

12-3-2014

CWU Faculty Senate Minutes - 12/03/14

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REGULAR MEETING
Wednesday, December 3, 2014, 3:10 p.m.
BARGE 412
Minutes

ROLL CALL All senators or their alternates were present except: Peter Boyle, Ben Glasgall, Ralf Greenwald, Meaghan Nolte, Lene Pedersen and Mark Pritchard

Guests: George Clark, Anne Cubile, Kara Gabriel, Mike Luvera, Rose Spodobalski Brower, Cole Ridley, Jesse Nelson, Jeff Stinson, Michael Whelan, Thomas Tenerelli and Robert Lupton

Meeting called to order at 3:11 p.m.

CHANGES TO AND APPROVAL OF AGENDA - No changes were made to the agenda.

MOTION NO. 14-17(Approved): APPROVAL OF MINUTES of November 5, 2014

COMMUNICATIONS - Memo from Michael Braunstein available in Faculty Senate office.

Anne Cubile and Kara Gabriel – SOURCE/Office of Undergraduate Research to DHC - Kara gave a brief overview of SOURCE which is in its 25th year. The Chair of SOURCE has also served as Director of Undergraduate Research. In 2016 SOURCE will be a two day event. Currently SOURCE and Undergraduate Research are housed in Graduate Studies. Kara wanted to find a cross disciplinary office that could give some support to the two programs. Anne Cubile has agreed to house SOURCE and Undergraduate Research in terms of support.

Mike Luvera – Public Safety – Chief Luvera reported that they are not where we want to be in regards to bicycle safety on campus. They have done some programming with students about bicycle safety. They will be training some officers to do bicycle repair to help provide additional education to students. They have more bicycles registered than ever before. He has met with Senator Stoddard and will getting ideas through the research the students will be conducting. Due to state law and administrative codes in Washington it may be problematic to do a bicycle path on campus. He is also meeting with the new Health & Safety Committee who is working with the city about bicycle paths on 7th.

George Clark – Budget Reduction Scenario and Brief RCM Overview – George Clark gave a brief overview of the CWU forecast. George will be holding workshops with Provost Levine and department chairs. Hopefully, Faculty Senators can attend in the near future. Some of the strategies to address the challenging budget forecast are to reduce costs by a soft hiring freeze, suspend exempt salary increase, reduce overhead and resize academic offerings. Some revenue enhancements could be to fund innovation and expand high-demand programs, grow online programs, including College in High Schools and redouble legislative effort/government relations. They are predicting 57 position reductions, 41 which are currently vacant. Academic and Student Life will likely receive 2.9% cuts and 3.2% revenue. Reductions in personnel will include 21 FTE in current vacant lines and retirements and 12 FTE that are not tenured or tenure-track faculty. The President's division will take 6% reduction. Four current vacant lines will not be filled. Operations will receive 5% cuts with 12.5 vacant lines not being filled. Business & Financial Affairs will receive 6% cuts with 4 vacant, temporary and retirements not to be filled. Central will be working with the legislature this year to allow the Board of Trustees (BOT) to set the tuition increase to help offset the cuts. For Fiscal Year 15 the target budget is \$115.5 million with the target revenue being the same. The announcement for the budget reductions will be made this week. George will be updating the BOT on Friday and will be working with HR and Bargaining Units for notification and impacts.

FACULTY ISSUES – Senator Sloan let other faculty know that some students are having difficulty posting SEOs on some browsers. Firefox or Chrome seems to work, but Internet Explorer or Safari won't go through.

PRESIDENT: President Gaudino clarified that Resource Center Management (RCM) is not a budgeting model it is a management model. Responsibility is at the level where the authority and vision of the program is. The budgeting model is activity based budgeting. President Gaudino reported that four international students were in a very serious car accident in California. One student has passed away and another is in intensive care. The other two students had minor injuries and are still in California. Two staff members from Central have flown to California to help the students and their families. Central cannot put up a stop sign on Nicholson Boulevard. They have contacted the City to see what can be done. Central will be signing the contract with the new flight provider that was recently purchased by Chinese Company. That sale has gone through and the resigning of the contract will be tomorrow at noon.

PROVOST: The final amounts for summer session distributions will go out soon, which is ahead of schedule. Provost provided a copy of Budget Institutional models to Senators. The entire Provost Council is going through this book. The Provost plans to use it as an approach and there will be more workshops with faculty senators in the future. Provost Council supported the changes to the Academic Calendar that were passed by the Faculty Senate. The College of Arts and Humanities Dean search is in the home stretch. An offer has been made and tentatively accepted. Hope to make the announcement by the end of finals. The International Studies search is underway. Candidates will be coming to campus in February. Provost Levine indicated she has reviewed the November Faculty Senate meeting and the work of the committees. In retrospect, these issues could have been avoided and solved earlier. The concerns have been taken seriously. Dr. Pellet has resigned and will be returning to the faculty. A national search will take place for this position.

OLD BUSINESS - Chair Whitcomb reported that the Executive Committee has formed the Ad Hoc Committee to review plans for Individual Studies. They have met two times and work is proceeding. Tim Englund is the advisor under Dean Johnson.

REPORTS/ACTION ITEMS (35 Minutes)

SENATE COMMITTEES:

Executive Committee

Motion No. 14-18(Approved): “Ratification of 2014-15 Faculty Senate committee vacancies as attached in Exhibit A.”

Motion No. 14-19(Approved, 1 nay, 1 abstention): “Faculty Senate supports the move of SOURCE and the Office of Undergraduate Research to the Douglas Honors College to be evaluated in three years on success of the move.”

Academic Affairs Committee - Michael Whelan reported that the committee has nothing definitive to bring forward at this time.

Bylaws and Faculty Code Committee – Senator Harper reported that the committee will be recommending that the word “voluntary” be removed from the Faculty Code in regards to Distinguished Service language. The committee has reviewed the non-tenure-track faculty senator pay. There was a request to make the language consistent for all senators. The committee is recommending that the language stand as it is. This has to be negotiated every year and follows the current process. Senator Harper asked to take a straw poll of the senators to see if they would like the committee to continue pursuing the status of faculty with part-time administrative workload and whether they should be able to vote in the Senate. The sense was the senators did not want the committee to continue to pursue this

language change.

Curriculum Committee

Motion No. 14-20(Approved, 1 nay): “Approve the ITAM minor in Project Management as outlined in Exhibit B.”

Motion No. 14-21(Motion Tabled): “Approve the addition of Program Discontinuation language to CWUP 5-50-100 Curriculum Policy and CWUR 2-50-100 Curriculum Procedure as outlined in Exhibit C.”

Motion 14-21a (Approved): Senator Lubiski moved to table Motion No. 14-21. Senator Hickey seconded the motion.

General Education

Motion No. 14-22(Approved): “Approve the revision to the writing requirements as outlined in Exhibit D.” (There was a copy error that left the last three lines off of what was approved by Faculty Senate in November)

CHAIR: Chair Whitcomb indicated her gratefulness to the Faculty Senate for the hard work done this quarter. Some of it has been hard. Thanks to the committees that have worked hard and under quick timelines. The Executive Committee is coordinating with ADCO to disseminate budget information to the faculty. The Executive Committee will be facilitating workshops in winter quarter on RCM for Faculty Senate. The roll out of COACHE survey results was presented in a forum on November 14th. The Executive Committee is putting together an Ad Hoc committee to spear head the COACHE next steps. Currently need one faculty member from COTS and one from CEPS.

CHAIR-ELECT: No report.

STUDENT REPORT: Jennifer Treadway reported that SAS is looking at courses that need to be available to students in a timely manner. Further investigation will go into next quarter.

NEW BUSINESS - Stephen Robinson reported that Louis Kollmeyer, former CWU Art faculty is celebrating his 100th birthday today at a party at the President’s House.

Open Executive Committee meeting next week December 10th at 3:10 p.m. in the Grupe Faculty Center.

Meeting was adjourned at 5:06 p.m.

Exhibit A

Committee	Name	Department	Term
Academic Affairs Committee			
1 COTS faculty vacancy	Vacant		6/15/14 – 6/14/15
Bylaws and Academic Code			
1 faculty senator vacancy	Vacant		6/15/14 – 6/14/17
Curriculum Committee			
1 COTS vacancy	Jon Fassett	Mathematics	6/15/14 – 6/14/16
Evaluation & Assessment Committee			
2 vacancies	John Hudelson	FCS	6/15/14 – 6/14/17
	Danielle Neal	Law & Justice	6/15/14 – 6/14/16
General Education Committee			
1 COTS vacancy	Michael Braunstein	Physics	6/15/14 – 6/14/15
1 CB vacancy	Yong Joo Lee	Finance & SCM	11/1/14 – 6/14/16

Exhibit B

New Major, Specialization, Minor or Certificate

Department: ITAM Submission Date: 10/20/14

For Majors Only:

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

Major Title: _____

For Specializations Only:

[Click here for specialization definition.](#)

Major Title: _____

Specialization Title: _____

For Minors Only:

[Click here for minor definition.](#)

Title: Project Management Minor

For Certificates Only:

Title: _____

Type: A B C [Click here for certificate definition.](#)

Implementation Quarter or Term: Fall Catalog Year: 2015

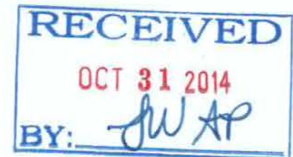
Is all or part of this program offered on-line? Yes No If yes, what percentage? 100%

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
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	<i>Jaclyn Krause</i>	Jaclyn Krause
Department Chair	<i>Robert Lupton</i>	Robert Lupton
College Dean	<i>Connie Lambert</i>	Connie Lambert
Provost or Designee (MS 7503)	<i>Matthew Lewis</i>	MATTHEW LEWIS
Registrar (for review - MS 7465)	<i>Jess Spodasalski</i>	SPODASALSKI
Ctr for Teaching & Learning (Ed.)(If applicable-MS 7415)		
Graduate Studies (If applicable - MS 7510))		

FSCC Approved: _____

Faculty Senate Approved: _____

Approved by Academic Affairs: _____

BOT Approved: _____

Sent to Registrar: _____

NWCCU Approved: _____

RECEIVED

OCT 29 2014

Central Washington University
Registrar Services, TAC

"Required Summary Page
For All Proposed Majors, Minors, Specializations, and Certificates"

This form must accompany your proposal.
ITAM Department Proposal
ITAM Project Management (PM) Minor

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.

ITAM was tasked by its advisory board to offer a PM minor. This new minor meets the growing need specified by employers for skilled employees capable of leading projects. ITAM students and other majors will complement their studies with the minor providing them greater job opportunities. ITAM already offers two PM classes and has a number of industry-qualified PM experts on staff. The five classes in the PM minor will be offered 100% online and on campus over 4 quarters. The minor was researched, discussed and recommended by the ITAM advisory board as an area important to their employer needs.

The Need/Demand:

According to the U.S. Bureau of Labor Statistics, the Office of Occupational Statistics and Employment Projections (2014), these professionals plan, coordinate, and direct projects in an organization. They help determine the goals of a department or unit and are responsible for implementing systems including those in the IT areas. Research indicates that we need more qualified employees to work in this field to ensure successful projects (The Standish Group, 2013). For example, a study by McKinsey & Company indicated that half of all large IT projects run over budget, exceed time, or deliver less than the expected return on investment (Bloch, Blumberg, & Laartz, 2012). "Excelling at core project management practices" is one way to improve an organization's chances of success (Bloch, Blumberg, & Laartz, 2012).

Projects indeed fail for various reasons. Phillips (2014) suggests that projects may fail because of a lack of sufficient planning or a failure to follow a standard approach. Gulla (2012) provides seven reasons for project failure, with the number one reason being poor project planning. Additional reasons for failure include poor stakeholder supervision, failure to properly define and lead the project scope, and a lack of best practices, to name a few (Waters, n.d.). The Standish Group identifies a direct relationship between project success and trained PM employees (The Standish Group, 2013).

There are significant overlaps with modern systems analysis and design methodologies and PM, causing some traditional IT management texts to include detailed discussions of professional PM practices and how they can be incorporated into projects (O'Brien & Marakas, 2011; Shelly & Rosenblatt, 2011; Whitten & Bentley, 2008). Projects today deal with challenging new technologies and changing organization IT needs (Phillips, 2014). Successful project planning and implementation are key investments in the organization. As such, successful IT projects require an organizational commitment to information technology (Schwalbe, 2014).

Gillard (2009) feels that supervisors and employees chosen for PM have their technical expertise in the areas of systems analysis and design, and/or other IT and administrative management functional areas such as those taught in the ITAM department. In addition to IT competencies, soft skills, specifically communication and interpersonal skills are needed to bridge complex organizational structures, again, those areas currently taught in ITAM. Leading rather than managing projects can impact project teams in a positive way with a positive impact on project outcomes (Gillard, 2009).

The PMI's Project Management Body of Knowledge (PMBOK) emphasizes the need for interpersonal or soft skills when leading project teams suggesting "...skills such as empathy, influence, creativity, and group facilitating are valuable assets when managing project teams" (Project Management Institute, 2008, p.232). Appendix G of the PMBOK lists eight interpersonal skills necessary for a person managing a project. These skills include leadership, team building, motivation, communication, influencing, decision making, political and cultural awareness, and negotiation (Project Management Institute, 2008, p. 417), all areas taught in ITAM. Another report from PMI (2012) suggests that project managers should understand Agile workflow processes as an important job skill. According to the report, when Agile techniques are incorporated with traditional PM techniques, project were "16 percent more productive." ("Must-Have Job Skills for IT Project Managers," 2012). Finally, for those trying to enter the field of PM, the PMI identifies needed education in enterprise leadership, PM basic skills, emotional intelligence, and assertiveness ("4 Valuable Skills to Break Into Project Management," 2012). The ITAM PM minor will develop and enhance these basic industry-wide PM skills.

Career Outlook

The Project Management Institute (PMI) is the largest and most recognized professional body for setting PM process standards and certifying PM professionals. The PMI's Project Management Talent Gap Report (Project Management Institute, 2013a) suggests that the profession will experience a 12% increase in demand for PM professionals globally between 2010 and 2020. This prediction is not specific to any single industry. The United States will see an increase of almost 700,000 jobs alone, indicating a strong demand for highly skilled professionals. Finally, the PMI identifies information technology as one of seven industries that is considered "project-intensive" (Project Management Institute, 2013a, p. 2).

There are no job numbers from the BLS specifically for PM, general or specialized. The BLS does not show project management as a specific job class. Both IT and construction management mention PM as an activity, with IT referring to IT project managers as a job title. While the PMI does not represent an official view of the occupation, they do have a pulse on the industry, more than just member statistics.

Finally, as there is no specific job code for either project managers or information technology project managers in the Bureau of Labor Statistics database, the Computer and Information System Manager job code was evaluated (Bureau of Labor Statistics, 2013). This job code includes project manager skills as part of the functional job requirements. This was also captured by the ITAM Advisory Board when addressing the PM skills sets of ITAM graduates. Computer and Information Systems managers can expect a 15% growth in job between 2012 and 2022, outpacing the average job growth of 11% for all occupations for the same period. Additionally, these managers can expect a better than average median pay of \$120,950, where the national average median pay for all workers is \$34,750. The PMI salary survey (2013b) suggests that certified PM professionals earn, on average, \$108,000.

Regional Growth - Occupation Group

Occupation	2012 Jobs	2022 Jobs	Change	% Change
Computer and Information Systems Managers (11-3021)	7,323	9,184	1,861	25%
Computer Systems Analysts (15-1121)	11,068	14,118	3,050	28%
Database Administrators (15-1141)	2,066	2,833	767	37%
Network and Computer Systems Administrators (15-1142)	5,686	7,393	1,707	30%

Computer Support Specialists (15-1159)	12,011	15,576	3,565	30%
Information Security Analysts, Web Developers, and Computer Network Architects (15-1179)	9,202	11,904	2,702	29%

As the EMSI data indicates, the projected job growth in the fields related to computer and information systems managers and computer systems analysts shows a 25-28% increase of the next decade, respectively.

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.

ITAM Project Management Minor

ju **Students**

Professionals will gain knowledge specific to managing projects. *Students* You will gain skills in this high-demand field of project management that, when combined with the soft-skills classes, will give you the competitive edge in the marketplace. Project management skills are not specific to any industry and are sought after by many organizations. *Catalog copy*

Requirements:

Minor Courses:			
ADMG	372	Leadership and Supervision	4
ADMG	374	Project Management	5
ADMG	385	Business Communication and Report Writing	5
ADMG	474	Executing Project Management - I	4
ADMG	475	Executing Project Management - II	4
Total Minor Credits: 22			

Fall Quarter	Winter Quarter	Spring Quarter	Summer Quarter
ADMG 372	ADMG 374 & ADMG385	ADMG474	ADMG475

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.?)

The ITAM PM minor will only have positive effects on ITAM, CEPS, and CWU. Three of these classes are already offered 100% online and on campus every quarter – multiple sections. The two new classes will also be offered 100% online and on campus. ITAM has industry trained IT and PM on staff. The minor will not

distract from ITAM; rather, complement the program of studies of current ITAM students and others at CWU. The PM minor would start fall 2015.

This minor will be initially capped at 50 students. If demand is higher, we will work with department and college resources under RCM; the cap will not be raised without additional faculty resources already in place.

4. Does this program include courses from outside the originating department?
Has the affected department(s) agreed to allow course(s) to be used in program? 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."

No.

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?)

Based on our track record, capturing 25 students the first year and 50 the following years for this program is a conservative estimate.

	AY 2015	AY 2016	AY 2017	AY 2018	AY 2019
Headcount	25	50	50	50	50
FTEs	12.2	24.5	24.5	24.5	24.5

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)

The department hired Dr. Jackie Krause to teach in the system analysis and design and database areas as well as the PM area. She has over 20 years of experience/certifications in the PM field with high tech companies. In addition, the ITAM department sent Dr. Phil Upperman last year to the PMI for certification. Dr. Fen Wang has been teaching our current PM classes in the department for 6 years. Finally, we hired Dr. Lori Thompson for a number ADMG/IT classes which includes PM. Dr. Thompson also has industry experience in the PM field.

Name	Degree	Rank	Time	% Effort	FTEF
Jackie Krause	Ph.D.	TT	Full-time	11%	.11
Fen Wang	Ph.D.	TT	Full-time	11%	.11
Phil Upperman	Ph.D.	FTNTT	Full-time	11%	.11
Lori Thompson	Ph.D.	Adjunct	Part-time	11%	.11
Libby Gibson	NA	Admin Support	Full-time	5%	.03

7. Program Expenses and Revenues

With the new streamlining initiatives on campus and RCM, Dean Lambert has worked with ITAM to drop another minor with low enrollments to redirect additional resources to this minor. ITAM already has industry skilled IT and PM on staff with WLUs.

Program Expenses					
	Year 1	Year 2	Year 3	Year 4	Year n (full enrollment)
Administrative Salaries (#FTE)/Benefits	Already on the ITAM payroll - no additional expense				→
Faculty Salaries (#FTE)/Benefits					
TA/RA Salaries (#FTE)/Benefits					
Clerical Salaries (#FTE)/Benefits					
Other Salaries (#FTE)/Benefits					
Contract Services					
Goods and Services					
Travel					
Equipment (list equipment & cost)					
Lease or Acquisition					
Other (Itemize)					
Indirect (if applied to the program)					
Total Costs	n/a				

Program Revenues					
	Year 1	Year 2	Year 3	Year 4	Year n (full enrollment)
General Fund: State Support					
Tuition and Fees (total)	98,000	196,000	196,000	196,000	196,000
Corporate Grants/Donations					
Internal Reallocation*					
Other Fund Source (specify)					
Total Revenue	98,000	196,000	196,000	196,000	196,000

*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)

References

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Exhibit C

CWUP 5-50-100 Programs (Policy)

(1) Programs are clusters of courses and/or groupings of teaching and research faculty organized by academic interest.

(2) Interdisciplinary Programs

An interdisciplinary program is one in which the subject matter and faculty expertise is broader than any single discipline, and in which the core curriculum integrates knowledge from multiple fields. This discipline mix is typically reflected in curricula that emphasize upper division course work from several departments or programs and interdepartmental faculty collaboration.

(3) Program Residence

Interdisciplinary programs reside in the college in which the preponderance of instruction is situated. This is determined by the distribution of upper-division credits required by the program, assigned to each college on a pro rata basis.

(4) Program Discontinuation

(A) Purpose. The purpose of this policy is to establish guidelines and standards for the discontinuation of academic programs.

(B) Definitions

1. Academic Program: A sequence of courses leading to a degree, a credential, and/or a certificate. Academic programs covered by this policy include undergraduate and graduate degree programs, credential programs, and credit and non-credit certificate programs.

2. Program discontinuation or "sunsetting": The University is teaching-out a program. No additional majors can declare the program as their program of study. The program will end upon completion of the program by students enrolled at the time of the discontinuation decision and who remain continuously enrolled. The program will be removed from the official CWU catalog as soon as the decision to discontinue is approved.

(C) Guidelines. Program discontinuation or "sunsetting" may be originated by faculty, college Dean, Academic Planning Task Force, Faculty Senate Curriculum Committee, Provost, or President. A program may be discontinued or "sunset" by mutual agreement of the faculty, the Dean, the Provost, and the Faculty Senate Curriculum Committee. An information notice would be moved from the Faculty Senate Curriculum Committee to the Faculty Senate. A discontinuation review is not necessary if all parties are in agreement. Should it be necessary to consider the discontinuation of an academic program and the parties are not in agreement, a determination will be based upon a discontinuation review of the following variables:

1. The significance and contribution of the program to the University's mission and vision.
2. The academic quality, rigor, and value of the program.
3. The student demand, student accessibility, and cost effectiveness of the program.

In considering whether to discontinue a program, no one category is more crucial than any other. A decision to discontinue a program is based on a holistic assessment of the program in terms of quantitative and qualitative assessment of all decision variables, within a process that is broadly consultative.

a. Importance to the University. A program's importance to the University will be determined by the following criteria:

- i. The extent to which the program promotes the mission and vision of the University.
- ii. The extent to which the program is central to the curriculum of the University.
- iii. The extent to which the program provides a service to the surrounding community and the changing needs of the State of Washington.

b. Quality of the Program. Program quality shall be assessed by program review, external review, and/or accreditation review and shall determine to what extent the quality of the program justifies continuance in its present form. The evaluation of program quality shall include:

- i. Demonstrated ability of the faculty to offer and maintain a current and rigorous curriculum.
- ii. Access to resources adequate to develop sufficient breadth, depth, and coherence of the program.
- iii. Demonstrated ability to attract and retain well-qualified faculty.
- iv. The quality of the program's faculty as demonstrated by participation in appropriate scholarly, creative and/or professional activity.
- v. The extent to which the program's excellence and standing in its discipline enhances the reputation of the university.
- vi. Demonstrated ability to attract, retain, and graduate students in a timely manner that leads to student success.

c. Cost Effectiveness and Demand for the Program. A program's cost-effectiveness shall be determined relative to disciplinary norms and compared to similar programs at comparable institutions. The quality indicators and metrics presented shall include (1) student-faculty ratio; (2) numbers of tenured/tenure-track faculty and lecturers; (3) total cost-effectiveness of staff and facility allotment; (4) total cost-effectiveness per FTEF; and (5) total cost-effectiveness per FTES. Other discipline-specific variables may also be used. Student demand for the program may be measured by one or more of the following:

- i. The number of completed applications for admission.
- ii. The FTES generated in lower division, upper division, and/or graduate level courses.
- iii. The number of students who complete the program in a timely manner.
- iv. The anticipated need for graduates of the program.

(D) Teach-Out. For discontinued programs, a teach-out plan in compliance with the Higher Education Opportunity Act and the requirements of the Northwest Commission on Colleges and Universities (NWCCU) shall be implemented.

(E) Program Discontinuation Procedures. For undergraduate and graduate degrees, and credentials, the process for program discontinuation shall include faculty, the college Dean, the Faculty Senate Curriculum Committee, the Faculty Senate and the Provost. The procedures from program discontinuation are presented in the accompanying curriculum procedures.

(F) Continuous Renewal. This policy shall be reviewed in five years from its effective date to determine its effectiveness and appropriateness. This policy may be reviewed before that time as necessary.

CWUR 5-50-100 Programs (Procedures)

(1) No Procedures

(2) No Procedures

(3) Program Residence

(4) Program Discontinuation Procedures

(1) Program Discontinuation. For undergraduate and graduate degrees, credentials, credit and non-credit certificate programs, the process for program discontinuance shall include faculty, the College Dean, the Provost, the Faculty Senate Curriculum Committee, the Faculty Senate and the Board of Trustees. This

process shall be completed within one calendar year from receipt of the initial discontinuation recommendation.

(2) Originating Program Discontinuation. The Department Chair, College Dean, the Academic Planning Taskforce, the Faculty Senate Curriculum Committee, the Provost, or the President may originate program discontinuation or "sunsetting".

1. Discontinuation by Mutual Agreement

A program may be discontinued or "sunset" by mutual agreement of the faculty, the Dean, and Faculty Senate Curriculum Committee. A letter documenting this agreement will be forwarded from the department and the Dean, to the Faculty Senate Curriculum Committee, from the Faculty Senate Curriculum Committee to the Faculty Senate, and from the Faculty Senate to the Provost. A discontinuation review is not necessary if the parties are in agreement.

2. Originating the Program Discontinuation Review

Should it be necessary to consider the discontinuation of an academic program and the parties are not in agreement, a determination will be based upon a discontinuation review. This is a review of an academic program conducted for the purpose of determining whether or not program discontinuation is warranted.

A written request for a discontinuation review of an academic program may be originated by any of the following:

- The Department/Division Chair, when the Chair has the written approval of a majority of the program faculty, subject to departmental voting procedures then in effect;
- A majority vote of the Faculty Senate Curriculum Committee;
- The Dean of the College;
- The Provost;
- The President.

Such a request shall be submitted in writing to the Provost and copied to:

- The faculty of the program;
- The Dean of the College; and
- The Chair of the Faculty Senate Curriculum Committee.

The letter making this request must clearly indicate the specific reasons for the suggested program discontinuance. If within 21 calendar days of receipt of this letter by the Provost, none of the individuals or parties listed above has objected to the proposed discontinuance in writing to the Provost, a recommendation for discontinuance will be sent to the Faculty Senate Curriculum Committee. If within 21 calendar days of receipt of the letter requesting program discontinuance any one of those parties has objected to discontinuance, then the procedures outlined in section 3 of this policy must be followed before a recommendation for program discontinuance can be made to the Board of Trustees.

(3) General Program Discontinuation Procedures

1. Review by the Faculty Senate Curriculum Committee

Within 14 calendar days of receipt of a letter objecting to a proposed program discontinuance from one of the parties listed in section 2 of this procedure, the Faculty Senate Curriculum Committee will conduct a special program review focused on issues related to potential discontinuance.

2. Responsibilities of the Faculty Senate Curriculum Committee

The variables to be examined in the discontinuation review and the criteria for each variable are stated in the Program Discontinuation Policy.

The Faculty Senate Curriculum Committee will decide to what extent to involve appropriate constituencies such as additional program faculty, representative students of the program, etc.

At the end of the review, the Faculty Senate Curriculum Committee shall report its recommendation to the Faculty Senate. In keeping with section 1 of this policy, the Faculty Senate Curriculum Committee shall submit this report within one calendar year from the date of the initial recommendation for discontinuation.

3. Faculty Senate Curriculum Committee Recommendation to the Faculty Senate

The recommendation of the Faculty Senate Curriculum Committee and the action of the Senate to recommend

program discontinuance will be forwarded to the Provost.

4. Faculty Senate Review of Recommendation

The Faculty Senate will review the recommendation of the Faculty Senate Curriculum Committee. The Faculty Senate may ask for additional data and consultation for review. The Faculty Senate will forward its recommendation to the Board of Trustees.

5. Board of Trustees Decision

The decision of the Board of Trustees is final. Following the Board's decision and written notification of the decision to the Provost, Dean, and department chair, the program will be removed from the Catalog and University web sites by the Registrar's Office.

6. Responsibilities of the Department

If the program is discontinued, currently enrolled students will be able to complete their course of study at CWU.

The "teach out" will be implemented and monitored by the Department Chair in accordance with the policies of the NWCCU and shall include the following:

1. Preparation by the Registrar's Office for the department of an official list of students enrolled in the program at the time of the discontinuation decision;
2. Departmental notification by email and hard copy to all students on the list of the following:
 - o The decision to discontinue the program and the commitment of the university to "teach out" the program to all currently enrolled students who are making adequate progress to degree and who remain continuously enrolled.
 - o Students will be graduating under degree requirements stated in the Catalog the year they entered CWU, the year they began the program, or the year the program discontinuation was made.
 - o Students who withdraw or take a leave of absence will be removed from the list of students completing this program. They will be notified by Registrar's Office of their change in status and may be referred to other programs in the university in order to complete a degree.
 - o Other programs offered by the university to which students may wish to transfer, and/or similar programs offered by nearby institutions.
 - o The faculty advisor working with students during the "teach out" of this program.
3. Conscientious academic advising of all students as they complete the program.

Exhibit D

Writing Requirement: Central Washington University's General Education program includes three levels of required writing support and instruction: Basic Academic Writing, Writing Intensive Courses, and Writing in the Major. Each is described below.

1. **Academic Writing.** Students must meet the Academic Writing requirement by taking approved basic writing courses. A minimum grade of C- is a prerequisite for writing intensive (W) courses.
2. **Writing Intensive Courses.** Students are required to complete three (3) writing intensive (W) courses
 - a. Writing intensive courses must:
 - i. Include a minimum of 2500 words of scholarly writing with proper use of citations as appropriate to the discipline.
 - ii. Have writing scheduled at regular intervals throughout the quarter via multiple short papers and/or assigning a larger project in stages.
 - iii. Emphasize the process of rewriting with individualized feedback, revision, and editing.
 - b. Proposals for courses that seek the W designation must include:
 - i. An approved New Course Form (for new courses) or Course Change Form (for modified courses)
 - ii. A description of an example assignment(s) that meet the writing requirements described above.
 - iii. All items for General Education breadth requirements, if also being submitted for a breadth area (which is not required).

3. **Writing In the Major**

Departments will complete an assessment of student writing in the major. The means by which students' writing in their major courses is assessed is to be determined by the departments and approved by the General Education Committee and may be specific to majors within the department.

- a. Departments must submit a proposal describing how they will assess student writing in the major by the March 20, 2015, General Education proposal deadline.
- b. This assessment should occur near the end of the program. There are three primary suggestions for how to implement this assessment:
 - Through the offering of a "writing in the major" course that teaches and assesses the type and forms of writing used specifically in the discipline (and which may also receive a "W" designation). If this is a new course that will be developed, it must be approved by the curriculum committee.
 - Through the designation of a writing intensive (W) course within the major program, in which writing is a significant component of the outcomes.
 - Through compilation of a portfolio of student writing that is assessed as part of a senior seminar or end-of-major review.
 - While the committee is open to other types of proposals, it must be clear when and how the writing will be assessed.
- c. Writing in the major proposals must include:
 - A description of the writing that will be assessed.
 - A description of when and how the writing will be assessed.