

3-9-2011

CWU Faculty Senate Minutes - 03/09/11

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CENTRAL WASHINGTON UNIVERSITY
FACULTY SENATE

REGULAR MEETING
Wednesday, March 9, 2011, 3:10 p.m.
BARGE 412
MINUTES

Senators: All senators or their alternates were present except: Gary Bartlett, Eric Cheney, Liz Kerns, Terrance McCain and Matthew Wilson

Visitors: Connie Lambert, Marji Morgan, Kirk Johnson, Jan Bowers, Tim Sorey, Wendy Bohrson, Carin Thomas, Sheryl Grunden and Marla Wyatt

CHANGES TO AND APPROVAL OF AGENDA – Agenda approved.

MOTION NO. 10-20(Approved): APPROVAL OF MINUTES of February 9, 2011

COMMUNICATIONS - None

Online Strategic Plan – Chris Schedler A copy of the presentation Chris gave is available in the Faculty Senate office. Chris gave a brief overview of the number of students who are taking online courses and where they are located. First fully online program was offered in 2009. This year initiated a faculty fellow position that Chris serves as. Last year there were 6000 students enrolled in online courses, some students could be counted more than once in this number. There has been a real growth of students on the Ellensburg campus taking online courses. Approximately 50% of the students taking online courses are from the Ellensburg campus. DeMoines and Lynnwood are where most of the off campus students are taking online courses. 233 courses have been developed in the College of Arts and Humanities, 13 courses in the College of Business, 72 courses in the College of Education and Professional Studies and 93 courses in the College of the Sciences. Support services include the online learning website, online tutoring, online helpdesk, online writing center, online instructional tools, tutorials, and offer workshops. SEOI instrument has been implemented for online courses. The Strategic plan is available for review and feedback on the Online Learning website. <http://www.cwu.edu/~avpugrad/OnlineLearning/index.html>

OLD BUSINESS - None

REPORTS/ACTION ITEMS

SENATE COMMITTEES:

Bylaw and Academic Code Committee:

Motion No. 10-15: (Delayed to April 6, 2011 meeting) “Recommends the changes to Section III. C.4 of the Faculty Senate Bylaws regarding election of the Faculty Senate chair-elect as outlined in Exhibit A.”

Motion No. 10-34: (Approved) Senator Alsoszatai-Petheo moved to delay Motion 10-15 to the April 6, 2011 Faculty Senate meeting. Senator Snedeker seconded the motion.

Motion No. 10-16: (Second of three readings): “Recommends the changes to Section IV.C of the Academic Code regarding election of the Faculty Senate chair-elect as outlined in Exhibit B.”

Motion No. 10-17 (Approved, 1 nay): “Recommends additional language to Section IV.A.1 to the Faculty Senate Bylaws regarding Faculty Senate committee service as outlined in Exhibit C.”

Senator Dittmer expressed concern that this could have a negative impact on the College of Business and having enough people to serve on these committees. Senator Young asked for clarification that individuals that are currently serving on Senate standing committees would be allowed to serve out their current term. The consensus was that faculty would continue to serve out their current term.

Curriculum Committee:

Motion No. 10-21(Approved, 3 nay, 3 abstentions): “Accept the Curriculum Committee’s recommendation to approve the BS of Science Chemistry – Biochemistry Specialization to exceed the 110 credit limit as shown in Exhibit D.”

Senator Ogden expressed concern with upholding the integrity of the 110 credit limit for the BS degree and the 75

credit limit for the BA degrees. There is a concern about time to degree for students. Senator Lori Braunstein indicated that the Curriculum Committee cannot draw a fine line in the sand when it comes to credit limits. There can be legitimate reasons for programs to be over the credit limit. Carin Thomas said the department has rearranged this curriculum for accreditation purposes. There were recommendations from external sources and the department is following their recommendations. The Biology department requires that a student take a full year of Biology. The American Chemical Society has a requirement that a student have 400 lab hours beyond their general Chemistry courses. Senator Alsoszatai-Petheo reported that the Executive Committee has looked at these proposals and endorsed some and did not endorse others. However, due to policy all the proposals were brought before Senate for their discussion. Senator Čuljak indicated that universities are under pressure from the legislature about time to degree issues. When the university is challenged on large credit degree programs, we need to have the necessary justification information to support that program.

Motion No. 10-22(Approved, 1 abstention): “Accept the Curriculum Committee’s recommendation to approve the new M.S. Computational Sciences as shown in Exhibit E.”

Motion No. 10-23(Failed, 5 yea): “Accept the Curriculum Committee’s recommendation to approve the new MS Family & Consumer Sciences: Career and Technical Education Administration Specialization as outlined in Exhibit F.”

Senator Čuljak expressed concern for the fuzzy nature of the required coursework within this degree. Jan Bowers indicated it is designed so it can be competency based. Students develop portfolios and demonstrate what competencies they have. Jan Bowers discussed the facts that the 590 or 509 could be used in required course work, which would reduce the amount of credits a student would need to take.

Question was called. 2 nay, 1 abstention. Call for the question was approved.

Motion No. 10-24(Approved): “Accept the Curriculum Committee’s recommendation to approve a new minor in Dance Performance as outlined in Exhibit G.”

Senator Snedeker asked about the requirement that a student be active in Orchesis for 1 year. Senator Therese Young indicated that this is built into the program coursework, but wanted the students to be aware this is an audition based minor. Senator Čuljak asked why there weren’t more upper division courses in the program. The dance program is only a minor program within the department and there are not more upper division courses available.

Motion No. 10-25(Approved, 1 abstention): “Accept the Curriculum Committee’s recommendation to approve a new minor in American Sign Language as outlined in Exhibit H.”

Senator Cook asked who is going to teach all of these classes? Currently there is one faculty member who will be teaching these courses. The department has a request in to hire an adjunct to help with teaching the 151, 152, 153 courses. Right now these course offerings will be reduced to allow the faculty member to teach the courses in the minor.

Senator Alsoszatai-Petheo called the question. Motion was approved.

Motion No. 10-35 (Approved): Senator Snedeker moved to continue discussion.

Motion No. 10-36 (Approved): Senator Snedeker moved to extend discussion until 5:00.

Motion No. 10-26(Failed 15 yea, 17 nay, 2 abstentions [hand count]): “Accept the Curriculum Committee’s recommendation to approve a new minor in Event Planning as outlined in Exhibit I.”

Senator Ogden raised an object to the title of this minor on behalf of the Department of Communication. This minor is mostly tourism, hospitality and food services. This coursework does not fall within event planning. This minor should be renamed or withdrawn. Senator Lori Braunstein asked why the Communication department didn’t raise an objection during the two week curriculum log review period. Senator Čuljak asked about the programs academic stringency and the appropriateness of this type of program within a university. Senator Chase specified there are approximately 140 majors in Tourism and Recreation. Senator Robinson asked if these courses were different than what was being offered within the major. Senator Chase indicated that many students take this track to satisfy their 24 elective credits within the major.

Motion No. 10-27(Tabled): “Accept the Curriculum Committee’s recommendation to approve a new certificate in

Event Planning as outlined in Exhibit J.” Ogden – raise the same objection to the minor.

Motion No. 10-37(Approved, 6 nay, 4 abstentions): Senator Alsoszatai-Petheo moved to table Motion No. 10-27. Motion was seconded and approved.

Motion No. 10-28(Approved, 2 abstentions): “Accept the Curriculum Committee’s recommendation to approve a new certificate in Alternative Pathways to Teaching Regional Consortia Program (Post Bac) as outlined in Exhibit K.”

Senator Čuljak asked for clarification on how this is different than going through the professional education program to be certified. A student who receives this certification already has a bachelor’s degree or higher and this allow them to be certified to teach in areas of shortage of teachers. This certificate is offered through a consortium with other universities. Central is now the lead institution for this program. They will be working to change this program over the next year to make it a standalone program.

Senator Alsoszatai-Petheo called the question. Motion was approved.

Motion No. 10-29(Approved, 16 yea, 8 nay, 9 abstentions): “Accept the Curriculum Committee’s recommendation to approve the BA Chemistry Teaching to exceed the 75 credit limit as shown in Exhibit L.”

Science Ed for science teaching, their credits going up in program they will be going down in the PEP. The total overall will be the same. Ogden – component of education program, other courses required to get teaching degree. No social sciences, or art. Because the content in chemistry. PEP 51 credits has been approved. Other schools that offer other chemistry.

Motion No. 10-38 (Approved, 2 nay, 3 abstentions): Senator Donahoe moved and Senator Palmquist seconded to move to extending discussion until done with curriculum and general education.

Motion No. 10-30(Withdrawn): “Accept the Curriculum Committee’s recommendation to approve the BA Music: Jazz Specialization to exceed the 75 credit limit as shown in Exhibit M.”

Motion No. 10-31(Approved, 6 nay, 6 abstentions): “Accept the Curriculum Committee’s recommendation to approve the BA of Geology to exceed the 75 credit limit as shown in Exhibit N.”

Senator Ogden expressed his concern about this program going over the 75 credit limit for the BA degree. He does not see why it should be a BA when all of the courses are in science. Wendy Bohrson indicated that the BA relies on fewer allied sciences than the BS. There is no accrediting body for Geology. This major is used by approximately 3 students per year. These students are not as interested in developing skills in chemistry, physics and mathematics. This degree helps prepare them for the geology licensing exam.

Motion No. 10-32(Failed 13 yea, 14 nay, 5 abstentions [hand count]): “Accept the Curriculum Committee’s recommendation to approve the Middle Level Science minor to exceed the 44 credit limit as shown in Exhibit O.”

Senator Palmquist indicated that this major only exceeds the credit limit for students in certain majors. The majority of student will not exceed the credit limit. Senator Donahoe pointed out that this is an area highly needed in the state. Students would not minor in science because it is aimed at high school or above. Senator Snedeker asked how many of these courses can be used in general education. There are 3-4 courses that can be used as general education courses in addition to counting in the minor. Senator Plugge called for the question. Motion to call the question was approved.

General Education:

Motion No. 10-33(Approved): “Recommends changes to the General Education requirements as outlined in Exhibit Q.”

FACULTY ISSUES: Meeting ended.

PRESIDENT: In Olympia

PROVOST: Provost Levine wanted to let faculty know that there will be a series of strategic plan opportunities for feedback. Academic Planning Task Force has met twice. That committee has worked for 18 months to prioritize academic programs. Organizational changes were made by the President on March 1st. Doesn’t largely affect academics, but does have impact on Business and Financial Affairs and there are some student life issues. The

President has assigned numerous multiple task forces. Many of these are already in the process, but he has some definite deadlines for reports.

CHAIR: Meeting ended.

CHAIR-ELECT: Meeting ended.

STUDENT REPORT: Meeting ended.

Academic Affairs Committee: Meeting ended.

Evaluation and Assessment: Meeting ended.

Faculty Legislative Representative: Meeting ended.

NEW BUSINESS - Meeting ended.

Meeting was adjourned at 5:23 p.m.

Exhibit A

The current language in the **Bylaws** governing election of the chair-elect is:

III.C.4. Between the last Senate meeting of the Academic Year and June 16th the Chair-Elect shall convene the newly-elected Executive Committee for purpose of electing a new Chair-Elect.

It is recommended that this language be amended to read as follows:

III.C.4. **At the last Senate meeting of the Academic Year the Senate shall elect a new Chair-Elect. The current Chair will provide a list of eligible members of the Executive Committee and will oversee the election process.**

C. Officers

1. Terms of office: Election to the position of Chair-Elect assumes a three-year commitment to the Executive Committee: the first year as Chair-Elect, the following year as Chair, and the third year as immediate past Chair.
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 Faculty Senate in communication with the faculty, and in this capacity shall have ex officio membership upon all major administrative committees. As chief executive officer of the Senate, the Chair shall coordinate and expedite the business and budgets of the Senate and its committees.
3. Chair-Elect
The Chair-Elect shall serve in the place of the Chair in the latter's absence. In the event of a vacancy in the Chairship after the beginning of the Chair's term of office, the Chair-Elect shall become the Chair and serve as such for the remainder of the Chair's term of office, and a new Chair-Elect shall be elected. The Chair-Elect shall serve as the liaison between the Council of Faculty Representatives and the Executive Committee.
4. ~~Between~~ At the last Senate meeting of the Academic Year and June 16th the Chair-Elect shall convene the newly-elected Executive Committee for purpose of electing a new Chair-Elect shall elect a new Chair-Elect. The Current Chair will provide a list of eligible members of the Executive Committee and will oversee the election process.

Exhibit B

The language in the **Academic Code** concerning election of the chair-elect is in the first part of Section IV.C:

IV.C: Officers of the Senate

In accordance with the Faculty Senate Bylaws, the faculty will elect members of the FS Executive Committee, which in turn will elect its principal officers, with such powers and duties as set forth in this document and transmitted by the Senate.

It is recommended that this language be amended to read as follows:

IV.C: Officers of the Senate

The faculty will elect members of the FS Executive Committee, with such powers and duties as set forth in this document and transmitted by the Senate. **The Senate will elect the Chair-Elect of the Executive Committee**, with such powers and duties as set forth in this document and transmitted by the Senate.

Note that we are recommending that the words 'In accordance with the Faculty Senate Bylaws' be removed, on the principle that the Bylaws are subsidiary to the Code rather than (as suggested by the removed language) the reverse.

C. Officers of the Senate

~~In accordance with the Faculty Senate Bylaws, the faculty will elect members of the FS Executive Committee, which in turn will elect its principal officers, with such powers and duties as set forth in this document and transmitted by the Senate. The Senate will 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 Faculty 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 Board of Trustees, the administration, the student body, and other groups regarding matters that are not mandatory subjects of bargaining. In this capacity, the Chair shall have membership on select university committees and councils. As chief executive officer of the Faculty Senate, the Chair shall coordinate and expedite its business and committees.

The Chair, Chair-Elect, and Faculty Legislative Representative shall receive reassigned time to perform their duties according to Section III E. This reassigned time shall be 50% and 25% respectively, and a percentage for the faculty legislative representative to be determined by the president.

Exhibit C

There is no current language in the Academic Code or Faculty Senate Bylaws addressing this issue.

It is recommended that this section be inserted in the Faculty Senate Bylaws at IV. A. 1. between d. and e.

Faculty Senate committee membership term limitations

1. Continuous service on Senate standing committees shall be limited to no more than two (2) consecutive terms.
 - 1.1 For purposes of Senate committee service, a term is defined as one (1) period of three (3) consecutive academic years.
2. Eligibility is limited to one Faculty Senate standing committee at a time.
3. Once this section applies to a faculty member's eligibility for committee membership, a minimum of three (3) years shall lapse before said faculty member's may serve on any Faculty Senate standing committee.

Current Faculty Senate Bylaws section IV. A. 1.

- A. Standing Committees
 1. General Provisions
 - a. The Faculty Senate Executive Committee may initiate and, with the approval of the Faculty Senate, authorize the creation of standing committees.
 - b. Alternatively, any senator with a written petition signed by a total of ten senators may recommend to the Executive Committee the creation of a standing committee. The Executive Committee shall submit the proposal to the Faculty Senate for its consideration, no later than forty-five days upon receipt of petition.
 - c. Each standing committee shall consist of no fewer than five (5) faculty members, appointed by the Executive Committee and ratified by the Senate by February 15th;
 - d. Term appointments for Senate standing committees shall run three (3) years.
 1. Continuous service on Senate standing committees shall be limited to no more than two (2) consecutive terms.
 - a. For purposes of Senate committee service, a term is defined as one (1) period of three (3) consecutive academic years.
 2. Eligibility is limited to one Faculty Senate standing committee at a time.
 3. Once this section applies to a faculty members eligibility for committee membership, a minimum of three (3) years shall lapse before said faculty members may serve on any Faculty Senate standing committee.
 - e. Members may be appointed from among the general faculty with proportional balance sought between the colleges. At least one (1) member of each standing committee should have served on the committee the previous year.
 - f. The Faculty Senate Executive Committee shall have the right to appoint and remove the members of all Senate standing, sub, and ad hoc committees with Senate approval.

Exhibit D

CREDIT LIMITS FOR A BACHELOR OF SCIENCE (110)

Bachelor of Science Chemistry – Biochemistry Specialization

Required Core 28

General chemistry and Lab (15)

CHEM 181, 181LAB, 182,
182LAB, 183, 183LAB

Organic chemistry and Lab (13)

CHEM 361, 361LAB, 362,
363, 363LAB

Required Courses

Core (see above) 28

Quantitative Analysis 5

CHEM 332, 332LAB

Inorganic Chemistry 3

CHEM 350

Physical Chemistry 10

CHEM 381, 382, 382LAB

Biochemistry 13

CHEM 431, 431LAB, 432,
433, 433LAB

CHEM 488 1

BIOL 181, 182, 183 15

BIOL 321 5

MATH 172 5

MATH 173 5

MATH 272 5

Select one of the following: 2-5

CHEM 495

CHEM 383, 383LAB

CHEM 452, 452LAB

BIOL 323

BIOL 425

Introductory/General Physics 15

PHYS 111, 111LAB, 112,
112LAB, 113, 113LAB

OR

PHYS 181, 182, 182LAB,
183, 183LAB

Total 112-115

Changes to the Biochemistry Specialization

Reconfigured lay-out of degree to show a common core to meet the specialization definition.

Required Courses:

Added CHEM 350 Inorganic Chemistry (3)

Added CHEM 433 & 433Lab to the Biochemistry selections (5)

Added BIOL 181, 182, 183 (15)

Removed CHEM 388 Colloquium I (1)

Removed BIOL 220 Intro Cell Biology (5)

Removed BIOL 323 Microbiology (5)

Changed electives from 3-5 to 2-5

TOTAL CREDITS CHANGED FROM 101-103 to 112-115

Justification: One year of General biology will be listed as required; currently these credits are "hidden". To meet the American Chemical Society curriculum requirements one chemistry course is shifted from elective to required, two biology courses are shifted from required to elective, and the elective list has been modified to provide for: (1) Foundation courses in the major areas of chemistry, analytical, biochemistry, inorganic and physical. (2) In depth upper division coursework in chemistry and biology. (3) 400 hours of lab instruction (beyond general chemistry) in 4 of 5 areas of chemistry, and (4) A new course and lab in biochemistry are added.

- A. The program will align with requirements for external accreditation/approval by the American Chemical Society and national standards of a full year of biochemistry with the new course and lab.
- B. Eliminates hidden pre-requisites and credits are trimmed to 112-115 (previously 121-123).
- C. Enhances curriculum for high demand skills sought in job market. In industry, 22% of chemists work in pharmacy/health/biotechnology professions (March 2008, Chemical & Engineering News).

Exhibit E

NEW MAJOR

M.S. Computational Sciences

CWU will offer this master's program with the aim to prepare students for professional computational science careers in the Pacific Northwest and beyond, or to pursue a doctoral degree. The computational core of the program will be materialized in by modular and flexible inter-departmental collaboration. Professional computational scientists possess a broad grounding in computing related areas, mathematics, and sophistication in their area of concentration.

The focus of the program is to prepare students to do work in a multidisciplinary environment, through course work, and research. Students will complete core course work in computer science and mathematics and thesis/capstone project work. Additionally, students will have to complete a minimum of two elective courses, by advisement. Since research is a key part of student development in this program, the rest of the work in the Master of Computational Science will focus on a (year-long) research project with an advisor in their selected area of expertise. Alternatively, and with the approval of the Computational Science Program Committee, students will have the option to do research, or work on a project in the industry. However, this work shall be done under the supervision of an academic advisor, in agreement with the industrial partner of the program. Regular attendance to research seminars will also be required. Overall, the program will require 45 credits of coursework and research.

The Thesis/Project Committee, having at least three members, will be chaired by a graduate faculty from the Computer Science Department. All actual professors from the Computer Science Department have the Graduate Faculty status. According to the CWU Masters Degree Regulations, interdisciplinary membership in the graduate committee is strongly recommended. For this program, the graduate committee will be generally interdisciplinary.

Required Courses:

CS 528 Advanced data structures and algorithms	4
CS 529 Advanced algorithms for scientific computing	4
CS 530 High-performance computing	4
MATH 565 Applied numerical methods I	5
MATH 567 Applied numerical methods II	5
CS 700 Master's Thesis/Project	5

Electives Courses 18

Biology

- BIOL 501 Research methods and techniques(4)
- BIOL 598 Biometry (4)

Chemistry

- CHEM 564 Medicinal Organic Chemistry (3)
- CHEM 583 Quantum Chemistry (3)
- CHEM 505 Current Topics in Chemistry (1)
- CHEM 589 Graduate Student Seminar (2)

Computer Science

- CS 545 Data Visualization (4)
- CS 456/556 Data Mining (4)
- CS 540 Algorithms for Biological Data Analysis (4)
- CS 457/557 Computational Intelligence (4)
- CS 473/573 Parallel Computing (4)
- CS 595 Graduate Research (1-10)
- CS 599 Seminar (1)

Geology

- GEOL 530 Remote Sensing (5)
- GEOL 553 Seismology (5)
- GEOL 545 Hydrogeology (5)
- GEOL 504 Seminar (1)

Mathematics

MATH 599 Seminar (1)

Physics

PHYS 561 Advanced Computational Physics (4)

PHYS 562 Multiphysics Modeling using COMSOL (4)

Total Credits

45

This degree is being offered as a self support program through Continuing Education.

See attached Required Summary Page.

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

This form must accompany your proposal.

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?)*

Additional pages may be used.

This program will be the first of its kind in Washington. It is different than a traditional computer science or mathematics program because it is an interdisciplinary program. Faculty from different scientific disciplines will teach and supervise students. The heart of the program is computer related, but the applications will be generally not in computer science, but in other scientific domains. The student will be exposed to applications in several, not a single domain. The target audience will consist primarily of computer science graduates. We also target graduates with a Minor in computer science and a Major in one of the application domains (mathematics, biology, chemistry, physics, and geology). The Master Program in Computational Science would allow many students in the College of the Sciences to be a lot more competitive in the present and future job market.

2. Attach a clean copy of the catalog narrative and program requirements.

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 many students do you expect to enroll in the new program over the next 5 years? How will FTE's be affected in existing programs? Is there long-term support for the program in terms of staffing and funding? Will the program impact enrollments in other departments or colleges, etc.?)* **Additional pages may be used.**

We anticipate that at least 13 students will enroll in Year 1 of the program, and are aiming at an enrollment of 20 students within three years. The success of the graduate program of the Department of Geological Sciences shows that enrollment will likely follow in the other departments of the College of the Sciences. Therefore, we anticipate as an immediate impact an undergraduate enrollment increase in several departments of the College of the Sciences. No additional staff will be incurred. The additional costs for teaching the required CS and Math courses will be covered by CWU Office for Continuing Education.

4. Does this program include courses from outside the originating department? Yes No

If so, please list those courses below and obtain signature(s) or attach approval(s) (letters, emails, etc.) from all affected department chairs.

Additional pages may be used.

List of courses outside originating dept.	Signature of dept chair or describe type of approval	Printed Name
Math 565, 567, 599	original signed by	Aaron Montgomery
Biol 501, 598	original signed by	Paul James
Chem 564, 583, 562, 505, 589	original signed by	Levente Fabry-Asztalos
Phys 561, 562	original signed by	Michael Jackson
Geol 530, 553, 545, 504	original signed by	Wendy Bohrson

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

	Signature	Printed Name	Date
Originator		Razvan Andonie	11/18/2010
Department Chair		James Schwing	
College Dean		Kirk Johnson	
Provost or Designee (MS 7503)		Tracy Pellett	
Registrar (for review - MS 7465)		R. Spodobalski	
Ctr for Teaching & Learning (Ed.)(If applicable-MS 7415)			
Graduate Studies (If applicable - MS 7510))		Roger Fouts	

Exhibit F

NEW SPECIALIZATIONS

Master's of Science – Family & Consumer Sciences: Career and Technical Education Administration Specialization

Students in the Family and Consumer Sciences/Career and Technical Education Administration specialization are entering a competency-based program. Graduate students enrolling in the program as experienced professionals, will complete courses that prepare them to demonstrate program management competencies. Each student will work with a faculty advisor to identify the exit competency level required for each of the specializations. The number of credits available for some of the specialization courses varies from 1 to 5 credits per course. The number of credits a student needs to earn for each specialization course will be dependent upon his or her entry skill level. The credit requirement for finishing the graduate program will be 45.

Core Courses

FCSG 501 Research Methods	4
FCSG 502 Statistics	4
FCSE 590 Coop. Ed. OR FCSG 509 Civic Engagement	12
FCSG 700 Thesis Project, Examination	4-6
Total Core	24-26

Required Courses

Required Core	24-26
CTEA 584 Supervision and Evaluation (1-5)	
CTEA 580 Administration of Career & Tech Education (1-5)	
CTEA 581 Finance (1-5)	
CTEA 583 Partnerships and Advisory Committees (1-5)	
FCSE 521 Curriculum Development in FCS (1-5)	
FCSE 522 Survey of Research (1-5)	
Approved Electives (0-19)	

Total Credits **45**

See attached Required Summary Page

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

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?) Additional pages may be used.

FCS/CTE graduate program assessments have indicated that students are entering our graduate program for two separate and distinct career goals. Some of the applicants are experienced professionals and they want to enhance their program management skills. Other applicants have been hired as entry level professionals and they want a graduate program that will help them better prepare for entry level employment. In an effort to better meet the student professional development needs described above, the FCS department has created a specialization for FCS/CTE Administration.

2. Attach a clean copy of the catalog narrative and program requirements.

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 many students do you expect to enroll in the new program over the next 5 years? How will FTE's be affected in existing programs? Is there long-term support for the program in terms of staffing and funding? Will the program impact enrollments in other departments or colleges, etc.?) Additional pages may be used.

CWU currently facilitates a state CTE administrative intern program for OSP1. Some state interns want to use the intern program to help them earn a graduate degree. The designated administrative specialization will provide an articulated professional development program for them. The CTE administration specialization will use existing program offerings. The FCS department gets six to nine graduate student applications per year from students who will be best served by the new specialization. Over the next five years the department expects twenty to thirty students to enroll in the new specialization. Students using the new specialization will increase the FTES count for existing department core courses and for existing specialization courses. All of the designated content courses are offered on a self support basis. (See attached)

4. Does this program include courses from outside the originating department? Yes No
 If so, please list those courses below and obtain signature(s) or attach approval(s) (letters, emails, etc.) from all affected department chairs. Additional pages may be used.

List of courses outside originating dept.	Signature of dept chair or describe type of approval	Printed Name

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

	Signature	Printed Name	Date
Originator	<i>Jean Rowles</i>		
Department Chair	<i>Jean Rowles</i>		
College Dean			
Provost or Designee (MS 7563)			
Registrar (for review - MS 7463)			
Center for Teaching & Learning (Ed. of applications 7413)			
Graduate Studies (if applicable - MS 7510)			

Exhibit G

NEW MINORS

Dance Performance Minor

The dance performance minor is an interdisciplinary minor administered jointly by the Dance and Theatre Arts faculty designed for students who wish to broaden their academic background and receive a well-rounded dance education, thus preparing them in the area of dance performance in a wide variety of settings. Students will develop competencies in choreography, rhythmic concepts, and dance production.

Requirement: Minimum of one year active membership in *Orchesis Dance Company*.

Required Courses

PED 161 Cultural History of Dance	4
PED 112 Dance Rehearsal and Performance	3
PED 301 Choreography	3
PED 211 Music for Dance – Rhythms & Resources	2
PED 204 Ballet II – Level I	2
PED 205 Ballet II – Level II	2
PED 206 Ballet II – Level 3	2
PED 102 Modern Dance II	2
PED 103 Modern Dance III	2
PED 142 Jazz Dance II	1
PED 143 Jazz Dance III	1
PED 302 Dance Production OR TH 301 Production Application	3
Choose any of the following for a minimum of 10 credits	10
PED 116 Beginning Folk Dance (1)	
PED 121 Tap I (1)	
PED 122 Tap II (1)	
PED 135 Ballroom Dance I (1)	
PED 136 Ballroom Dance II (1)	
PED 138 Swing Dance I (1)	
PED 139 Swing Dance II (1)	
TH 252 Stage Dance (2)	
TH 353 Stage Dance II (3)	

Total Credits **37**

See attached Required Summary Page.

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

This form must accompany your proposal.

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?) Additional pages may be used.

This new minor provides additional technical training for the performing artists who are not interested in a teaching career. This minor is an interdisciplinary minor listed in both the PESPTI department and Theatre department. With the development of the musical theatre major there has been an increase in student requests for a performance based dance minor.

2. Attach a clean copy of the catalog narrative and program requirements.

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 many students do you expect to enroll in the new program over the next 5 years? How will FTE's be affected in existing programs? Is there long-term support for the program in terms of staffing and funding? Will the program impact enrollments in other departments or colleges, etc.?) Additional pages may be used.

This program is adding an additional minor to our program. No new courses are being created it is just restructured for performance based majors. Over the next 5 years as the musical theatre program grows we are expecting the minor to attract an additional 25. The dance program will absorb these additional students through their current adjunct position for staffing.

4. Does this program include courses from outside the originating department? Yes No

If yes, please list those courses below and obtain signature(s) or attach approval(s) (letters, emails, etc.) from all affected department chairs. Additional pages may be used.

List of courses outside originating dept.	Signature of dept chair or describe type of approval	Printed Name
TH 301 Production Application		Scott Robinson
TH 252 Stage Dance		Scott Robinson
TH 352 Stage Dance II		Scott Robinson

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

	Signature	Printed Name	Date
Originator		Therese Young	1/27/2011
Department Chair		Ken Briggs	1/27/2011
College Dean		Connie Lambert	1/27/2011
Provost or Designee (MS 7593)			
Registrar (for review - MS 7465)			1-28-11
Ch. for Teaching & Learning (Ed.) (if applicable MS 7413)		RECEIVED	RECEIVED
Graduate Studies (if applicable - MS 7319)			

JAN 28 2011

OFFICE OF
UNDERGRADUATE STUDIES

JAN 27 2011
Central Washington University
Registrar Services Unit

Exhibit H

American Sign Language Minor

A program designed for students who wish to develop advanced level proficiency in American Sign Language.

Required Courses

ASL 251, 252, 253 Second Year American Sign Language	15
ASL 301 American Sign Language Literature	5
ASL 310 Deaf Culture	4
ASL 343 American Sign Language in Education	3

Total Credits **27**

See attached Required Summary Page.

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

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?) Additional pages may be used.

American Sign Language is the third most studied language at universities and colleges in the United States. A recent New York Times article states that while enrollment in many foreign language classes is declining nationwide, enrollment in ASL classes increased by 16% in 2010. There are currently no universities in Washington offering an ASL Minor. CWU is the only university in Washington currently offering two full years of ASL study, and will offer the only ASL Minor in Washington State. The ASL Minor will offer CWU students the opportunity to become skilled in the language of the Deaf in American, and will be of benefit to students planning to work with deaf people in fields such as education and human services.

2. Attach a clean copy of the catalog narrative and program requirements.

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 many students do you expect to enroll in the new program over the next 5 years? How will FTE's be affected in existing programs? Is there long-term support for the program in terms of staffing and funding? Will the program impact enrollments in other departments or colleges, etc.?) Additional pages may be used.

Classes for the ASL Minor will be taught by the current ASL Faculty. Current FTE levels will not be effected, as the offerings of first year ASL 151 and 152 sections will be reduced. Based on expressed student interest, it is anticipated that the classes required for the minor will be filled to at or near enrollment caps.



4. Does this program include courses from outside the originating department? Yes No

If yes, please list those courses below and obtain signature(s) or attach approval(s) (letters, emails, etc.) from all affected department chairs. Additional pages may be used.

List of courses outside originating dept.	Signature of dept chair or describe type of approval	Printed Name

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

	Signature	Printed Name	Date
Originator		Steve Cook	1-24-11
Department Chair		Sheila Nelson	1/26/11
College Dean		Mary Morgan	25 Feb 11
Provost or Designee (MS 7563)		Ross Speck	1/26/11
Registrar (for review - MS 7463)			
Ctr for Teaching & Learning (Fal.) (if applicable - MS 7413)			
Graduate Studies (if applicable - MS 7510)			

Exhibit I

Event Planning Minor & Certificate

Event Planning is a cross-disciplinary program that may be taken as a minor or a certificate. The program is designed to provide an understanding of the components and skills that go into event planning. Whether one is engaged as a full time event planner, or occasionally plans events for a business or a non-profit organization, the hands-on skills in the program will offer excellent preparation. The minor may specially complement majors in communication, public relations, business, and artistic pursuits.

Required Courses

NUTR 240 Introduction to Foods	2
NUTR 240LAB Introduction to Foods Lab	2
RT 222 Recreation Programming and Activities (3) OR RT 272 Front Office (3) OR RT 381 Recreational Sports Management (3)	3
RT 292 Practicum	1
RT 373D Convention and Meeting Management	5
RT 374 Festival and Events	3
RT 405 Hospitality Catering	3
Department approved electives	5
Total Credits	24

See attached Required Summary Page

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

This form must accompany your proposal.

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?)*
 Additional pages may be used.

Please see attached page.

2. Attach a clean copy of the catalog narrative and program requirements.

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 many students do you expect to enroll in the new program over the next 5 years? How will P/F's be affected in existing programs? Is there long-term support for the program in terms of staffing and funding? Will the program impact enrollment in other departments or colleges, etc.?)* Additional pages may be used.

Please see the same attached page (Feb. 15, 2011).

4. Does this program include courses from outside the originating department? Yes No
If no, please list those courses below and obtain signature(s) or attach approval(s) (letters, emails, etc.) from all affected department chairs.
 Additional pages may be used.

List of courses outside originating dept.	Signature of dept chair or describe type of approval	Printed Name
NUFR 24H Introduction to Food's*		Vince Nethery
NUFR 24H AB Introduction to Food's Lab*		Vince Nethery
*formerly NUFR 140 and NUFR 140T AB		

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

	Signature	Printed Name	Date
Originator		Dorothy Chase	Jan. 21, 2011
Department Chair		Jan Bowers	
College Dean		Connie Lambert	
Provost or Designee (MS 7503)			
Registrar (for review - MS 7463)			
Ctr for Teaching & Learning (Ed.) (if applicable - MS 7113)			
Graduate Studies (if applicable - MS 7510)			

Question 1: Justification for the creation of this program:

As a full-time occupation, Event Planning has been on the increase over the past decade, giving rise to start-ups everywhere (e.g., on the west side of the state are businesses such as Reunions with Class, and Events Extraordinaire, a small business owned by an RT alumnae). As well, many professionals find themselves responsible for planning and producing large and small events on behalf of their organizations on an occasional basis (e.g., Michoan Spoelstra, CEPS Development Officer, another RT alum). Still others lead fund-raising events for non-profit organizations and occasional causes (e.g., Number students on campus participate in events for practicum and internship credits or strictly as volunteers).

Event planning is a basis as part of most careers in the recreation and tourism fields. The RT program is a leader in service learning and civic engagement projects on campus and in the community. Many of our interns and alumni are engaged in event planning. RT has for years offered courses such as RT 373 D Convention and Meeting Planning, and RT 405/505 Hospitality Catering, developed jointly by NUTR and RT faculty. To further train our majors, In the past year we have added a course RT 374 Festivals and Events. Majors in RT are able to customize their degrees with the 20 and 21 elective credits in the Degree. The Certificate will allow them to exhibit more focus in their credentials.

This program is a natural for RT as we are now offering the program and event planning skills through many courses such as FCSG 320 Program Planning and Management, RT 222 Recreation Programming and Activities, RT 381 Recreational Sports Management, RT 471 Tourism Planning and Sustainable Development, RT 398 Community Recreation, RT 373D Conventions and Meetings, and so on. We have a wide range of organizations and venues involved with events where students work on practicum and internship credits as well.

A full spectrum of event planning skills is not offered in another program. The closest course (not program) to this subject area, could be COM 487 Public Relations Professional Seminar (special topics) which has offered Event Planning as one of its topics every couple years. This COM class is an example of a good elective for this Certificate within the 5 credit elective area.

Question 3: Indicate how this new program will impact existing programs in the department/college and the university.

- *The Event Planning Minor is a new addition to the Recreation and Tourism program offerings.
- *The program will be staffed by current RT faculty.
- *All courses are currently taught in RT, other than NUTR 240 and 240LAB, which are established courses offered each quarter by Nutrition. This new Minor/Certificate has the full support of Nutrition.
- *Our expectation is an enrollment of 15 minors (75 over 5 years) and 15-20 Certificate students (75-100 over 5 years). Certificate students will originate largely from among RT majors, tourism specialization, whose elective credits must be 21 (or for majors in the recreation specialization, 20 credits).
- *FTEs should not be affected negatively in any program.
- *RT generally has 35 Minors, drawn from Global Wine Studies, Public Relations, Communications, and others. Some of these may choose the Event Planning Minor rather than Tourism Management Minor.
- *Support for RT is expected to remain strong.
- *The only impact foreseen on other programs is a positive one in that it provides a complement for majors requiring a minor (GWS, PR, etc.)

Exhibit J

NEW CERTIFICATES

Event Planning Minor & Certificate

Event Planning is a cross-disciplinary program that may be taken as a minor or a certificate. The program is designed to provide an understanding of the components and skills that go into event planning. Whether one is engaged as a full time event planner, or occasionally plans events for a business or a non-profit organization, the hands-on skills in the program will offer excellent preparation. The minor may specially complement majors in communication, public relations, business, and artistic pursuits.

Required Courses

NUTR 240 Introduction to Foods	2
NUTR 240LAB Introduction to Foods Lab	2
RT 222 Recreation Programming and Activities (3) OR RT 272 Front Office (3) OR RT 381 Recreational Sports Management (3)	3
RT 292 Practicum	1
RT 373D Convention and Meeting Management	5
RT 374 Festival and Events	3
RT 405 Hospitality Catering	3
Department approved electives	5
Total Credits	24

Exhibit K

Alternative Pathways to Teaching Regional Consortia Program (Post Bac)

CWU is the lead/recommending institution for this program, which includes Pacific Lutheran University, Heritage University, and Western Washington University as partners. The goal of the consortia program is to prepare teachers in state-identified shortage areas for jobs in communities where they currently live. The minimum number of interns accepted into the program shall be 10; the maximum to be accepted shall be 25.

All courses, regardless to offering institution, will be completed, in-person, at CWU-Yakima, which is located at Yakima Valley Community College, Deccio Higher Education Building, 1000 S. 12th Avenue, Yakima, WA 98902. Distance education, K-20, or internet/hybrid classes will not be available for this program.

ADMISSION REQUIREMENTS

Students with a baccalaureate degree from an accredited institution in subject matter shortage areas (special education, mathematics, general science, middle school mathematics and science, chemistry, physics, biology, English as a Second Language, bilingual, Manarin and/or Japanese) and/or areas of shortage due to geographic location as documented by the partnership districts, AND

- district validation of qualifications, including one year of successful student interaction and leadership as classified staff; and
- who meet the age, good moral character, and personal fitness requirements for teachers (all candidates must have fingerprint clearance prior to assignment to a classroom); and
- who have a minimum GPA of 2.5 on the most recent degree conferred.
- who have successfully passed the statewide basic skills exam (WEST-B*) and content area test (WEST-E*) for the endorsement area(s) for which certification is sought. Information about the tests and testing schedules may be accessed at www.pesb.wa.gov/.

OR

Mid-career professionals with a baccalaureate degree or higher from a regionally accredited institution who are not employed in the district, or who hold an emergency substitute certificate. Priority shall be given to individuals with degrees that qualify them for endorsements in the subject matter shortage areas noted above or identified by partnership districts within the consortia programs AND

- who have, at a minimum, 1 year career work experience;
- who provide external validation of qualifications, including demonstrated successful experience with students or children, such as reference letters and letters of support from previous employers;
- who meet the age, good moral character, and personal fitness requirements for all teachers (all candidates must have fingerprint clearance prior to assignment to a classroom); and
- who have a minimum GPA of 2.5 on the most recent degree conferred.
- who have successfully passed the statewide basic skills exam (WEST-B*) and content area test (WEST-E*) for the endorsement area(s) for which certification is sought. Information about the tests and testing schedules can be accessed at www.pesb.wa.gov/.

OR

Mid-career professionals with a baccalaureate degree or higher from a regionally accredited institution who are employed in a school district under an emergency substitute certificate in a content shortage area and who meet the qualifications listed immediately above.

For additional admission requirements, please contact program director.

PROGRAM REQUIREMENTS

The total number of credits for successful completion of the program is 24.5, with 8 of these being completed through CWU. The courses to be completed at CWU are:

ECTL 470	Alternative Pathways to Teaching: Seminar Series	2
ECTL 480	Alternative Pathways to Teaching: Curriculum Planning	3
ECTL 490	Alternative Pathways to Teaching: Internship	3

The remaining 16.5 credits will be completed through the three partner universities.
 See attached Required Summary Sheet

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

This form must accompany your proposal.

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?) Additional pages may be used.

The Alternative Pathways to Teaching (APT) Regional Consortium Program is a continuing program, however the changes being requested are a matter of clarification and articulation of the program (which has never been listed in the catalog nor been specifically articulated before). This is why I am submitting it as a 'new' certificate. The courses are being submitted with an ECTL prefix to indicate that they do not fall under a particular department at CWU; rather, they will be offered to post-baccalaureate students wishing to obtain residency teacher certification through the current state-approved APT program, for which CWU is the lead institution.

2. Attach a clean copy of the catalog narrative and program requirements.

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 many students do you expect to enroll in the new program over the next 5 years? How will FTE's be affected in existing programs? Is there long-term support for the program in terms of staffing and funding? Will the program impact enrollments in other departments or colleges, etc.?) Additional pages may be used.

This is not technically a new program, but, rather, an new articulation of an existing program. It will, therefore, have no impact on the department/college or university, other than to make the requirements more readily known to both potential candidates and C/L and Continuing Education faculty/Staff

4. Does this program include courses from outside the originating department? Yes No
 If so, please list those courses below and obtain signature(s) or attach approval(s) (letters, emails, etc.) from all affected department chairs. Additional pages may be used.

List of courses outside originating dept.	Signature of dept chair or describe type of approval	Printed Name

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

	Signature	Printed Name	Date
Originator		Roxton Lynn	12-21-10
Department Chair			
College Dean		Chamberlain	1-25-11
Provost or Designee (MS 7503)			
Registrar (for review - MS 7453)			2-2-11
Ctr for Teaching & Learning (Ed.) (if applicable - MS 7413)		Chamberlain	1-25-11
Graduate Studies (if applicable - MS 7510)			

Exhibit L

CREDIT LIMITS FOR A BACHELOR OF ARTS (75)

B.A. Chemistry Teaching

(Strike-out)

Required Courses

CHEM 181, 181LAB, 182, 182LAB, 183, 183LAB	15
CHEM 332, 332LAB OR CHEM 345	5
CHEM 350	3
CHEM 361, 361LAB, 362	8
CHEM 381	5
CHEM 431, 431LAB	5
CHEM 488	1
CHEM 492	2
SCED 324	4 <u>3</u>
SCED 325	3
SCED 401	5
SCED 487	2
CHEM 495 OR	
CHEM 496 OR	
SCED 495	1
PHYS 111, 111LAB, 112, 112LAB, 113, 113LAB OR	
PHYS 181, 181LAB, 182, 182LAB, 183, 183LAB	15
MATH 172, 173, 272	15
Total Credits	79 <u>86</u>

Justification: (To be presented to FSCC on 3/3)

Exhibit N

CREDIT LIMITS FOR A BACHELOR OF ARTS (75)

Bachelor of Arts Geology

Required Courses

GEOL 101 – Physical Geology	4
OR	
GEOL 103 – Geology of Washington (4)	
GEOL 101LAB – Physical Geology Laboratory	1
GEOL 200 – Earth Evolution and Global Change	5
GEOL 210 - Introduction to Geologic Field Methods	4
GEOL 305 – Quantitative Methods in Geology	4
GEOL 320 – Rocks and Minerals	5
GEOL 346 – Mineralogy	5
GEOL 360 – Structural Geology	5
GEOL 370 – Stratigraphy	5
GEOL 487 – End of Major Review	1
GEOL 489 – Geologic Field Methods	6-12

Electives selected from the following: 17-20

(Take at least one with asterisk)

GEOL 377 – Regional Natural History (2)	
AND	
GEOL 377LAB – Regional Natural History (3)	
GEOL 380* - Environmental Geology and Natural Hazards (4)	
GEOL 381* - Environmental Mineralogy (4)	
GEOL 386* - Geomorphology (5)	
GEOL 415* - Earthquake Geology and Neotectonics (5)	
GEOL 423 – The Cryosphere (5)	
GEOL 425* - Environmental Geochemistry (5)	
GEOL 432 – Field Geodetics (3)	
GEOL 434 – Petroleum Geology (5)	
GEOL 441 – Climate Variability and Climate Change (5)	
GEOL 445* - Hydrogeology (5)	
GEOL 452 – Geophysics (4)	
GEOL 453 – Seismology (5)	
GEOL 454 – Geostatistics (5)	
GEOL 456 – Geodynamics (5)	
GEOL 463 – Tectonic Investigations (2)	
AND	
GEOL 463LAB Tectonic Field Investigations (3)	
GEOL 474 – Quaternary Geology (4)	
GEOL 475 – Petrography and Petrogenesis (5)	
GEOL 478 – Volcanology (5)	
GEOL 480 – Geochemistry (4)	
GEOL 481 – Mineralogy and Planetary Materials (4)	
GEOL 483 – Isotope Geochemistry (5)	
GEOL 484 – Geochronology (5)	
GEOL 488 – Senior Colloquium in Geology (4)	

Geology Total Credits: 62-71

Allied Science Requirements for Bachelor of Arts Degree

Required

MATH 154 – PreCalculus Mathematics II	5
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Select 10 credits from the following: 10

CHEM 111 & 111LAB, 112 & 112LAB, 113 & 113LAB,
CHEM 181 & 181LAB, 182 & 182LAB, 183 & 183 LAB,
PHYS 111 & 111LAB, 112 & 112LAB, 113 & 113LAB,
PHYS 181 & 181LAB, 182 & 182LAB, 183 & 183 LAB,
MATH 172, 173, 311.

Allied Science Total Credits: 15

B.A. Geology Total Credits: 77-86

Justification: The BA Geology is over the credit limit because the course load required to successfully prepare majors for employment includes a range of required and elective courses. The courses reflect the breadth of sub-disciplines in the geological sciences and also provide the opportunities students need to enhance their writing, speaking and quantitative skills. The department provides excellent advising, which allows students to plan their 4-year course of study. I have been chair for almost 4 years and have not received any complaints or heard any concerns from students in this program regarding the number of classes or units.

Exhibit O

Middle Level Science Teaching Minor

This minor is currently 42-43 credits. The following statement is being added/edited to be included in the narrative, making the credits exceed those allowed for a minor. Neither courses mentioned in the following statement are listed as required courses. An additional 5 credits needs to be added making the minor 47-48 credits.

“Students working on or currently holding an endorsement in Special Education must complete SCED 322 prior to finishing this minor. Students working on or currently holding an endorsement in Secondary Mathematics must complete SCED 324 prior to finishing this minor.”

Current Program:		Program with hidden requirements:	
BIOL 101	5	BIOL 101	5
CHEM 101 OR		CHEM 101 OR	
CHEM 111/111LAB	5	CHEM 111/111LAB	5
PHYS 106 OR		PHYS 106 OR	
PHYS 111/111LAB	5	PHYS 111/111LAB	5
GEOL 101/101LAB OR		GEOL 101/101LAB OR	
GEOL 102/101LAB	5	GEOL 102/101LAB	5
PHYS 101 OR		PHYS 101 OR	
PHYS 102	4-5	PHYS 102	4-5
SCED 301	5	SCED 301	5
SCED 323	3	SCED 323	3
EDEL 477	4	EDEL 477	4
EDEL 478	3	EDEL 478	3
SCED 354	3	SCED 354	3
		<u>SCED 322 OR SCED 324</u>	<u>5</u>
Total Credits	42-43	Total Credits	47-48

Exhibit P

INFORMATION ITEMS:

Name Change: Bachelor of Music Education – Choral or Broad Area Instrumental Spec.
changing to: Bachelor of Music Education – Broad Area Specialization

Program Deletions: Visual Literacy Minor
Earth Science Teaching Minor
Biology: Teaching Elementary Minor

Exhibit Q

MISSION, RATIONALE AND STUDENT OUTCOMES

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

Effective Reasoning

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

Broad and Deep Learning

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

The Inclination to Inquire

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

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

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

General Education Program Goals

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

Assessment of the General Education Program

1. Students will be surveyed as to how well they think their courses addressed the mission of the general education program.
2. Instructors will be surveyed as to how well they think the course addressed the mission of general education
3. Student achievement in general education classes will be evaluated regularly by means of examinations.

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

BASIC SKILLS REQUIREMENT

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

- a. UNIV 101, Academic Advising Seminar (1), or MUS 104, Introduction to Musical Studies (3). Only required of students who enter Central with fewer than 45 credits.
- b. ENG 101 (4) and ENG 102 (4). A grade of C- or better is required in ENG 101 before ENG 102 may be taken.
- c. either MATH 101 (5), MATH 153 (5), MATH 154 (5), MATH 164 (5), MATH 170 (5), or MATH 172 (5);
- d. either MATH 102(5), MATH 130 (5), PHIL 201 (5), or CS 105 (4);
- e. one year of college or University study of a single foreign language or two years of high school study of a single foreign language. Courses used to satisfy this foreign language basic skills requirements may not be used to satisfy the Philosophies and Cultures of the World breadth requirement;
- f. either CS 101 Computer Basics (4) or IT 101 Computer Applications (3)

All students must have met these basic education requirements by the end of the quarter in which they complete 75 credits.

(This does not include the foreign language basic skills requirement, which may require longer to complete.) Students who do not meet this standard will have a hold placed on further course registration. To remove the hold, the student must meet with an advisor and submit a program of study to plan successful completion of this requirement. The student's progress will then be monitored by an assigned academic advisor.

WRITING REQUIREMENT

Four (4) of the courses taken to fulfill the breadth requirement must have the W designation in the list below.

These are courses which include at least 7 pages of assigned writing that is assessed for content and mechanics (grammar, spelling, punctuation, and organization).

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

BREADTH REQUIREMENT

I. ARTS AND HUMANITIES.

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

Literature and the Humanities

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

- ABS 110 Expressive African American Culture (5)
- ENG 105(W) The Literary Imagination: An Introduction to Literature ~~(4)~~ (5)
- ENG 247(W) Multicultural Literature ~~(4)~~ (5)
- ENG 347(W) Global Perspectives in Literature ~~(4)~~ (5)
- HUM 101(W) Exploring Cultures in the Ancient World (5)
- HUM 102 (W) Exploring Cultures from 16th Through 19th Centuries (5)
- HUM 103(W) Exploring Cultures in Modern & Contemporary Societies (5)

The Aesthetic Experience.

- ART 101 Introduction to Western Art (5)
- ART 102 Introduction to Non-Western Art (5)
- FVS 250(W) Introduction to Film and Video Studies (5)
- MUS 101 History of Jazz (5)
- MUS 102 Introduction to Music (5)
- PED 161 Cultural History of Dance (4)
- TH 101 Appreciation of Theatre and Film (4)
- TH 107(W) Introduction to Theatre (4)
- TH 375(W) Asian Theatre (4)
- TH 382(W) Ethnic Drama (4)

Philosophies and Cultures of the World.

Foreign Languages 251, 252, or 253. Second year foreign language (same as studied in high school) (5)

or

Foreign Languages 151, 152 or 153 or CHIN 141, 142, or 143. First year foreign language (different than the one used to meet basic skills requirement) (5)

PHIL 101(W) Introduction to Philosophy (5)

PHIL 115(W) The Meaning of Life (5)

PHIL 202(W) Introduction to Ethics (5)

PHIL 209(W) Introduction to Asian Philosophy (5)

PHIL 210(W) Current Ethical Issues (5)

PHIL 306(W) Environmental Ethics (5)

PHIL 378(W) The Philosophy of Love (5)

RELS 101(W) Introduction to Religion (5)

RELS 201(W) Sacred Books of the World (5)

II. SOCIAL AND BEHAVIORAL SCIENCES

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

Perspectives on the Cultures and Experiences of the United States.

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

AIS 101(W) Precontact Period of American Indians (5)

AIS 102(W) Contact Period of American Indians (5)

AIS 103(W) Emergence of Contemporary American Indians (5)

ECON 101 Economic Issues (5)

ECON 201 Principles of Economics Micro (5)

ETS 101(W) Ethnic Awareness (5)

HIST 143(W) U.S. History to 1865 (5)

HIST 144(W) U.S. History Since 1865 (5)

POSC 210 American Politics (5)

SOC 101(W) Social Problems (5)

SOC 305 (W) American Society (5)

WS 201(W) Introduction to Women Studies (5)

Perspectives on World Cultures

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

ANTH 130 Introduction to Cultural Anthropology (5)

AST 102(W) Introduction to Asian Studies (3)

COM 302(W) Intercultural Communication (4)

ECON 102(W) World Economic Issues (5)

~~ECON 360(W) Contemporary Economic Problems (5)~~

GEOG 101 World Regional Geography (5)

HIST 101(W) World Civilization to 1500 (5)

HIST 102(W) World Civilization: 1500-1815 (5)

HIST 103(W) World Civilization Since 1815 (5)

LLAS 102(W) Introduction to Latino and Latin American Studies (5)

POSC 270(W) International Politics (5)

Foundations of Human Adaptations and Behavior

An introduction to and analysis of the fundamental principles underlying human interaction intended to foster a better understanding of the human condition. An introduction to the fundamental patterns and understandings of human

interaction with natural and man-made environments intended to help students make informed judgments concerning broad environmental issues.

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

III. THE NATURAL SCIENCES

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

Fundamental Disciplines of Physical and Biological Sciences

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

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

Patterns and Connections in the Natural World.

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

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

Applications of Natural Science

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

ANTH 314 Human Variation and Adaptation in Living Populations (4)
BIOL 302 Human Ecology (5)
CHEM 101 Contemporary Chemistry and Lab (5)
ENST 202 Ecosystems, Resources, Population and Culture (5)
ENST 310(W) Energy and Society (5)
GEOG 273 Geography of Rivers (5)
GEOG 108 Introduction to Environmental Geology (5)
IET 101 Modern Technology and Energy (5)
~~NUTR 245 Basic Nutrition (5)~~ NUTR 101 Introduction to Human Nutrition (5)

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

PHYS 108 Light and Color (4)

STEP 101(W) Science Seminar I: Research Experience (2)*

STEP 102(W) Science Seminar II: Interdisciplinary Research Theme (2)*

STEP 103(W) Science Seminar III: Current Topics (1)*

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