the department agrees to use of course(s) from all affected department chairs.

5. What are the Enrollment and Graduation Targets for the first five years? *(Include student headcount, FTE, program graduates (breakdown by year). What is the basis for these projections?)*

6. Who are the Program Personnel? *(Include faculty names, degree, rank, part-time or full-time, % of effort in program, total faculty FTE) (Also include Program Administration & Staff: name, title, responsibilities and % of effort in the program, total staff FTE)*

7. Program Expenses and Revenues

	Program Expenses				
	Year 1	Year 2	Year 3	Year 4	Year n (full enrollment)
Administrative Salaries (#FTE)/Benefits	0	0	0	0	0
Faculty Salaries (#FTE)/Benefits	9000	9000	9000	9000	9000
TA/RA Salaries (#FTE)/Benefits	0	0	0	0	0
Clerical Salaries (#FTE)/Benefits	0	0	0	0	0
Other Salaries (#FTE)/Benefits	0	0	0	0	0
Contract Services	0	0	0	0	0
Goods and Services	500	500	500	500	500
Travel	2000	2000	2000	2000	2000
Equipment (list equipment & cost)	0	0	0	0	0
Lease or Acquisition	0	0	0	0	0
Other (Itemize)	0	0	0	0	0
Indirect (if applied to the program)	0	0	0	0	0
Total Costs	11500	11500	11500	11500	11500

	Program Revenues				
	Year 1	Year 2	Year 3	Year 4	Year n (full enrollment)
General Fund: State Support	0	0	0	0	0
Tuition and Fees (total)	79410	119115	158820	158820	158820
Corporate Grants/Donations	0	0	0	0	0
Internal Reallocation*	0	0	0	0	0
Other Fund Source (specify)	0	0	0	0	0

Total Revenue	79410	119115	158820	158820	158820
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*If revenues are projected through internal reallocation, please attach a detailed explanation of the costs and impact the reallocation would have on other departments or programs. (Source of funds and % of budget)

Notes:

Faculty salaries: Adjunct faculty will be hired for 12 WLU's each year to teach FS416, FS417, and FS418.

Travel: One-two faculty members will attend the annual Child Life Council national conference to network and recruit students.

Goods and Services: Promotional brochures and handouts will be printed to recruit students.

Tuition and Fees: Per full-time student (see projected student enrollment on attached summary page): \$2,647/quarter x 3 quarters
\$ 7,941

Summary Page

Department: Family & Consumer Sciences

Major: Family Studies

New Specialization: Child Life

1. Justification:

A new and very attractive course of study has grown over the past few decades: The Child Life Specialist. Child life specialists work with children and families in medical settings. To become a certified child life specialist, students must have specialized training outlined by the Child Life Council (see appendix) and participate in practicum and internship experiences under the supervision of certified child life specialists. The Child Life Council, established in 1982, oversees certification of Child Life Specialists and provides a directory of child life programs that meet their curriculum recommendations. There are several children's hospitals in Oregon and Washington that have organized child life internships and employ child life specialists. There are, however, no approved child life training programs in the region (the nearest programs are in Salt Lake City, UT, and Oakland, CA.). Currently, local children's hospitals have to recruit students from outside of the Pacific Northwest for internships, and those interns tend to return to their home states for employment following the internship. We have met with child life specialists at several medical facilities in Washington, and they expressed a need for qualified interns from Washington who are more likely to stay in-state following certification. We also have requests from current and potential CWU students to offer a child life specialization. The current family studies program already includes several courses relevant to child life training, but we would like to develop a specialization to fully meet the Child Life Council's program recommendations, and be listed in their directory as an approved program. Beginning next year, the Child Life Council will review child life programs and provide endorsements to programs meeting their requirements. We will be well prepared for their review, and their endorsement of our program will allow us to attract potential students and fill a regional need for an approved child life program.

The Child Life Council currently requires a Bachelor's degree from an approved program (or equivalent coursework) to apply for certification as a Child Life specialist. Our new specialization would meet their curriculum recommendations. However, they have also indicated that they intend to revise their certification requirements and to require a Master's degree in addition to the required undergraduate curriculum. This change will take effect in 2021. Therefore, prior to 2021, graduates of the undergraduate child life specialization who participate in a child life internship will be qualified to become Certified Child Life Specialists. Beginning in 2021, students will also need a Master's degree to seek out certification. The existing family studies graduate program already fulfills the Child Life Council's requirements for a Master's program. We have decided to revise one existing graduate elective course (FS534: Human Development across the Life Span to FS534: Therapeutic Applications of Child Development) to offer a graduate elective aligned with the Child Life Council curriculum recommendations. The revision will shift course content from development across the life span to child development and the practical application of development in work with children. We anticipate that many graduates of our undergraduate child life specialization will choose to also complete the family studies Master's program to meet the new Child Life Council certification requirements, which will increase enrollment in the family studies graduate program.

One requirement of the Child Life Council is that at least one course be taught by a Certified Child Life Specialist. Local internship supervisors have indicated that we need at least two child life courses in order for our students to be competitive for their internships. Therefore, we have designed two new child life specific courses (FS416: Child Life I: Child Life Scope of Practice and FS418: Child Life II: Impact of

Childhood Hospitalization) and have coordinated with certified child life specialists in the region who are willing to teach them on an adjunct basis. We also have already hired a new tenure-track faculty member with expertise in child development and therapeutic applications in order to develop the specialization, serve as the coordinator of the specialization, and teach many of the new required courses. A portion of her workload has already been dedicated to these tasks, and therefore, there will not be a need to hire any additional full-time faculty to support this specialization. The specialization will allow us to recruit students who otherwise would not have enrolled at CWU and to prepare our students to be top-candidates for the available regional and national child life practicum and internship opportunities.

2. Catalog Narrative & Program Requirements:

Catalog Narrative:

Family Studies Major:

The bachelor of science family studies major is the interdisciplinary study of interpersonal and family relationships and their impact on child development. Family Studies majors are actively engaged in community involvement and practical application of knowledge.

Family Studies majors in both specializations must complete a practicum experience that includes 360 total hours (12 academic credits) of field related service within the community. Students are encouraged to apply for the major early in their academic careers to allow for proper planning and placement in the Family Studies Practicum.

Students wishing to declare a major in family studies must be incoming freshmen or have a cumulative GPA of 2.7. Family Studies majors must maintain a cumulative GPA of 2.7 or higher to remain in the major, and must earn a "C" or better in all Family Studies ~~courses~~ *major*.

Child Life Specialization:

The child life specialization applies child development theory to the practice of helping children and families through traumatic events, specifically related to hospitalization. The curriculum meets the recommendations of the Child Life Council and includes two courses taught by Certified Child Life Specialists. Graduates are well prepared for career opportunities that involve work with children, or to pursue a child life practicum and child life graduate study required to become a certified child life specialist.

Pre-Admission Requirements:

Students wishing to declare a major in family studies must be incoming freshmen or have a cumulative GPA of 2.7. Family Studies majors must maintain a cumulative GPA of 2.7 or higher to remain in the major, and must earn a "C" or better in all Family Studies ~~courses~~ *major*.

Course Requirements:

Family Studies Required Core Courses:

- FCSG 220 - Leadership in Human Development **Credits: (4)**
- FS 101 - Skills for Marriage and Intimate Relationships **Credits: (4)**
- FS 234 - Contemporary Families **Credits: (4)**
- FS 235 - Relationships and Personal Development **Credits: (3)**
- FS 320 - Theories of Family Dynamics **Credits: (4)**

Revision Date: 12/12/14
Prepared by: Amy Claridge

- FS 336 - Parent Education and Guidance **Credits: (3)**
- FS 344- Foundations of Marriage and Family Therapy **Credits: (4)**
- FS 433 - Family Life Education **Credits: (4)**
- FS 419 - Research in Family Studies **Credits: (4)**
- FS 434- Diversity ~~and~~ Families **Credits: (4)**
- FS 492 - Family Studies Practicum **Credits: (1-6)** (Must be taken for 12 credits)

Family Studies Core Credits: 50

Child Life Specialization Required Courses:

- FS 232- Child Development **Credits: (3)**
- FS 338- Attachment Theory and Practice **Credits: (4)**
- FS 415- Therapeutic Play **Credits: (4)**
- FS 416- Child Life I: Child Life Scope of Practice **Credits: (4)**
- FS 417- Childhood Diseases and Disorders **Credits: (4)**
- FS 418- Child Life II: Impact of Child Hospitalization **Credits: (4)**
- FS 432- Theories of Child Development **Credits: (3)**
- SOC 320- Death and Dying **Credits: (5)**

Approved Specialization Electives: **Credits: (7)**

Child Life Specialization Credits: 38

Total Credits: 88

Approved Child Life Specialization Electives:

- FS310- Family Issues in the 21st Century **Credits: (4)**
- FS333- Culture and Marriage **Credits: (4)**
- FS334- Family Problems and Mediation **Credits: (4)**
- FS335- Divorce and Remarriage **Credits: (3)**
- FS337- Human Sexuality **Credits: (4)**
- FS403- Family Communication **Credits: (4)**
- FS435- Family Gerontology **Credits: (4)**
- FS439- Family Public Policy **Credits: (4)**
- FS440- Teaching in Family Studies **Credits: (1-3)** (Repeatable up to 6 credits)
- PHIL308- Medical Ethics **Credits: (5)**

Handwritten notes:
PIC: EDEC 422 & 424 or perm.
CO: EDEC 492 & 493 or perm.

Sample Graduation Plan:

	Fall	Winter	Spring	Summer
Year 1	Gen Ed (12)	Gen Ed (12)	Gen Ed (12)	Optional
Year 2	Gen Ed (12)	Gen Ed (12)	FS101 (4) FS232 (3) Gen Ed (5)	Optional
Year 3	FS416 (4) FS234 (4) FS336 (4)	FCSG220 (4) FS417 (4) FS433 (4)	FS320 (4) FS418 (4) FS235 (3) FS492 (2)	FS492 (4)*
Year 4	FS419 (4) SOC320 (5) Elective (3-4) FS492 (2)	FS338 (4) FS344 (4) Elective (3-4) FS492 (2)	FS434 (4) FS415 (4) FS432 (3) FS492 (2)	Optional

*120 hours (4 credits) of the required practicum experience (FS492) can be fulfilled by volunteering at one of the summer camps for medically fragile children which take place in Washington every year.

3. Impact on Existing Programs:

This specialization will complement the current family studies program offerings, and all of the new courses will be available as electives to students who choose to major in family studies without the specialization. The specialization will be staffed by the three full-time assistant/associate professors in the family studies program. Most of the new courses will be taught by an assistant professor who was hired for this purpose, so FTE's in the family studies program will only be affected minimally. No new full-time faculty will be hired, however, three of the courses specific to child life (FS416, FS417, FS418) will be taught by adjunct faculty who are practitioners in either child life or pediatric medicine. The specialization has long-term support in terms of staffing and funding. The full-time faculty who will teach in the specialization have already been hired and currently teach in the family studies program. The specialization may affect enrollments both within the Family and Consumer Sciences department and in departments outside of the program as students may choose to pursue the specialization instead of another major. However, the impact will be minimal and will not target any specific department. The specialization should increase enrollment in both SOC320 (required course) and PHIL308 (approved elective), which are outside of the department. We also anticipate that the specialization will increase enrollment in the family studies undergraduate and graduate programs.

4. Courses Outside the Department:

Sociology: SOC320 (required course)
 Philosophy: PHIL308 (approved elective)

See the attached permissions from both department chairs for inclusion of these courses.

5. Enrollment and Graduation Targets:

Academic Year	Student Headcount	FTE	Graduates
2015-2016	10	10	0
2016-2017	15	15	10
2017-2018	20	20	15
2018-2019	20	20	20
2019-2020	20	20	20

Revision Date: 12/12/14
 Prepared by: Amy Claridge

We project that we will enroll at least 10 students in the child life concentration by next fall (2015-2016) because several students who are enrolled in the family studies major have indicated interest in enrolling in the specialization. We have also had individuals who are not currently family studies majors indicate interest in a child life specialization. By the third year of the specialization (2017-2018), we project that at least 20 students will be enrolled in the specialization at any given time. This is based on the fact that the family studies major has consistently maintained close to 30 students and is currently growing rapidly. The child life specialization will have broad appeal to current and prospective CWU students as there are many social service careers that involve work with children for which the specialization will prepare students. There is also growing interest in the child life field in particular, and there are no certified programs for child life in the northwest. We anticipate to become certified in the first two years which will contribute to national recognition and increased enrollment.

6. Program Personnel:

Faculty:

Faculty Name	Degree	Rank	Part/Full Time	% Effort in Program	Total FTE
Amy Claridge	Ph.D.	Assistant Professor	Full time	80% 53% (Child life specific)	.80
Duane Dowd*	Ph.D.	Associate Professor	Full time	18% 0% (Child life specific)	.18
Sarah Feeney	Ph.D.	Assistant Professor	Full time	44% 9% (Child life specific)	.44
Ashley Xagoraris*	M.S.	Adjunct	Part time	27%	.27
Sabrina Enders*	M.S.	Adjunct	Part time	27%	.27
Deborah Herendeen*	M.S.	Adjunct	Part time	9%	.09
Rachel McRarry	M.S., CCLS	Adjunct	Part time	9%	.09
Stephanie Wilding	M.S, CCLS	Adjunct	Part time	9%	.09
Adjunct Faculty to be determined	M.S., CCLS	Adjunct	Part time	9%	.09

* Family studies faculty who will teach family studies core courses, but will not be teaching any new courses or any courses specific to the child life specialization. Students in the child life specialization will take existing core family studies courses, but there will not be any additional faculty expense or effort.

Program Administration & Staff:

Name	Title	Responsibilities	% Effort in Program	Total FTE
Amy Claridge	Program Coordinator	Recruiting students, marketing the specialization, academic and career advising, course scheduling, working with the Child Life Council, participating in child life conferences and other professional development, fostering and maintaining relationships with child life practicum and internship sites, and curriculum development.	80% (teaching: family studies core and specialization courses) 9% (program coordination)	.80
Alex Lange	Administrative Staff	Processing student applications for admittance into the specialization.	1%	.01

From: Duane Dowd
To: Amy Claridge
Subject: FW: SOC 320 Death and Dying
Date: Friday, November 14, 2014 9:55:19 AM

From: Delores Cleary <ClearyD@cwu.edu>
Date: Tuesday, November 4, 2014 at 11:28 AM
To: Dowd <dowdd@cwu.edu>
Subject: RE: SOC 320 Death and Dying

Hi Duane,
Soc approves the use of SOC 320 as a required course in the Child Life concentration.

Delores (Kandee) Cleary, Ph.D.
Chair: Sociology
CDO: President's Office

From: Duane Dowd
Sent: Tuesday, November 04, 2014 11:27 AM
To: Delores Cleary
Subject: SOC 320 Death and Dying

Good Morning Dr. Cleary,

As we discussed on the phone, the Family Studies program would like to include SOC 320 as a required course in the Child Life concentration. Would you mind responding to this email your confirmation of approval?

Thank you very much!

From: Amy Claridge
To: Matthew Altman
Subject: RE: PHIL308
Date: Thursday, October 09, 2014 12:14:00 PM

Hi Matt,

Thanks so much for the reply and information about PHIL308. After discussing the timing of PHIL308 with my colleagues, we've decided to add the course as one option in the specialization rather than a required course. We anticipate having 20-30 students in our new specialization, however, many of them will likely join with only a year of coursework left. We will encourage as many as we can to take PHIL 308.

Thank you for your openness!

Best,
Amy

Amy M. Claridge, Ph.D., LMFT
Assistant Professor, Family Studies
Central Washington University
400 E. University Way MS: 7565
Ellensburg, WA 98926
(509) 963-2758

From: Matthew Altman
Sent: Saturday, October 04, 2014 8:37 AM
To: Amy Claridge
Subject: RE: PHIL308

Amy --

Thanks for your interest in the course. Medical Ethics is a burgeoning field, and it's becoming a more common requirement in programs like this.

I'm open to it, and I have a couple of questions: The course is only offered every other year, and is capped at 25 students. How many of your students would probably be taking it, and would offering it once every two years be enough for your students? If this is too infrequent, you may want to have the course as one of a couple of options in the requirements, or as an approved elective. If it works for you, then that's great.

Please let me know what you think.

Matt Altman

Dr. Matthew C. Altman, Chair
Department of Philosophy & Religious Studies
Central Washington University
400 E. University Way
Ellensburg, WA 98926-7555
Phone: (509) 963-2839
Email: altmanm@cwu.edu

From: Amy Claridge
Sent: Friday, October 3, 2014 11:22 AM
To: Matthew Altman
Subject: PHIL308

Dear Dr. Altman,

I am a faculty member in the family studies program. I'm writing to you because we are developing a new child life specialization in the program and think our students would benefit from a medical ethics. We would like to include PHIL308 as one of the required courses in the specialization as long as you agree to this requirement. Please let me know your thoughts and if you would like any additional information from me.

Best,
Amy

Amy M. Claridge, Ph.D., LMFT
Assistant Professor, Family Studies
Central Washington University
400 E. University Way MS: 7565
Ellensburg, WA 98926
(509) 963-2758

Appendix



CURRICULUM RECOMMENDATIONS

The following curriculum recommendations for child life academic programs was developed by the Academic Task Force and approved by the CLC Board of Directors in November 2010. In developing these recommendations, the Task Force identified key topics that should be covered in the child life curriculum of any program offering a concentration, minor, or major in child life, rather than dictating specific courses, course titles, or syllabi. The chart below delineates those content areas the CLC Board of Directors believes should be covered in the required coursework of any such program, along with supplemental areas that would be advantageous to cover.

The Academic Task Force was appointed by the CLC Board of Directors in late 2009 to address issues and recommendations put forth during an Academic Summit held at Wheelock College.

THEORETICAL FOUNDATIONS

Academic programs with child life concentrations, minors, or majors should adequately cover the following topics in their required curriculum:	Supplemental areas:
Child Development Attachment Personality Temperament	Human/Lifespan development
Family systems	Learning
Play	Personality
Stress/Coping	Education
Separation and Loss	Organizational systems
	Group dynamics

Date: 11/25/14

Prepared by: Amy Claridge

CWU Student Learning Outcome Assessment Plan Preparation Form

Department Family & Consumer Sciences

Program Family Studies, Specialization: Child Life

Student Learning Outcomes (performance, knowledge, attitudes) ⁺	Related Program/ Departmental Goals	Related College Goals	Related University Goals	Method(s) of Assessment (What is the assessment?)*	Who Assessed (Students from what courses – population)**	When Assessed (term, dates) ***	Standard of Mastery/ Criterion of Achievement (How good does performance have to be?)
1. Students will be able to interact with children and families.	2. Excellent relationship and interpersonal skills. 4. Effective oral communication and presentation skills.	1. Teaching and learning 3. Public service and community engagement	1. Student success 3. Engagement	- Play intervention design and demonstration in Therapeutic Play (FS415).	Students in FS415	Assessed annually	80% on project.
2. Students will learn leadership abilities and the ability to work well in groups.	2. Excellent relationship and interpersonal skills. 3. Leadership abilities and the ability to work well in groups.	1. Teaching and learning 3. Public service and community engagement	1. Student success 3. Engagement	- Group evaluation of an intervention in Attachment Theory and Practice (FS338), including a paper and presentation.	Students in FS338	Assessed annually	80% on both paper and presentation.
3. Students will understand medical and psychosocial issues relevant to child life practice.	6. To apply the scientific process to understand current scientific knowledge and conduct research projects.	1. Teaching and learning 5. Scholarship and creative expression	1. Student success	- Child disease presentation in Child Life II: Impact of Child Hospitalization (FS418).	Students in FS418	Assessed annually	80% on presentation.

4. Students will be able to provide psychoeducation based on current scientific knowledge.	2. Excellent relationship and interpersonal skills. 4. Effective oral communication and presentation skills. 6. To apply the scientific process to understand current scientific knowledge and conduct research projects.	1. Teaching and learning 3. Public service and community engagement 5. Scholarship and creative expression	1. Student success 3. Engagement	- Parenting handout about attachment based on empirical literature in Therapeutic Play (FS415).	Students in FS415	Assessed annually	80% on project.
5. Students will understand and be able to apply child development principles in a therapeutic context.	2. Excellent relationship and interpersonal skills. 5. Strong critical thinking and problem solving skills. 6. To apply the scientific process to understand current scientific knowledge and conduct research projects.	1. Teaching and learning	1. Student success	- Application paper in Child Development (FS232).	Students in FS232	Assessed annually	80% on paper.
6. Students will be aware of the impact of their personal experiences on interactions with diverse populations.	2. Excellent relationship and interpersonal skills. 5. Strong critical thinking and problem solving skills.	1. Teaching and learning 2. Inclusiveness and diversity	1. Student success 2. Inclusiveness	- Personal Theory of Change assignment in Foundations of Marriage and Family Therapy (FS344).	Students in FS344	Assessed annually	80% on paper.

*Method(s) of assessment should include those that are both direct (tests, essays, presentations, projects) and indirect (surveys, interviews) in nature

**Data needs to be collected and differentiated by location (Ellensburg campus vs University Centers – see NWCCU standard 2.B.2)

***Timing of assessment should be identified at different transition points of program (i.e., admission, mid-point, end-of-program, post-program)

* Specialization outcomes are consistent with the child life competencies outlined by the Child Life Council.

Date: 11/11/14

Prepared by: Duane Dowd

CWU Department/Program Assessment Plan Preparation Form

Department: Family & Consumer Sciences

Program: Family Studies

Department/Program Goals	Related College Goals	Related University Goals	Method(s) of Assessment (What is the assessment?)	Who/What Assessed (population, item)	When Assessed (term, dates)	Criterion of Achievement (Expectation of how good things should be?)
1. Students will demonstrate strong critical thinking skills	1. Teaching and learning	1. Student success	Family Studies students will be required to submit a research paper in Theories of Family Dynamics (FS320) demonstrating critical integration of theory, research and practice.	Students in FS320	Assessed annually	Rubric for assessment indicates that a level of "proficient" for this assignment requires that "all theoretical principles are explained accurately", "each of the theoretical principles are used to explain the thesis of the paper" and that "the application of the principles to the thesis is accurate and clearly explained".
2. Students will learn excellent relationship and interpersonal skills.	1. Teaching and learning 2. Inclusiveness and diversity	1. Student success 2. Inclusiveness	Family Studies majors will be required to complete a journal and reflection paper analyzing their own relationship communication in Relationships and Personal Development (FS235). Open ended exam questions will assess skill at conflict resolution.	Students in FS235	Assessed annually	Rubric for assessment indicates that a level of "proficient" of both ownership and empathy includes - Description of the nature and purpose of empathy is accurate and complete - Description of the nature and purpose of ownership is accurate and complete - Levels of empathy (QRST) are explained with a description of their effectiveness - Levels of ownership (QRST) are explained with a description of their effectiveness - Examples from journals are accurately identified as QRST with clear explanation

						<ul style="list-style-type: none"> - All levels of responses are addressed - Examples from journals are accurately identified as QRST with clear explanation - All levels of responses are addressed <p>Open ended exam questions will assess skill at conflict resolution. Rubric for assessment indicates that a level of "proficient" of both ownership and empathy includes</p> <ul style="list-style-type: none"> - All of the steps for conflict resolution are listed and clearly integrated with problem - Answer demonstrates creativity and flexibility where appropriate - Answer clearly reflects an understanding that conflict resolution must dig deeper to the "why" of each issue
3. Students will learn leadership abilities and the ability to work well in groups.	1. Teaching and learning 3. Public service and community engagement	1. Student success 3. Engagement	Family studies students will be able to work well in groups, and assume leadership roles in a productive manner.	Students in Leadership and Human Development (FCSG220)	N/A	None (assessment not negotiated with outside program)
4. Students will learn effective oral communication and presentation skills.	1. Teaching and learning 3. Public service and community engagement	1. Student success 3. Engagement	Students in Family Life Education (FS433) will complete oral presentations	Students in FS433	Assessed annually	<p>Rubric for assessment indicates that a level of "proficient" requires the demonstration of all of the following during the presentation:</p> <ul style="list-style-type: none"> -Full understanding of the topic, and confidence in the information provided -Student is completely prepared and has obviously rehearsed -Student speaks clearly and distinctly throughout -Student stands up straight and appears relaxed, establishes eye

						<p>contact during the presentation</p> <ul style="list-style-type: none"> -facial expressions and body language generate a strong interest and enthusiasm about the topic in others -student is able to accurately answer almost all questions posed by classmates about the topic -Effectively uses technology in three areas of the presentation -Presentation fits within the specified time constraints
<p>5. Students will learn to apply the scientific process to understand current scientific knowledge and conduct research projects.</p>	<p>1. Teaching and learning</p> <p>5. Scholarship and creative expression</p>	<p>1. Student success</p> <p>3. Engagement</p>	<p>Family studies majors in Research in Family Studies (FS419) will be required to complete a critical examination of contemporary research, and will design and complete a research project which answers a research question of their own design.</p>	<p>Students in FS419</p>	<p>Assessed annually</p>	<p>Rubric for assessment indicates that a level of "proficient" for evaluating contemporary literature requires that "student uses a large number of sources, all or most are peer reviewed", "students use excellent paraphrasing of source content", "students demonstrate good interpretation and analysis of research findings", and "discussion clearly summarizes the main topic and includes several supporting details and final points". Rubric for assessment indicates that a level of "proficient" for project design requires that "the topic is concise and clearly stated, and strongly convinces the reader why the topic is important", "the student clearly states why the topic is selected", "clearly and explicitly explains the project design", and "methods and analyses are chosen appropriately and described accurately".</p>

Exhibit C

Change synopsis:

Course additions are: Basic Skills – FIN 364, ECON 130, PHIL 150 and BUS 102. Breadth courses ART 100, MUS 103, COM 202 and WGS 250. The rest of the changes are clean up of pre-fixes and course titles that have changed since the last program change.

Course deletion of PHIL 115 and MUS 104 at the request of the departments.

2015-2016 General Education Program

Mission, Rationale, and Student Outcomes

The general education program offers undergraduate students a liberal arts education in order to cultivate thoughtful and responsible persons and citizens, to prepare them for the world of work and to teach them to pursue knowledge for its own sake. In order to accomplish those broad goals, the general education program seeks to promote effective reasoning, broad and deep learning, and the inclination to inquire.

Effective Reasoning

A comprehensive liberal education helps students to develop their abilities to recognize and to think clearly about important issues and questions. The ability to think clearly involves fluency in reading, writing and oral communication, as well as mastery of the basic principles of logical, mathematical and scientific reasoning.

Broad and Deep Learning

A liberally educated person should possess a rich and broad fund of meaningful knowledge as well as the ability to compare and integrate new or different areas of knowledge in fruitful ways. To that end, the general education curriculum imparts a broad understanding of the various liberal arts and sciences and the ways that those arts and sciences evolve. In much the same way, the curriculum aims to foster an appreciation of diversity as a rich source of new ideas and opportunities for learning. Through such studies, students may comprehend the interconnectedness of knowledge and the importance of integrating knowledge gained from disparate parts of the curriculum.

The Inclination to Inquire

An education in the liberal arts fosters a student's commitment to seek out and acquire important knowledge and skills, both for their intrinsic value and for the good they contribute to our common and individual lives. For this reason, a disposition to ask incisive and insightful questions is perhaps the surest sign of a liberally educated mind.

The general education requirement offers a basic knowledge of mathematics and the natural sciences, including laboratory experience, intermediate knowledge of at least one world language, the study of the humanities, the political, philosophical and cultural history of world civilizations, and the foundations and principles of American society.

This mission statement reflects the standards promulgated by the American Academy for Liberal Education and CWU's Mission Statement.

General Education Program Goals

1. Students will become thoughtful and responsible members of society and stewards of the Earth.
2. Students will respect diversity of background, experience and belief, and will value the different perspectives that this diversity brings.
3. Students will achieve fluency in reading, writing, oral communication and information technology.
4. Students will master the basic principles of logical, mathematical and scientific reasoning.
5. Students will develop an appreciation of the breadth and depth of scientific and humanistic knowledge.
6. Students will develop a sense of the interconnectedness of knowledge.
7. Students will integrate knowledge from diverse fields of study in order to solve real-world problems.
8. Students will become aware of the manifold ways that knowledge evolves.
9. Students will develop a disposition to ask incisive and insightful questions.

Assessment of the General Education Program

1. Students will be surveyed as to how well they think their courses addressed the mission of the general education program.
2. Instructors will be surveyed as to how well they think the courses addressed the mission of the general education

program.

3. Student achievement in general education classes will be evaluated regularly by means of examinations.

All courses taken to satisfy general education requirements must be taken for a letter grade.

BASIC SKILLS REQUIREMENT

All students must satisfy the following requirements in basic academic and intellectual skills:

1. UNIV 101, ~~General Education Colloquium~~ Academic Advising Seminar (1), ~~or MUS 104, Introduction to Musical Studies (3).~~ Only required of students who enter Central with fewer than 45 credits;
2. ENG 101 (4) and ENG 102 (4). A grade of C- or higher is required in ENG 101 before ENG 102 may be taken;
3. Either MATH 101 (5), MATH 153 (5), MATH 154 (5), MATH 164 (5), MATH 170 (5), ~~or MATH 172 (5), or FIN 364 (5);~~
4. Either MATH 102 (5), MATH 130 (5), PHIL 201 (5), ~~or CS 105 (4), ECON 130 (5), or PHIL 150(W) (5);~~
5. One year of college or university study of a single foreign language or two years of high school study of a single foreign language. Courses used to satisfy this foreign language basic skills requirement may not be used to satisfy the Philosophies and Cultures of the World breadth requirement;
6. ~~Either CS 101 Computer Basics (4), or IT 101 Computer Applications (3), or BUS 102 Business Computer Skills (4).~~

All students must have met these basic education requirements by the end of the quarter in which they complete 75 credits. (This does not include the foreign language basic skills requirement, which may require more time to complete.) Students who do not meet this standard will have a hold placed on further course registration. To remove the hold, the student must meet with an advisor and submit a program of study to plan successful completion of this requirement. The student's progress will then be monitored by an assigned academic advisor.

WRITING REQUIREMENT

Four of the courses taken to fulfill the breadth requirement must have the writing designation in the list below.

These are courses which include at least seven pages of assigned writing that is assessed for content and mechanics (grammar, spelling, punctuation, and organization).

William O. Douglas Honors

Students in the William O. Douglas Honors program should check with their advisor regarding the General Education requirements.

BREADTH REQUIREMENT

I. ARTS AND HUMANITIES

Students must take at least one course from each of the three groups. No more than one class from a single department may be counted towards this requirement.

Literature and Humanities

A grade of C- or higher is required in ENG 101 before taking any of the courses in this category.

- ABS 110 Expressive African American Culture (5)
- ENG 105(W) The Literary Imagination: An Introduction to Literature (5)
- ENG 247(W) Multicultural Literature (5)
- ENG 347(W) Global Perspectives in Literature (5)
- HUM 101(W) Exploring Cultures in the Ancient World (5)
- HUM 102(W) Exploring Cultures from 16th Through 19th Centuries (5)
- HUM 103(W) Exploring Cultures in Modern and Contemporary Societies (5)

The Aesthetic Experience

- ART 100 Art Appreciation (4)
- ART 101 Introduction to Western Art (5)
- ART 102 Introduction to Non-Western Art (5)
- FVS 250(W) Introduction to Film and Video Studies (5)
- MUS 101 History of Jazz (5)
- MUS 102 Introduction to Music (5)
- MUS 103 History of Rock and Roll (5)
- PED 161 Cultural History of Dance (4)
- TH 101 Appreciation of Theatre and Film (4)

TH 107(W) Introduction to Theatre (4)
TH 375(W) Asian Drama (4)
TH 382(W) Ethnic Drama (4)

Philosophies and Cultures of the World

~~World Foreign~~ Languages 251 or 252 or 253. Second-year foreign language (same as studied in high school) (5), or
~~World Foreign~~ Languages 151 or 152 or 153, or CHIN 141 or 142 or 153. First-year foreign language (different than the one used to meet basic skills requirement) (5)

PHIL 101(W) Introduction to Philosophy (5)
~~PHIL 115(W) The Meaning of Life (5)~~
PHIL 202(W) ~~Introductions to Global~~ Ethics (5)
PHIL 209(W) Asian Philosophy (5)
PHIL 210(W) Current Ethical Issues (5)
PHIL 306(W) Environmental Ethics (5)
PHIL 378(W) The Philosophy of Love (5)
RELS 101(W) World Religions (5)
RELS 201(W) Sacred Books of the World (5)

II. SOCIAL AND BEHAVIORAL SCIENCES

Students must take at least one course from each of the three groups. No more than one class from a single department may be counted toward this requirement.

Perspectives on the Cultures and Experiences of the United States

An introduction to the institutions, cultures, and traditions of the United States intended to encourage a critical and analytical understanding of how the past affects the present and the future. An introduction to the complexities of social, economic, and political processes, issues, and events in the United States intended to provide a context for informed decision-making and citizenship.

AIS 101(W) Pre-contact Period of American Indians, Pre-AD 1492 (5)
AIS 102(W) Contact Period of American Indians (5)
AIS 103(W) Emergence of Contemporary American Indians (5)
COM 202 Communication Ethics and the First Amendment (4)
ECON 101 Economic Issues (5)
ECON 201 Principles of Economics Micro (5)
HIST 143(W) US History to 1865 (5)
HIST 144(W) US History Since 1865 (5)
LAJ 102 Introduction to Law and Justice (5)
POSC 210 American Politics (5)
SOC 101(W) Social Problems (5)
SOC 305(W) American Society (5)
WGS 201(W) Introduction to Women's and Gender
Studies (5)
WGS 250(W) Introduction to Queer Studies (5)

Perspectives on World Cultures

An introduction to institutions, cultures, and traditions of nations, groups, and societies outside the United States intended to encourage an understanding and appreciation of the dimensions of human diversity as well as similarities. An introduction to contemporary international and transnational issues intended to provide a broader perspective of the individual's relationship to other cultures and to common human concerns.

ANTH 130 Introduction to Cultural Anthropology (5)
AST 102(W) Introduction to Asian Studies (3)
COM 302(W) Intercultural Communication (4)
ECON 102(W) World Economic Issues (5)
GEOG 101 World Regional Geography (5)
HIST 101(W) World Civilization to 1500 (5)
HIST 102(W) World Civilization 1500-1815 (5)
HIST 103(W) World Civilization Since 1815 (5)
LLAS 102(W) Introduction to Latino and Latin American Studies (5)
POSC 270(W) International Politics (5)

Foundations of Human Adaptations and Behavior

An introduction to and analysis of the fundamental principles underlying human interaction intended to foster a better understanding of the human condition. An introduction to the fundamental patterns and understandings of human interaction with natural and man-made environments is intended to help students make informed judgments concerning broad environmental issues.

ANTH 107 General Anthropology (5)
ANTH 120(W) Introduction to Archaeology (5)
FS 310(W) ~~Contemporary Family Issues~~ Family Issues in the 21st Century (4)
FS 337 Human Sexuality (4)
GEOG 108 Introduction to Human Geography (5)
HED 101 Health Essentials (4)
POSC 101(W) Introduction to Politics (5)
PSY 101 General Psychology (5)
PSY 205(w) Psychology of Adjustment (5)
SOC 107(W) Principles of Sociology (5)

III. THE NATURAL SCIENCES

The natural sciences provide basic methods for rigorously describing and comprehending the natural world. Inquiry-driven laboratory and field observations are an essential mode of teaching, learning, and practicing natural science. Students must take at least one course from each of the three groups. No more than one class from a single department may be counted toward this requirement. It may be advantageous for students to take courses from groups in the order they appear below.

Fundamental Disciplines of Physical and Biological Sciences

An introduction to those sciences that study the fundamentals of physical and life systems.

BIOL 101 Fundamentals of Biology and Lab (5)
CHEM111/111LAB Introduction to Chemistry and Introductory Chemistry Laboratory (5)
CHEM 181/181LAB General Chemistry I and General Chemistry Laboratory I (5)
GEOL 101/101LAB Physical Geology and Lab (5)
PHYS 106 Physics by Inquiry/Lab (5)
PHYS 111/111LAB Introductory Physics and Lab (5)
PHYS 181/181LAB General Physics and Lab (5)

Patterns and Connections in the Natural World

Those sciences that use a knowledge of basic scientific disciplines to examine large and complex physical and life systems.

ANTH 110 Introduction to Biological Anthropology (5) (ANTH 110LAB is optional)
BIOL 200(W) Plants in the Modern World and Lab (5)
BIOL 201 Human Physiology (5)
BIOL 300 Introduction to Evolution (5)
ENST 201 Earth as an Ecosystem (5)
GEOG 107 Introduction to Physical Geography (5)
GEOL 103/101LAB Geology of Washington and Lab (5)
GEOL 107 ~~Earthquakes, Volcanoes, and Civilization~~ Volcanoes, Earthquakes, and Civilization(5)
GEOL 302 Oceans and Atmosphere (4)
PHYS 101 Introductory Astronomy I/Lab (5)
PHYS 102 Introductory Astronomy II/Lab (4)

Applications of Natural Science

These courses explicitly treat social, economic, technological, ethnical, or other implications of natural phenomena, of human influence on natural systems, or of responsive scientific inquiry.

ANTH 314 Human Variation and Adaptation in Living Populations (4)
BIOL 302 Human Ecology (5)
CHEM 101 Contemporary Chemistry and Lab (5)
ENST 202 Ecosystems, Resources, Population, and Culture (5)
GEOG 273 Geography of Rivers (5)
GEOL 108 Introduction to Environmental Geology (5)
IET 101 Modern Technology and Energy (5)

NUTR 101 Introduction to Human Nutrition (5)

PHYS 103/103LAB(W) Physics of Musical Sound and Lab (5)

PHYS 108 Light and Color/Lab (4)

STEP 101(W) ~~Science Seminar I: Research Experience~~ Scientific Perspectives and Experimentation I (2)*

STEP 102(W) ~~Science Seminar II: Interdisciplinary Research Theme~~ Scientific Perspectives and Experimentation II (2)*

STEP 103(W) ~~Science Seminar III: Current Topics~~ Scientific Perspectives and Experimentation III (1)*

*Only open to freshmen students enrolled in the STEP program, and all three courses must be completed with a passing grade to receive credit for Applications of Natural Science breadth area.