6-4-2014

CWU Faculty Senate Minutes - 06/04/14

Janet Shields
Central Washington University, senate@cwu.edu

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I. ROLL CALL
II. CHANGES TO AND APPROVAL OF AGENDA
III. MOTION NO. 13-58: APPROVAL OF MINUTES of May 7, 2014
IV. COMMUNICATIONS
V. FACULTY ISSUES (10 Minutes)
VI. PROVOST: (1 Minute)
VII. OLD BUSINESS
   COACHE Update (5 Minutes)
VIII. REPORTS/ACTION ITEMS (45 Minutes)

SENATE COMMITTEES:
Executive Committee
Motion No. 13-61: Approve Faculty Senate committee appointment for 2014-15 as outlined in Exhibit K.

Motion No. 13-65: Election of 2014-15 Faculty Senate Chair-Elect – Nomination: Lene Pedersen

Motion No. 13-67: Sense of the Senate: Do you favor the Faculty Senate continuing the semester feasibility study into next year?

General Education
Motion No. 13-62: Approve the changes to the writing requirements as outlined in Exhibit L.

Motion No. 13-64: Approve the General Education Committee request to delay the implementation of the new General Education requirements until Fall 2016.

Bylaws and Faculty Code - Year-End report attached
Motion No. 13-40(Third of three readings): Approve the change to Faculty Code section II.B.1 Emeritus Faculty Appointments as outlined in Exhibit C.

Motion No. 13-41(Third of three readings): Approve the change Faculty Code II.A. Election and Removal of Department Chairs as outlined in Exhibit D.

Motion No. 13-43(Second of two readings): Approve the change to the Faculty Senate Bylaws Section X. A & B as outlined in Exhibit F.

Motion No. 13-44(Third of three readings): Approve the change to the Faculty Code Section IV.K.1-6 as outlined in Exhibit G.

Motion No. 13-50(Third of three readings): Approve the addition of definition of faculty language to the Faculty Senate Code Section I. as outlined in Exhibit H.

Motion No. 13-50a: The Bylaw and Faculty Code committee moves to amend Motion No. 13-50 to strike Section I.A.3 and Section I.B.2 as shown in Exhibit H.
Motion No. 13-51 (Third of three readings): Approve the changes to sections 1.A.1 and IV.C of the Faculty Code to add “councils” to the language as outlined in Exhibit I.

Motion No. 13-52 (Second of two readings): Approve the changes to Sections III.B.10 and III.C.2 of the Faculty Senate Bylaws as outlined in Exhibit J.

Curriculum
Motion No. 13-59: Approve a new minor in Library and Information Science as outlined in Exhibit B.

Motion No. 13-60: Approve the Professional Masters (PM) degree type as outlined in Exhibit M.

Motion No. 13-63: Approve the BS Accounting degree to exceed the 110 credit limit as outlined in Exhibit A.

Academic Affairs - Year-End report attached
Motion No. 13-66: Approve changes to Academic Life Policy 5-90-040 (31) Scholastic Standards as outlined in Exhibit N.

Evaluation and Assessment – Year-End Report – attached

CHAIR: (5 Minutes)

CHAIR-ELECT: (1 Minute)

STUDENT REPORT: (5 Minutes)

IX. NEW BUSINESS

X. ADJOURNMENT

***NEXT REGULAR SENATE MEETING: October 1, 2014***
BARGE 412
Program and Narrative Change - Major, Specialization, Minor, or Certificate
Effective Fall Quarter 2013

Department: Accounting
Type of Program Change: (check all that apply) ☐ Course Addition(s) ☑ Course Deletion(s) ☐ Title
☐ Credit Change  Click here for policy 5-80-080 (5) ☐ Admission Requirements ☐ Narrative ☑ Grade Requirements
Program type: ☑ Major ☐ Specialization ☐ Minor ☐ Certificate
Program Complete Name: Accounting
Proposed New Name:

Description of change:
See attached narrative changes

Justification for change including increase of credits, if applicable:

Are any courses being deleted or added from another department? ☐ Yes ☑ No
If yes, the dept. chair and college dean must sign this form or it will be returned to the originator.

Is this program part of the Teacher Preparation Program? ☐ Yes ☑ No
If yes, send to CTL (MS 7415) for signature

Signatures: This form needs to be submitted to the next applicable signature level within 10 working days.

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<th>Approval</th>
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<td>Center for Teaching &amp; Learning (if applicable)</td>
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<tr>
<td>Graduate Studies (if applicable) (MS 7510)</td>
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The following documents must be attached to this form or it will be returned to the originator.

Attachments:
☑ Program Outcomes and Assessment Form (Click here for form)
☐ A Strike out copy showing all deletions (strike-out) and additions (underlined)
☐ A clean copy of the program as you want it to appear in the catalog.

Revised 9/09

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MAR 04 2014
Central Washington University
Registrar Services, TAC
Accounting Major, BS

Admission Requirements

Students must apply and be admitted to the major before enrolling in 300- and 400-level courses in the College of Business (CB). However, students may enroll in ACCT 302, 340, 350, 351, 353, and/or ACCT 255/260 before being admitted to the major if they have completed ACCT 252. At the time of application, all 200-level, pre-admission requirements should be substantially completed. Equivalent lower-division (100- and 200-level) courses may be transferred toward meeting the pre-admission requirements. Application forms are available in the department offices. Applicants must participate in a mandatory orientation activity as part of the application process. The completed application must be accompanied by transcripts that reflect all prior college work. Admission shall be based on grades earned in the pre-admission requirements.

Business courses taken to fulfill the requirements for an undergraduate or graduate degree from the CWU College of Business must have been taken within the last 10 years at the time of graduation. Exceptions may be made, but must be approved prior to acceptance into the College of Business by the department chair and dean or designee.

International students whose native language is not English must meet one of the following English proficiency requirements:

- A score of 71 or above on the Internet-based TOEFL or 525 or above on the paper-based TOEFL, OR
- A score of 8.0 or above on the International English Language Testing System (IELTS) exam, OR
- A 3.0 (B grade) or above in each of two college-level English composition courses from an accredited United States college or university. Contact the Office of Admissions to find out what courses are acceptable.

Students wishing to have credits from non-United States institutions considered for transfer into the College of Business for any major or minor must have their transcripts evaluated through outside credential evaluators who are members of the National Association of Credential Evaluation Services (NACES), such as the Foundation for International Services (FIS), the World Education Services (WES), or Educational Perspectives. These endorsed by the Washington Society of CPAs are preferred.

A cumulative grade point average of 2.5 in the pre-admission requirements courses must be achieved with a minimum grade of C (1.7) in each course. The credit/no credit option will not be accepted for any of these courses and the department will strictly enforce the CWU policy on repeating classes. The applicant also must have completed all university general education requirements. The applicant must have earned a minimum cumulative GPA of 2.50 in all collegiate study. These criteria also apply to equivalent courses transferred from other institutions.

The Department of Accounting will allow non-matriculated students in their classes under the following conditions:

1. Post-baccalaureate students who have a business degree from an AACSB-accredited program in the United States, or
2. Current students who are enrolled at another AACSB-accredited program in the United States.

These requests will be addressed on a space-available basis and will need the permission of the Accounting Chair. If you meet either of the above criteria, please email the Accounting Chair to request permission to take courses in the Accounting program. Each request will be reviewed by the Accounting Chair and the Department Chair before approval is given.

Students majoring outside CB, who are required to take courses in this college for either their major or minor, will be eligible to enroll on a space-available basis. These students will be given priority over other non-collage majors wishing to enroll in courses.

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If a student that has been admitted to the College of Business is placed on academic probation, suspension, had repeated academic warnings, or has repeat academic course withdrawals, and then the student's admission into the College of Business may be rescinded. Once rescinded, the student will be denied readmission to the College of Business for one year following which a written petition for readmission must be presented. The decision to readmit will be based on meeting current admission standards, analysis of the entire academic record, as well as any other sources of information deemed appropriate. Readmission is not guaranteed.

Graduation Requirements

To graduate with an Accounting degree, the department requires a cumulative grade-point average of at least 2.0 in in-the-major upper-division accounting courses completed at CWU. In addition to the university grade-point average requirements that apply to all CWU major programs. Accounting majors cannot earn a Business minor.

NOTE: A student with a GPA less than 2.0 in their upper-level Accounting classes will only be allowed to take one upper-level Accounting class per quarter. This is also the case for students on academic warning, probation, or suspension.

Upper-division (300-400 level) courses may be transferred toward meeting the major requirements only with the approval of the department chair and the college dean (or designee). Transfer students must earn at least 45 credits at CWU. Transfer students and post-baccalaureate students must complete at least 20 CWU in-the-major upper-division Accounting credits to be eligible for the Accounting degree. In addition to the 20 CWU in-the-major upper-division credits, transfer students and post-baccalaureate students must complete an additional 17 CWU in-the-major Accounting major required course or elective credits to be eligible for the Accounting degree. Lower-division (100-200 level) Accounting or business courses cannot be transferred to meet upper-division (300-400 level) course requirements. No Accounting courses are offered for challenge by examination. CWU students who desire to study abroad must have the department chair and dean pre-approve credits transferred back to the College of Business using the Credit Transfer Agreement.

Central Accounting students who are up to 180 days prior to obtaining a degree and at least 225 quarter credits, or who are completing the Master of Professional Accountancy Program, are qualified to sit for the Uniform Certified Public Accountant (CPA) examination. Washington law requires individuals wishing to sit for the CPA examination to have completed a minimum of 36 quarter credits of study in Accounting and a minimum of 36 quarter credits in related business courses. See WAC4-25-710 for educational requirements. Registration for the examination is made through the State Board of Accountancy, Olympia, Washington www.accountancy.wa.gov. Graduates are also prepared to sit for the Certified Management Accounting examination and the Certified Internal Auditor examination. Students should consult with their major advisor for details.

Pre-admission Requirements

- ACCT 251 - Financial Accounting Credits: (5)
- ACCT 252 - Managerial Accounting Credits: (5)
- BUS 221 - Introductory Business Statistics Credits: (5)
- BUS 241 - Legal Environment of Business Credits: (3)
- ECON 201 - Principles of Economics Micro Credits: (3)
- ECON 202 - Principles of Economics Macro Credits: (3)
- ENGL 101 - Composition I: Critical Reading and Reasoning Credits: (4)
- ENGL 102 - Composition II: Reasoning and Research Credits: (4)
- MATH 130 - Finite Mathematics Credits: (5)

Select one of the following: 5 credits

- MATH 153 - Pre-calculus Mathematics I Credits: (5)
- MATH 155 - Pre-calculus Mathematics II Credits: (5)
- MATH 170 - Intuitive Calculus Credits: (5)

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Registrar Services, TAC
• MATH 172 - Calculus I Credits: (5)
• MATH 173 - Calculus II Credits: (5)

Pre-admission Total Credits: 430

Required Courses

• ACCT 205 - Cost Accounting Credits: (5)
• ACCT 346 - Income Tax Accounting I Credits: (5)
• ACCT 360 - Intermediate Accounting I Credits: (5)
• ACCT 361 - Intermediate Accounting II Credits: (5)
• ACCT 352 - Intermediate Accounting III Credits: (5)
• ACCT 455 - Advanced Information Systems Credits: (5)
• ACCT 460 - Auditing Credits: (5)
• BUS 241 - Legal Environment of Business Credits: (5)
• FIN 370 - Introductory Financial Management Credits: (5)
• MGT 382 - Principles of Management Credits: (5)
• MGT 499 - Strategic Management Credits: (5)
• MKT 362 - Essential Marketing Concepts Credits: (5)
• SCM 310 - Supply Chain Management Credits: (5)

Select one of the following: 4-5 credits

• ADMG 385 - Business Communications and Report Writing Credits: (5)
• COM 345 - Business and Professional Speaking Credits: (4)
• ENG 310 - Technical Writing Credits: (4)

Select from the following electives: 10 Credits

• ACCT 405 - Advanced Cost Accounting Credits: (5)
• ACCT 430 - Governmental and Non-profit Accounting Credits: (5)
• ACCT 448 - Income Tax Accounting II Credits: (5)
• ACCT 480 - Advanced Accounting Credits: (5)
• ACCT 481 - Fraud Examination Credits: (5)
• ACCT 475 - International Accounting Credits: (5)
• ACCT 484 - Professional Writing and Speaking for the Accountant Credits: (5) ACCT 484, if taken, should be completed no later than fall of senior year.
• BUS 341 - Advanced Business Law Credits: (5)

Total Credits: 122-12414-115

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Return to: Catalog Search

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2. Current students who are enrolled at another AACSB-accredited program in the United States.

These requests will be addressed on a space-available basis and will need the permission of the Accounting Chair. If you meet either of the above criteria, please email the Accounting classes you desire (including the course location): Ellensburg, Lynnwood, or Des Moines) and an unofficial transcript to the Chair of the Department of Accounting. The Chair will then prepare the necessary paperwork for admission into the course.

Students majoring outside CB, who are required to take courses in this college for either their major or minor, will be eligible to enroll on a space-available basis. These students will be given priority over other non-college majors wishing to enroll in courses.

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- MATH 170 - Intuitive Calculus Credits: (5)
• MATH 172 - Calculus I Credits: (5)
• MATH 173 - Calculus II Credits: (5)

Pre-admission Total Credits: 43

Required Courses

• ACCT 305 - Cost Accounting Credits: (5)
• ACCT 348 - Income Tax Accounting I Credits: (5)
• ACCT 350 - Intermediate Accounting I Credits: (5)
• ACCT 351 - Intermediate Accounting II Credits: (5)
• ACCT 352 - Intermediate Accounting III Credits: (5)
• ACCT 455 - Accounting Information Systems Credits: (5)
• ACCT 480 - Auditing Credits: (5)
• BUS 241 - Legal Environment of Business Credits: (5)
• FIN 370 - Introductory Financial Management Credits: (5)
• MGT 382 - Principles of Management Credits: (5)
• MGT 499 - Strategic Management Credits: (5)
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• ACCT 484 - Professional Writing and Speaking for the Accountant Credits: (5) ACCT 484, if taken, should be completed no later than fall of senior year.
• BUS 341 - Advanced Business Law Credits: (5)

Total Credits: 122-124
|------------|---------|------------------------|---------------------------------------|---------------------------------------------------------------|---------------------------------------------------------------|---------------------------------------------------------------|---------------------------------------------------------------|
New Major, Specialization, Minor or Certificate

Department: Library

For Majors Only:
Degree Type: (B.A., B.S., etc.)
Major Title:

For Specializations Only:
Major Title:
Specialization Title:

For Minors Only:
Title:

For Certificates Only:
Title:
Type: □ A □ B □ Click here for certificate definition.

Implementation Quarter or Term: Fall 2014
Catalog Year: 2015-2016

Is all or part of this program offered on-line? □ Yes □ No
If yes, what percentage? 80

Locations to be offered:
□ Ellensburg □ Des Moines □ Lynnwood
□ Wenatchee □ Yakima □ Moses Lake
□ Pierce County □ Kent □ Everett □ Online

The following items MUST be submitted concurrently with this cover page:
1. Completed Summary Page
2. Electronic copy in Word
3. New Course Form(s), if applicable
4. Programmatic Goals and Assessments
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.

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<th>Originator</th>
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<th>Printed Name</th>
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<tbody>
<tr>
<td></td>
<td>See attached</td>
<td>Ginny Blackson</td>
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<td>Department Chair</td>
<td>See attached</td>
<td>Daniel CannCasciano</td>
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<td>College Dean</td>
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<td>Michele Reilly</td>
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FSCC Approved: ____________________
Approved by Academic Affairs: ____________________
Sent to Registrar: ____________________
Faculty Senate Approved: ____________________
BOT Approved: ____________________
NWCCU Approved: ____________________
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FSCC Approved: ___________  Faculty Senate Approved: ___________

Approved by Academic affairs: ___________  BOT Approved: ___________

Sent to Registrar: ___________  NWCCU Approved: ___________

Revised 05-12
1. Provide a justification for the creation of this program.

The Brooks Library seeks to implement a Minor of Library and Information Science that prepares students to excel in the rapidly changing library profession. The curriculum is designed to meet the standards set forth by the American Library Association, the Society of American Archivist, and the Washington State Professional Educators Standards Board. This program does not qualify participants for a Washington State Library Media (P-12) endorsement.

The 2014 Occupational Outlook Handbook forecasts “employment of library technicians and assistants is projected to grow by 12 percent from 2012 to 2022, about as fast as the average for all occupations. Libraries will use these workers to take over some of the duties of librarians, whose hourly wages are usually higher”. Currently, students in Washington State are only able to study the discipline at either the community college or graduate level. This undergraduate minor will provide students with knowledge necessary to critically evaluate and disseminate information. Students will gain research skills that will enhance their major area(s) of study.

In a 2012 article, Lihong Zhu, Head of Technical Services for Washington State University described these changes.

“Technological advances, budget cuts, reorganizations, downsizing, outsourcing, expanded roles of professionals, and changes in the information world are redistributing the workload between professionals and paraprofessionals in academic library technical services units. Today, paraprofessionals manage major functional areas in technical services and dominate the technical services work force. The roles of paraprofessionals have expanded to include duties once considered the sole responsibilities of professionals in technical services.”

These changes are not limited to academic libraries or technical services. Paraprofessionals are becoming increasingly responsible for the daily operations of school, public and special libraries. The transformation of Pacific Northwest academic libraries is a clear example of the need for undergraduate training for library paraprofessionals. The Orbis Cascade Alliance (OCA) is a library consortium made up of 37 academic universities in Washington, Oregon, and Idaho. On January 1, 2015 OCA member libraries will complete the transition to a unified second-generation integrated library system. This shared catalog will decrease the need for professional technical service librarians and demand the relocation of librarians to other functions. The rise of the embedded librarian model, which has been adopted by academic libraries across the country, including Central Washington University, requires that the daily management of library facilities be transferred to paraprofessionals to allow librarians to shift their focus to teaching, research and outreach.


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.

Minor in Library and Information Science
29 – 32 Credits

The minor in library and information science is designed to provide students with an understanding of the methods and means of gathering, organizing, and disseminating information. The minor is appropriate for any students who wish to gain a greater understanding of the field of library and information science. This program does not qualify participants for a Washington State Library Media (P-12) endorsement.

All students in the minor will be required to complete 20 credit hours in the core curriculum. Students may choose courses within the remaining curriculum areas depending on their specific interests. Students must maintain a 2.0 GPA in the program courses.

Program Requirements

Core Curriculum (20 Credits)
LIS110 Research Fundamentals (1)
LIS201 Foundations of Library and Information Science (3)
LIS310 Information Literacy and User Services (3)
LIS314 Technology in Library and Information Science (3)
LIS345 Library Research Methods and Information Literacy (4)
LIS414 Organization of Knowledge (3)
LIS490 Internship (3 Credits)

Management (3-4 Credits)
Select one of the following courses:
LIS412 Library Management & Leadership (3)
ANTH362 Museum Curation and Management (4)

Collection Management (3 Credits)
Select one of the following courses:
LIS410 Collection Development (3)
LIS411 Introduction to Archives (3)

Reader/Content Advisory/ (3-5 Credits)
Select one of the following courses:
EDLM 436 Survey of Children’s & Young Adult Literature (3)
ENG 247 Multicultural Literature (5)
ENG 347 Global Perspective on Literature (5)
ENG 302 Poetry and Poetics (5)
ENG 330 African American Literature (5)
ENG 331 Latina/o Literature (5)
ENG 332 American Indian Literature (5)
ENG 333 Asian American Literature (5)
ENG 334 American Indian Oral and Nonfiction Literature (5)
Any History Course at the 300 to 500 level (3-5)
LIS398/498 Special Topics in Library and Informational Science (3)
Library and Information Science Course Descriptions

LIS110 Research Fundamentals (1)
Designed for students new to research at the college level. Course explores knowledge of information sources, more effective searching technique, and familiarity of services for researchers.

LIS201 Foundations of Library and Information Science (3)
An introductory course covering the history of libraries and use of information in contemporary society. The course will explore the role of libraries in the organization, preservation, and dissemination of information. It will examine types of library and information organizations and career opportunities in the discipline.

LIS310 Information Literacy and User Services (3)
This course will cover information-seeking theories, methods, and user behaviors. Principles and philosophies of library reference service, information literacy, reading, listening and viewing guidance, and information resources will be explored.

LIS314 Technology in Library and Informational Science (3)
This course provides a review of the hardware and software used in libraries. Provides an introduction to technology tools, processes, and web applications that support the delivery of library services.

LIS345 Library Research Methods and Information Literacy (4)
Development of information literacy skills and theory through a discussion of internal and external information sources; knowledge of the organization of print and non-print resources; and creation of bibliographies, reports, and other academic materials.

LIS398 Special Topics (3)

LIS410 Collection Development (3)
This course covers the basic components of collection development and management. Topics to be explored will include selection, planning, budgeting, and maintenance of library collections.

LIS411 Introduction to Archives (3)
This course provides an introduction to the profession of archival studies. In addition to the history, development, and nature of work in the profession, the basics of collections management and development, intellectual control, preservation, conservation, and technological applications will be presented.

LIS412 Library Management and Leadership (3)
This course will cover the policies and procedure necessary for the effective operation of a library and information centers. The course will explore the policies and procedures required for budgeting, planning, promoting and assessing library and information programs.

LIS414 Organization of Knowledge (3)
This course provides an introduction to the organization of print and electronic resources. Topics to be covered include cataloging and classification of resources, use of controlled vocabularies, and intellectual access to those resources.

LIS490 Internship
This course provides hands-on instruction and experience in a library, archive, museum, or other
information centers.

LIS498 Special Topics (3)

Reader/Content Advisory Course (3-5)
Students will select from a variety of preapproved courses from other academic disciplines that provide in-depth analysis of a literary genre or historical period. This requirement is designed to enable students to advise readers on fiction and nonfiction titles in a specific area of interest.

Graduation Plans

Example: Major in English Language and Literature
General Education Requirements: 75 credits
Major Requirements: 72 credits
LIS Minor: 29-32 credits
Electives: 1-4 credits
Total Credits: 180

Example: Major in History Large Plan
General Education Requirements: 75 credits
Major Requirements: 74 credits
LIS Minor: 29-32 credits
Electives: 0-2 credits
Total Credits: 180

3-year Plan

Year 1 2014-2015

<table>
<thead>
<tr>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIS110</td>
<td>LIS201</td>
<td>LIS345</td>
</tr>
</tbody>
</table>

Year 2 2015-2016

<table>
<thead>
<tr>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIS310</td>
<td>LIS314</td>
<td>LIS412</td>
</tr>
</tbody>
</table>

Year 3 2016-2017

<table>
<thead>
<tr>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIS414</td>
<td>LIS410</td>
<td>LIS490</td>
</tr>
<tr>
<td>Reader/Content Advisory Course</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*LIS398/498 will be offered as requested/needed.

2-year Plan

Year 1 2014-2015

<table>
<thead>
<tr>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIS101</td>
<td>LIS310</td>
<td>LIS345</td>
</tr>
<tr>
<td>LIS201</td>
<td>LIS314</td>
<td></td>
</tr>
</tbody>
</table>

Year 2 2015-2016

<table>
<thead>
<tr>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIS414</td>
<td>LIS410</td>
<td>LIS490</td>
</tr>
<tr>
<td>Reader/Content Advisory</td>
<td></td>
<td>LIS412</td>
</tr>
</tbody>
</table>
*LIS398/498 will be offered as requested/needed.

3. Please indicate how this new program will impact existing programs in your department/college and the university.
This new undergraduate minor should have no significant effect on any existing programs. The courses will be taught by existing library faculty, with the majority of courses being offered as fully online or hybrid courses. The program may increase enrollment in the History, English and Anthropology courses included in the program.

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?)

Program estimates are based on total enrollment of 139 individual students in LIB110 and LIB345 during the 2013-2014 academic year (includes enrollment for Spring 2014). We estimate that 15% of students who complete these courses would also complete a Minor in Library and Information Science. Not included in this estimate are the 5 to 10 students who express an interest in the library profession during UNIV101 instructional sessions.

Students will enter the program during the Fall 2014 quarter. We estimate a 50% enrollment in the first year of the program. We estimate an 80% enrollment in the second year with a 100% enrollment in subsequent years. Student will be able to complete the program in six to nine quarters. Enrollment projections do not include non-minor enrolled in LIS110 and LIS345.

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment</td>
<td>10</td>
<td>26</td>
<td>28</td>
<td>30</td>
<td>30</td>
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<tr>
<td>Graduation</td>
<td>0</td>
<td>13</td>
<td>18</td>
<td>20</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Fall 14</th>
<th>Fall 15</th>
<th>Fall 16</th>
<th>Fall 17</th>
<th>Fall 18</th>
</tr>
</thead>
<tbody>
<tr>
<td>FTE</td>
<td>8.7</td>
<td>14</td>
<td>14.6</td>
<td>14.6</td>
<td>14.6</td>
</tr>
</tbody>
</table>

Program Schedule 2014-2015

Fall 14 (8 Credit Hours)
- LIS110 Research Fundamentals (1)
- LIS201 Foundations of Library and Information Science (3)
- LIS345 Library Research Methods and Information Literacy (4)

Winter 15 (14 Credit Hours)
- LIS110 Research Fundamentals (1)
- LIS201 Foundations of Library and Information Science (3)
LIS345 Library Research Methods and Information Literacy (4)
LIS310 Information Literacy and User Services (3)

Spring 15 (9 Credit Hours)
LIS110 Research Fundamentals (1)
LIS314 Technology in Library and Informational Science (3)
LIS345 Library Research Methods and Information Literacy (4)
LIS410 Collection Development (3)

Summer 15 (1 Credit Hours)
LIS110 Research Fundamentals (1)

Program Schedule 2015-2016

Fall 15 (14 Credit Hours)
LIS110 Research Fundamentals (1)
LIS201 Foundations of Library and Information Science (3)
LIS310 Information Literacy and User Services (3)
LIS345 Library Research Methods and Information Literacy (4)
LIS414 Organization of Knowledge (3)

Winter 16 (14 Credit Hours)
LIS110 Research Fundamentals (1)
LIS201 Foundations of Library and Information Science (3)
LIS345 Library Research Methods and Information Literacy (4)
LIS410 Collection Development (3)

Spring 16 (14 Credit Hours)
LIS110 Research Fundamentals (1)
LIS345 Library Research Methods and Information Literacy (4)
LIS411 Introduction to Archives (3)
LIS412 Library Management and Leadership (3)
LIS490 Internship (3)

Summer 16 (4 Credit Hours)
LIS110 Research Fundamentals (1)
LIS490 Internship (3)

Program Schedule 2016-2017

Fall 16 (14 Credit Hours)
LIS110 Research Fundamentals (1)
LIS201 Foundations of Library and Information Science (3)
LIS310 Information Literacy and User Services (3)
LIS345 Library Research Methods and Information Literacy (4)
LIS414 Organization of Knowledge (3)

Winter 17 (14 Credit Hours)
LIS110 Research Fundamentals (1)
LIS201 Foundations of Library and Information Science (3)
LIS314 Technology in Library and Informational Science (3)
LIS345 Library Research Methods and Information Literacy (4)
LIS410 Collection Development (3)

Spring 17 (14 Credit Hours)
LIS110 Research Fundamentals (1)
LIS345 Library Research Methods and Information Literacy (4)
LIS411 Introduction to Archives (3)
LIS412 Library Management and Leadership (3)
LIS490 Internship (3)

Summer 17 (4 Credit Hours)
LIS110 Research Fundamentals (1)
LIS490 Internship (3)

Program Schedule 2017-2018

Fall 17 (14 Credit Hours)
LIS110 Research Fundamentals (1)
LIS201 Foundations of Library and Information Science (3)
LIS310 Information Literacy and User Services (3)
LIS345 Library Research Methods and Information Literacy (4)
LIS414 Organization of Knowledge (3)

Winter 18 (14 Credit Hours)
LIS110 Research Fundamentals (1)
LIS201 Foundations of Library and Information Science (3)
LIS314 Technology in Library and Informational Science (3)
LIS345 Library Research Methods and Information Literacy (4)
LIS410 Collection Development (3)

Spring 18 (14 Credit Hours)
LIS110 Research Fundamentals (1)
LIS345 Library Research Methods and Information Literacy (4)
LIS411 Introduction to Archives (3)
LIS412 Library Management and Leadership (3)
LIS490 Internship (3)

Summer 18 (4 Credit Hours)
LIS110 Research Fundamentals (1)
LIS490 Internship (3)
Program Schedule 2018-2019

Fall 18 (14 Credit Hours)
- LIS110 Research Fundamentals (1)
- LIS201 Foundations of Library and Information Science (3)
- LIS310 Information Literacy and User Services (3)
- LIS345 Library Research Methods and Information Literacy (4)
- LIS414 Organization of Knowledge (3)

Winter 19 (14 Credit Hours)
- LIS110 Research Fundamentals (1)
- LIS201 Foundations of Library and Information Science (3)
- LIS314 Technology in Library and Informational Science (3)
- LIS345 Library Research Methods and Information Literacy (4)
- LIS410 Collection Development (3)

Spring 19 (14 Credit Hours)
- LIS110 Research Fundamentals (1)
- LIS345 Library Research Methods and Information Literacy (4)
- LIS412 Library Management and Leadership (3)
- LIS414 Organization of Knowledge (3)
- LIS490 Internship (3)

Summer 19 (4 Credit Hours)
- LIS110 Research Fundamentals (1)
- LIS490 Internship (3)

6. Who are the Program Personnel?

Chair
Stephen Hussman, MLIS, MA Public History

Professors
Daniel CannCasciato, MLIS
John Creech, MLS
Gerard Hogan, MLS
Stephen Hussman, MLIS, MA Public History
Mary Wise, MLS, MEd

Associate Professors
Ping Fu, Associate Professor, MLIS, MA East Asian Studies, MS Computer Science
Marcus Kieltyka, Associate Professor, MLIS, MA International Political Economic Relations
Michele Reilly, MLS

Assistant Professor
Ginny Blackson, MLIS

Lecturers
Talea Anderson, MLIS, MA History
Workload units for existing library faculty will be reallocated to meet the teaching load of the new minor. This reallocation will be made possible by the reorganization of departments and the transition to the consortia integrated library system. The Collection Development Librarian and the Collection Development Department will be used as an example to illustrate the reallocation.

2013-2014 Collection Development Librarian Workload Units = 55
Department Management = 44
(Includes daily operations of acquisitions and serials department and the supervision of 5 full time paraprofessionals)
Scholarship = 5
Service = 6

2014-2015 Collection Development Librarian Workload Units = 55
Department Head Responsibilities = 30
LIS Minor Coordination and Instruction = 9
Embedded Librarianship = 5
Scholarship = 5
Service = 6

This reallocation of workload units will be made possible by the promotion of a paraprofessional to Department Lead. The Department Lead will become the direct supervisor of Serials Department staff. The Collection Development Librarian’s workload units dedicated the cataloging and management of electronic resources will be decreased by 50% through the implementation of the consortia integrated library system and collaborative technical services through the Orbis Cascade Alliance.
7. Program Expenses and Revenues

<table>
<thead>
<tr>
<th>Program Expenses</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5 (full enrollment)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Salaries (#FTE)/Benefits</td>
<td>$25000</td>
<td>$25000</td>
<td>$25000</td>
<td>$25000</td>
<td>$25000</td>
</tr>
<tr>
<td>Faculty Salaries (#FTE)/Benefits</td>
<td>$55000</td>
<td>$65000</td>
<td>$65000</td>
<td>$65000</td>
<td>$65000</td>
</tr>
<tr>
<td>TA/RA Salaries</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Clerical Salaries (#FTE)/Benefits</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Other Salaries (#FTE)/Benefits</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Contract Services</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Goods and Services</td>
<td>$7000</td>
<td>$7000</td>
<td>$7000</td>
<td>$7000</td>
<td>$7000</td>
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<tr>
<td>Travel</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Equipment (list equipment &amp; cost)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Lease or Acquisition</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other (Itemize)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Indirect (if applied to the program)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td><strong>Total Costs</strong></td>
<td><strong>$87000</strong></td>
<td><strong>$97000</strong></td>
<td><strong>$97000</strong></td>
<td><strong>$97000</strong></td>
<td><strong>$97000</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Program Revenues</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5 (full enrollment)</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Fund: State Support</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Tuition and Fees (total)</td>
<td>$98400</td>
<td>$181056</td>
<td>$226320</td>
<td>$226320</td>
<td>$226320</td>
</tr>
<tr>
<td>Corporate Grants/Donations</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Internal Reallocation*</td>
<td>$35000</td>
<td>$35000</td>
<td>$35000</td>
<td>$35000</td>
<td>$35000</td>
</tr>
<tr>
<td>Other Fund Source (Enterprise Funding Application Pending)</td>
<td>$72000</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td><strong>Total Revenue</strong></td>
<td><strong>$205400</strong></td>
<td><strong>$216056</strong></td>
<td><strong>$261320</strong></td>
<td><strong>$261320</strong></td>
<td><strong>$261320</strong></td>
</tr>
</tbody>
</table>

*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)

The Brooks Library has applied for Enterprise Funds to administer the program for the first 5 years. If the funding is not received the library will revise the department’s budget to reallocate funds to support the program. Internal Reallocation of Faculty – See section 6.
<table>
<thead>
<tr>
<th>Department/Program Goals</th>
<th>Related College Goals</th>
<th>Related University Goals</th>
<th>Method(s) of Assessment (What is the assessment?)</th>
<th>Who/What Assessed (population, item)</th>
<th>When Assessed (term, dates)</th>
<th>Criterion of Achievement (Expectation of how good things should be?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will acquire information literacy skills.</td>
<td>Same</td>
<td>1.1: Enhance student success by continually improving curricular, co-curricular, and extracurricular programs.</td>
<td>Examinations Written projects and papers</td>
<td>Undergraduate students</td>
<td>Quarterly</td>
<td>70% of students will maintain a GPA of 2.5 in the program courses.</td>
</tr>
</tbody>
</table>
| 2. Increased services to underserved populations.                                                                                           | Same                 | 2.1: Enhance the environment of inclusiveness for faculty, staff, and students.          | a. Recruitment plan for outreach to underserved student populations  
   b. Retention of underserved student populations in the program                                               | Undergraduate students                  | Annually                     | a. Recruitment plan will be reviewed at least annually by program faculty.  
   b. Student diversity will meet or exceed CWU student population demographics.  
   c. Retention rate will meet or exceed CWU averages.                                                                                                                                 |
| 3. Increased collaboration and innovation between university and community at large.                                                          | Same                 | 4.1: Enhance the commitment and the level of cooperation between the university and external communities. | Internship placements                                                                                           | Undergraduate student placements       | Annually                   | 50% of student placements will be at off-campus venues.                                                                                                                                 |
| 4. Involved in recruiting and retention activity.                                                                                           | Same                 | 5.2: Develop and implement enrollment management and marketing plans the meet the enrollment objectives of the university. | a. Recruitment plan for outreach to student populations  
   b. Retention of students in the program                                                                      | Undergraduate students                  | Annually                     | a. Recruitment plan will be reviewed at least annually by program faculty.  
   b. Enrollment will meet program objectives as outlined earlier in Section 5.  
   c. Retention rate will meet or exceed CWU averages.                                                                                                                                 |
<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Related Program College Goals</th>
<th>Related University Goals</th>
<th>Method(s) of Assessment</th>
<th>Who Assessed</th>
<th>When Assessed</th>
<th>Standard of Mastery/ Criterion of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Library Leadership and Management - Students will be prepared for a leadership role in their library community and collaborate with others. Students will be prepared to develop, implement, and evaluate library and information programs.</td>
<td>1,2,3,4</td>
<td>1.1 2.1 4.1 5.2</td>
<td>• Internship evaluation.  • Library &amp; information organization case studies.  • Assignments on library professional standards and organizations.  • Completed policy and procedures manual.</td>
<td>LIS201  LIS 412 or ANTH362  LIS 490  LIS398/498</td>
<td>Quarterly  End of program</td>
<td>80% of students will complete internship with a satisfactory evaluation leadership and management.  70% of student will receive a grade of B or better in LIS201.  70% of students will receive a grade of B or better on assessed course assignments based on professional standards and/or assignment rubrics.</td>
</tr>
<tr>
<td>2. Information Literacy and User Services - Students will be prepared to provide patron services and promote information literacy.</td>
<td>1,2,3,4</td>
<td>1.1 2.1 4.1 5.2</td>
<td>• Internship evaluation.  • Research projects.  • Exams, quizzes and writing assignments.  • Information literacy instruction projects and lesson plans.</td>
<td>LIS110  LIS310  LIS345  LIS 490  LIS398/498</td>
<td>Quarterly  End of program</td>
<td>80% of students will complete internship with a satisfactory evaluation in the area of information literacy and user services.  70% of student will receive a grade of B or better in LIS110 and LIS345.  70% of students will receive a grade of B or better on assessed course assignments based on professional standards and/or assignment rubrics.</td>
</tr>
</tbody>
</table>
| 3. Reader advisory and Collection Development – Students will be prepared to evaluate, select and maintain resources in a library and information center. | 1,2,3,4 | 1.1 2.1 4.1 5.2 | • Internship evaluation.  • Reader/Content Advisory Courses assignments.  • Exams, promotional materials and policies that address collection management and promotion OR  Exams and projects that address archival services. | LIS398/498  LIS410 or LIS411 Reader/Content Advisory Courses | Quarterly  End of program | 80% of students will complete internship with a satisfactory evaluation in the area of collection development and reader/content advisory.  70% of student will receive a grade of B or better in LIS410 or LIS411.  70% of students will receive a grade of B or better on assessed course assignments based on
| 4. Information and Communications Technology – Students will be prepared to plan, manage, evaluate and use information and communications technology tools. | 1,2,3,4 | 1.1<br>2.1<br>4.1<br>5.2 | • Internship evaluation.  
• Library promotional materials assignments.  
• Instructional plans.  
• Technology evaluation and implantation assignments. | LIS314<br>LIS414<br>LIS 490 | Quarterly<br>End of program | 80% of students will complete internship with a satisfactory evaluation in the area of information technology.  
70% of student will receive a grade of B or better in LIS314 and LIS 491.  
70% of students will receive a grade of B or better on assessed course assignments based on professional standards and/or assignment rubrics.

*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).
Exhibit C

Faculty Code Section II.B.1 Emeritus Faculty Appointments

Faculty, as described in the CBA, who are retiring from the university, may be retired with the honorary title of “Emeritus” status ascribed to their highest attained rank or title. The Emeritus status is recommended by departmental action for a faculty member whose teaching, scholarly, and service record is exemplary for their appointment. The normal criteria for appointment to the Emeritus faculty are ten (10) years of full-time service as a member of the teaching faculty. A simple majority of the eligible faculty in a department as defined in II.A.1.b must approve the granting recommendation of Emeritus status. However, the Board of Trustees may grant Emeritus status to any faculty member at their discretion.

Rationale: The language on how emeritus appointments are decided at the department level was somewhat vague. This language helps clarify the process.
Exhibit D
Faculty Code II.A.
Election and Removal of Department Chairs

1. Election of Department Chairs

   a. Department chairs are appointed to a four-year term.

   b. Department chairs are appointed upon the joint recommendation of the appropriate dean and department based on the process described below.

   a-c. For internal searches, each department holds an election to select its chair at a meeting presided over by the appropriate dean. The election of a chair is subject to the approval of the dean, the provost, the president, and the BOT Board of Trustees.

   b-d. Only eligible faculty in a department shall vote. Eligible faculty include tenured and tenure-track faculty, and non-tenure-track faculty holding the title of assistant professor or senior lecturer in that department as defined by the CBA. All eligible faculty shall be given a minimum of five (5) business days' notice of the meeting date. Reasonable effort should be made to include by proxy vote or absentee ballot, eligible faculty who are in off-campus positions or on leave.

   e-e. The election result shall be determined by simple majority vote of eligible faculty. Ballots must be cast either in person, by certified proxy, or by absentee ballot.

   d. In the case where three or more candidates are running, if no candidate receives a simple majority, there will be a runoff vote for the candidates receiving the two highest votes.

   e-f. If two or fewer candidates are running and no candidate receives a simple majority, the election will be considered a failed election and Section A.1-paragraph (g) below shall govern.

   f-g. In cases where no candidates achieve a majority vote in an election, the dean, in consultation with the provost, may appoint an acting chair or chairs for a period not to exceed two (2) years.

   g-h. In consultation with the department faculty (identified in A.1-paragraph (d) above) and the provost, the appropriate dean may initiate an external search for a chair. An external search for a chair must follow university hiring policy and procedure.

   h-i. Departments may elect an individual to serve as department chair or two individuals to serve as co-chairs. The latter may have varying responsibilities and terms within a calendar year (e.g., academic year chair and summer term chair). Department policies must specifically address and delineate which one has the responsibility for department management decisions such as budget, personnel, and curricular matters. Departments elect Chairs for a term of four years; however, all Chairs, whether elected or appointed, are subject to periodic review based on terms of the Collective Bargaining Agreement.

2. Removal or Replacement of Chairs

   a. At any time, a simple majority of eligible faculty within a department may petition in writing to the appropriate dean for a review of the chair’s effectiveness.
b. If, after the review, the appropriate dean, in consultation with the provost, determines that a vote to recall and/or remove a department chair is warranted, the dean shall assure that a vote is conducted by secret ballot. The chair shall not participate in the balloting. All eligible faculty shall be given a minimum of five (5) business days’ notice of the ballot date. Reasonable effort should be made to include by proxy vote or absentee ballot, eligible faculty who are in off-campus positions or on leave.

c. The appropriate dean may remove a chair at any time following consultation with and considering input from the provost, the chair and the eligible faculty of the department, if in the judgment of the dean, said removal is in the best interest of the department or the university.

3. Filling Temporary Chair Vacancies

a. When a chair is to be absent from the campus for a quarter or more, including summer, the department shall elect an acting chair from within its ranks, in accordance with Section II.A.1. If for any reason the department is unable to elect an acting chair, the appropriate dean can appoint an acting chair for no more than one quarter.

b. An elected acting chair may serve for a period of up to two (2) years.

c. When the chair is to be on leave for more than two (2) academic years, the chair must resign and a new chair be elected.

Rationale: The new Collective Bargaining Agreement between CWU and UFC, signed on September 1st, 2013, includes language concerning the election and replacement of department chairs. That language was largely copied from existing language in the Faculty Code, Section II.A. However, some changes were made, so that the language in the CBA now diverges from that in the Code in some respects.

The Faculty Senate’s Executive Committee has decided that the language in the Code should be revised so as to duplicate the language that is now in the CBA.
BYLAWS:

X. Amendment of Bylaws

A. Amendment process

Amendments to these Bylaws may be introduced by at least three (3) members of the Senate in written petition to the Executive Committee. In particular, amendments may be introduced by the Bylaws and Faculty Code Committee (see IV.A.3.d). The Executive Committee must then present the proposed amendment(s), in any modified form mutually agreed upon by the Executive Committee and the petitioners, at the next Senate meeting, with formal adoption deferred until the subsequent meeting. Adoption of amendments will require a two-thirds majority of those present and voting. Amendments shall go into effect immediately upon approval, unless otherwise specified.

B. Exception for purely clerical amendments

Purely clerical amendments (i.e., to spelling, grammar, structure, or organization) that do not affect content may go into effect without a Senate vote. If the Bylaws and Faculty Code Committee votes unanimously that an amendment is purely clerical; and if the Executive Committee votes unanimously in agreement; then, and only then, the amendment may go into effect without being read and voted on by the Senate. If any member of either of these two committees does not agree that the amendment is purely clerical, the amendment process must proceed as specified in paragraph A.

Rationale: Currently all amendments to the Bylaws must go through the Faculty Senate including changes that are structural, grammatical or organizational. This change would allow amendments that are viewed as purely clerical by the Bylaws and Faculty Code committee and approved by the Faculty Senate Executive Committee be changed without going through the full Faculty Senate.
CODE, Section IV:

K. Amendment Process

1. Amendments to the Code may be proposed only by members of the Senate.

1.2. Copies of all amendments shall normally be sent to all members of the Senate, and amendments must be formally read and incorporated in the minutes of two consecutive Senate meetings. But for an exception, see paragraph 5 below.

2-3. An amendment may be voted on during the meeting following the meeting in which the proposal was read for a second time. Approval of an amendment requires a two-thirds majority of those present and voting vote.

3-4. Upon final approval of an amendment to the Code, the motion number and date shall be noted in the revised language.

4-5. Purely clerical amendments (i.e., to spelling, grammar, structure, or organization) that do not affect content can be an exception to paragraphs 2-4. If the Bylaws and Faculty Code Committee votes unanimously that an amendment is purely clerical; and if the Executive Committee votes unanimously in agreement; then, and only then, the amendment may be presented to the BOT for approval without being read and voted on by the Senate. If any member of either the Bylaws and Faculty Code Committee or the Executive Committee does not agree that the amendment is purely clerical, the amendment process must proceed as specified in paragraphs 2-4.

5-6. All amendments are subject to final approval by the BOT.

Rationale: Currently all amendments to the Faculty Code must go through the Faculty Senate including changes that are structural, grammatical or organizational. This change would allow amendments that are viewed as purely clerical by the Bylaws and Faculty Code committee and approved by the Faculty Senate Executive Committee be changed without going through the full Faculty Senate.
Exhibit H

Section I. FACULTY RIGHTS AND RESPONSIBILITIES

A. Faculty and Voting Faculty – Defined

1. The word “faculty” as used in this Code shall mean only the following individuals employed by the university:
   a. Those individuals who conduct scholarship; who teach, coach, or supervise students or who engage in similar academic endeavors in which students receive credit or academic benefit; and
      i. who hold the academic rank of professor, associate professor, assistant professor, or emeritus professor; or
      ii. who hold the professional designation of senior research associate, research associate, senior lecturer, lecturer, visiting professor or coach.
   b. Those individuals who occupy an administrative post, and who hold one of the academic ranks or professional designations listed in 1.a. above, and who hold academic tenure.
   c. Those individuals who serve as librarians or professional media specialists or as members of the counseling or testing services, and who hold one of the academic ranks or professional designations listed in 1.a. above.

2. The word “faculty” as used in this Code shall not apply to any employees of the university other than those listed in A.1 above. Thus employees such as civil service employees, civil service exempt employees without academic rank, or student employees are not entitled to the rights and privileges of this Code unless specific Code provisions make such allowances.

3. The term “voting faculty” as used in this code shall mean only the following individuals:
   a. faculty whose workload assignment in a given year is at least 50% devoted to teaching or research, and no more than 50% to administrative duties; and
   b. department chairs (who shall be an exception to the workload criterion stated in 3.a. above).

B. Faculty Rights

1. All faculty members have the right to:
   a. Participate in faculty and university governance by means of activities on departmental, college, university, and Senate committees and through a system of elected faculty representatives;
   b. Be treated fairly and equitably and have protection against illegal and unconstitutional discrimination by the institution;
   c. Academic freedom as set forth in the 1940 Statement of Principles on Academic Freedom and Tenure, American Association of University Professors (AAUP) and Association of American Colleges, now the Association of American Colleges and Universities (AAC&U), with 1970 Interpretive Comments (AAUP), and the CBA;
   d. Access to their official files, in accordance with the CBA.

2. All and only voting faculty have the right, if elected, to serve as:
   a. A voting member of the Faculty Senate;
   b. An officer of the Senate;
   c. A voting faculty member of Senate standing or ad hoc committees.

Rationale: Definition of faculty used to exist in the Faculty Code prior to the establishment of the first Collective Bargaining Agreement (CBA). That language was removed when the CBA was approved. However, there currently is no definition of faculty even though the CBA refers to the Faculty Code for such a definition. This is correcting that issue.
Faculty Code Section I Faculty Rights and Responsibilities

A. Faculty Rights
   All faculty members have the right to:

   1. Participate in faculty and university governance by means of a system of elected faculty representatives on committees and councils at the activities on departmental, college, university, and Senate levels committees and through a system of elected faculty representatives;

Faculty Code Section IV Faculty Senate

C. Officers of the Senate

The faculty shall elect members of the Executive Committee, with such powers and duties as set forth in this document and transmitted by the Senate. The Senate shall elect the chair-elect of the Executive Committee, with such powers and duties as set forth in this document and transmitted by the Senate. The Senate chair shall be the presiding officer at all meetings of the Senate, at any faculty forum, and at general faculty meetings upon request of the president of the university. The chair shall serve as official representative and spokesperson of the faculty and the Senate in communication with the faculty, the BOT, the administration, the student body, and other groups regarding matters that are not mandatory subjects of bargaining. In this capacity, the chair shall have the right to ex-officio voting membership on select all major any university committees and councils on which the faculty senate executive committee deems necessary on which the Executive Committee deems that faculty ought to be represented. As chief executive officer of the Senate, the chair shall coordinate and expedite its business and committees.

Rationale: Section 1 is being amended to specify councils as well as committees to make it clear that faculty have the right to representation on such groups. Section IV. C is to specify that the Senate chair should have voting membership on all major university committees and councils.
B. Powers and Duties

[Paragraphs 1-9 unchanged]

10. to forward nominations for faculty positions on university standing committees and councils to the president and provost;

C. Officers

2. Chair

The chair shall be the presiding officer at all meetings of the Senate, at any Faculty Forum, and at general faculty meetings upon request by the president of the university. The chair shall serve as official representative and spokesperson of the Senate in communication with the faculty, and in this capacity shall have ex-officio voting membership upon all major any administrative-university committees and councils. As chief executive officer of the Senate, the chair shall coordinate and expedite the business and budgets of the Senate and its committees.

Rationale: Section III. B.10 and C.2 are being amended to include councils as well as committees.
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<td>Daniel Lipori</td>
<td>Music</td>
<td>6/15/14 – 6/14/17</td>
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<td>Management</td>
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<td>Marc Haniuk</td>
<td>Theatre Arts</td>
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**Exhibit L**

**Writing Requirement:** Note: Students are urged to take a writing intensive (W) class that is also a breadth requirement course or a writing intensive (W) course in their selected major.

1. Require Basic Academic Writing (a minimum grade of C-) as a prerequisite for general education writing intensive (W) courses.
2. Require three (3) writing intensive (W) courses in the General Education program for graduation.
   a. Writing intensive courses must include at least seven pages of assigned writing that is assessed for content and mechanics (grammar, spelling, punctuation, and organization)—a minimum of 2500 words of scholarly writing with proper use of citations.
   b. Schedule writing at regular intervals throughout the quarter via multiple short papers and/or assigning a larger project in stages.
   c. Emphasize the process of rewriting with individualized feedback, requiring at least one substantial revision.
   d. Integrate writing concerns into classroom activities (e.g., lecture, discussion, student presentations).
3. Proposals for courses that seek the W designation must include:
   a. An approved course form (for new courses) or course change form (for modified courses)
   b. A description of an example assignment(s) that meet the writing requirements described above.
   c. If also being submitted into a breadth area, all items for General Education breadth requirements must also be submitted.
4. **Assessing student writing in the major**
   Departments will complete an assessment of student writing in the major. Note: 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 individual majors.
   Possible assessment models include:
   a. Compilation of a portfolio of student writing to be included in a student’s end of the major assessment.
   b. Create or commission a “writing in the major” course that teaches and assesses the type/forms of writing used specifically in the major.
   c. Establish designed writing intensive courses in the major, similar to those in the General Education Program, in which writing is a significant aspect of the courses’ learning outcomes and assessment.
5. **Departments must submit a proposal describing how they will assess student writing in the major by the October 20, 2014 General Education proposal deadline.**
   a. 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 (this might be appropriate for teaching majors who complete the EdTPA, for example).
      While the committee is open to other types of proposals, it must be clear when and how the writing will be assessed.
6. **Writing in the major proposals must include:**
   o A description of the writing that will be assessed
   o A description of when and how the writing will be assessed
Professional Master (PM). The Professional Master degree is a professional graduate degree in a non-STEM content area. The course of study is divided into three components: 50% of course content in content area, courses in multidisciplinary professional skill areas, and an experiential component.

Requirements for all CWU Professional Master degrees:

1. A majority of the course content in a non-STEM content area;
2. A multidisciplinary professional skills component that is developed in consultation with leaders from industry, business, government, or non-profit organizations;
3. An experiential component that must include at least one capstone project, supervised collaboratively by faculty and employers, evaluated or graded by faculty, and typically developed with an employer(s) that integrates the practical application of scientific and professional knowledge, behavior, and skills. The experiential component typically includes a structured internship and provides an opportunity for students to demonstrate proficiency in written and oral communication skills; and,
4. Students admitted to program must have an undergraduate degree in a non-STEM field or equivalent training/experience as determined by the department.
(31) Scholastic Standards

(A) Academic standards are established by the faculty. The Dean of Student Success has responsibility for implementing these standards.

(B) A student's academic standing appears on the quarterly grade report or unofficial transcript located on Safari. Questions about academic standing should be directed to the Office of Student Success (Bouillion Hall, room 204). Following are standard designations of academic standing:

1. Good Standing: A student is in good standing when both the quarterly and cumulative grade point averages (GPA) are 2.0 or higher.
2. Academic Warning: A student who has been in good standing will be placed on academic warning when the GPA for the previous quarter is below 2.0. Students placed on academic warning can register for a maximum of 15 credits for that quarter. An advising hold will be placed on their account and they must meet with an academic advisor to get this removed.
3. Academic Probation: A student who has been on academic warning will be placed on academic probation if either the quarterly or cumulative GPA for the previous quarter is below 2.0. Students placed on academic probation can register for a maximum of 14 credits for that quarter. An advising hold will be placed on their account and they must meet with an academic advisor to get this removed. Students placed on academic probation are strongly encouraged to register for UNIV 102, 'Strategies for College Success'.
4. Academic Suspension: A student who has been on academic probation will be placed on academic suspension if the GPA for the previous quarter is below 2.0.
   A. If the GPA for the previous quarter is 2.0 or above, but the cumulative GPA remains below 2.0, the student will remain on academic probation.
   B. If previous quarter GPA is below 2.0, immediately after grade reports are prepared submitted, the Dean of Student Success or designee(s) reviews the academic files of all suspended students. A letter will be sent to the student informing him/her and makes of one of the following three decisions:
      1. The student may be allowed to register for one more quarter with an academic standing of probation.
      2. The student may be allowed to submit a petition presenting evidence of circumstances beyond the student's control which adversely affected the student's performance during the preceding quarter(s). If the petition presents convincing evidence of such extenuating circumstances, the student will be referred to the academic standing committee. The committee will hear the student's case and may decide to allow the student to enroll for one more quarter on academic probation.
      3. The student may be denied enrollment for up to one year, following academic suspension, following which a written petition for readmission must be presented to the Dean of Student Success. Readmission is not guaranteed.
         a. A letter will be sent to the student informing him or her of the dean’s decision.
         b. Students who are readmitted following an academic suspension are immediately placed on academic probation and must follow all probationary academic standing regulations.
         c. A student who has been suspended for the first time may apply for readmission after two quarters have elapsed (exclusive of summer quarter). After a second suspension, one academic year must elapse before the student may apply for readmission. After a third academic suspension, five academic years must elapse before the student may apply for readmission.

Rationale: The proposed changes would restrict the number of credits a student may take after being put on academic warning and probation and require students to receiving advising before registering. It also provides for a progressive suspension policy. Allowing a student to return after two academic quarters on the first suspension, one academic year after the second and five academic years after a third suspension.