

5-31-2006

## CWU Faculty Senate Minutes - 05/31/2006

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**CENTRAL WASHINGTON UNIVERSITY**  
**FACULTY SENATE**

**REGULAR MEETING**  
**Wednesday, May 31, 2006, 3:10 p.m.**  
**BARGE 412**  
**Minutes**

**ROLL CALL:**

**Senators: All senators or their alternates were present except:** Daniel CannCasciato, Jim Eubanks, William Folkestad, Derek Lane, Richard Mack, Matthew Manweller, Lee Plourde and David Reynolds.

**Visitors:** Dan Herman, Rose Spodobalski-Brower and Scott Carlson

**CHANGES TO AND APPROVAL OF AGENDA** – The President's report was moved after Distinguished Professor Recognition. Change Motion No. 05-79 to read "Greg Cant – Assistant Professor Business"

**MOTION NO. 05-75(Approved): APPROVAL OF MINUTES** of May 3, 2006 as amended.

**COMMUNICATIONS** - None

**FACULTY ISSUES:** Faculty Administration Joint Working Group (FAJWG) is the Faculty Code revision committee. The committee has five hours scheduled over the next several weeks. There will be four or five faculty members on the committee put forward by the Executive Committee as well as 4 or 5 individuals appointed by the Administration. The Provost indicated he would send out a faculty wide e-mail with the web site link for the FAJWG page. The committee will be working through part of the summer to have a draft available next fall.

**OLD BUSINESS** -- None

**REPORTS/ACTION ITEMS**

**Senator Recognition** – Outgoing senators were recognized for the contribution they have made to the Faculty Senate. Joseph Bradley, Accounting; James Johnson, Biological Sciences; Grant Eastman, Computer Science; Minerva Caples, Education; Charles Li, English; Marla Wyatt, Family Consumer Sciences; Daniel CannCasciato, Library; Jim Harper, Mathematics; Terry DeVietti, Psychology; Jim Eubanks, Psychology; and Nancy Wessel, Sociology. Also recognized were the student representatives John Strasser, Lori Shumizu and Katie Underwood.

**MOTION NO. 05-85: (Approved)**

"Whereas, Michael Ogden has continued the excellent working relationship of the Faculty Senate with the administration; and

Whereas, he has continued a close working relationship between the Faculty Senate and the United Faculty of Central, recognizing that both strive for the common good of all faculty; and

Whereas, he has worked diligently to represent the widely diverse concerns of the CWU faculty; and

Whereas, he has carried out his duties in a manner that builds faculty collegiality,

Be it resolved that the Central Washington University Faculty Senate thanks Michael Ogden for his excellent leadership in the role of Chair of the Faculty Senate for Academic Year 2005-2006."

**MOTION NO. 05-86: (Approved)**

"Whereas, Toni Čuljak has served as past-chair of the faculty for the past year, bringing her years of service on the executive committee to 6; and

Whereas she has carried out her duties in a manner that is pro-active and constructive,

"Be it resolved that the Central Washington University Faculty Senate thanks Toni Čuljak for her excellent work in the role of Past-Chair of the Faculty Senate for Academic Year 2005-2006."

**MOTION NO. 05-87: (Approved)**

"Whereas, Greg Cant has served as chair-elect of the Faculty Senate; and

Whereas he has carried out his duties in a professional and productive manner,

"Be it resolved that the Central Washington University Faculty Senate thanks Greg Cant for his excellent work in the role of Chair-Elect of the Faculty Senate for Academic Year 2005-2006."

**Distinguished Professor Recognition** – Chair Ogden recognized the three faculty members who were selected as Distinguished Professors. These individuals are: Jan Bowers, Service; Keith Lewis, Artistic Accomplishment and Vince Nethery, Teaching.

**President report:** President McIntyre expressed her congratulations to the Distinguished Professor award recipients. She thanked Michael and Greg for their work in the Faculty Senate this year and has appreciated the open communication. President McIntyre expressed a special thank you to Michael for his leadership and team work. Budget letter deadline of June 1<sup>st</sup> will be extended. Decisions for budget will be made by July 1<sup>st</sup>. The Spheres of Distinction proposals have been very creative and interesting. She will be making decisions with the budget process. Baccalaureate institutions applications are down from what has been a record high. Central has approximately the same number of freshman and transfers as last year. Reminder that there are two Commencement ceremonies on Saturday, June 10<sup>th</sup>. One will be held in the morning and one in afternoon. The Westside commencement will be on Sunday at Benaroya Hall. The DHC interim director position description is available if anyone is interested in applying.

#### **SENATE COMMITTEES:**

##### **Executive Committee:**

**Motion No. 05-76 (Approved):** "Ratification of 2006-07 Faculty Senate Standing Committee members attached as Exhibit A."

**Motion No. 05-76a (Approved):** "Amend Motion No. 05-76 to add Marla Wyatt – Family & Consumer Science to Academic Affairs under CEPS."

##### **(Written Ballot)**

**Motion No. 05-77 (Approved, 1 abstention):** "Election of 2006-07 Faculty Senate Chair-Elect Nominee: Melody Madlem – Associate Professor of Health, Human Performance, and Nutrition." No nominations from the floor.

**Motion No. 05-78 (Approved, 1 abstention):** "Election of 2006-07 Faculty Senate Secretary – Nominee: Dorothy Chase – Assistant Professor of Family and Consumer Science."

**Motion No. 05-79 (Approved, 1 abstention):** "Election of 2006-07 Members-At-Large – Nominees: Greg Cant – Assistant Professor of Business; Jeffrey Snedeker – Professor of Music."

**Academic Affairs Committee:** <http://www.cwu.edu/~fsenate/AACANNUALREPORT05-06.doc>

**Motion No. 05-80 (Approved):** "That the Policy Manual Academic Affairs Manual regarding admission and foreign language requirement be amended as shown in Exhibit B."

**Motion No. 05-80a (Approved):** "That Motion No 05-80 be amended to delete "or when otherwise exempted in policy" from section 5-9.5.4.2."

**Motion No. 05-81 (Approved):** "That the Policy Manual Academic Affairs section 5-9.4.2 Academic Advising and Orientation be amended as shown in Exhibit C." Amendment

**Motion No. 05-81a (Approved):** "That Motion No. 05-81 be amended to add "on SAFARI" after the word major in section 5-9.4.2.4."

**Motion No. 05-82 (Approved):** "That the Policy Manual Academic Affairs Manual be amended regarding academic dishonesty as shown in Exhibit D."

**Motion No. 05-82a (Approved):** "That Motion No 05-82 be amended to change the delete the word "electronically" and add the words "in writing" to section 5-9.4.21.3."

**Budget Committee:** No report

**Code Committee:** <http://www.cwu.edu/~fsenate/CodeAnnualReport05-06.doc> No additional report.

**Curriculum Committee:** <http://www.cwu.edu/~fsenate/FSCCAAnnualReport05-06.doc>

The committee has had difficulties trying to move curricular deadlines to later in the year. Due to recent changes, certain program or course changes that have a Direct Transfer Agreement (DTA) must be done a year in advance. The department will need to notify the Curriculum Committee and Dr. Beath a year in advance of changing or adding to programs that have a DTA. Currently five programs will need to go through this process: Elementary Education, Business Administration, Engineering, Engineering Technology and Nursing. Focus is really the pre-major courses.

**Motion No. 05-83 (Approved):** "That the Curriculum Manual section 5-10.3 "General Principles and Procedures" be amended as shown in Exhibit E."

**Development and Appropriations:** No report

**General Education:**

**Motion No. 05-84 (Approved):** "That the General Education program be amended as shown in Exhibit F."

**Personnel Committee:** No report

**Public Affairs Comm/Council of Faculty Reps/Faculty Legislative Representative:** Jay Forsyth was acknowledged for the contributions he has made as the Faculty Legislative representative this past year. The 2006-07 Faculty Legislative Representative will be Jim Huckabay.

**CHAIR:** Chair Ogden thanked the Senators for their support and cooperation both in the Senate and the committees. He has appreciated the commitment of their time and intellectual endeavors towards shared governance.

**CHAIR-ELECT:** Chair-Elect Dippmann thanked Michael for an excellent job. It has been a difficult year and he has served with dignity. As chair elect for the new executive committee members will meet several times this summer in conjunction with FAJWG committee.

**PROVOST:** Provost reported that there were approximately 40 proposals for Spheres of Distinction. He is encouraged by the process. The proposals were creative and interesting. It will take some time to review the proposals. Central received high demand funding made available by the Legislature. Central received the largest funding, \$313,448, of the public baccalaureates. The money comes as one time funding in a grant like mechanism. One area will be Organic Chemistry funding 18 FTE at \$10,400 per FTE. Organic Chemistry is a major bottleneck course for a number of health science majors as well as others. There has been great difficulty in hiring in this area as well as mounting enough laboratories to move the students through. We will also connect this with our centers in Yakima and Wenatchee. The other proposal that was funded was 25 FTE in general students/social science. This is not normally thought of as a high demand area. This will be offered at the Yakima center. It meets regional need and demand. That degree has also become popular at Lynnwood and Des Moines centers. Many of these students are interested in going into social services and they can tailor the degree to extent that allows them to do entry level work and allows them to get into master degree programs. The promotion to full professor letters went out today. The tenure and promotion to Associate letters will go out either Friday or Monday. They will be ratified by the Board of Trustees on June 9<sup>th</sup>. The HEC Board accountability framework was approved. There is a narrower set of accountability measures such as: baccalaureate degree production, advanced degree production, high demand degree production, 6 year graduation rates, 3 year graduation rates with DTA, freshman retention rates, an efficiency measure which the percent of degrees granted to students who have not taken more than 125% required for that degree. This is a much narrower set of measures than what we had before. The entire report is available on the HEC Board web site.

**STUDENT REPORT:** Senator Strasser thanked all of the Senators. This year has been a great honor as the student VP for Academic Affairs. It has been great how Faculty Senate has been receptive to the student issues that have been brought forward.

**NEW BUSINESS** - None

**ADJOURNMENT** – Meeting was adjourned at 5:01 p.m.

# Exhibit A

Committee	Name	Department	Term
<b>Academic Affairs Committee</b>			
<b>CEPS (Need 2)</b>	Kim Bartel	ITAM	6/15/06 – 6/14/08
	Marla Wyatt	FCS	6/15/06 – 6/14/07
<b>COB</b>	Jay Forsyth	Accounting	6/15/06 – 6/14/08
<b>Budget Committee</b>	Gary Richardson	Business Admin	6/15/06-6/14/09
<b>(Need 4)</b>	Marcus Kielyka	Library	6/15/06-6/14/09
	Xiao Hong	Sociology	6/15/06-6/14/09
	Sura Rath	English	6/15/06-6/14/09
<b>Code Committee</b>	Lynn Richmond	Business Admin	6/15/06-6/14/09
<b>(Need 2)</b>	Catherine Bertelson	ITAM	6/15/06-6/14/09
<b>Curriculum Committee</b>			
<b>CEPS</b>	Robert McGowan	HHPR	6/15/06-6/14/09
<b>COB (Need 2)</b>	Vacant		6/15/06-6/14/09
<b>CAH</b>	Rodney Bransdorfer	Foreign Language	6/15/06-6/14/09
<b>Library</b>	Mary Wise	Library	6/15/06-6/14/09
<b>Development &amp; Appropriations Committee</b>			
<b>(Need 3)</b>	Charles Pinzon	Communication	6/15/06-6/14/09
	Patricia Gross	FCS	6/15/06-6/14/09
<b>General Education Committee</b>			
<b>COB</b>	Chad Wassell	Economics	6/15/06-6/14/09
<b>COTS (Need 2)</b>	Sharon Rosell	Physics	6/15/06-6/14/09
	Timothy Sorey	Chemistry	6/15/06-6/14/09
<b>CAH</b>	Cynthia Coe	Philosophy	6/15/06-6/14/09
<b>CEPS</b>	Yukari Amos	Education	6/15/06-6/14/09
<b>Personnel Committee</b>	Robert Fordan	Communication	6/15/06-6/14/09
	Kirk Johnson	Sociology	6/15/06-6/14/07 (1 yr replacement for Roxanne Easley)
<b>Public Affairs Committee</b>	Catherine Bertelson	ITAM	6/15/06-6/14/09
<b>Faculty Legislative Representative</b>	Jim Huckabay	Geography & Land Studies	6/15/06 – 06/14/09

# Exhibit B

## 5-9.2 Undergraduate Admission

### 5-9.2.1 Admission Application Process

- 5-9.2.1.1 Applicants must submit a CWU application for admission.
- 5-9.2.1.2 Applicants must pay a non-refundable application processing fee. Application fee waivers may be granted by the Office of Admissions.
- 5-9.2.1.3 Freshmen applicants must send official copies of all high school and college transcripts, as well as official score reports from ACT or SAT to the Office of Admissions.
- 5-9.2.1.4 Applicants must follow published deadlines. After university deadlines have passed, the university may admit applicants on a space-available basis.
- 5-9.2.1.5 For initial admission, applicants must meet minimum standards as established by the HECB and CWU (see 5-9.2.2.1). The Academic Affairs Committee may recommend more stringent standards as well as standards for automatic admission. Standards for initial admission will be established by the Academic Affairs Committee of the Faculty Senate in consultation with the vice president for student affairs and enrollment management. Adherence to established standards of admission will be monitored by the Academic Affairs Committee.

### 5-9.2.1 Articulation Policy Endorsement.

The university endorses *The Policy on Inter-College Transfer and Articulation Among Washington Public Colleges and Universities* published by the higher education coordinating (HEC) board. This policy establishes the rights and responsibilities of transfer students and the review and appeal process in transfer credit disputes.

### 5-9.2.2 General

- 5-9.2.2.1 ~~All applicants must submit a completed CWU or Washington state uniform application for admission.~~
- 5-9.2.2.2 ~~Applicants must pay a nonrefundable processing fee. Waivers may be granted by the vice president for enrollment management and marketing.~~
- 5-9.2.2.3 ~~Applicants must follow published deadlines. After university deadlines have passed, the university may admit applicants on a selective basis.~~
- 5-9.2.2.4 ~~Applicants must provide CWU with official academic records of previous schooling as described in section 5-9.2.3.1.~~
- 5-9.2.2.5 ~~Admission to the university occurs only on valid offer of admission as specified in section 5-9.2.10.~~
- 5-9.2.2.6 ~~Applicants will be considered for admission as first-year or transfer students depending on the number of credit hours earned elsewhere. These credits will be evaluated and may not all count toward a CWU degree.~~

### 5-9.2.3 First-year applicants

- 5-9.2.3.1 ~~First-year applicants are ones who are currently enrolled in high school or have earned fewer than 40 quarter-hour college credits from an accredited two- or four-year college.~~
- 5-9.2.3.2 ~~First-year applicants must arrange for current copies of all high school and college transcripts as well as scores from either the ACT or SAT to be sent to the office of admissions.~~
- 5-9.2.3.3 ~~For regular admission, applicants must meet minimum standards as established by the HECB. The academic affairs committee may recommend more stringent standards as well as standards for automatic admission. Standards for automatic admission will be established only by the academic affairs committee of the faculty senate in consultation with the vice president for enrollment management and marketing. Adherence to established standards of admission will be monitored by the academic affairs committee.~~

## 5-9.2.2 Freshman Applicants

### 5-9.2.2.1 Freshmen applicants are either:

- (a) Those who will graduate high school and enroll at CWU, the Summer or Fall immediately following high school graduation, regardless of number of college credits earned while in high school, through Running Start, College in the High School, Advanced Placement (AP), International Baccalaureate (IB), etc. or
- (b) Those who have earned fewer than 40 quarter hour college credits from an accredited two- or four-year college or university, after high school graduation.

### 5-9.2.2.2 Freshman applicants who meet both of the following two Initial Admissions criteria will receive priority consideration for admission.

#### 5-9.2.2.2.1 Applicants must complete a minimum level of preparation in the following six core course subject areas while in high school:

- (a) English (4 years) – to include literature and composition based. One year may be English electives, such as ESL.
- (b) Math (3 years) - to include first year algebra geometry and second-year Algebra, or their equivalents.
- (c) Science (2 years) One of which must include a laboratory component, such as Biology, Chemistry or Physics.
- (d) Social Sciences (3 years)
- (e) Foreign Language (2 years) of the same foreign language, Native American language, or American Sign language.
- (f) Fine, Visual, or Performing Arts (1 year) or one additional year of academic electives from letters a-e above.

#### 5-9.2.2.2.2 Applicants must also attain a minimum Admissions Index (AI). The AI is a number representing the probability of success in college, and is approximately 3 parts cumulative GPA, and one part standardized test score (SAT or ACT), as defined by the Higher Education Coordinating Board (HECB).

### 5-9.2.2.3 Freshmen applicants deficient in any of the core areas or not meeting the minimum Admission Index for initial admission may be considered through the comprehensive review process. (5-9.2.6).

## 5-9.2.3 Transfer Applicants

### 5-9.2.3.1 A transfer applicant is one who comes to CWU with 40 or more credits from an accredited two- or four-year college or university. Credits earned at other institutions will be evaluated to determine if they will count toward a CWU degree.

### 5-9.2.3.2 Applicants who have earned the Directly Transferable Associates (DTA) degree from an accredited Washington state community college (or approved out-of-state Associates Degree) will receive priority consideration for admission.

### 5-9.2.3.3 Transfer applicants with an associate's degree from an accredited community college (as delineated in the DTA) will have fulfilled the general education requirements.

### 5-9.2.3.4 Students with an associates degree seeking the Bachelor of Arts degree must also complete one year of college/university study of a single foreign language or two years of high school study of a single foreign language as a University graduation requirement (see 5-9.5.4).

### 5-9.2.3.5 Transfer applicants without an associates degree must satisfy the foreign language admission requirement prior to completing a total of 135 credits.

### 5-9.2.3.6 Transfer students must submit official copies of all college transcripts to the Office of Admissions.

## 5-9.2.4 Applicants Without High School Diplomas (or alternatively graduated applicants)

### 5-9.2.4.1 Applicants who have not earned a high school diploma may be offered admission to the university based on their test of general education development (GED) scores and/or their ACT, SAT, COMPASS, or other standardized test scores; and personal essay statement.

### 5-9.2.4.2 Applicants may also be required to complete supplemental information application forms, present and analyze their academic histories and goals,

and/or meet with admissions counselors.

5-9.2.4.3 Applicants in this category are considered according to the alternative admission process. (See 5-9.2.6)

#### 5-9.2.5 Transfer Applicants

~~5-9.2.5.1 A transfer applicant is one who comes to CWU with 40 or more credits from an accredited two or four year college or university.~~

~~5-9.2.5.2 Applicants who have earned transferable associate of arts degrees from accredited Washington state community colleges will receive special consideration for admission in accordance with the direct transfer agreements of the intercollegiate relations committee (IGRC).~~

~~5-9.2.5.3 Transfer students from accredited Washington state community colleges for whom transfer is necessary for academic progress will be given special consideration as determined by the university and with respect to the direct transfer agreements of the intercollegiate relations commission.~~

~~5-9.2.5.4 Each year, the academic affairs committee, in consultation with the vice president for enrollment management and marketing will establish a minimum cumulative GPA for automatic offer of admission to transfer students.~~

~~5-9.2.5.5 Transfer students must arrange for current copies of all college transcripts to be sent to the office of admissions.~~

~~5-9.2.5.6 Transfer applicants who do not meet the minimum cumulative GPA standard for admission may be considered for alternative admission according to criteria recommended by the academic affairs committee.~~

#### 5-9.2.75 International Students

5-9.2.75.1 International students must submit the university's international student application for admission and an non-refundable application processing fee.

5-9.2.75.2 Applicants must arrange to have submit official transcripts sent directly to the office of admissions from all secondary schools and colleges attended to the office of admissions.

5-9.2.75.3 Examination results, such as general certificate of education, ordinary and advanced level scores, West African school certificate, Hong Kong certificate of education or advanced level certificate, etc., should be sent directly from the testing center in charge of administering the examinations. Personal student papers, photostats copies, or attested copies are not accepted for admission or evaluation purposes.

5-9.2.75.4 International students must meet the following minimum requirements for admission purposes:

(a) Evidence of completion of the academic course work and national examinations that would qualify them to apply to colleges and universities in their native country.

(b) Normally, if English is not the first language, competency in English demonstrated *in one of the following ways:*

(1) at a level on the test of English as a foreign language (TOEFL) to be set by the academic affairs committee in consultation with the director of international studies and programs;

(2) transferable English composition courses which would meet the general education writing requirement;

(3) successful completion of the CWU-ESL program and recommendation by the director of UESL; or

(4) other evidence of competency as evaluated by the director of UESL in consultation with the director of international studies and programs.

(5) if competency in English is fulfilled, the foreign language admission's and Bachelor of Arts requirement is satisfied (see 5-9.2.2.1e and 5-9.5.4.1).

(c) If English is the first language, the foreign language requirement for the Bachelor of Arts degree can be fulfilled by completing the basic skills



foreign language requirement, passing the CLEP, passing a foreign language course challenge exam, or seeking approval from the Chair of Foreign Languages.

- (d) Applicants transferring from U.S. Institutions must have a minimum grade point average in transferable courses as established by the Academic Affairs Committee or a DTA Associate's degree from an accredited Washington state community college (or approved out-of-state Associate's Degree)
- (e) Adequate financial support for the student's intended studies. Financial support will be judged based on applicants' confidential financial statement and a current bank letter or guaranteed source of funding.
- (f) If all of the above conditions are met, the student is recommended for admissions by the international admissions counselors, and the Office of International Studies and Programs may issue the INS certificate of eligibility for F-1 status (Form I-20).
- (c) Applicants transferring from U.S. Institutions must have a minimum grade point average in transferable courses as established by the academic affairs committee or a transferable AA degree from an accredited Washington state community college.

5-9.2.7.5 Exceptions to the above admissions requirements must be approved by the admissions review committee in consultation with the director of international studies and programs.

~~5-9.2.7.6 After admission, an INS designated school official will determine whether applicants have adequate financial support for their intended studies. Financial support will be judged based on applicant's confidential financial statement and a current bank letter or any guaranteed source of funding. If the official judges that financial support is available, the INS certificate of eligibility for F-1 status (Form I will be issued.~~

#### 5-9.2.6 Alternative Admissions

5-9.2.6.1 Applicants who do not meet the ~~minimum initial admission criteria index for automatic admission~~ may be considered for alternative admission situations through the comprehensive review process. Such applicants include, but are not limited to, applicants who have been home schooled; persons who are 18 or older and have neither completed high school nor 40 credits of college work elsewhere but have earned ~~certificates of general educational development~~ the (GED); and applicants who are 25 or older who have poor academic histories and who have not attended school recently.

5-9.2.6.2 Minimum alternative admission requirements are established by the HECB board. Additional alternative admissions criteria may be established by the academic affairs committee in consultation with the Vice President for Student Affairs and Enrollment Management. The comprehensive review process looks first at cognitive, then non-cognitive factors:

- (a) The cognitive score for freshmen looks beyond HS cumulative GPA, test scores, and core requirements, and evaluates quality of the coursework, as well as grade trends. For transfer students, the cognitive score evaluates cumulative college GPA, quality of coursework, basic skills completion and grade trends.
- (b) Non-cognitive factors are all other factors that may affect a person's ability to perform to their fullest potential. This includes, but is not limited to traits such as positive self-concept; realistic self-appraisal; understanding and navigating systems; long-range goal planning; successful leadership experience; demonstrated community service; and special talents, skills and/or acquired knowledge.

5-9.2.6.3 The Admissions Review Committee may request personal essay statements; updated transcripts or test scores; letters of recommendation; and/or other supporting documents.

5-9.2.6.4 Students who are admitted through this process may either be admitted regularly, or with conditions as recommended by the Admissions Review Committee or Director of Admissions. Conditions may include:

- (a) Taking courses during first year of study to address missing core requirements.
- (b) Requirement to participate in intrusive academic support programs, such as the Wildcat Transitions program, Student Support Services, or the College Assistance Migrant Program.
- (c) Admission on Warning or Probationary status.
- (d) Meeting regularly with an academic advisor.

5-9.2.6.5 Applicants without an associates degree must satisfy the foreign language admission requirement prior to completing a total of 135 credits.

~~5-9.2.6.3 All applicants for alternative admission may be required to submit either the ACT, SAT, or other standardized test scores.~~

~~5-9.2.6.4 Applicants may also be required to complete supplemental application forms, present and analyze their academic histories and goals, and/or meet with an admissions counselor, sign contracts agreeing to participate in regular advising, take specified courses, and/or limit extracurricular activities.~~

#### 5-9.5 Graduation Requirements for Bachelor's Degrees

Students are eligible for award of a bachelor's degree if they fulfill the following requirements established by the faculty:

[Sections 5-9.5.1-5-9.5.3 remain unchanged]

#### 5-9.5.4 Foreign Language

The Basic Skills Requirement of the University General Education Policy requires that students have either completed two years of the same foreign language, Native American language, or American Sign Language in high school, or one year of college-level foreign language. If this requirement was completed prior to enrollment at the University, the student must submit official transcripts to the Office of Admissions.

If foreign language has not been satisfied prior to enrollment at CWU, then the student must take one year of foreign language before graduating from the University.

~~5-9.5.4.1 Students seeking the bachelor of arts (B.A.) degree must complete one-year college/university study of a single foreign language or two-years high school study of a single foreign language. and who fulfilled the University general education requirements with a DTA Associates degree must show evidence of completion of the foreign language Basic Skills requirement prior to graduation.~~

~~5-9.5.4.2 Foreign language requirements for any other baccalaureate degree are subject only to requirements specified designated by the individual major or degree program, or when otherwise exempted in policy.~~

5-9.5.4.3 Students seeking an exception to 5-9.5.4, may satisfy the foreign language exit requirement by passing the CLEP test or passing a foreign language course challenge exam. The foreign language requirement may, under special circumstances, be fulfilled in alternate ways as determined and approved by the chair of the Department of Foreign Languages or designee, in consultation with the Registrar.

## Exhibit C

### 5-9.4.2 Academic Advising and Orientation

- 5-9.4.2.1 All students are expected to seek, and the university will provide, appropriate advising resources. These resources may include (but are not limited to) specific faculty advisors, special program advisors, career development counselors, advising seminars, advising workshops, and advising publications.
- 5-9.4.2.2 A major or pre-major advisor will be assigned by the major department at the point at which a student is admitted into a major or pre-major program.
- 5-9.4.2.3 Pre-major or major advising will be required for all students the quarter after they have obtained 75 credits and the quarter after they have obtained 115 credits, and implemented using a service indicator on a student's SAFARI account.
- 5-9.4.2.4 All undeclared students will be required to indicate their intended major on SAFARI every quarter before they register.

Rationale: Students at 75 credits need information on admission requirements for their major and help planning the beginning of their major program. This will also help enforce the 75 credit rule for completing the basic skills area of the general education program. Students at 115 credits need information on completing their major and career mentoring. The goal for having undeclared students indicate their intended major is to provide departments and colleges with information on the number of students and who these students are that plan on majoring in one of their programs. This will also help direct students to the appropriate departments to have the 75 credit hold lifted if they are not admitted into a pre-major or major.

## Exhibit D

### 5-9.4.10 Peremptory Withdrawal from a Course

- 5-9.4.10.1 Peremptory withdrawals will not be permitted after the first six weeks of instruction. Furthermore, students who withdraw after the drop-add period from 25% or more of the coursework for which they have registered for two or more quarters each academic year are considered as exercising excessive course withdrawals. The provost or designee may authorize dismissal in these cases after reviewing records presented to the Registrar. Students who have been dismissed under this policy may not enroll for courses without submitting an approved plan of study signed by an academic advisor. To continue enrollment the student must satisfactorily complete all credits enrolled during the first quarter of readmission. Students who do not meet this requirement will not be allowed to register for one calendar year.
- 5-9.4.10.2 In circumstances when academic dishonesty is confirmed, a W can be replaced with a letter grade (see 5-9.4.21).

\*\*\*\*\*

### 5-9.4.21 Academic Dishonesty

- 5-9.4.21.1 Academic dishonesty is defined in the CWU Student Conduct Code (II.B).
- 5-9.4.21.2 Students accused of academic dishonesty will have an opportunity to meet with the course instructor and department chair to discuss the accusation and confirm or deny its correctness. If academic dishonesty is confirmed to the satisfaction of the instructor and department chair, the instructor and/or department chair should immediately contact the Office of the Vice President of Student Affairs and Enrollment Management, especially the Director of the Registrar's Office and the Associate Vice President for Student Affairs.
- 5-9.4.21.3 The student will be notified electronically in writing by the instructor and/or department chair of pending action from the Office of the Vice President of Student Affairs, with a copy of notification sent to the Office of Student Affairs and the Registrar.
- 5-9.4.21.4 The Office of the Vice President of Student Affairs will investigate the case both as a violation of academic honesty and as a violation of the student code and report findings to the student, instructor and Registrar.
- 5-9.4.21.5 If academic dishonesty is confirmed, the instructor may issue a failing grade for the specific assignment and/or for the course.
- 5-9.4.21.6 Withdrawing from a course does not excuse academic dishonesty. In circumstances when academic dishonesty is confirmed, a W can be replaced by a letter grade (see 5-9.4.10.2).

\*\*\*\*\*

### 5-9.4.34 Syllabi

Instructors will provide each student with a written or electronic syllabus at the beginning of a course. The syllabus will contain information about, but not be limited to, the following:

- 5-9.4.34.1 Title, time, and location of the course
- 5-9.4.34.2 Name, campus address, e-mail address, telephone number, and office hours of instructor
- 5-9.4.34.3 Objectives of course and expected student learning outcomes
- 5-9.4.34.4 Type of instruction, i.e., lecture/discussion, lab, studio, etc., and any special conditions or requirements associated with the style
- 5-9.4.34.5 Required books and materials
- 5-9.4.34.6 Method of evaluating student performance in the course
- 5-9.4.34.7 Instructor's policy on students' attendance
- 5-9.4.34.8 Tentative schedule including dates when papers or other assignments are due as well as dates of examinations
- 5-9.4.34.9 Instructor's policy on late work, make-up, extra credit, and other issues unique to the class
- 5-9.4.34.10 Instructor policy on academic dishonesty and a reference to the university's policy on Academic Dishonesty (see 5-9.21).

Renumber the following:

5-9.4.21 to 5-9.4.22	Grade Appeal Procedure
5-9.4.22 to 5-9.4.23	Academic Appeal Procedure
5-9.4.23 to 5-9.4.24	Repetition of Courses
5-9.4.24 to 5-9.4.25	Incompletes
5-9.4.25 to 5-9.4.26	In Progress (IP)
5-9.4.26 to 5-9.4.27	No Grade Reported (NR)
5-9.4.27 to 5-9.4.28	No Show (NS)
5-9.4.28 to 5-9.4.29	Course Challenge (Credit by Examination)
5-9.4.29 to 5-9.4.30	Course Substitution
5-9.4.30 to 5-9.4.31	Scholastic Standards
5-9.4.31 to 5-9.4.32	Academic Forgiveness
5-9.4.32 to 5-9.4.33	Class Attendance and Participation
5-9.4.33 to 5-9.4.34	Syllabi
5-9.4.34 to 5-9.4.35	Athletic Participation
5-9.4.35 to 5-9.4.36	Academic Appeal
5-9.4.36 to 5-9.4.37	Required Student Participation in Assessment Activities
5-9.4.36 to 5-9.4.38	Last Week of Instruction
5-9.4.37 to 5-9.4.39	Final Examinations

Rationale: The policy changes we suggest include three elements: (1) change the "W" policy to include a statement clearly delineating that violations of academic dishonesty policies cannot be erased by the temporary awarding of a W; (2) change the syllabus policy to include a statement suggesting the inclusion of an academic dishonesty statement in every course syllabus; and (3) create a new policy in Section 5 delineating policies regarding the handling of academic dishonesty cases.

# Exhibit E

## 5-10.3 General Principles and Procedures

[Section 5-10.3.1 & 5-10.3.2 remain unchanged]

5-10.3.3. Program Change Procedures. At least one year prior to any course or other programmatic alternations impacting any of the state-wide transfer and articulation agreements, such as elementary education and business, the department proposing the alteration will inform the faculty senate curriculum committee and Central Washington University's institutional representative to the Joint Access Oversight Group (JAOG). This information will be reported to JAOG and the CWU registrar's office by the institutional representative.

Renumber:

5-10.3.3 to 5-10.3.4	Curriculum Changes
5-10.3.4 to 5-10.3.5	Program Plans for HECB
5-10.3.5 to 5-10.3.6	Internal Program Approval Process
5-10.3.6 to 5-10.3.7	Northwest Commission on Colleges and Universities (NWCCU) Approval Process

# Exhibit F

## BREADTH REQUIREMENT

### 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.

ECON 101 Economic Issues (5)  
ECON 201 Principles of Economics Micro (5)  
ETS 101(W) Ethnic Awareness (4)  
HIST 144(W) U.S. History Since 1865 (5)  
POSC 210 American Politics (5)  
SOC 101(W) Social Problems (5)  
SOC 205 305 (W) American Society (5)  
TH 377 Staging Gender (4)  
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(W) Introduction to Cultural Anthropology (5)  
AST 102(W) Introduction to Asian Studies (3)  
COM 302(W) Intercultural Communication (4)  
ECON 102(W) World Economic Issues (5)  
GEOG 101 World Regional Geography (5)  
HIST 102(W) World Civilization: 1500-1815 (5)  
HIST 103(W) World Civilization Since 1815 (5)  
LAS 102(W) Introduction to 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)  
ENST 303 Environmental Management (5)  
FCSF 337(W) Human Sexuality (4)  
GEOG 108 Introduction to Human Geography (5)  
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)  
HED 101 Health Essentials (4)

### 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.

**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 301 Earth as an Ecosystem (5)

GEOG 107 Introduction to Physical Geography (5)

GEOL 102/101LAB Geology of National Parks and Lab (5)

GEOL 170 Earthquakes, Volcanoes and Civilization (5)

PHYS 101/101LAB Introductory Astronomy of Stars and Galaxies and Lab (4) (1)

PHYS 102/101LAB Introductory Astronomy of the Solar System and Lab (4) (1)

**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)

NUTR 245 Basic Nutrition (5)

GEOG 273 Geography of Rivers (5)

GEOL 180 Introduction to Environmental Geology (5)

IET 101 Modern Technology (5)

PHYS 103/103LAB **(W)** Physics of Musical Sounds and Lab (4)

Rationale: We seek to add and subtract W designations in order to reflect the actual requirements of the course. Courses that require at least 7 pages of writing assessed for content and mechanics should be listed as Ws; those that do not include such a requirement should not be so listed.



**Roll Call 2005-06**  
**Faculty Senate Meeting: May 31, 2006**

**SENATORS**

- BRADLEY, Joseph
- BRAUNSTEIN, Lori
- BRITTO, Sarah
- BRYANT, Lt. Col John
- CALAHAN, Scott
- CANNASCASIATO, Daniel
- CANT, Gregory
- CAPLES, Minerva
- COETZER, Graeme
- CUTSINGER, Lorán
- DEVIETTI, Terry
- DIAZ, Anthony
- DIPPMANN, Jeffrey
- EASTMAN, Grant
- ERDMAN, Ruthi
- EUBANKS, Jim
- FASSETT, Jonathan
- FOLKESTAD, William
- GOODENBERGER, Mark
- HARPER, Jim
- JOHNSON, James
- LAMAN, David
- LANE, Derek
- LI, CHARLES
- LOVERRO, Ian (Loverarrow)
- MACK, Richard
- MADLEM, Melody
- MANWELLER, Matthew
- MELBOURNE, Tim
- MORENO, Stella
- NIXON, Don
- OGDEN, Michael
- OXLEY, Tyler Gpt
- PLOURDE, Lee
- REYNOLDS, David
- SNEDEKER, Jeffrey
- STRASSER, John
- SULLIVAN, Allen
- UNDERWOOD, Katie
- WELLOCK, Thomas
- WESSEL, Nancy
- WYATT, Marla

**ALTERNATES**

- HOLTFRETER, Robert
- KLEMIN, Wayne
- ROBERTS, Jim
- MILLER, Cpt. Joshua
- ONCINA, Carlos
- JORGENSEN, Jan
- SCHEPMAN, Stephen
- Vacant
- BAGAMERY, Bruce
- SHEERAN, Lori
- FALLSHORE, Marte
- BULLOCK, Eric
- LI, Chenyang
- GELLENBECK, Ed
- HIRSH, Paul
- STEIN, Stephanie
- ENGLUND, Tim
- STACK, Donna
- REICH, Diane
- GLASBY, Stephen
- POULSON, Mary
- PIACSEK, Andy
- VACANT
- DRAKE, George
- SALYER, Keith
- DITTMER, Tim
- Vacant
- SCHAEFER, Todd
- GAZIS, Carey
- BRANDSDORFER, Rodney
- BAGAMERY, Bruce
- PINZON, Charles
- LASZLO, Rod Maj.
- AHLMAN, Laurelle
- Student
- MICHEL, John
- Student
- HICKEY, Bob
- Student
- EASLEY, Roxanne
- PICHARDO, Nelson
- CHASE, Dorothy

31

**Quorum: 22**  
**43 Senators**

Date: May 31, 2006

**VISITOR SIGN-IN SHEET**

Rodney Bransford	Curriculum Committee
Jose Spadibalski, Brewer	Reg. SVC
Dan Herman	Gen Ed Cte

Please sign (print) your name if you are not a faculty senator.

**CENTRAL WASHINGTON UNIVERSITY**  
**FACULTY SENATE**

**REGULAR MEETING**  
**Wednesday, May 31, 2006, 3:10 p.m.**  
**BARGE 412**  
**AGENDA (REVISED)**

- I. ROLL CALL
- II. CHANGES TO AND APPROVAL OF AGENDA
- III. MOTION NO. 05-75: APPROVAL OF MINUTES of May 3, 2006
- IV. COMMUNICATIONS
- V. FACULTY ISSUES: (5 Minutes)
- VI. OLD BUSINESS
- VII. REPORTS/ACTION ITEMS (40 Minutes)

**Senator Recognition**

**Distinguished Professor Recognition**

**SENATE COMMITTEES:**

**Executive Committee:**

**Motion No. 05-76:** "Ratification of 2006-07 Faculty Senate Standing Committee members attached as Exhibit A."

**(Written Ballot)**

**Motion No. 05-77:** "Election of 2006-07 Faculty Senate Chair-Elect Nominee: Melody Madlem – Associate Professor of Health, Human Performance, and Nutrition."

**Motion No. 05-78:** "Election of 2006-07 Faculty Senate Secretary – Nominee: Dorothy Chase – Assistant Professor of Family and Consumer Science."

**Motion No. 05-79:** "Election of 2006-07 Members-At-Large – Nominees: Greg Cant – Assistant Professor of Business; and Recreation; Jeffrey Snedeker – Professor of Music."

**Academic Affairs Committee:** <http://www.cwu.edu/~fsenate/AACANNUALREPORT05-06.doc>

**Motion No. 05-80:** "That the Policy Manual Academic Affairs Manual regarding admission and foreign language requirement be amended as shown in Exhibit B."

**Motion No. 05-81:** "That the Policy Manual Academic Affairs section 5-9.4.2 Academic Advising and Orientation be amended as shown in Exhibit C."

**Motion No. 05-82:** "That the Policy Manual Academic Affairs Manual be amended regarding academic dishonesty as shown in Exhibit D."

**Budget Committee:**

**Code Committee:** <http://www.cwu.edu/~fsenate/CodeAnnualReport05-06.doc>

**Curriculum Committee:** <http://www.cwu.edu/~fsenate/FSCCAAnnualReport05-06.doc>

**Motion No. 05-83:** "That the Curriculum Manual section 5-10.3 "General Principles and Procedures" be amended as shown in Exhibit E."

**Development and Appropriations:**

**General Education:**

**Motion No. 05-84:** "That the General Education program be amended as shown in Exhibit F."

**Personnel Committee:**

Public Affairs Comm/Council of Faculty Reps/Faculty Legislative Representative:

CHAIR: (15 Minutes)

CHAIR-ELECT: (5 Minutes)

PRESIDENT: (10 Minutes)

PROVOST: (10 Minutes)

STUDENT REPORT: (5 Minutes)

VIII. NEW BUSINESS

IX. ADJOURNMENT

\*\*\*NEXT REGULAR SENATE MEETING: October 4, 2006\*\*\* BARGE 412

# Exhibit A

Committee	Name	Department	Term
<b>Academic Affairs Committee</b>			
CEPS (Need 2)	Kim Bartel	ITAM	6/15/06 – 6/14/08
COB	Jay Forsyth	Accounting	6/15/06 – 6/14/08
<b>Budget Committee</b>	Gary Richardson	Business Admin	6/15/06-6/14/09
(Need 4)	Marcus Kieltyka	Library	6/15/06-6/14/09
	Xiao Hong	Sociology	6/15/06-6/14/09
	Sura Rath	English	6/15/06-6/14/09
<b>Code Committee</b>	Lynn Richmond	Business Admin	6/15/06-6/14/09
(Need 2)	Catherine Bertelson	ITAM	6/15/06-6/14/09
<b>Curriculum Committee</b>			
CEPS	Robert McGowan	HHPR	6/15/06-6/14/09
COB (Need 2)	Vacant		6/15/06-6/14/09
CAH	Rodney Bransdorfer	Foreign Language	6/15/06-6/14/09
Library	Mary Wise	Library	6/15/06-6/14/09
<b>Development &amp; Appropriations Committee</b>			
(Need 3)	Charles Pinzon	Communication	6/15/06-6/14/09
	Patricia Gross	FCS	6/15/06-6/14/09
<b>General Education Committee</b>			
COB	Chad Wassell	Economics	6/15/06-6/14/09
COTS (Need 2)	Sharon Rosell	Physics	6/15/06-6/14/09
	Timothy Sorey	Chemistry	6/15/06-6/14/09
CAH	Cynthia Coe	Philosophy	6/15/06-6/14/09
CEPS	Yukari Amos	Education	6/15/06-6/14/09
<b>Personnel Committee</b>	Robert Fordan	Communication	6/15/06-6/14/09
	Kirk Johnson	Sociology	6/15/06-6/14/07 (1 yr replacement for Roxanne Easley)
<b>Public Affairs Committee</b>	Catherine Bertelson	ITAM	6/15/06-6/14/09
<b>Faculty Legislative Representative</b>	Jim Huckabay	Geography & Land Studies	6/15/06 – 06/14/09

# Exhibit B

## 5-9.2 Undergraduate Admission

### 5-9.2.1 Admission Application Process

- 5-9.2.1.1 Applicants must submit a CWU application for admission.
- 5-9.2.1.2 Applicants must pay a non-refundable application processing fee. Application fee waivers may be granted by the Office of Admissions.
- 5-9.2.1.3 Freshmen applicants must send official copies of all high school and college transcripts, as well as official score reports from ACT or SAT to the Office of Admissions.
- 5-9.2.1.4 Applicants must follow published deadlines. After university deadlines have passed, the university may admit applicants on a space-available basis.
- 5-9.2.1.5 For initial admission, applicants must meet minimum standards as established by the HECB and CWU (see 5-9.2.2.1). The Academic Affairs Committee may recommend more stringent standards as well as standards for automatic admission. Standards for initial admission will be established by the Academic Affairs Committee of the Faculty Senate in consultation with the vice president for student affairs and enrollment management. Adherence to established standards of admission will be monitored by the Academic Affairs Committee.

### 5-9.2.1 Articulation Policy Endorsement.

The university endorses *The Policy on Inter-College Transfer and Articulation Among Washington Public Colleges and Universities* published by the higher education coordinating (HEC) board. This policy establishes the rights and responsibilities of transfer students and the review and appeal process in transfer credit disputes.

### 5-9.2.2 General

- 5-9.2.2.1 All applicants must submit a completed CWU or Washington state uniform application for admission.
- 5-9.2.2.2 Applicants must pay a nonrefundable processing fee. Waivers may be granted by the vice president for enrollment management and marketing.
- 5-9.2.2.3 Applicants must follow published deadlines. After university deadlines have passed, the university may admit applicants on a selective basis.
- 5-9.2.2.4 Applicants must provide CWU with official academic records of previous schooling as described in section 5-9.2.3.1.
- 5-9.2.2.5 Admission to the university occurs only on valid offer of admission as specified in section 5-9.2.10.
- 5-9.2.2.6 Applicants will be considered for admission as first-year or transfer students depending on the number of credit hours earned elsewhere. These credits will be evaluated and may not all count toward a CWU degree.

### 5-9.2.3 First-year applicants

- 5-9.2.3.1 First-year applicants are ones who are currently enrolled in high school or have earned fewer than 40 quarter-hour college credits from an accredited two- or four-year college.
- 5-9.2.3.2 First-year applicants must arrange for current copies of all high school and college transcripts as well as scores from either the ACT or SAT to be sent to the office of admissions.
- 5-9.2.3.3 For regular admission, applicants must meet minimum standards as established by the HECB. The academic affairs committee may recommend more stringent standards as well as standards for automatic admission. Standards for automatic admission will be established only by the academic affairs committee of the faculty senate in consultation with the vice president for enrollment management and marketing. Adherence to established standards of admission will be monitored by the academic affairs committee.

and/or meet with admissions counselors.

5-9.2.4.3 Applicants in this category are considered according to the alternative admission process. (See 5-9.2.6)

#### 5-9.2.5 Transfer Applicants

~~5-9.2.5.1~~ A transfer applicant is one who comes to CWU with 40 or more credits from an accredited two- or four-year college or university.

~~5-9.2.5.2~~ Applicants who have earned transferable associate of arts degrees from accredited Washington state community colleges will receive special consideration for admission in accordance with the direct transfer agreements of the intercollegiate relations committee (ICRC).

~~5-9.2.5.3~~ Transfer students from accredited Washington state community colleges for whom transfer is necessary for academic progress will be given special consideration as determined by the university and with respect to the direct transfer agreements of the intercollegiate relations commission.

~~5-9.2.5.4~~ Each year, the academic affairs committee, in consultation with the vice president for enrollment management and marketing will establish a minimum cumulative GPA for automatic offer of admission to transfer students.

~~5-9.2.5.5~~ Transfer students must arrange for current copies of all college transcripts to be sent to the office of admissions.

~~5-9.2.5.6~~ Transfer applicants who do not meet the minimum cumulative GPA standard for admission may be considered for alternative admission according to criteria recommended by the academic affairs committee.

#### 5-9.2.75 International Students

5-9.2.75.1 International students must submit the university's international student application for admission and an non-refundable application processing fee.

5-9.2.75.2 Applicants must ~~arrange to have~~ submit official transcripts ~~sent directly to the office of admissions~~ from all secondary schools and colleges attended to the office of admissions.

5-9.2.75.3 Examination results, such as general certificate of education, ordinary and advanced level scores, West African school certificate, Hong Kong certificate of education or advanced level certificate, etc., should be sent directly from the testing center in charge of administering the examinations. Personal student papers, ~~photostats~~ copies, or attested copies are not accepted for admission or evaluation purposes.

5-9.2.75.4 International students must meet the following minimum requirements for admission purposes:

(a) Evidence of completion of the academic course work and national examinations that would qualify them to apply to colleges and universities in their native country.

(b) Normally, if English is not the first language, competency in English demonstrated *in one of the following ways*:

(1) at a level on the test of English as a foreign language (TOEFL) to be set by the academic affairs committee in consultation with the director of international studies and programs;

(2) transferable English composition courses which would meet the general education writing requirement;

(3) successful completion of the CWU-ESL program and recommendation by the director of UESL; or

(4) other evidence of competency as evaluated by the director of UESL in consultation with the director of international studies and programs.

(5) if competency in English is fulfilled, the foreign language admission's and Bachelor of Arts requirement is satisfied (see 5-9.2.2.1e and 5-9.5.4.1).

(c) If English is the first language, the foreign language requirement for the Bachelor of Arts degree can be fulfilled by completing the basic skills

- (a) Taking courses during first year of study to address missing core requirements.
- (b) Requirement to participate in intrusive academic support programs, such as the Wildcat Transitions program, Student Support Services, or the College Assistance Migrant Program.
- (c) Admission on Warning or Probationary status.
- (d) Meeting regularly with an academic advisor.

5-9.2.6.5 Applicants without an associates degree must satisfy the foreign language admission requirement prior to completing a total of 135 credits.

5-9.2.6.3 ~~All applicants for alternative admission may be required to submit either the ACT, SAT, or other standardized test scores.~~

5-9.2.6.4 ~~Applicants may also be required to complete supplemental application forms, present and analyze their academic histories and goals, and/or meet with an admissions counselor, sign contracts agreeing to participate in regular advising, take specified courses, and/or limit extracurricular activities.~~

#### 5-9.5 Graduation Requirements for Bachelor's Degrees

Students are eligible for award of a bachelor's degree if they fulfill the following requirements established by the faculty:

[Sections 5-9.5.1-5-9.5.3 remain unchanged]

#### 5-9.5.4 Foreign Language

The Basic Skills Requirement of the University General Education Policy requires that students have either completed two years of the same foreign language, Native American language, or American Sign Language in high school, or one year of college-level foreign language. If this requirement was completed prior to enrollment at the University, the student must submit official transcripts to the Office of Admissions.

If foreign language has not been satisfied prior to enrollment at CWU, then the student must take one year of foreign language before graduating from the University.

5-9.5.4.1 ~~Students seeking the bachelor of arts (B.A.) degree must complete one year college/university study of a single foreign language or two years high school study of a single foreign language. and who fulfilled the University general education requirements with a DTA Associates degree must show evidence of completion of the foreign language Basic Skills requirement prior to graduation.~~

5-9.5.4.2 ~~Foreign language requirements for any other baccalaureate degree are subject only to requirements specified designated by the individual major or degree program, or when otherwise exempted in policy.~~

5-9.5.4.3 Students seeking an exception to 5-9.5.4, may satisfy the foreign language exit requirement by passing the CLEP test or passing a foreign language course challenge exam. The foreign language requirement may, under special circumstances, be fulfilled in alternate ways as determined and approved by the chair of the Department of Foreign Languages or designee, in consultation with the Registrar.



## Exhibit C

### 5-9.4.2 Academic Advising and Orientation

- 5-9.4.2.1 All students are expected to seek, and the university will provide, appropriate advising resources. These resources may include (but are not limited to) specific faculty advisors, special program advisors, career development counselors, advising seminars, advising workshops, and advising publications.
- 5-9.4.2.2 A major or pre-major advisor will be assigned by the major department at the point at which a student is admitted into a major or pre-major program.
- 5-9.4.2.3 Pre-major or major advising will be required for all students the quarter after they have obtained 75 credits and the quarter after they have obtained 115 credits, and implemented using a service indicator on a student's SAFARI account.
- 5-9.4.2.4 All undeclared students will be required to indicate their intended major every quarter before they register.

Rationale: Students at 75 credits need information on admission requirements for their major and help planning the beginning of their major program. This will also help enforce the 75 credit rule for completing the basic skills area of the general education program. Students at 115 credits need information on completing their major and career mentoring. The goal for having undeclared students indicate their intended major is to provide departments and colleges with information on the number of students and who these students are that plan on majoring in one of their programs. This will also help direct students to the appropriate departments to have the 75 credit hold lifted if they are not admitted into a pre-major or major.

## Exhibit D

### 5-9.4.10 Peremptory Withdrawal from a Course

- 5-9.4.10.1 Peremptory withdrawals will not be permitted after the first six weeks of instruction. Furthermore, students who withdraw after the drop-add period from 25% or more of the coursework for which they have registered for two or more quarters each academic year are considered as exercising excessive course withdrawals. The provost or designee may authorize dismissal in these cases after reviewing records presented to the Registrar. Students who have been dismissed under this policy may not enroll for courses without submitting an approved plan of study signed by an academic advisor. To continue enrollment the student must satisfactorily complete all credits enrolled during the first quarter of readmission. Students who do not meet this requirement will not be allowed to register for one calendar year.
- 5-9.4.10.2 In circumstances when academic dishonesty is confirmed, a W can be replaced with a letter grade (see 5-9.4.21).

\*\*\*\*\*

### 5-9.4.21 Academic Dishonesty

- 5-9.4.21.1 Academic dishonesty is defined in the CWU Student Conduct Code (II.B).
- 5-9.4.21.2 Students accused of academic dishonesty will have an opportunity to meet with the course instructor and department chair to discuss the accusation and confirm or deny its correctness. If academic dishonesty is confirmed to the satisfaction of the instructor and department chair, the instructor and/or department chair should immediately contact the Office of the Vice President of Student Affairs and Enrollment Management, especially the Director of the Registrar's Office and the Associate Vice President for Student Affairs.
- 5-9.4.21.3 The student will be notified electronically by the instructor and/or department chair of pending action from the Office of the Vice President of Student Affairs, with a copy of notification sent to the Office of Student Affairs and the Registrar.
- 5-9.4.21.4 The Office of the Vice President of Student Affairs will investigate the case both as a violation of academic honesty and as a violation of the student code and report findings to the student, instructor and Registrar.
- 5-9.4.21.5 If academic dishonesty is confirmed, the instructor may issue a failing grade for the specific assignment and/or for the course.
- 5-9.4.21.6 Withdrawing from a course does not excuse academic dishonesty. In circumstances when academic dishonesty is confirmed, a W can be replaced by a letter grade (see 5-9.4.10.2).

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### 5-9.4.34 Syllabi

Instructors will provide each student with a written or electronic syllabus at the beginning of a course. The syllabus will contain information about, but not be limited to, the following:

- 5-9.4.34.1 Title, time, and location of the course
- 5-9.4.34.2 Name, campus address, e-mail address, telephone number, and office hours of instructor
- 5-9.4.34.3 Objectives of course and expected student learning outcomes
- 5-9.4.34.4 Type of instruction, i.e., lecture/discussion, lab, studio, etc., and any special conditions or requirements associated with the style
- 5-9.4.34.5 Required books and materials
- 5-9.4.34.6 Method of evaluating student performance in the course
- 5-9.4.34.7 Instructor's policy on students' attendance
- 5-9.4.34.8 Tentative schedule including dates when papers or other assignments are due as well as dates of examinations
- 5-9.4.34.9 Instructor's policy on late work, make-up, extra credit, and other issues unique to the class
- 5-9.4.34.10 Instructor policy on academic dishonesty and a reference to the university's policy on Academic Dishonesty (see 5-9.21).

# Exhibit E

## 5-10.3 General Principles and Procedures

[Section 5-10.3.1 & 5-10.3.2 remain unchanged]

5-10.3.3. Program Change Procedures. At least one year prior to any course or other programmatic alternations impacting any of the state-wide transfer and articulation agreements, such as elementary education and business, the department proposing the alteration will inform the faculty senate curriculum committee and Central Washington University's institutional representative to the Joint Access Oversight Group (JAOG). This information will be reported to JAOG and the CWU registrar's office by the institutional representative.

Renumber:

5-10.3.3 to 5-10.3.4	Curriculum Changes
5-10.3.4 to 5-10.3.5	Program Plans for HECB
5-10.3.5 to 5-10.3.6	Internal Program Approval Process
5-10.3.6 to 5-10.3.7	Northwest Commission on Colleges and Universities (NWCCU) Approval Process

# Exhibit F

## BREADTH REQUIREMENT

### 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.

ECON 101 Economic Issues (5)  
ECON 201 Principles of Economics Micro (5)  
ETS 101(W) Ethnic Awareness (4)  
HIST 144(W) U.S. History Since 1865 (5)  
POSC 210 American Politics (5)  
SOC 101(W) Social Problems (5)  
SOC 205 ~~305~~ (W) American Society (5)  
TH 377 Staging Gender (4)  
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(W) Introduction to Cultural Anthropology (5)  
AST 102(W) Introduction to Asian Studies (3)  
COM 302(W) Intercultural Communication (4)  
ECON 102(W) World Economic Issues (5)  
GEOG 101 World Regional Geography (5)  
HIST 102(W) World Civilization: 1500-1815 (5)  
HIST 103(W) World Civilization Since 1815 (5)  
LAS 102(W) Introduction to 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)  
ENST 303 Environmental Management (5)  
FCSF 337(W) Human Sexuality (4)  
GEOG 108 Introduction to Human Geography (5)  
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)  
HED 101 Health Essentials (4)

### 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

**May 3 2006 minutes change. Faculty Issues should read as follows:**

**FACULTY ISSUES:** FACULTY ISSUES: Senator CannCasciato \* As the Library is working on revising their criteria for promotion, tenure/reappointment, the subject of publications has come up. He is interested in hearing from faculty in the next year whether they are including or emphasizing open access journals of various kinds in their departmental standards. There has been a movement in scholarly education not to use public money to create a piece of scholarship, sell it to someone and then have to buy it back to have access in our journal access or library holdings.

**CENTRAL WASHINGTON UNIVERSITY**  
**FACULTY SENATE**

**REGULAR MEETING**  
**Wednesday, May 3, 2006, 3:10 p.m.**  
**BARGE 412**  
**Draft Minutes**

**ROLL CALL:**

**Senators: All senators or their alternates were present except:** Lori Braunstein, Jim Eubanks, David Laman, Derek Lane, Charles Li, Ian Loverro, Richard Mack, Matthew Manweller, and David Reynolds

**Visitors:** Stephanie Oberlander, Rodney Bransdorfer, Bob Campbell, and Pam Wilson

**CHANGES TO AND APPROVAL OF AGENDA** – Approved with the correction of the numbering.

**MOTION NO. 05-72(Approved): APPROVAL OF MINUTES** of April 12, 2006

**COMMUNICATIONS** - None

**FACULTY ISSUES:** Senator CannCasciato – As the Library is working on revising their criteria for promotion, tenure/reappointment the subject of publications has come up. He is interested in hearing from faculty in the next year whether to include open access journals, peer review journals and international library journals. There has been a movement in scholarly education not to use public money to create a piece of scholarship sell it to someone and then have to buy it back to have access in our journal access or library holdings. Would be willing to talk with faculty regarding their thoughts on this?

**OLD BUSINESS** - None

**PRESENTATIONS**

**Disability Support Services** - Bob Campbell and Pam Wilson explained what Disability Support Services (DSS) can do for students and accommodations for faculty and staff. If faculty or students have questions regarding what accommodations can be made through DSS, please call the office. There should be an adaptive technology lab by next fall and will be able to serve more students at one time. Department is working on three new software programs. WINN is a literacy program for students who have problem with reading. Written material can be scanned into the computer and then the computer reads aloud while it is being shown on the screen. A new writing program called Dragon that teaches the students to speak to the computer as all commands are verbal. Inspiration is mapping software to help students in writing papers. If faculty or staff need accommodations such as sign language interpreters, modifications of work stations or adaptive technology, speak to DSS about what services might be available. If you need printed material for a visually impaired or blind student, staff or faculty member, with sufficient lead time, they can provide material in large print or in brail. Contact them at [afc@cwu.edu](mailto:afc@cwu.edu). Some university forms have already been adapted; however, additional forms can be adapted as needed.

**Civic Engagement Center** – Stephanie Oberlander from the Civil Engagement Center asked faculty to be involved in their campaign to fight against cancer. Everyone is being asked to donate \$1 towards cancer and the individual will receive a purple bracelet to show their support. Appreciate anything that faculty can do to raise awareness.

**REPORTS/ACTION ITEMS**

**SENATE COMMITTEES:**

**Executive Committee:**

**(Written Ballot)**

**Motion No. 05-73(Approved):** "Election of 2005-06 Faculty Senate Chair Elect to replace Greg Cant - Nominee: Jeffrey Dippmann - Associate Professor of Philosophy." No nominees from the floor.

**Motion No. 05-74(Approved, 2 abstentions):** Election of 2005-06 Faculty Senate Member-At-Large to replace Jeffrey Dippmann – Nominee: Greg Cant – Assistant Professor of Business." No nominees from the floor.

**Academic Affairs:** No report

**Budget Committee:** No report

**Code Committee:** Code Review Committee will start meeting next week.

**Curriculum Committee:** Reminder that the department catalog narratives revised deadline is May 18<sup>th</sup>. The committee is working on those that they have received at this point. They are editing the narratives for content and making sure they fit the template guidelines. Other problems will be sent back to the department for changes. Provost indicated he would look into whether the deadlines can be changed next year if the catalog is put on CD ROM rather than being printed.

**Development and Appropriations:** No report from the committee. Money is in the process of being distributed to the departments. If departments have questions on how the money was allocated, please let the Faculty Senate office know. This money is transferred to the department accounts and is not a "use-it or lose-it" procedure. Starting next year, the \$700 per full-time, tenure/non-tenure track faculty is a "use-it or lose-it" procedure. Next year the money will be available September – June 30<sup>th</sup>, but will cover any travel from July 1 – June 30<sup>th</sup>. The money will be housed through the Provost office for the first year. A process will be worked out. A question was asked if there are guidelines regarding the \$700 faculty development money. This should be referred to the UFC or Michael Jennings.

**General Education:** No report

**Personnel Committee:** No report

**Public Affairs Comm/Council of Faculty Reps/Faculty Legislative Representative:** Jay Forsyth reported that the CFR met at Eastern a couple of weeks ago. The Higher Education day will be early in January next year to try and have a larger impact. Central will be hosting the CFR meeting in Ellensburg on May 19<sup>th</sup>. Ann Anderson will be there to talk about effective communication with legislators.

**CHAIR:** Senators/Alternates should have received an invitation from the President for a reception on May 15<sup>th</sup> from 3-5. If you are planning on attending, please let the President's office know. Committee year end reports are due to the Executive Committee by May 24<sup>th</sup>. The Code Review Committee will be meeting next week on Thursday, May 11<sup>th</sup> at 1:00 p.m. in SURC 140.

**CHAIR-ELECT:** Greg sent a letter to the Senators explaining his reason for stepping down from chair-elect. It was considerable regret to have to resign. This is the time that the Senate is working on shaping our future.

**PRESIDENT:** President was unable to attend the meeting. Provost gave the President's report.

**PROVOST:** Reminder of the Senate Reception on May 15<sup>th</sup> 3-5. The Board of Trustees is meeting this Friday. The committee meetings will be in the new Sub/Rec building. The Academic Affairs committee meeting will be in SURC 140 at 9:15 a.m. until 10:30 a.m. There will be discussion about academic planning and accountability measures. There will be two action items: Film and Video Studies Major, summer session 2006 budget. The regular meeting will be at 1:00 in Barge 412. One-Book One-Campus, last night was the last activity for this year's activities. One Day without a Mexican film was shown by Michael Ervin. Next years book will be A Short History of Nearly Everything by Bill Bryson. The committee is working on the selection of the book for 07-08. They are currently working on getting the author to do a presentation on campus. Spheres of Distinction proposals are due May 15<sup>th</sup> to the division heads. Funding can be either continuing and/or one-time funding. Faculty workloads are in the first year. Both sides in the negotiation were hopeful that after a three year period, that there will be a lot of transparency of faculty workload and flexibility. In the first year, may not be many changes because of the short timeline. Working on getting deadlines set. A Faculty Affairs website will be on-line by the end of the week and forms will be available at this site. Workloads assignments could change through the year, and there will be some opportunity to make revisions to this as necessary. The plan that you start with at the beginning of the year, may be the plan you end up or it may end up having to be revised. There needs to be an ongoing dialogue with the department chair regarding changes. Honors convocation is on Friday, June 9<sup>th</sup>. The last BOT meeting is also on the 9<sup>th</sup>. The Distinguished Professors will be approved by the Trustees this week and then be presented to the Trustees on June 9<sup>th</sup> as well as at Honors Convocation. There will be two commencements, in Ellensburg, on Saturday June 10<sup>th</sup>. The morning commencement will be the College of Business and the College of Education and Professional Studies. The afternoon commencement will be the College of Arts and Humanities and the College of the Sciences. On Sunday evening will be the Westside

commencement at Benaroya Hall. Please participate in the commencement exercise. The last performance in the Presidential Speaker Series is this Saturday at 7:00 p.m. and is Bolcom and Morris. Bolcom is a composer and pianist who has won a Pulitzer Prize. The pair together they have also won Grammy's. They are working with the faculty and students on campus today. The faculty and students will be doing their music on Friday night. Admission for the Friday night performance is \$12. If you hold a ticket for the Saturday performance, you may show this at the Friday night 7:00 p.m. performance and be admitted free. Tickets for Saturday are \$20 for students and \$35 and \$45 for non-students. For the summer vehicular traffic will be stopped on Walnut mall from 7:00 a.m. to 6:00 p.m. The summer is a pilot and will hopefully continue into the academic year. The Final Exam policy has passed through the Academic Affairs Council and will go to the President's Advisory Council at their next meeting on May 16<sup>th</sup> to hopefully go into effect in the fall.

**STUDENT REPORT:** Senator Strasser indicated that he has polled students at random regarding the student dead day. Students don't seem to be concerned with not having this day as long as finals would run Monday – Thursday and no finals on Friday. The month of May is senior celebration. There wasn't much support from the community last year for the senior celebration, so decided to make it more inclusive and offer events that all students can participate in throughout the month of May. The idea is to get the general campus involved.

**NEW BUSINESS** - None

**ADJOURNMENT** – Meeting was adjourned at 4:42 p.m. MSP



Motion No. 05-85

" Whereas, Michael Ogden has continued the excellent working relationship of the Faculty Senate with the administration; and

Whereas, he has continued a close working relationship between the Faculty Senate and the United Faculty of Central, recognizing that both strive for the common good of all faculty; and

Whereas, he has worked diligently to represent the widely diverse concerns of the CWU faculty; and

Whereas, he has carried out his duties in a manner that builds faculty collegiality,

Be it resolved that the Central Washington University Faculty Senate thanks Michael Ogden for his excellent leadership in the role of Chair of the Faculty Senate for Academic Year 2005-2006."

Charles Li - Dev & Prop committe Chair

Motion 05-86

"Whereas, Toni Čuljak has served as past-chair of the faculty for the past year, bringing her years of service on the executive committee to 6; and

Whereas she has carried out her duties in a manner that is pro-active and constructive,

"Be it resolved that the Central Washington University Faculty Senate thanks Toni Čuljak for her excellent work in the role of Past-Chair of the Faculty Senate for Academic Year 2005-2006."

Motion 05-87

"Whereas, Greg Cant has served as chair-elect of the Faculty Senate; and

Whereas he has carried out his duties in a professional and productive manner,

"Be it resolved that the Central Washington University Faculty Senate thanks Greg Cant for his excellent work in the role of Chair-Elect of the Faculty Senate for Academic Year 2005-2006."

**Jan Bowers**  
**CWU Distinguished Professor for Public Service—2006-07**

Professor Jan Bowers has been named Distinguished Professor in the area of Public Service for the academic year 2006-07.”

Dr. Bowers is actively involved in the development and direction of disciplinary associations such as the National Association of Family and Consumer Sciences, American Vocational Association, Family and Consumer Sciences Education Leadership Academy, and Career and Community Leaders of America.

Other areas of focus related to her public service achievements include character education, civic engagement and service learning. One civic engagement has been the American Democracy Project. This project seeks to develop a new generation of students who are prepared to undertake their roles as citizens in a democracy.

**Keith Lewis**  
**CWU Distinguished Professor for Artistic Accomplishment—2006-07**

Professor Keith Lewis is named Distinguished Professor in the area of Artistic Accomplishment for the academic year 2006-07.

Professor Lewis’ art has long addressed the difficulties, rewards and sorrows of simply being human, and has done so in ways that have been accessible, arresting, and internationally recognized as both significant and innovative by the arts community. Recently, he has produced a body of work informed and influenced by his research into ancient Roman art and culture.

Professor Lewis’ scholarly and artistic reputation is evidenced by the frequency and range with which his work is exhibited in national and international venues, as well as by how often his work is reviewed by and featured in respected disciplinary journals and books.

**Vince Nethery**  
**CWU Distinguished Professor for Teaching—2006-07**

Professor Vince Nethery is named Distinguished Professor in the area of teaching for the academic year 2006-07.

Dr. Nethery demonstrates a unique pattern of exceptionalism and success. Students uniformly appreciate his instructional methods and are motivated to meet his high expectations; they arrive early, discussing the course material, illustrating the behaviors of committed, motivated, intellectually challenged learners. He immerses students in a pedagogy which blends the Socratic method, experiential learning, and artful lecture, pressing them beyond cursory thinking to higher cognition and problem-solving.

The growth and development of major programs in health and fitness illustrates the success of Dr. Nethery’s approach. His advisees, all 130 of them, can be assured that their success is his first concern and that he will do everything he can inside and outside the classroom to help them achieve it. He inspires and guides collaborative research projects; he initiated and mentors the Exercise Science Club; and he seeks out internships for students with dozens of public and private agencies and companies.

# Exhibit A

Committee	Name	Department	Term
<b>Academic Affairs Committee</b>			
CEPS (Need 2)	Kim Bartel	ITAM	6/15/06 – 6/14/08
	Marla Wyatt	FCS	6/15/06 – 6/14/07
COB	Jay Forsyth	Accounting	6/15/06 – 6/14/08
<b>Budget Committee</b>	Gary Richardson	Business Admin	6/15/06-6/14/09
(Need 4)	Marcus Kieltyka	Library	6/15/06-6/14/09
	Xiao Hong	Sociology	6/15/06-6/14/09
	Sura Rath	English	6/15/06-6/14/09
<b>Code Committee</b>	Lynn Richmond	Business Admin	6/15/06-6/14/09
(Need 2)	Catherine Bertelson	ITAM	6/15/06-6/14/09
<b>Curriculum Committee</b>			
CEPS	Robert McGowan	HHPR	6/15/06-6/14/09
COB (Need 2)	Vacant		6/15/06-6/14/09
CAH	Rodney Bransdorfer	Foreign Language	6/15/06-6/14/09
Library	Mary Wise	Library	6/15/06-6/14/09
<b>Development &amp; Appropriations Committee</b>			
(Need 3)	Charles Pinzon	Communication	6/15/06-6/14/09
	Patricia Gross	FCS	6/15/06-6/14/09
<b>General Education Committee</b>			
COB	Chad Wassell	Economics	6/15/06-6/14/09
COTS (Need 2)	Sharon Rosell	Physics	6/15/06-6/14/09
	Timothy Sorey	Chemistry	6/15/06-6/14/09
CAH	Cynthia Coe	Philosophy	6/15/06-6/14/09
CEPS	Yukari Amos	Education	6/15/06-6/14/09
<b>Personnel Committee</b>	Robert Fordan	Communication	6/15/06-6/14/09
	Kirk Johnson	Sociology	6/15/06-6/14/07 (1 yr replacement for Roxanne Easley)
<b>Public Affairs Committee</b>	Catherine Bertelson	ITAM	6/15/06-6/14/09
<b>Faculty Legislative Representative</b>	Jim Huckabay	Geography & Land Studies	6/15/06 – 06/14/09

# Exhibit B

## 5-9.2 Undergraduate Admission

### 5-9.2.1 Admission Application Process

- 5-9.2.1.1 Applicants must submit a CWU application for admission.
- 5-9.2.1.2 Applicants must pay a non-refundable application processing fee. Application fee waivers may be granted by the Office of Admissions.
- 5-9.2.1.3 Freshmen applicants must send official copies of all high school and college transcripts, as well as official score reports from ACT or SAT to the Office of Admissions.
- 5-9.2.1.4 Applicants must follow published deadlines. After university deadlines have passed, the university may admit applicants on a space-available basis.
- 5-9.2.1.5 For initial admission, applicants must meet minimum standards as established by the HECB and CWU (see 5-9.2.2.1). The Academic Affairs Committee may recommend more stringent standards as well as standards for automatic admission. Standards for initial admission will be established by the Academic Affairs Committee of the Faculty Senate in consultation with the vice president for student affairs and enrollment management. Adherence to established standards of admission will be monitored by the Academic Affairs Committee.

### ~~5-9.2.1 Articulation Policy Endorsement.~~

~~The university endorses *The Policy on Inter-College Transfer and Articulation Among Washington Public Colleges and Universities* published by the higher education coordinating (HEC) board. This policy establishes the rights and responsibilities of transfer students and the review and appeal process in transfer credit disputes.~~

### ~~5-9.2.2 General~~

- ~~5-9.2.2.1 All applicants must submit a completed CWU or Washington state uniform application for admission.~~
- ~~5-9.2.2.2 Applicants must pay a nonrefundable processing fee. Waivers may be granted by the vice president for enrollment management and marketing.~~
- ~~5-9.2.2.3 Applicants must follow published deadlines. After university deadlines have passed, the university may admit applicants on a selective basis.~~
- ~~5-9.2.2.4 Applicants must provide CWU with official academic records of previous schooling as described in section 5-9.2.3.1.~~
- ~~5-9.2.2.5 Admission to the university occurs only on valid offer of admission as specified in section 5-9.2.10.~~
- ~~5-9.2.2.6 Applicants will be considered for admission as first-year or transfer students depending on the number of credit hours earned elsewhere. These credits will be evaluated and may not all count toward a CWU degree.~~

### ~~5-9.2.3 First-year applicants~~

- ~~5-9.2.3.1 First-year applicants are ones who are currently enrolled in high school or have earned fewer than 40 quarter-hour college credits from an accredited two- or four-year college.~~
- ~~5-9.2.3.2 First-year applicants must arrange for current copies of all high school and college transcripts as well as scores from either the ACT or SAT to be sent to the office of admissions.~~
- ~~5-9.2.3.3 For regular admission, applicants must meet minimum standards as established by the HECB. The academic affairs committee may recommend more stringent standards as well as standards for automatic admission. Standards for automatic admission will be established only by the academic affairs committee of the faculty senate in consultation with the vice president for enrollment management and marketing. Adherence to established standards of admission will be monitored by the academic affairs committee.~~

and/or meet with admissions counselors.

5-9.2.4.3 Applicants in this category are considered according to the alternative admission process. (See 5-9.2.6)

#### 5-9.2.5 Transfer Applicants

~~5-9.2.5.1 A transfer applicant is one who comes to CWU with 40 or more credits from an accredited two- or four-year college or university.~~

~~5-9.2.5.2 Applicants who have earned transferable associate of arts degrees from accredited Washington state community colleges will receive special consideration for admission in accordance with the direct transfer agreements of the intercollegiate relations committee (ICRC).~~

~~5-9.2.5.3 Transfer students from accredited Washington state community colleges for whom transfer is necessary for academic progress will be given special consideration as determined by the university and with respect to the direct transfer agreements of the intercollegiate relations commission.~~

~~5-9.2.5.4 Each year, the academic affairs committee, in consultation with the vice president for enrollment management and marketing will establish a minimum cumulative GPA for automatic offer of admission to transfer students.~~

~~5-9.2.5.5 Transfer students must arrange for current copies of all college transcripts to be sent to the office of admissions.~~

~~5-9.2.5.6 Transfer applicants who do not meet the minimum cumulative GPA standard for admission may be considered for alternative admission according to criteria recommended by the academic affairs committee.~~

#### 5-9.2.75 International Students

5-9.2.75.1 International students must submit the university's international student application for admission and an non-refundable application processing fee.

5-9.2.75.2 Applicants must ~~arrange to have~~ submit official transcripts ~~sent directly to the office of admissions from all secondary schools and colleges attended to the office of admissions.~~

5-9.2.75.3 Examination results, such as general certificate of education, ordinary and advanced level scores, West African school certificate, Hong Kong certificate of education or advanced level certificate, etc., should be sent directly from the testing center in charge of administering the examinations. Personal student papers, ~~photostats~~ copies, or attested copies are not accepted for admission or evaluation purposes.

5-9.2.75.4 International students must meet the following minimum requirements for admission purposes:

(a) Evidence of completion of the academic course work and national examinations that would qualify them to apply to colleges and universities in their native country.

(b) Normally, if English is not the first language, competency in English demonstrated *in one of the following ways*:

(1) at a level on the test of English as a foreign language (TOEFL) to be set by the academic affairs committee in consultation with the director of international studies and programs;

(2) transferable English composition courses which would meet the general education writing requirement;

(3) successful completion of the CWU-ESL program and recommendation by the director of UESL; or

(4) other evidence of competency as evaluated by the director of UESL in consultation with the director of international studies and programs.

(5) if competency in English is fulfilled, the foreign language admission's and Bachelor of Arts requirement is satisfied (see 5-9.2.2.1e and 5-9.5.4.1).

(c) If English is the first language, the foreign language requirement for the Bachelor of Arts degree can be fulfilled by completing the basic skills

- (a) Taking courses during first year of study to address missing core requirements.
- (b) Requirement to participate in intrusive academic support programs, such as the Wildcat Transitions program, Student Support Services, or the College Assistance Migrant Program.
- (c) Admission on Warning or Probationary status.
- (d) Meeting regularly with an academic advisor.

5-9.2.6.5 Applicants without an associates degree must satisfy the foreign language admission requirement prior to completing a total of 135 credits.

~~5-9.2.6.3 All applicants for alternative admission may be required to submit either the ACT, SAT, or other standardized test scores.~~

~~5-9.2.6.4 Applicants may also be required to complete supplemental application forms, present and analyze their academic histories and goals, and/or meet with an admissions counselor, sign contracts agreeing to participate in regular advising, take specified courses, and/or limit extracurricular activities.~~

#### 5-9.5 Graduation Requirements for Bachelor's Degrees

Students are eligible for award of a bachelor's degree if they fulfill the following requirements established by the faculty:

[Sections 5-9.5.1-5-9.5.3 remain unchanged]

#### 5-9.5.4 Foreign Language

The Basic Skills Requirement of the University General Education Policy requires that students have either completed two years of the same foreign language, Native American language, or American Sign Language in high school, or one year of college-level foreign language. If this requirement was completed prior to enrollment at the University, the student must submit official transcripts to the Office of Admissions.

If foreign language has not been satisfied prior to enrollment at CWU, then the student must take one year of foreign language before graduating from the University.

~~5-9.5.4.1 Students seeking the bachelor of arts (B.A.) degree must complete one year college/university study of a single foreign language or two years high school study of a single foreign language. and who fulfilled the University general education requirements with a DTA Associates degree must show evidence of completion of the foreign language Basic Skills requirement prior to graduation.~~

~~5-9.5.4.2 Foreign language requirements for any other baccalaureate degree are subject only to requirements specified designated by the individual major or degree program, or when otherwise exempted in policy.~~

5-9.5.4.3 Students seeking an exception to 5-9.5.4, may satisfy the foreign language exit requirement by passing the CLEP test or passing a foreign language course challenge exam. The foreign language requirement may, under special circumstances, be fulfilled in alternate ways as determined and approved by the chair of the Department of Foreign Languages or designee, in consultation with the Registrar.

*05-80 (w) Amendment  
to delete  
this language*



*Homework*

0

foreign language requirement, passing the CLEP, passing a foreign language course challenge exam, or seeking approval from the Chair of Foreign Languages.

- (d) Applicants transferring from U.S. Institutions must have a minimum grade point average in transferable courses as established by the Academic Affairs Committee or a DTA Associate's degree from an accredited Washington state community college (or approved out-of-state Associate's Degree)
- (e) Adequate financial support for the student's intended studies. Financial support will be judged based on applicants' confidential financial statement and a current bank letter or guaranteed source of funding.
- (f) If all of the above conditions are met, the student is recommended for admissions by the international admissions counselors, and the Office of International Studies and Programs may issue the INS certificate of eligibility for F-1 status (Form I-20).
- (g) Applicants transferring from U.S. Institutions must have a minimum grade point average in transferable courses as established by the academic affairs committee or a transferable AA degree from an accredited Washington state community college.

5-9.2.7.5 Exceptions to the above admissions requirements must be approved by the admissions review committee in consultation with the director of international studies and programs.

~~5-9.2.7.6 After admission, an INS designated school official will determine whether applicants have adequate financial support for their intended studies. Financial support will be judged based on applicant's confidential financial statement and a current bank letter or any guaranteed source of funding. If the official judges that financial support is available, the INS certificate of eligibility for F-1 status (Form I will be issued.~~

5-9.2.6 Alternative Admissions

5-9.2.6.1 Applicants who do not meet the minimum initial admission criteria index for automatic admission may be considered for alternative admission situations through the comprehensive review process. Such applicants include, but are not limited to, applicants who have been home schooled; persons who are 18 or older and have neither completed high school nor 40 credits of college work elsewhere but have earned certificates of general educational development the (GED); and applicants who are 25 or older who have poor academic histories and who have not attended school recently.

5-9.2.6.2 Minimum alternative admission requirements are established by the HECB board. Additional alternative admissions criteria may be established by the academic affairs committee in consultation with the Vice President for Student Affairs and Enrollment Management. The comprehensive review process looks first at cognitive, then non-cognitive factors:

- (a) The cognitive score for freshmen looks beyond HS cumulative GPA, test scores, and core requirements, and evaluates quality of the coursework, as well as grade trends. For transfer students, the cognitive score evaluates cumulative college GPA, quality of coursework, basic skills completion and grade trends.
- (b) Non-cognitive factors are all other factors that may affect a person's ability to perform to their fullest potential. This includes, but is not limited to traits such as positive self-concept; realistic self-appraisal; understanding and navigating systems; long-range goal planning; successful leadership experience; demonstrated community service; and special talents, skills and/or acquired knowledge.

5-9.2.6.3 The Admissions Review Committee may request personal essay statements; updated transcripts or test scores; letters of recommendation; and/or other supporting documents.

5-9.2.6.4 Students who are admitted through this process may either be admitted regularly, or with conditions as recommended by the Admissions Review Committee or Director of Admissions. Conditions may include:

## 5-9.2.2 Freshman Applicants

### 5-9.2.2.1 Freshmen applicants are either:

- (a) Those who will graduate high school and enroll at CWU, the Summer or Fall immediately following high school graduation, regardless of number of college credits earned while in high school, through Running Start, College in the High School, Advanced Placement (AP), International Baccalaureate (IB), etc. or
- (b) Those who have earned fewer than 40 quarter hour college credits from an accredited two- or four-year college or university, after high school graduation.

### 5-9.2.2.2 Freshman applicants who meet both of the following two Initial Admissions criteria will receive priority consideration for admission.

#### 5-9.2.2.2.1 Applicants must complete a minimum level of preparation in the following six core course subject areas while in high school:

- (a) English (4 years) – to include literature and composition based. One year may be English electives, such as ESL.
- (b) Math (3 years) - to include first year algebra geometry and second-year Algebra, or their equivalents.
- (c) Science (2 years) One of which must include a laboratory component, such as Biology, Chemistry or Physics.
- (d) Social Sciences (3 years)
- (e) Foreign Language (2 years) of the same foreign language, Native American language, or American Sign language.
- (f) Fine, Visual, or Performing Arts (1 year) or one additional year of academic electives from letters a-e above.

#### 5-9.2.2.2.2 Applicants must also attain a minimum Admissions Index (AI). The AI is a number representing the probability of success in college, and is approximately 3 parts cumulative GPA, and one part standardized test score (SAT or ACT), as defined by the Higher Education Coordinating Board (HECB).

### 5-9.2.2.3 Freshmen applicants deficient in any of the core areas or not meeting the minimum Admission Index for initial admission may be considered through the comprehensive review process. (5-9.2.6).

## 5-9.2.3 Transfer Applicants

### 5-9.2.3.1 A transfer applicant is one who comes to CWU with 40 or more credits from an accredited two- or four-year college or university. Credits earned at other institutions will be evaluated to determine if they will count toward a CWU degree.

### 5-9.2.3.2 Applicants who have earned the Directly Transferable Associates (DTA) degree from an accredited Washington state community college (or approved out-of-state Associates Degree) will receive priority consideration for admission.

### 5-9.2.3.3 Transfer applicants with an associate's degree from an accredited community college (as delineated in the DTA) will have fulfilled the general education requirements.

### 5-9.2.3.4 Students with an associates degree seeking the Bachelor of Arts degree must also complete one year of college/university study of a single foreign language or two years of high school study of a single foreign language as a University graduation requirement (see 5-9.5.4).

### 5-9.2.3.5 Transfer applicants without an associates degree must satisfy the foreign language admission requirement prior to completing a total of 135 credits.

### 5-9.2.3.6 Transfer students must submit official copies of all college transcripts to the Office of Admissions.

## 5-9.2.4 Applicants Without High School Diplomas (or alternatively graduated applicants)

### 5-9.2.4.1 Applicants who have not earned a high school diploma may be offered admission to the university based on their test of general education development (GED) scores and/or their ACT, SAT, COMPASS, or other standardized test scores; and personal essay statement.

### 5-9.2.4.2 Applicants may also be required to complete supplemental information application forms, present and analyze their academic histories and goals,

foreign language requirement passing the CLEP, passing a foreign language course challenge exam, or seeking approval from the Chair of Foreign Languages.

- (d) Applicants transferring from U.S. Institutions must have a minimum grade point average in transferable courses as established by the Academic Affairs Committee or a DTA Associate's degree from an accredited Washington state community college (or approved out-of-state Associate's Degree)
- (e) Adequate financial support for the student's intended studies. Financial support will be judged based on applicants' confidential financial statement and a current bank letter or guaranteed source of funding.
- (f) If all of the above conditions are met, the student is recommended for admissions by the international admissions counselors, and the Office of International Studies and Programs may issue the INS certificate of eligibility for F-1 status (Form I-20).
- (c) ~~Applicants transferring from U.S. Institutions must have a minimum grade point average in transferable courses as established by the academic affairs committee or a transferable AA degree from an accredited Washington state community college.~~

5-9.2.7.5 Exceptions to the above admissions requirements must be approved by the admissions review committee in consultation with the director of international studies and programs.

~~5-9.2.7.6 After admission, an INS designated school official will determine whether applicants have adequate financial support for their intended studies. Financial support will be judged based on applicant's confidential financial statement and a current bank letter or any guaranteed source of funding. If the official judges that financial support is available, the INS certificate of eligibility for F-1 status (Form I will be issued.~~

#### 5-9.2.6 Alternative Admissions

5-9.2.6.1 Applicants who do not meet the ~~minimum initial admission criteria index for automatic admission~~ may be considered for alternative admission situations through the comprehensive review process. Such applicants include, but are not limited to, applicants who have been home schooled; persons who are 18 or older and have neither completed high school nor 40 credits of college work elsewhere but have earned ~~certificates of general educational development the~~ (GED); and applicants who are 25 or older who have poor academic histories and who have not attended school recently.

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- (c) Science (2 years) One of which must include a laboratory component, such as Biology, Chemistry or Physics.
- (d) Social Sciences (3 years)
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- (f) Fine, Visual, or Performing Arts (1 year) or one additional year of academic electives from letters a-e above.

##### 5-9.2.2.2.2 Applicants must also attain a minimum Admissions Index (AI). The AI is a number representing the probability of success in college, and is approximately 3 parts cumulative GPA, and one part standardized test score (SAT or ACT), as defined by the Higher Education Coordinating Board (HECB).

#### 5-9.2.2.3 Freshmen applicants deficient in any of the core areas or not meeting the minimum Admission Index for initial admission may be considered through the comprehensive review process. (5-9.2.6).

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#### 5-9.2.3.1 A transfer applicant is one who comes to CWU with 40 or more credits from an accredited two- or four-year college or university. Credits earned at other institutions will be evaluated to determine if they will count toward a CWU degree.

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#### 5-9.2.4.2 Applicants may also be required to complete supplemental information application forms, present and analyze their academic histories and goals,

# Exhibit C

## 5-9.4.2 Academic Advising and Orientation

- 5-9.4.2.1 All students are expected to seek, and the university will provide, appropriate advising resources. These resources may include (but are not limited to) specific faculty advisors, special program advisors, career development counselors, advising seminars, advising workshops, and advising publications.
- 5-9.4.2.2 A major or pre-major advisor will be assigned by the major department at the point at which a student is admitted into a major or pre-major program.
- 5-9.4.2.3 Pre-major or major advising will be required for all students the quarter after they have obtained 75 credits and the quarter after they have obtained 115 credits, and implemented using a service indicator on a student's SAFARI account.
- 5-9.4.2.4 All undeclared students will be required to indicate their intended major every quarter before they register.

*05-8/10/12  
Appendix  
Add on SAFARI*

*~~SAFARI~~  
on SAFARI*

Rationale: Students at 75 credits need information on admission requirements for their major and help planning the beginning of their major program. This will also help enforce the 75 credit rule for completing the basic skills area of the general education program. Students at 115 credits need information on completing their major and career mentoring. The goal for having undeclared students indicate their intended major is to provide departments and colleges with information on the number of students and who these students are that plan on majoring in one of their programs. This will also help direct students to the appropriate departments to have the 75 credit hold lifted if they are not admitted into a pre-major or major.

## Exhibit D

### 5-9.4.10 Peremptory Withdrawal from a Course

- 5-9.4.10.1 Peremptory withdrawals will not be permitted after the first six weeks of instruction. Furthermore, students who withdraw after the drop-add period from 25% or more of the coursework for which they have registered for two or more quarters each academic year are considered as exercising excessive course withdrawals. The provost or designee may authorize dismissal in these cases after reviewing records presented to the Registrar. Students who have been dismissed under this policy may not enroll for courses without submitting an approved plan of study signed by an academic advisor. To continue enrollment the student must satisfactorily complete all credits enrolled during the first quarter of readmission. Students who do not meet this requirement will not be allowed to register for one calendar year.
- 5-9.4.10.2 In circumstances when academic dishonesty is confirmed, a W can be replaced with a letter grade (see 5-9.4.21).

\*\*\*\*\*

### 5-9.4.21 Academic Dishonesty

- 5-9.4.21.1 Academic dishonesty is defined in the CWU Student Conduct Code (II.B).
- 5-9.4.21.2 Students accused of academic dishonesty will have an opportunity to meet with the course instructor and department chair to discuss the accusation and confirm or deny its correctness. If academic dishonesty is confirmed to the satisfaction of the instructor and department chair, the instructor and/or department chair should immediately contact the Office of the Vice President of Student Affairs and Enrollment Management, especially the Director of the Registrar's Office and the Associate Vice President for Student Affairs. *in writing*
- 5-9.4.21.3 The student will be notified electronically by the instructor and/or department chair of pending action from the Office of the Vice President of Student Affairs, with a copy of notification sent to the Office of Student Affairs and the Registrar.
- 5-9.4.21.4 The Office of the Vice President of Student Affairs will investigate the case both as a violation of academic honesty and as a violation of the student code and report findings to the student, instructor and Registrar.
- 5-9.4.21.5 If academic dishonesty is confirmed, the instructor may issue a failing grade for the specific assignment and/or for the course.
- 5-9.4.21.6 Withdrawing from a course does not excuse academic dishonesty. In circumstances when academic dishonesty is confirmed, a W can be replaced by a letter grade (see 5-9.4.10.2).

\*\*\*\*\*

### 5-9.4.34 Syllabi

Instructors will provide each student with a written or electronic syllabus at the beginning of a course. The syllabus will contain information about, but not be limited to, the following:

- 5-9.4.34.1 Title, time, and location of the course
- 5-9.4.34.2 Name, campus address, e-mail address, telephone number, and office hours of instructor
- 5-9.4.34.3 Objectives of course and expected student learning outcomes
- 5-9.4.34.4 Type of instruction, i.e., lecture/discussion, lab, studio, etc., and any special conditions or requirements associated with the style
- 5-9.4.34.5 Required books and materials
- 5-9.4.34.6 Method of evaluating student performance in the course
- 5-9.4.34.7 Instructor's policy on students' attendance
- 5-9.4.34.8 Tentative schedule including dates when papers or other assignments are due as well as dates of examinations
- 5-9.4.34.9 Instructor's policy on late work, make-up, extra credit, and other issues unique to the class
- 5-9.4.34.10 Instructor policy on academic dishonesty and a reference to the university's policy on Academic Dishonesty (see 5-9.21).

*05-820 family  
Chair of Dept  
Communicate Electronically  
about these matters.*

CENTRAL WASHINGTON UNIVERSITY

ACADEMIC AFFAIRS DIVISION

STRATEGIC PLAN

2005 - 2010

“STRATEGY 2012”

David L. Soltz, Ph.D.  
Provost/Senior Vice President for Academic Affairs

Winter 2006

MISSION

Academic Affairs leads the university in the creation, integration and application of knowledge to advance student learning.

VISION

Central Washington University will be recognized by 2012 as Washington's university of choice for opportunity, academic excellence, and highly valued degrees.

CORE VALUES

*As a community of scholars committed to student learning and success, we value:*

Liberal Education	Critical thinking, effective communication/writing skills, understanding of historical and cultural context, quantitative reasoning, scientific and aesthetic awareness.
Intellectual Rigor	Disciplined inquiry, discovery, discourse, analysis and synthesis.
Shared Governance	A process based on community of interest, interdependence, communication, and collaborative decision-making.
Integrity	Honesty, ethics, fairness, trust.
Diversity	Ideas, people and cultures.
Creativity	Innovation, problem solving, imagination, adaptability.
Civility	Mutual respect, tolerance, openness and considerate debate.
Access	Opportunity, outreach, responsiveness, support.



SITUATION ANALYSIS

Situation Analysis is designed to produce an understanding and assessment of the external and internal operating environments faced by Academic Affairs. The analysis involves the following planning activities for determining:

1. Primary Stakeholders.
2. Key Critical Success Factors.
3. Major Competitors (and best qualities) and distinctiveness of Central Washington University.
4. SWOT (Major Strengths, Weaknesses, Opportunities and Threats).
5. Expected Future Trends.

ACADEMIC AFFAIRS: PRIMARY STAKEHOLDERS

A stakeholder (or stakeholder group) is anyone who is strongly influenced by Academic Affairs in some significant way or who has the power to exert an influence on Academic Affairs. Each stakeholder has a unique involvement with Academic Affairs and differing interests, priorities and expectations. Primary Stakeholders are:

Internal

- Students and their Families
  - Undergraduate Students
  - Graduate Students
  - Extended Students
  - Other learners
- Faculty
- Faculty Senate
- President and Vice Presidents
- Staff

External

- BOT and State Agencies
  - Board of Trustees
  - HECB
  - State Legislature
  - Governor
  - State Board of Education/Officer of the Superintendent of Public Instruction/Professional Educators Standards Board
- Alumni
- Providers of field experiences and internships; employment
  - P-12 (also, as provider of students)
  - Businesses and other organizations
- Washington State's Community & Technical Colleges

### KEY CRITICAL SUCCESS FACTORS

During the Situation Analysis, an examination is conducted to determine what Academic Affairs must excel at if it is to succeed. The determination is engendered by the question: “What does it take to be successful in higher education?” Focus includes key areas associated with our academic programs; operating practices; use of human, financial and physical resources, and other factors. Key Critical Success Factors are driven by the CWU Accountability Measures and selected CWU Draft Performance Contract Measures.

- Improve time to degree as measured by the percent of admitted students who graduate within 125% of the credits required for a degree.
- Preserve access for low-income students as measured by the percentage of total degrees awarded to Pell Grant recipients
- Improve freshman retention rates
- Improve and sustain the quality of its degree programs as measured by the number of programs that receive national accreditation.
- Improve the ability to prepare students for the workforce as measured by the job placement or graduate school acceptance rates among graduates
- External funds for research, scholarship, instruction, and community outreach.
- Student experiences in research or other creative expression, civic engagement, and internships.
- Student pass rates on national and state licensure and certification exams.
- Student satisfaction [elaborate later, NSSE, SEOI]

### MAJOR COMPETITORS

Listed below are institutions that are judged to represent major competitors. The assessment relied on cross-applications data provided on SAT examination applications (August 2004). The Academic Affairs Planning Group identified the primary qualities for each competitor, with an indication of the “best quality” (or what the competitor is especially noted for). Each major competitor is listed along with its respective qualities or characteristic. The Most Distinguished Quality (MDQ) is identified for each competitor.

#### WASHINGTON STATE UNIVERSITY

- Highly loyal alumni
- Reputation (research, selective)
- PAC 10 Athletics
- Land grant programs
- MDQ: Land grant programs  
Highly loyal alumni

WESTERN WASHINGTON UNIVERSITY

- Image
- Location
- Reputation (liberal arts, high quality)
- Selective, draws a more cosmopolitan student base which influences international student body
- MDQ: Image

UNIVERSITY OF WASHINGTON – SEATTLE

- Location
- Flagship institution of WA
- Brand Name
- Reputation (research, selective)
- International acclaim of faculty
- Image, draws a more cosmopolitan student base, which influences international student body.
- MDQ: Flagship institution  
Reputation

EASTERN WASHINGTON UNIVERSITY

- Location
- Relationship to SCC and SFCC
- NCAA Division 1 athletics
- Unique programs (allied health and social service programs)
- NCATE and AACSB accreditation
- MDQ: Unique programs (allied health and social service programs)

UNIVERSITY OF WASHINGTON – BOTHELL

- Location
- Shares UW - Seattle brand name
- Accreditation under UW – Seattle (e.g., AACSB)
- MDQ: Shares UW brand name

UNIVERSITY OF WASHINGTON – TACOMA

- Location (including visibility to Olympia)
- Shares UW - Seattle brand name
- Accreditation under UW – Seattle (e.g., AACSB)
- Technical emphasis
- Caters to non-traditional students
- Tacoma community diversity
- MDQ: Shares UW brand name

HERITAGE UNIVERSITY

- Location
- Diversity
- Unique mission/access
- MDQ: Unique mission  
Access

COMMUNITY COLLEGES

- Cost advantage
- Convenience
- Locations
- Open access
- Flexible scheduling
- Ease of transfer to four-year institutions for some programs
- Political capital
- MDQ: Cost advantage  
Open access

PROPRIETARIES (e.g., University of Phoenix, City University, Cogswell University in Everett)

- Flexibility
- Aggressive marketing (recruiting and partnerships)
- Comprehensive online services
- Strong alumni base
- Business connections (placement and company paid tuition)
- MDQ: Convenience

DISTINCTIVENESS OF CENTRAL WASHINGTON UNIVERSITY

In order to position Central Washington University in the industry, the Academic Affairs Planning Group identified what distinguishes CWU from the competitors listed in the previous section.

CENTRAL WASHINGTON UNIVERSITY

- Location
- Size
- Relationship with community colleges
- Residential campus
- University centers
- Small classes and personal attention
- History and reputation of teacher preparation program
- Areas/spheres of distinction
- Value added education
- MDQ: University centers and relationship with CC-TC  
Rural, residential campus with access to the Puget Sound

SWOT ANALYSIS

SWOT Analysis refers to an assessment of CWU Academic Affairs in terms of its Strengths – Weaknesses – Opportunities – Threats. This analysis involves the internal operating environment (IOE) and the external operating environment (EOE). IOE views Academic Affairs as an organization and those factors that affect its performance and prospects for the future. EOE focuses on those circumstances confronting Academic Affairs in the future. SWOT Analysis is useful for determining whether and to what extent Academic Affairs can deal effectively with its external and internal operating environments. It forges the basis for developing future strategic objectives.

MAJOR STRENGTHS:

*Significant factors, resources or organizational capabilities that Academic Affairs can utilize to deliver effectively on its mission, accomplish its vision or achieve a strategic objective.*

- Excellent faculty.
- Increasing emphasis on the teacher-scholar model.
- Commitment to access; academic programs to place-bound students.
- Relatively small classes.
- Faculty mentored undergraduate research.
- Collaborations/Relationships across divisions.
- Exceptional physical facilities.

MAJOR WEAKNESSES:

*Critical factors, barriers or limitations that can prevent Academic Affairs from delivering on its mission, accomplishing its vision and achieving a strategic objective.*

- Declining state support leading to an increasing burden on students through tuition and fees.
- Lack of an effective reward structure and appropriate faculty compensation.
- Insufficient endowment and scholarships.
- Inability to deliver sufficient funding to academic programs, in the face of increasing demands.
- Insufficient diversity of faculty, student, and staff population.
- Academic insularity.
- Uneven performance standards.
- Lack of understanding about budget processes, such as revenue sources, legislative controls, and cost of instruction.

MAJOR OPPORTUNITIES:

*Favorable situations, events, trends or changes in Academic Affairs' external environment that may enhance its ability to deliver on its mission, accomplish its vision or achieve a strategic objective.*

- Progress towards connecting state resources to university performance.
- Optimizing academic programs to meet regional needs.
- Changing demographics in Central Washington and statewide.
- International collaboration.

- Improved access to learning technologies and information resources.
- Labor-management relations.
- External grants and contracts.
- Accreditation in nationally recognized bodies and agencies.

MAJOR THREATS:

*Unfavorable situations, events, trends, barriers, or constraints in Academic Affairs' external environment that are potentially damaging to its ability to deliver on its mission, accomplish its vision of the future or achieve a strategic objective*

- Lack of public understanding about the role of comprehensive universities.
- Increasing micromanagement by the legislature and HECB.
- Fiscal uncertainties.
- Increasing tuition costs/fees. Shifting the cost of education to students.
- Increasing obstacles to the recruitment and retention of faculty.
- Labor-management relations.

Strategy: In developing a set of strategic objectives, *opportunities* and *threats* are evaluated against *strength* and *weaknesses*.

Generally, an effective strategy is one that takes advantage of opportunities by employing strengths and protects against threats by avoiding or correcting for weaknesses.

EXPECTED FUTURE TRENDS

Expected future trends reflect assumptions about the future in terms of external factors such as technology, regional economy, demographics, and political and social considerations. The most significant or important expected future trends affecting Academic Affairs are:

- Increasing size and diversity of college-age populations.
- Growing student expectation for innovative learning technologies (“active learning,” “multi-modal model”).
- Increasing oversight by state legislature, HECB and accrediting agencies.
- Declining state support.
- Increasing competition from other institutions in student recruitment, faculty recruitment, marketing, and fundraising.
- Fluctuating state economy (currently improving).
- Growth of existing and new academic programs will adapt to student and work force demand by location.

STRATEGIC OBJECTIVES 2005-2010

In order to achieve our mission and shared vision, we will pursue nine strategic objectives designed to create a competitive advantage for Central Washington University. Each Academic Affairs Strategic Objective is related to specific University Strategic Goals (USG) as noted.

Strategic Objective #1: Student-Centered Learning (USG\* I, II, V)

To cultivate a creative and challenging learning environment.

Strategic Objective #2: Teacher-Scholar Model (USG I, II, V, VI)

To promote the highest standards of teaching excellence informed by active faculty scholarship and creative activity.

Strategic Objective #3: Programs and Curriculum (USG I, II, IV, V)

To advance challenging and innovative academic programs that prepare students for their personal and professional lives and for lifelong learning.

Strategic Objective #4: Enrollment Management (USG I, II, III, IV, V, VI)

To partner with Student Affairs and Enrollment Management to recruit and retain well-qualified, diverse and motivated students that will benefit from the CWU educational experience.

Strategic Objective #5: Diversity (USG I, II, III, IV, V, VI)

To recruit, support, and retain a diverse student body, faculty, and staff.

Strategic Objective #6: Faculty and Staff (USG I, II, V, VI)

To support and reward the professional growth of the faculty and staff.

Strategic Objective #7: Learning Technologies (USG I, II, IV, V)

To provide technologies that enhance the learning and working environments, and ensure the optimal delivery of academic programs.

Strategic Objective #8: Spheres of Distinction (USG I, II, IV, V)

To advance innovative and resourceful academic initiatives, giving regional, national, or international prominence to Central Washington University.

Strategic Objective #9: Academic Affairs Leadership (USG I, II, III, IV, V, VI)

To provide leadership to ensure efficient and effective management of Academic Affairs and to secure additional resources.

STRATEGIC OBJECTIVES AND TACTICS

The set of Strategic Objectives is the heart of the Academic Affairs Strategic Plan and represents a road map to guide Academic Affairs during the next five years. It is supported by an Action Plan that describes how Academic Affairs will accomplish the desired results. The Action Plan is the detailed means to accomplish objectives and consists of tactics or “actions” – what will be done, by whom (specific Academic Affairs Council members) and when it will be done.

S1. Student-Centered Learning

*To cultivate a creative and challenging learning environment.*

Tactics:

- T1.1 Support academic service learning and civic engagement, including internships.
- T1.2 Enhance student academic support services (e.g., Writing Center, Math Center, etc.)
- T1.3 Encourage and support faculty mentored undergraduate research and creative activity.
- T1.4 Evaluate alternative ways to engage students in learning.
- T1.5 Evaluate the changing student demographics in order to address diverse student needs and opportunities.
- T1.6 Continue to improve appropriate advising for a diverse student population.
- T1.7 Support program assessment that focuses on student learning. **[Need to resolve]**

Metrics [insert later]:

S2. Teacher-Scholar Model

*To promote the highest standards of teaching excellence informed by active faculty scholarship and creative activity.*

Tactics:

- T2.1 Support faculty and staff in efforts to engage the community and to enhance economic development in the region.
- T2.2 Increase extramural funding through grants and contracts.
- T2.3 Implement differentiated professional plans as appropriate.
- T2.4 Create and support a “Center for the Support of the Teacher-Scholar.”
- T2.5 Increase Library resources to promote faculty scholarship.
- T2.6 Improve support for research and creative activities.
- T2.7 Clarify the Teacher/Scholar model.

Metrics [insert later]:

- 1. Develop the CWU Business Research Park.



S3. Programs and Curriculum

*To advance challenging and innovative academic programs that prepare students for their personal and professional lives and for lifelong learning.*

Tactics:

- T3.1 Enhance the visibility faculty and graduate research and creative activity.
- T3.2 Assess the role of graduate education, relative size of programs, and resource needs.
- T3.3 Refine the focus of individual graduate programs and identify strategic support to advance them.
- T3.4 Encourage and support interdisciplinary curriculum.
- T3.5 Enhance opportunities for student and faculty in honors programs.
- T3.6 Create a support structure for new program development and delivery.
- T3.7 Enhance the internationalization of the curriculum.
- T3.8 Encourage instructional collaborations with community colleges and baccalaureate institutions.
- T3.9 Enhance faculty and student international exchange programs
- T3.10 Strengthen collaborations with community college international programs.
- T3.11 Support existing and new ethnic and area studies programs.
- T3.12 Determine the optimal balance between undergraduate and graduate instruction across the university.
- T3.13 Develop curriculum that attracts culturally diverse students.
- T3.14 Enhance and strengthen General Education [**refine, refocus, support, add relevance – need to revisit**]
- T3.15 Incubate new, innovative programs through self-support mechanism.

Metrics [insert later]:

- 1. Develop policies and practices for team-teaching.

S4. Enrollment Management

*To partner with Student Affairs and Enrollment Management to recruit and retain well-qualified, diverse and motivated students that will benefit from the CWU educational experience.*

Tactics:

- T4.1 Integrated enrollment management plan that includes Academic Affairs and Student Affairs and Enrollment Management.
- T4.2 Work with SAEM to support department-level student recruitment.
- T4.3 Improve coordination and communication with SAEM.
- T4.4 Improve time-to-degree.
- T4.5 Increase enrollment in high demand programs when funding is available.
- T4.6 Manage program size by location to accommodate FTE growth.
- T4.7 Determine the appropriate program mix at the centers and at Ellensburg.
- T4.8 Improve the quality and reliability of data about our graduates.

Metrics [insert later]:

- 1. Hold and annual, interdivisional enrollment management summit.
- 2. Work with SAEM to craft a response to enrollment issues caused by transfers, admittance policies, etc. – new processes, etc.

3. Disseminate and discuss enrollment data, including average class size, characteristics of students, performance data.

#### S5. Diversity

*To recruit, support and retain a diverse student body, faculty, and staff.*

Tactics:

- T5.1 Apply public outreach services to a wider audience.
- T5.2 Work with Student Affairs and Enrollment Management to develop an enrollment management strategy for improving student diversity.
- T5.3 Explore opportunities with community groups that mirror the diversity of the region.
- T5.4 Create more scholarships for under-represented students.

Metrics [insert later]:

#### S6. Faculty and Staff

*To support and reward the professional growth of the faculty and staff.*

Tactics:

- T6.1 Encourage faculty exchanges (e.g., lectures, teaching, etc.)
- T6.2 Conduct workshops on strategic faculty recruiting.
- T6.3 Develop an effective faculty mentoring program.

Metrics [insert later]:

#### S7. Learning Technologies

*To provide technologies that enhance the learning and working environments, and ensure the optimal delivery of academic programs.*

Tactics:

- T7.1 Increase the use of learning technologies to enhance teaching and learning.
- T7.2 Enhance acquisition of information resources.
- T7.3 Develop an information technology replacement plans for classrooms, faculty and staff.

Metrics [insert later]:

#### S8. Spheres of Distinction

*To advance innovative and resourceful academic initiatives, giving regional, national, or international prominence to Central Washington University.*

Tactics:

- T8.1 Sponsor events and activities at university centers. (e.g., Presidential Speakers Series, college-based lectures, etc.)
- T8.2 Encourage and support faculty and student activities addressing regional needs and enhancing regional resources.
- T8.3 Strengthen partnerships and relations with Pacific Rim, Latin American and Asian universities.

Metrics [insert later]:

S9. Academic Affairs Leadership

*To provide leadership to ensure efficient and effective management of Academic Affairs and to secure additional resources.*

Tactics:

- T9.1 Ensure efficient and effective management of Strategic Objectives 1-8.
- T9.2 Improve public visibility of Academic Affairs.
- T9.3 Ensure strategic collaboration with each of the other university divisions.
  - T9.3a Improve coordination between Academic Affairs and University Relations, particularly in support of the Office of Alumni Affairs.
  - T9.3b Strengthen the partnership between Academic Affairs and the Development Office to raise external funds.
  - T9.3c Improve coordination between Academic Affairs and Career Development.
  - T9.3d Improve coordination between Academic Affairs and Student Affairs.
- T9.4 Improve web site as a communication and promotional tool.
- T9.5 Develop and implement policies and procedures congruent with the faculty collective bargaining agreement.
- T9.6 Develop strategies to address policies and practices of the Legislature, Higher Education Coordinating Board and Professional Educators Standards Board, etc.
- T9.7 Strengthen relationships with regional economic development entities.
- T9.8 Evaluate and develop academic programs for optimal placement at Centers and Ellensburg.
- T9.9 Evaluate and develop support services at Centers.

Metrics [insert later]:

1. Develop a communication plan regarding new policies and procedures developed as a result of the collective bargaining agreement.
2. Meet the state level performance targets.

MILEPOSTS

Mileposts are “benchmarks” that measure the success Strategic Objectives and Tactics. They are related to key Critical Success Factors. Mileposts provide feedback for strategic management in Academic Affairs and represent the means to link strategic planning, budgeting, and results management.

<i>Key Critical Success Factors</i>	<i>Measurement(s)</i>
Improve time to degree as measured by the percent of admitted students who graduate within 125% of the credits required for a degree.	
Preserve access for low-income students as measured by the percentage of total degrees awarded to Pell Grant recipients.	
Improve freshman retention rates.	
Improve and sustain the quality of its degree programs as measured by the number of programs that receive national accreditation.	
Improve the ability to prepare students for the workforce as measured by the job placement or graduate school acceptance rates among graduates	
External funds for research, scholarship, instruction, and community outreach.	
Student experiences in research or other creative expression, civic engagement, and internships.	
Student pass rates on national and state licensure and certification exams.	

**FACULTY SENATE  
ANNUAL  
STANDING COMMITTEE REPORT**

*2005-2006 ACADEMIC YEAR*

*Prepared for the Central Washington University Faculty Senate*

**Faculty Senate Committee: ACADEMIC AFFAIRS COMMITTEE**

*Committee Co-Chairs:* Heidi Szpek (CAH) and Craig Johnson (CEPS)

*Committee Representation:*

- Members: Kim Bartel (CEPS), Timothy Dittmer (COB), Tim England (COTS), Michael Ervin (CAH), Jay Forsyth (COB), Mary Ellen Reimund (COTS)
- Ex Officio Members: Josh Nelson (ADCO), Carolyn Wells (Provost), AAC Rep. vacant; Jeff Snedeker (FS Exec. Committee liaison)
- Student Representatives: Peter Barbee (ASCWU – Fall 05), Ash Gilmore (ASCWU – Winter-Spring); John Strasser (ASCWU)
- Guests: Tracy Terrell, Registrar 10/13/05  
Randy Williams, Career Services/Co-operative Education 10/13/05  
Sheryl Grunden, Associate Registrar 11/17/05  
David Kaufman 1/26/06  
Miguel Blancas, Student 1/19/06; 2/2/06; 2/9/06; 3/2/06  
Bob Hickey (UITAC) 1/12/06  
Carmen Rahm (Vice President ITS) 2/16/06  
Josh Nelson (Chair, Foreign Language) 2/23/06; 4/6/06;  
Rose-Spodobalski-Bower, Degree Checkout 3/2/06  
Scott Carlton, Academic Advising Committee 3/2/06  
Dusty Bradley, Des Moines Center 3/2/06  
Lisa Garcia-Hanson, Director of Admissions 4/27/06  
Jill Orcutt, Associate Director of Admissions/Operations 4/27/06  
Keith Champagne, Vice Present of Student Affairs 5/18/06
- Additional Consultation via outside meetings, phone and email:  
Tracy Terrell (Registrar)  
Dan Herman, (Chair, General Education Committee)  
Rose-Spodobalski-Bower (Degree Checkout)  
Josh Nelson (Chair, Foreign Language)

*Committee Charges:*

- As per the Web (See attached spreadsheet)

*Report on the Activities of the Committee:*

- Meeting Dates and Times: Thursdays, 4:00-5:00pm  
*Fall:* 10/6; 10/13; 10/20; 10/27; 11/3; 11/10; 11/17; 12/1  
*Winter:* 1/5; 1/12; 1/19; 1/26; 2/2; 2/9; 2/16; 2/23; 3/2  
*Spring:* 4/6; 4/13; 4/20; 4/27; 5/4; 5/11; 5/18
- Attendance: See attached spreadsheet
- Minutes & motions:  
<http://www.cwu.edu/~fsenate/FSSC/MinutesPage%2005-06.htm>
- Successes – The Academic Affairs Committee met every week and addressed some very difficult problems during 05-06. Charges included issues of plagiarism, final examination schedules and grade definitions. The AAC was responsive to all the charges, and was pro-active in bringing up related issues as needed. Five motions were brought to the Senate floor.
- Concerns –
  - In reviewing existing Academic Policy in Part 5, requisite to responding to charges on Grading Policy; Final Examination Policy; the Foreign Language Requirement; and Academic Dishonesty, it has become even more apparent to the AAC that existing policy is frequently outdated and inconsistent. Moreover, at times Academic policy in Part 5 is contrary to policy in practice and contrary to policy as found in the University Catalog. All venues of policy both documented and in practice, should be consistent. To update and ensure consistency in academic policy in each of these venues is an enormous undertaking as demonstrated by the disposition of “only” five charges by the AAC for the 2005-2006 Academic year. The disposition of these charges necessitated (1) the intervention and expertise of multiple parties outside of the AAC; and (2) tremendous efforts (and tension) for members on the AAC. It is the AAC’s responsibility to respond to charges regarding academic policy (and at times procedure) drawing on resources beyond the committee itself, yet the efficacy of charge responses is dependant on the existing policy with which we begin our discussions. Academic Policy Part 5 needs a major revision, *a revision that necessitates the intervention of multiple parties*, in order to ensure that policy reflects not only policy of the twenty-first century, but also policy in practice throughout the various academic-related university divisions.
  - Website/Internet/Virtual Educational Resources: In response to the charge to review web policy, the AAC met

with David Kaufman, Carmen Rahm and Bob Hickey. Through this discussion a concern has developed that there is no cohesive policy or responsible party for ensuring that the internet activities we require our students to participate in (e.g. on-line resources, education, interaction) are of reasonable quality, sustained by a reasonable infrastructure, or are otherwise assessed/improved to support our educational needs. The committee has no recommendation on policy at this time.

**FACULTY SENATE  
ANNUAL  
STANDING COMMITTEE REPORT**

2005-2006 ACADEMIC YEAR

*Prepared for the Central Washington University Faculty Senate*

**Faculty Senate Committee:** Code Committee

*Committee Chair: Daniel CannCasciato*

*Committee Representation:*

- Members:
  - Cathy Bertelson, Daniel CannCasciato, JoAnn DeLuca, Don Nixon, Lynn Richmond
- Ex Officio Members:
  - Greg Cant, Faculty Senate Executive Committee
- Student Representatives: N/A
- Guests N/A

*Committee Charges:*

- As per the Web  
<http://www.cwu.edu/~fsenate/Standing%20Committee%20Charges05-06.htm>

*Report on the Activities of the Committee:*

- Meeting Dates and Times: Telephone conference call and by email almost exclusively.
- Minutes (Should be posted to the Web)
  - None written, through the fault of the chair.
- Motions (Motion No. and Current Status)
  - A number of motions meant to bring the Code out of conflict with CBA which was pending ratification and to fulfill the charge: *CC05-06.02 Rewrite the Faculty Code to represent the Faculty Senate in a post-bargaining environment in consultation with the United Faculty of Central (UFC)*.. The motions passed at the March 1, 2006 senate meeting.



- Items of Interest:
  - Unilateral revocation of the recently modified Code, by BOT action, March 3, 2006. BOT creation of the Interim Faculty Code moments later, March 3, 2006. The Interim Code created a committee to “work cooperatively to draft a new set of policies. When the policies are adopted by the Board of Trustees, they will replace this code” (Sect. 1.05 B). While the Interim Code also continues the existence of the Code Committee, it seemed clear that the Code Committee had no ongoing role with the review or maintenance or improvement of the Interim Code. No further action has been taken by the Code Committee.
  
- Successes
  
- Concerns
  
- Recommendations

**FACULTY SENATE  
ANNUAL  
STANDING COMMITTEE REPORT**

*2005 – 2006 ACADEMIC YEAR*

*Prepared for the Central Washington University Faculty Senate*

**Faculty Senate Committee:** Curriculum Committee

*Committee Chair:* Rodney Bransdorfer (CAH)

*Committee Representation:*

- **Members**
  - Wayne Klemin (CEPS)
  - Marla Wyatt (CEPS)
  - Norm Gierlasinski (COB)
  - Steve Schepman (COB)
  - Chris Schedler (CAH)
  - Penglin Wang (COTS)
  - Bruce Palmquist (COTS)
  - Mary Wise (LIB)
- **Ex Officio Members**
  - Linda Beath (Provost's Representative)
  - Toni Culjak (Faculty Senate Executive Committee Liason)
  - Rose Spodobalski-Brower (Registrar's Representative)
- **Student Representative**
  - John Strasser
- **Guests**
  - 1/5/06 H. Barclay from International Studies and Programs
  - 4/6/06 Don Black, Director Field Experience, Education

*Committee Charges:*

- **General Charge**

The Faculty Senate Curriculum Committee shall be concerned with the study, development, and improvement of the curriculum, educational programs, and academic policy at the university, shall cooperate with other individuals, groups or committees at the university in carrying out its duties, and shall do such other things as may be requested by or approved by the Senate Executive Committee.
- **Additional Charges for 2005 – 2006**
  - CurC05-06.01 Investigate and report on the possibilities of moving the curriculum deadlines to spring quarter by January 5, 2006.
  - CurC05-06.02 Update the committee description in the Faculty Senate bylaws and Faculty Code to represent this committee in a post-bargaining

environment. Provide a draft copy to the Executive Committee by December 1, 2005.

CurC05-06.03 Create a notebook or procedures manual for how the committee is run, chair elected, etc. Make available to the Executive Committee by December 1, 2005.

CurC05-06.04 Provide a year-end report to the Executive Committee by May 19th.

CurC05-06.05 Work with the General Education Committee to provide description and outcomes for all general education breadth areas and to help provide language for the catalog prior to February 1, 2006.

*Report on the Activities of the Committee:*

- **Meeting Dates and Times**  
Meets the first and third Thursdays at 3:00 p.m. in Barge 304
- **Minutes (Posted to the Web)**
- **Motions (Motion No. and Current Status)**
  - **10/6/05** *"The Faculty Senate Curriculum Committee moves that we change the International Special Topic/Seminar/Workshop expiration policy to match the on-campus policy."* - motion seconded and PASSED.
  - **11/17/05 Catalog Narrative.** R. Bransdorfer discussed the changes recommended by ADCO and the graduate council. The committee concurred and the changes will be incorporated into the document. The overview of the department should be limited to 75 words or fewer along with the program descriptions. The program descriptions should not be redundant. L. Beath reminded the committee that educational programs must have the professional sequence statement. L. Hoff will change the narrative format and forward to R. Bransdorfer, who will take to the Faculty Senate for approval. *B. Palmquist moved to accept the catalog narrative as amended, W. Klemin seconded. MOTION PASSED.*
  - **12/1/05 .** *After review of the procedures, S. Schepman moved to approve and accept the FSCC Procedure Manual, M. Wise seconded. MOTION PASSED.*
  - **1/5/06** Process change:  
International special topics follow same procedure as other academic departments. The Executive Director of OISP will sign as the approving authority for the courses instead of academic chairs and deans. International non-expiring courses will be placed in a subject category under a variable topic catalog listing.  
The courses would be transferred into CWU as INTL courses, not into a specific major unless petitioned by the student to the department.  
*The FSCC committee agreed, after discussion, that this policy could be incorporated into the CWU Policies section 5-10, for approval by the Faculty Senate. W. Klemin moved to approve the policy, M. Wyatt seconded. MOTION PASSED.*

- **1/19/06** *W. Klemin moved to approve a two-quarter extension for GEOG 498, S. Schepman seconded. MOTION PASSED.*
- **2/2/06** *W. Klemin moved to extend the deadline for the catalog narrative updates to May 18<sup>th</sup>. M. Wise seconded. MOTION PASSED.*
- **2/2/06** *It was suggested that a statement be added to the catalog under each B.A. degree similar to the requirements for teacher education. M. Wise moved to add "Students receiving a Bachelor of Arts degree are required to complete 1 year of college in a single foreign language or 2 years of a single foreign language in High School." M. Wyatt seconded. MOTION PASSED.*
- **2/16/06** *Due to the time constraints of reviewing the curriculum, the catalog narratives that have been received have not been reviewed. W. Klemin moved that R. Spodabalski and L. Hoff review, edit and send forward the narratives under the condition that all administrative details are complete. B. Palmquist seconded. MOTION PASSED.*
- **4/20/06** *Major/Minor Description – Samples of various major and minor descriptions used by other universities were distributed. Using a specific number range: Is that a good idea? Not for all departments. The committee agreed that they cannot dictate to departments how many credits a major/minor should contain and if they can or cannot grant a major and minor in the same department. B. Palmquist moved that we use the Cal Poly description of a minor and the U. of Pennsylvania major description. C. Schedler seconded. MOTION PASSED.*
- **4/20/06** *Interdisciplinary Proposals – Toni Culjak-requested that the committee add to the program change form additional deans approval if the change or proposal is interdisciplinary. R. Bransdorfer moved to amend the program change form, C. Schedler seconded. MOTION PASSED.*
- **5/18/06** *JAOG notification. S. Shepman moved to amend section 5-10 of the CWU policy manual to include notification of JAOG in the event of curricular changes that impact state-wide transfer and articulation agreements. M. Wyatt seconded. MOTION PASSED.*

- **Items of Interest**

**Status of 2005-2006 charges to the committee:**

*CurC05-06.01 Investigate and report on the possibilities of moving the curriculum deadlines to spring quarter by January 5, 2006.*

The Curriculum Committee supports the idea of moving deadlines to spring quarter. However, due to the deadlines imposed by the printing companies, it is not possible under the current system. It has been suggested that the catalog be distributed on CD-ROM with a reduced number of printed copies. This possibility is currently being investigated by the Provost's office and may offer a solution as early as next year.

*CurC05-06.02 Update the committee description in the Faculty Senate bylaws and Faculty Code to represent this committee in a post-bargaining environment. Provide a draft copy to the Executive Committee by December 1, 2005.*

Due to the uncertain status of the Faculty Code earlier this year, this charge was not addressed until recently. Upon review of the committee description, we offer the following updated description (with new wording underscored).:

The Faculty Senate Curriculum Committee shall be concerned with the study, development, and improvement of the curriculum, educational programs, and academic policy at the university, as defined in section 5.10 of the CWU policy manual, shall cooperate with other individuals, groups or committees at the university in carrying out its duties, and shall do such other things as may be requested by or approved by the Senate Executive Committee.

*CurC05-06.03 Create a notebook or procedures manual for how the committee is run, chair elected, etc. Make available to the Executive Committee by December 1, 2005.*

The committee reviewed, revised, and approved an updated version of the committee's procedures manual during fall quarter 2005.

*CurC05-06.04 Provide a year-end report to the Executive Committee by May 19th.*

The current document is the response to charge CurC05-06.04.

*CurC05-06.05 Work with the General Education Committee to provide description and outcomes for all general education breadth areas and to help provide language for the catalog prior to February 1, 2006.*

The Curriculum Committee drafted a letter to the General Education Committee regarding descriptions and outcomes for the breadth areas. The General Education Committee has not yet responded to our letter.

*CurC05-06.06 Modify Section 5-10 of the CWU Policy manual to include notification of the Washington Joint Access Oversight Group of any curriculum changes that impact state-wide transfer and articulation agreements.*

The Curriculum Committee approved the following addition to the Policy manual on 5/18/06:

“At least one year prior to any course or other programmatic alterations impacting any of the state-wide transfer and articulation agreements, such as elementary education and business, the department proposing the alteration will inform the faculty senate curriculum committee and Central Washington University's institutional representative to the Joint Access

Oversight Group (JAOG). This information will be reported to JAOG and the CWU registrar's office by the institutional representative.”

- **Successes**

The Curriculum Committee has accomplished many things this year. The following list represents some of the most noteworthy among them:

1. The committee has met and made quorum every scheduled meeting this academic year.
2. Implementation of the long overdue catalog revisions by academic departments.
3. Thorough revision and update of the committee's policy manual.
4. Thorough revision and update of the committee's procedures manual.
5. Addition of foreign language requirement wording under each B.A. degree offered in the university catalog.
6. The committee changed a policy to establish a five-year expiration period for Professional Development courses which previously had no expiration and accounted for hundreds of listings maintained by the registrar's office.
7. In collaboration with International Studies, the committee created procedures for students to receive consistent and appropriate credit for international courses (INTL).
8. The committee has recently created definitions of an academic major and minor. These definitions are being sent to the Senate Executive Committee at this time.
9. The committee has reviewed, edited and approved hundreds (perhaps thousands) of curriculum changes since October.

- **Concerns**

1. The committee would like to see a revision of the policy on when and how faculty and administrators can put curriculum changes on hold due to objections. For example, this year a college dean objected to a curriculum change on the last day of the two-week period allowed. This period is intended to provide an opportunity for interested parties to negotiate any issues and to conclude those negotiations within those two weeks. By voicing an objection on the last day of the two-week period, this person forced curriculum changes to be put on hold for at least another two weeks until the next committee meeting. This can have extremely adverse effects on program changes that are submitted close to deadlines.
2. The committee would like to see a clarification of procedures and authority as related to department name changes and reorganizations. Our concerns are how name changes and reorganizations are to take place, who has the authority to approve or reject such changes, and whether this issue is appropriate for the Curriculum Committee or some other body.
3. The committee is concerned about workload issues related to committee work under collective bargaining. How will committee workload be defined and will there be allowance for differentiation between committee chairs and other

members? Will there be allowance for differentiation between a committee that rarely meets and has very little work versus our committee which meets twice a month for two hours (or more) and must process hundreds of forms every year?

- **Recommendations**

The committee recommends that the university begin offering a required equivalent of UNIV 101 to Running Start students entering CWU with more than 44 university credits and to all transfer students. This course would ensure that all students are aware of important university, college, and departmental policies and requirements.

### **June 2006 Outgoing Senators**

1. Department of Accounting – Joseph Bradley

Has served on the Faculty Senate since 2003 representing the Accounting Department.

2. Department of Biological Sciences – James Johnson

Has served on the Faculty Senate since 2004.

3. Computer Sciences – Grant Eastman

Has served on the Faculty Senate since 2000.

4. Department of Education – Minerva Caples

Has served on the Faculty Senate since 1999. Minerva has served on the Faculty Senate Executive Committee since 2002 as Member-At-Large and Secretary.

5. Department of English – Charles Li

Has served on the Faculty Senate since 2000. *Dev & Approp Committee chair.*

6. Family & Consumer Sciences – Marla Wyatt

Has served on the Faculty Senate during 1999-2002 and 2004-2006.

7. Library – Daniel CannCasciato

Has served on the Senate since 2000. Daniel has served on the Faculty Senate Executive Committee as Chair-Elect in 2002-03, Chair 2003-04 and Past Chair 2004-05.

8. Department of Mathematics – Jim Harper

Has served on the Faculty Senate since 2003.

9. Department of Psychology – Terry DeVietti

Has served on the Senate since 1999. Terry has served on the Faculty Senate Executive Committee as a Member-At-Large since 2004.

10. Department of Psychology – Jim Eubanks

Has served on the Senate since 2000.

11. Department of Sociology – Nancy Wessel

Has served on the Senate since 2003.

12. Student Senators – A special thank you to our student senators John Strasser, Kori Shumizu and Katie Underwood.



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**TALLY**  
**2006-07 FACULTY SENATE EXECUTIVE COMMITTEE**

**May 31, 2006**

**Melody Madlem** 29Y 1AB Chair Elect Total votes 29

Write-in Candidate \_\_\_\_\_ Total votes \_\_\_\_\_

Write-in Candidate \_\_\_\_\_ Total votes \_\_\_\_\_

Abstentions \_\_\_\_\_

**SECRETARY**

**Dorothy Chase** 29Y 1AB Total votes 29

Write-in Candidate \_\_\_\_\_ Total votes \_\_\_\_\_

Write-in Candidate \_\_\_\_\_ Total votes \_\_\_\_\_

Abstentions \_\_\_\_\_

**MEMBERS AT-LARGE**

**Greg Cant** 29Y 1AB Total votes 29

**Jeff Snedeker** 29Y 1AB Total votes 29

Write-in Candidate \_\_\_\_\_ Total votes \_\_\_\_\_

Write-in Candidate \_\_\_\_\_ Total votes \_\_\_\_\_

Abstentions \_\_\_\_\_

Please circle the individual who won each election.

**BALLOT**  
**2006-07 FACULTY SENATE EXECUTIVE COMMITTEE**

**May 31, 2006**

**CHAIR ELECT**

**Mark one box**

**Melody Madlem, Assistant Professor of Health, Human Performance and Nutrition**

\_\_\_\_\_  
**Write in**

**I am abstaining from this vote.**

**SECRETARY**

**Mark one box**

**Dorothy Chase, Associate Professor of Family & Consumer Science**

\_\_\_\_\_  
**Write in**

**I am abstaining from this vote.**

**MEMBERS AT-LARGE**

**Mark two boxes**

**Greg Cant, Associate Professor of Business**

**Jeffrey Snedeker, Professor of Music**

\_\_\_\_\_  
**Write in**

\_\_\_\_\_  
**Write in**

**I am abstaining from this vote.**

**BALLOT**  
**2006-07 FACULTY SENATE EXECUTIVE COMMITTEE**

May 31, 2006

**CHAIR ELECT**

**Mark one box**

Melody Madlem, Assistant Professor of Health, Human Performance and Nutrition

\_\_\_\_\_  
Write in

I am abstaining from this vote.

**SECRETARY**

**Mark one box**

Dorothy Chase, Associate Professor of Family & Consumer Science

\_\_\_\_\_  
Write in

I am abstaining from this vote.

**MEMBERS AT-LARGE**

**Mark two boxes**

Greg Cant, Associate Professor of Business

Jeffrey Snedeker, Professor of Music

\_\_\_\_\_  
Write in

\_\_\_\_\_  
Write in

I am abstaining from this vote.

**BALLOT**  
**2006-07 FACULTY SENATE EXECUTIVE COMMITTEE**

May 31, 2006

**CHAIR ELECT**

**Mark one box**

Melody Madlem, Assistant Professor of Health, Human Performance and Nutrition

\_\_\_\_\_  
Write in

I am abstaining from this vote.

**SECRETARY**

**Mark one box**

Dorothy Chase, Associate Professor of Family & Consumer Science

\_\_\_\_\_  
Write in

I am abstaining from this vote.

**MEMBERS AT-LARGE**

**Mark two boxes**

Greg Cant, Associate Professor of Business

Jeffrey Snedeker, Professor of Music

\_\_\_\_\_  
Write in

\_\_\_\_\_  
Write in

I am abstaining from this vote.

**BALLOT**  
**2006-07 FACULTY SENATE EXECUTIVE COMMITTEE**

**May 31, 2006**

**CHAIR ELECT**

**Mark one box**

**Melody Madlem, Assistant Professor of Health, Human Performance and Nutrition**

\_\_\_\_\_  
Write in

I am abstaining from this vote.

**SECRETARY**

**Mark one box**

**Dorothy Chase, Associate Professor of Family & Consumer Science**

\_\_\_\_\_  
Write in

I am abstaining from this vote.

**MEMBERS AT-LARGE**

**Mark two boxes**

**Greg Cant, Associate Professor of Business**

**Jeffrey Snedeker, Professor of Music**

\_\_\_\_\_  
Write in

\_\_\_\_\_  
Write in

I am abstaining from this vote.

**BALLOT**  
**2006-07 FACULTY SENATE EXECUTIVE COMMITTEE**

May 31, 2006

**CHAIR ELECT**

**Mark one box**

**Melody Madlem, Assistant Professor of Health, Human Performance and Nutrition**

\_\_\_\_\_  
Write in

I am abstaining from this vote.

**SECRETARY**

**Mark one box**

**Dorothy Chase, Associate Professor of Family & Consumer Science**

\_\_\_\_\_  
Write in

I am abstaining from this vote.

**MEMBERS AT-LARGE**

**Mark two boxes**

**Greg Cant, Associate Professor of Business**

**Jeffrey Snedeker, Professor of Music**

\_\_\_\_\_  
Write in

\_\_\_\_\_  
Write in

I am abstaining from this vote.

**BALLOT**  
**2006-07 FACULTY SENATE EXECUTIVE COMMITTEE**

May 31, 2006

**CHAIR ELECT**

Mark one box

Melody Madlem, Assistant Professor of Health, Human Performance and Nutrition

Write in \_\_\_\_\_

I am abstaining from this vote.

**SECRETARY**

Mark one box

Dorothy Chase, Associate Professor of Family & Consumer Science

Write in \_\_\_\_\_

I am abstaining from this vote.

**MEMBERS AT-LARGE**

Mark two boxes

Greg Cant, Associate Professor of Business

Jeffrey Snedeker, Professor of Music

Write in \_\_\_\_\_

Write in \_\_\_\_\_

I am abstaining from this vote.

**BALLOT**  
**2006-07 FACULTY SENATE EXECUTIVE COMMITTEE**

May 31, 2006

**CHAIR ELECT**

**Mark one box**

**Melody Madlem, Assistant Professor of Health, Human Performance and Nutrition**

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Write in

I am abstaining from this vote.

**SECRETARY**

**Mark one box**

**Dorothy Chase, Associate Professor of Family & Consumer Science**

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**MEMBERS AT-LARGE**

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**Greg Cant, Associate Professor of Business**

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