6-3-1998

CWU Faculty Senate Minutes - 06/03/1998

Marsha Brandt

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Meeting was called to order at 3:10 p.m.

ROLL CALL:
Senators: All senators or their alternates were present except Jim Beaghan, Don Cocheba, Bobby Cummings, Leo D'Acquisto, Ken Gamon, Jim Hawkins, Sidney Nesselroad, Patrick O'Shaughnessy, Dieter Romboy, Jean Soliz, Alberta Thyfault, and Wendy Williams
Visitors: Linda Beath, Barney Erickson, Lad Holden, Charles McGehee, Clara Richardson, Elizabeth Street

CHANGES TO AGENDA: Add to Action Items: Chair: MOTION: Replacement of 98/99 Faculty Senate Executive Committee member-at-large, Louise Baxter.

APPROVAL OF MINUTES: The minutes of the May 20, 1998, Faculty Senate meeting were approved as distributed.

COMMUNICATIONS: None

REPORTS:
A. ACTION ITEMS:
   1. Chair

MOTION NO. 3165 (Passed): 1998/99 Faculty Senate Grievance Committee Membership

Reports to: President
Contact: Jill Orcutt, President's Office
Purpose: Resolve, by informal means, specific grievances, disputes or conflicts of faculty members and recommends action to the President. (Members appointed by the Faculty Senate Executive Committee and ratified by the Faculty Senate.)
Membership: 6 faculty (3 regular members and 3 alternates):
   Regular Members:
   Robert Jacobs, Political Science .................. 3 Years
   Patrick O'Shaughnessy, Accounting ................. 2 Years
   Steve Schepman, Psychology Jim Brown (Chair)* . 1 Year
   Alternate Members:
   Michael Chinn, Art .................................. 3 Years
   Brenda Hubbard, Theatre Arts ....................... 2 Years
   Vacant (Replaced Jim Brown) ....................... 1 Year
MOTION NO. 3166 (Passed with the proviso that Joan Amby will advise the Senate which committee she will choose: Curriculum or Academic by 10/7/98)

1998/99 Faculty Senate Standing Committee List

<table>
<thead>
<tr>
<th>SENATE EXECUTIVE COMMITTEE</th>
<th>Meets at 3:00 p.m. Wednesdays, Barge 409A when Senate does not</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Alsoszatai-Petito, Chair</td>
<td>Anthropology</td>
</tr>
<tr>
<td>Linda Beath, Chair Elect</td>
<td>Curriculum &amp; Supervision</td>
</tr>
<tr>
<td>Terry DeViti, Secretary</td>
<td>Psychology</td>
</tr>
<tr>
<td>Louise Baxter</td>
<td>Cindy Emmans, At-Large (Motion #3167)</td>
</tr>
<tr>
<td>Michele Kidwell, At-Large</td>
<td>Computer Science</td>
</tr>
<tr>
<td>Rob Perkins, Past Chair</td>
<td>AMBE</td>
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<tr>
<th>*SENATE ACADEMIC AFFAIRS COMMITTEE</th>
<th>Meets at 3:00 p.m. Thursdays, Barge 201</th>
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</thead>
<tbody>
<tr>
<td>Frank Cioffi (CAH) (1 yr)</td>
<td>English</td>
</tr>
<tr>
<td>Jeffrey Snedeker (CAH) (1 yr)</td>
<td>Music</td>
</tr>
<tr>
<td>Susan Donahoe (CEPS) (1 yr)</td>
<td>Teacher Education Programs</td>
</tr>
<tr>
<td>Joan Amby (CEPS) (1 yr)</td>
<td>Family &amp; Consumer Science</td>
</tr>
<tr>
<td>Charles McGhee (COTS) (1 yr)</td>
<td>Sociology</td>
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<tr>
<td>Edward Gellenbeck (COTS) (1 yr)</td>
<td>Computer Science</td>
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<tr>
<td>Edward Gellenbeck (SBE) (2 yrs)</td>
<td>ASCWU/BOD</td>
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<tr>
<td>Edward Gellenbeck (SBE) (2 yrs)</td>
<td>ASCWU/BOD</td>
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<tr>
<td>James DePaepe (ex officio, non-voting)</td>
<td>Deans' Council representative</td>
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<tr>
<td>Linda Beath, Chair Elect</td>
<td>Provost's Office representative</td>
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<table>
<thead>
<tr>
<th>SENATE BUDGET COMMITTEE</th>
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</thead>
<tbody>
<tr>
<td>Bill Craig</td>
</tr>
<tr>
<td>Barney Erickson</td>
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<td>Wayne Klemin</td>
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<td>Lad Holden</td>
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<td>Thomas Yeh</td>
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<th>SENATE CODE COMMITTEE</th>
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<tbody>
<tr>
<td>Bill Benson</td>
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<tr>
<td>Ethan Bergman</td>
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<td>James Eubanks</td>
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<tr>
<td>Beverly Heckart</td>
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<td>David Majsterek</td>
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<td>Linda Raubeson</td>
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<tr>
<th>SENATE CURRICULUM COMMITTEE</th>
<th>Meets at 3:00 p.m. on 1st and 3rd Thursday Barge 304 (2 CAH, 2COTS, 2CEPS, 2 SBE, 1 LIB, 1 Student)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Toni Culjak [CAH] (2 yrs)</td>
<td>English</td>
</tr>
<tr>
<td>Eric Roth [CAH] (3 yrs)</td>
<td>Music</td>
</tr>
<tr>
<td>Joan Amby [CEPS] (2 yrs)</td>
<td>Family &amp; Consumer Studies</td>
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<tr>
<td>Luetta Monson [CEPS] (1 yr)</td>
<td>Curriculum &amp; Supervision</td>
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<tr>
<td>Louise Baxter [COTS] (3 yrs)</td>
<td>Biological Sciences</td>
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<tr>
<td>Rex Wirth [COTS] (1 yr)</td>
<td>Political Science</td>
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<tr>
<td>Gary Richardson [SBE] (1 yr)</td>
<td>Business Administration</td>
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<tr>
<td>John Spencer [LIB] (1 yr)</td>
<td>Library</td>
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<th>SENATE PERSONNEL COMMITTEE</th>
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<tr>
<td>James &quot;Fuji&quot; Collins</td>
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<tr>
<td>Gail Goss</td>
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<td>Hawkins, Jim</td>
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<tr>
<td>Connie Lambert</td>
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<td>Perkins, Robert</td>
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<th>SENATE PUBLIC AFFAIRS COMMITTEE</th>
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<tr>
<td>Linda Beath, Chair</td>
</tr>
<tr>
<td>Richard Alumbaugh, Faculty Legislative Representative</td>
</tr>
<tr>
<td>Robert Fordan</td>
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<tr>
<td>Sharon Rosell</td>
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<tr>
<td>Ken Gannon (Member of CFR) (1 yr)</td>
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<tr>
<th>COUNCIL OF FACULTY REPRESENTATIVES (CFR)</th>
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<tbody>
<tr>
<td>Ken Gannon (1 yr)</td>
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<tr>
<td>James Alexander</td>
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<tr>
<td>Bob Benton</td>
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<tr>
<th>FACULTY LEGISLATIVE REPRESENTATIVE (FLR)</th>
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<tbody>
<tr>
<td>Richard Alumbaugh</td>
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<tr>
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<td>SBE,</td>
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<td>1 LIB,</td>
<td>______________</td>
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* Senator
* Alternate
MOTION NO. 3167 (Passed)

The Faculty Senate accept the resulting vote to have Cindy Emmans replace Louise Baxter as At-Large Member on the 1998/99 Faculty Senate Executive Committee.

2. MOTION NO. 3168 (Passed)
Moved: Clara Richardson, Chair Faculty Senate Curriculum Committee
Curriculum Planning & Procedures Guide (See Addendum A)

B. DISCUSSION ITEMS:
1. CHAIR
   Summer Thesis Compensation
   Starting last year the College of Education & Professional Studies started compensating some of their faculty that were involved in thesis projects and also other projects in the summer. They have a formula set up. Now the College of The Sciences are also going to be implementing a similar type of process. The stipends are not huge, CEPS is something like $500 (split to $300 to the major professor and then $100 to other individuals on the committee.) The thought is to compensate faculty for uncompensated summer work.

Ad Hoc Committee: Senate vs UFC Responsibilities
   John Alsoszatai-Petheo commented that the Faculty Senate Executive Committee decided to continue clarifying the proper role and function of the Senate so that in the eventuality that there should be collective bargaining, we will be better informed about potential choices as to what the Senate will retain. It would also be useful to spend time thinking about what the Senate should be ideally. This work during the summer months will prepare the Senate for any issues which may be raised by the Board of Trustees in October.

   Rob Perkins added that the Executive Committee did meet earlier with the United Faculty to try to identify roles and responsibilities of collective bargaining. What we are looking at now is what the Senate would want to do.

1997/98 Ad Hoc Faculty Development Funding Committee
   Of the $15,000 for special projects, $10,800 were given to three departments primarily for guest speakers, an interdisciplinary artistic performance, and a forum on race and ethnicity. The remaining funds will be distributed equally among the departments.

Faculty Survey of Administrators
   The survey has been distributed to administrators along with the comments from the faculty. Each department and the Reference Library have received a copy.

Statement in honor of chair
   John Alsoszatai-Petheo made the following comments in acknowledgment of Robert Perkins' two-year service to the Faculty Senate:

   "Mr. Chairman, distinguished senators and colleagues, I rise today to express acknowledgement and thanks to Dr. Robert Perkins, who is completing his second year of service as Chair of the Faculty Senate of Central Washington University.

   There is little doubt that Rob Perkins has led the Faculty Senate through times of progress as well as some turbulence during his tenure as Chair. There is also little doubt that he has done so with a dedication to democratic and ethical values that make us proud to have worked with him."
In speaking on behalf of the Executive Committee of the Senate I am delighted to formally honor Rob for the leadership and the humanity that has been so characteristic of his time at the helm.

This year, as your newly elected Senate Chair, and on behalf of the Executive Committee, I would like to inaugurate a new tradition in the form of this public statement of acknowledgement, and more formally, by introducing a set of plaques which will bear the names and dates of service of all previous Senate Chairs, while leaving room for those who will serve in the future.

In these actions, we acknowledge and celebrate Rob’s contributions to the Senate, just as we acknowledge and celebrate the importance of the institution and the contributions made by each senator during this past year.

Furthermore, this opportunity serves not only to praise Rob’s work, but to give us the sense that a celebration of his leadership has been made. We praise him out of respect for a colleague who brought both imagination and devotion to our shared task.

I know I speak for every senator in saying that we value your leadership, and look forward to your support in the future.

Thank you, Rob.”

2. VICE CHAIR No Report

3. PRESIDENT

President Nelson congratulated the Senate on a productive year and encouraged faculty to participate in the graduation exercise.

Amy Gillespie will be the 1st student to serve as a trustee on the Board of Trustees of Central.

Handouts: Initiative 601 Constraints
CWU Financial Aid Summary of Process and Awards 1999

4. FACULTY SENATE STANDING COMMITTEE REPORTS:

ACADEMIC AFFAIRS COMMITTEE:
Charles McGehee commented that this time last year, the committee brought for the Senate’s approval the first compilation of academic policy. This year much work was done to clarify meanings and to address problematic issues.

BUDGET COMMITTEE:
Barney Erickson commented that the Senate Executive Committee asked the Budget Committee by way of a request of the President to look at university legislative presentations for salary increases for the next biennium. The committee is in the process of collecting data and are awaiting information for a report in the fall.

CODE COMMITTEE: No Report

PERSONNEL COMMITTEE:
Todd Schaefer commented on behalf of Chair Goss. The Personnel Committee was charged with 1) Part-time voting rights, and 2) Travel Funding.

A report will be submitted in the fall when the senators will have the opportunity to review it prior to voting.

PUBLIC AFFAIRS COMMITTEE: No Report

OLD BUSINESS: None

NEW BUSINESS:
Chair Perkins’ statement on 1997/98 accomplishments included the 1% merit pay, the
Distance Education Report, the Curriculum Policies and Procedure Manual, General Education Program changes, Equity Committee's work, Grade Inflation Report, Academic Affairs Committee's work on Course Repeats and Policy on SU Grading; the distribution of $100,000 in faculty development funds, the Executive Committee reorganization, establishing a working relationship with the United Faculty of Central, and part-time faculty issues, etc. Changes will continue to dominate our landscape. We must be prepared for them by becoming more involved, more prepared, and more open minded. Special thanks were given to leaving members of the Executive Committee: Bobby Cummings, Sidney Nesselroad, and Jim Hawkins.

On that note, Charles McGehee also commended the members of the Academic Affairs Committee for their hard work and enthusiasm, especially the student members.

President Nelson also expressed his pleasure with the communicative manner in which the Senate has operated during the past two years.

ADJOURNMENT: The meeting adjourned at 4:00 p.m.

***NEXT REGULAR FACULTY SENATE MEETING: OCTOBER 7, 1998***
BARGE 412
CURRICULUM POLICIES AND PROCEDURES MANUAL
Central Washington University
June 3, 1998

INTRODUCTION

Section I. Jurisdiction for Curriculum Matters
A. Faculty
B. Academic Departments
C. Faculty Senate Curriculum Committee (FSCC)
D. General Education Committee
E. University Professional Education Council (UPEC)
F. Graduate Council
G. Faculty Senate
H. Board of Trustees
I. Higher Education Coordinating Board (HECB)
J. Governance

Section II. Definition of Curriculum Terms

Section III. General Principles and Procedures
A. Official Catalog
B. Catalog Deadline
C. Curriculum Changes
D. Program Plans for HECB
E. Internal Program Approval Process
F. Northwest Association of Schools and Colleges (NASC) Approval Process

Section IV. Procedures for Curriculum Change
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B. Initiation of General Education Requirement Changes
C. Timeline
D. Review Process
E. Notification
F. Approval Process
G. Implementation

Section V. Curriculum Rules
A. Course numbering system
B. Lower and Upper-Division Courses
C. Graduate Courses
D. Cross Listing
E. Prerequisites
F. Restrictions on Courses
G. Credit Allocation to Courses
H. Individual Study
I. Workshops, Special Topics, Seminars
J. Cooperative Education
K. Professional Development Courses
L. Master's Thesis, Project Study and/or Examination
M. Continuing Education Off-Campus Credit Courses
N. Noncredit Offerings
O. International Study Courses
P. Reserve Courses
Section VI. Rules for Undergraduate and Graduate Degrees
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   B. Undergraduate Degrees
   D. Graduate Degrees

Section VII. Teacher Preparation Programs
   A. Elementary Level
   B. Secondary Level

Section VIII. Certificate Programs

Section IX. HECB Program Planning Process
   A. Submission of New Program Plans and Required Information
   B. Process
   C. Criteria
   D. HECB Decision Options

Section X. HECB Contents of Program Proposal
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   B. Program Description
   C. Use of Technology or Library Resources
   D. Faculty
   E. Students
   F. Administration
   G. Program Assessment Plan
   H. Finances
   I. External Evaluation of Proposal

Section XI. Guidelines for using Curriculum Transmittal Forms
   1. Transmittal Form Checklist.
   2. Form A: New Program Transmittal Form
   3. Form B. Program Change or Deletion Curriculum Transmittal Form
   4. Form C. Course Addition/Deletion or Change Curriculum Transmittal Form
   5. Form D. Workshop, Special Topic, Seminar, or Professional Development Transmittal Form

Section XII. Guidelines for Writing Catalog Copy
   A. Structure
   B. Program Description
   C. Course Descriptions

APPENDICES
   A. Index of Acronyms
   1. Curriculum Flow Chart
   2. Narrative Curriculum Flow Chart
   3. General Education Curriculum Change Flow Chart
   C. 1. Curriculum Transmittal Form A
   C. 2. Curriculum Transmittal Form B
   C. 3. Curriculum Transmittal Form C
   C. 4. Curriculum Transmittal Form D
   D. Curriculum Summary Log (Sample)
   E. Proposal Cover Sheet
   F. Assessment Plan
   G. Guidelines for Student Learning Outcomes and Assessment Plans
   H. Guidelines for Syllabi Development and Model Syllabus
   I. Program Review Guidelines
   J. Reserve Reinstatement Form
The curriculum is the university's primary means for providing learning opportunities for its students. The university is responsible for its curriculum. This manual describes the policies and procedures which direct curriculum change, development, and assessment at Central Washington University and provides a number of useful resources as appendices. The Faculty Senate Curriculum Committee (FSCC) is responsible for keeping the Curriculum Policies and Procedures Manual up to date. It is approved by the Faculty Senate and the Provost/Vice President for Academic Affairs.

Section I. Jurisdiction for Curriculum Matters Domain of the Faculty in Curriculum Matter

A. Faculty. The teaching faculty collectively is the major force governing the curriculum of the university. The faculty acts through the departments, the deans, school/college curriculum committees, the FSCC and the Faculty Senate to complete the curricular process.

B. Academic Departments. Departments have the responsibility to develop specific courses and programs and to initiate course/program changes. The Center for Teaching and Learning (CTL) or interdisciplinary programs may initiate course/program changes in collaboration with the appropriate departments. The dean or designee and if applicable, the school/college curriculum committee reviews curriculum proposals before they are submitted to the FSCC for review and final approval by the Faculty Senate acts on them.

C. Faculty Senate Curriculum Committee (FSCC). The FSCC reports to the Faculty Senate and makes recommendations to the Senate concerning the following:

1. The FSCC has supervisory authority to review and make recommendations on all curricular and program proposals presented to it for academic integrity and intellectual quality, the clarity of course and program descriptions, and inclusion of student learning outcomes and assessment plan.

2. The committee screens curriculum proposals to assure their compliance with the curriculum policies and procedures.


D. General Education Committee. The General Education Committee is responsible for reviewing and recommending policies regarding the general education program requirements and the general education program itself. Changes to the general education requirements follow the same process as any curriculum change described in the section on procedures. Final approval requires a favorable vote of the Faculty Senate.

E. University Professional Education Council (UPEC). The UPEC reviews all programs and courses designed primarily to prepare individuals for service in the common schools, including early childhood education. Some but not all of these programs lead to recommendation by the university for certification in the state of Washington as either a teacher or an educational staff associate.

F. Graduate Council. The graduate council reviews all program proposals and
revisions for graduate study and the graduate dean reviews all course proposals or changes which are numbered 500 and above.

G. **Faculty Senate.** The Faculty Senate acts on recommendations made by the FSCC concerning the following:

1. All curriculum policies, including revisions to the Curriculum Policies and Procedures Manual and policy recommendations from university committees and offices concerned with the curriculum (e.g., General Education Committee, University Professional Education Council, Graduate Council, Cooperative Education Office, Career Development Services, Academic Services, Registrar's Office, Deans' and Provost's Offices);

2. New programs, or new options within existing programs.

3. Programs which exceed upper limits. Course additions to existing programs that extend the number of credits required beyond the upper limits specified in the Curriculum Policies and Procedures Manual (Section VI) or beyond the limits previously approved by the Faculty Senate.

4. Program deletions.

5. Final approval for general education changes.

H. **Board of Trustees.** The Board approves all new program proposals after they have been reviewed internally and before they are submitted to the HECB.

I. **Higher Education Coordinating Board (HECB).** The HECB grants preapproval status before the institution is authorized to develop a program proposal which is also approved by the HECB. Sections IX and X outline HECB jurisdiction.

J. **Governance.** Whenever questions of curriculum policy are raised from curriculum proposals, the FSCC and the Provost or the Provost's designee should be consulted. Whenever questions or concerns of an administrative nature are raised, the Provost's designee or appropriate deans should be consulted.

**Section II. Definition of Curriculum Terms**

**A.** ADA essential elements are the educational outcomes that articulate the knowledge, skills, and/or technical expertise that each student is expected to learn through the course. The outcomes are what the department wants each student to achieve each time the course is offered, regardless of who the teacher may be. The educational processes that will be used in evaluating students, which may vary with different instructors, need to be separate from the essential elements. These include such things as attendance, participation, quizzes, papers, presentation, and projects.

**B.** Assessment is an ongoing process aimed at understanding and improving student learning. It involves making our expectations explicit and public; setting appropriate criteria and high standards for learning quality; systematically gathering, analyzing, and interpreting evidence to determine how well performances match those expectations and standards; and using the resulting information to document, explain, and improve performance. When it is embedded effectively within larger institutional systems, assessment can help us focus our collective attention, examine our assumptions, and create a shared academic culture dedicated to assuring and improving the quality of higher education. - AAHE Bulletin, Nov. 1995.

**C.** Certificate programs are programs of study that normally require less than 25% of the credits required during a degree program at a similar level. Successful completion of the program results in a certificate. Certificate programs may also be noncredit.
D. **Cross-listed courses** are courses offered by two or more departments. Any cross-listed course must bear the identical course description, credit, title and numbering. Only the departmental prefix will be different.

E. **Curriculum** refers to individual courses or academic degree programs offered by the university. An academic degree program is a combination of courses (major, minor) related to a common theme, all of which contribute to a common purpose and lead to a specific goal (major, minor, certificate, etc.) which results in receiving a degree.

F. **Degree** means a title or rank awarded by a college or university to a student who has successfully completed a required course of study.

G. **Degree program** means a set of educational requirements, identified jointly by the department or other degree-granting unit and the college or university, which leads to a degree. Baccalaureate program requirements involve a combination of general education courses, courses in the major field of study, and elective courses. Graduate program requirements involve intensive study in the major field, preparation in the use and conduct of research, and/or a field or internship experience; professional programs generally prepare individuals for professional fields (e.g., law, medicine).

H. **Degree title** means a full designation of the degree including level (bachelor, master, doctor), type (e.g., arts, science, fine arts, business administration), and major (e.g., mathematics, civil engineering, history). These distinctions are illustrated below. For the activities outlined in these guidelines, these definitions of a degree title will be used.

**DEFINITION OF DEGREE TITLE**

<table>
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<th>Degree Designation</th>
<th>Level</th>
<th>Type</th>
<th>Major</th>
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<tr>
<td>B.S. Chemistry</td>
<td>Bachelor</td>
<td>Science</td>
<td>Chemistry</td>
</tr>
<tr>
<td>B.F.A.</td>
<td>Bachelor</td>
<td>Fine Arts</td>
<td>Graphic Arts</td>
</tr>
<tr>
<td>M. Engineering</td>
<td>Master</td>
<td>Engineering</td>
<td>Electrical Engineering</td>
</tr>
<tr>
<td>MEd. Curriculum &amp; Instruction</td>
<td>Master</td>
<td>Education</td>
<td>Curriculum &amp; Instruction</td>
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</table>

I. **Major** means that part of the curriculum where a student concentrates on one subject or group of subjects and which comprises the largest number of units in any given discipline. Its contents are usually defined by one academic department but also may be defined jointly by two or more departments, as in the case of an interdisciplinary major.

The major also may be defined as a concentration in an area having a distinct body of knowledge and method of inquiry from multiple disciplines. Interdisciplinary faculty may be defined from multiple departments as a set of faculty to govern a major.

J. **New degree** means any proposed degree which differs from any other offered by the proposing department or unit in one or more of the three degree title specifications (level, type, or major). A program leading to a new degree (as defined above), even if constituted entirely of existing courses, requires review and approval of the HECB. Though a program may not be new to the institution, if it is to be offered at a new location, it will be considered a new degree program to that location and requires HECB approval.

K. **Off-campus degree program** means a degree program offered away from the main campus of the institution (in-state, out-of-state, or in another country) and may
be presented in-person or via telecommunication instruction.

L. A pilot test allows an institution to offer a maximum of two courses in a new location in order to test whether sufficient interest in the program exists to offer an entire degree program.

M. A specialization within a degree program is an area of study that is generally less than one-half of the total credits needed for the upper-division major or graduate program. Other sources refer to a specialization as a concentration, option, area of emphasis, track, or minor. It can generally be distinguished from a new degree in that full designation of the degree title - including level, type, and major - does not change when a new specialization is added. A specialization must be reported to the HECB as an informational item.

N. Student Learning Outcomes are statements of what a learner should be able to know, do, or value after the successful completion of a program and/or a course. Outcomes focus on the ends rather than means, describe product rather than process, and reflect terminal performance rather than course content. The outcomes are what the department wants each student to achieve each time the course is offered regardless of who the teacher may be. For assessment purposes, learning outcomes should be stated in observable or measurable terms. (See Appendix I.)

Section III. General Principles and Procedures

A. Official Catalog. Effective Fall Quarter, 1996, the official electronic catalog became the university's authoritative compilation for all curriculum. The official electronic catalog should be available on the world wide web by May 30 of each year and becomes effective the following fall quarter. As changes come to the registrar's office throughout the year via the curriculum committee, the changes are entered into a "changes" file which lists the changes by department and the date they were approved by the curriculum committee. When appropriate, course changes become effective when they have been acted on by the FSCC or appear in the Faculty Senate minutes. (Reference Section IV, G, Implementation, page 10). Program changes and general education requirement changes will become effective in the fall quarter of the next year. The published catalog should reflect the same information as the electronic catalog.

B. Catalog Deadline. The final deadline for inclusion in the catalog will be established by the Provost or the Provost's designee in consultation with the Academic Affair's Council and the Faculty Senate Curriculum Committee. Specific dates for submission and approval will be established jointly by the Registrar, the Academic Affairs Council, the Faculty Senate Curriculum Committee, and the Executive Committee of the Faculty Senate. The catalog deadline will be made public to department chairs via a memo from the FSCC in October of each year. In order for changes to be incorporated into the fall official electronic and printed catalogs for fall, approved proposals must reach the Dean of Graduate Studies and Research or the Registrar by March 15 changes must be submitted to the Faculty Senate Curriculum Committee no later than the first meeting of winter quarter.

C. Curriculum Changes. All course and program changes, additions, and deletions will be are considered in terms of their relation to effect upon the academic mission of the university, college/school, department, program and their adherence to curriculum policies as outlined in this manual. Care will be exercised to Originating departments should avoid needless duplication and to assess the effects of curriculum changes on other departments.

D. Program Plans for HECB. Program plans are submitted to the HECB in January on even-numbered years (1998, 2000, etc.) on a biennial basis for the following two biennia. Proposals for new programs and the following types of changes for existing programs are included: program retitles, revised program options,
certificate programs, pilot tests, existing degrees at new locations, and program eliminations. Formal approval for new academic programs requires first that the proposed program receive preapproval status from the HECB. The Provost may forward new academic program requests to the HECB for preapproval consideration after proposals have been submitted by the deans in consultation with department chairs and faculty of their units. Procedures are included in the section on Preparing Program Plans for HECB.

E. Internal Program Approval Process. After receiving preapproval status from the HECB, proposals to add new major and degree programs are subject to review by the Faculty Senate, the Provost/Vice President for Academic Affairs, and the Board of Trustees, prior to submission for final approval to the Washington State Higher Education Coordinating Board or other state agencies. A change in level (e.g., bachelor's to master's or master's to bachelor's degree) or type of degree (e.g., B.A., B.S., B.F.A.) is defined as a new degree program.

F. Northwest Association of Schools and Colleges (NASC) Approval Process. When the institution proposes to extend program offerings to a new location, the NASC Commission on Colleges must be informed in writing; a substantive change prospectus (page 94 of 1996 NASC Accreditation Handbook) may be required. Further, the Commission must be informed in writing of new degree or certificate programs. The Annual Report to the Commission will be the vehicle for reporting the delivery of previously approved programs to previously approved locations.

Section IV. Procedures for Curriculum Change

A. Initiation of Curriculum Change. A proposal for curriculum change may be initiated by students, faculty members, or deans, but the approval process begins at the department level, with the approval by of a majority of the full-time faculty of the department. Specific guidelines are provided in Section X and on the forms for each type of curriculum change.

B. Initiation of General Education Requirement Changes. Individuals proposing general education curriculum changes submit a completed Form B: Program Change Transmittal Form with a description of the proposed change, including an effective date and all appropriate signatures, to the Provost's Office. The initiator marks the transmittal form as a general education requirement change and the Provost's Office lists it in the Curriculum Summary Log as such. The academic community has two weeks to respond to the Provost's Office. Following the two-week hold, a copy of the program change form is sent to the General Education Committee, along with a cover memo and any pertinent responses. After the General Education Committee acts on the proposal, the chair adds a memo documenting committee action and sends it to the Faculty Senate Curriculum Committee chair. The FSCC acts on the proposal, adds a memo documenting curriculum committee action, and sends it to the Faculty Senate chair to be placed on the Faculty Senate agenda for action.

C. Timeline. Provided that proposals do not require clarification and revision, they should be originally drafted well enough to proceed through the process without delay hindrances they should be through the entire process in one quarter or less. Extended time may be needed for proposals which must be reviewed by UPEC, Graduate Council, and/or the General Education Committee. The originator has the responsibility to track the progress of the curriculum movement. Transmittal forms should not remain in any office more than 10 working days. (See Curriculum Flow Chart, Appendix B 1).

D. Review Process. Deans begin the review process by having credit evaluators personnel in Academic Advising Services check proposals for availability of course number, clarity and accuracy of course description, title, credits, cross listings, and arithmetic. Proposals are then returned to the dean who checks to assure course/program consistency with department goals and for
sufficient funding. If errors have been identified the dean’s office contacts the departments to make corrections. When appropriate, the dean sends the proposal to UPEC and/or to the Dean of Graduate Studies. Upon approval by the Graduate Council and/or UPEC, the proposal is returned to the college dean who uses the established internal process at the college level which may require submission to the college curriculum committee. The process must include checks for a) consistency of course/program with department goals, (b) academic integrity, (c) clarity of student learning outcomes and assessment plans, and (d) availability of sufficient funds. (The specific check list is guidelines are printed on the reverse side of all transmittal forms.) The dean or committee rejecting a proposal will return it to the department chair with an explanation as indicated on the Curriculum Flow Chart with an explanation. The dean’s office forwards approved curriculum to the Provost’s Office. The Provost’s Office prepares a Curriculum Summary Log for review by the FSCC and distributes copies to the academic community before action by the FSCC and Faculty Senate. New Program Proposals are reviewed by the Board of Trustees.

E. Notification. Curriculum Summary Logs (see Appendix E), which are compiled in the Provost’s Office, will be used to notify the following people of current proposals: department chairs, east-side and west-side administrators, center director, associate registrar, associate school/college deans, Academic Affairs Council, the Provost, the Faculty Senate, the Faculty Senate Curriculum Committee, and the General Education Committee. Logs are also published on GO CAT, the University Gopher.

F. Approval Process. Items appearing on the curriculum summary log (other than those requiring approval by the Faculty Senate) will be approved automatically on the proposed approval date unless a concern is raised by one of the people receiving the log. Concerns should be directed to the Provost’s Office or the Chair of the Faculty Senate Curriculum Committee with a copy to the Provost’s Office. The proposed approval date, assigned in the Provost’s Office, is the date of the FSCC meeting immediately following the day the committee first reviews the log (notification date on the log). The time between the notification date and the proposed approval date will be at least two weeks. If concerns are raised, approval may be delayed while the curriculum committee contacts the originator of the proposal and concerned departments.

G. Implementation. Curriculum changes may be implemented as follows: (a) in cases requiring Senate approval, as soon as they appear in the published minutes of the Senate, unless approval of the Board of Trustees, and the Higher Education Coordinating Board, or the Commission on Colleges is required, or (b) in all other cases, on the proposed approval date as indicated on the Curriculum Summary Log (provided no objections have been made). (Reference Section III, A, Official Catalog, page 7.)

Changes must be implemented no later than their the publication date of the public document appropriate to the action. Examples of such documents are the official electronic catalog, the quarterly class schedule, and the course change sheet distributed at registration. These publications shall reflect changes at the earliest opportunity.

Curriculum policy changes shall not be applied retroactively.

Section V. Curriculum Rules

A. Course numbering system:

1. Course numbers are usually 3 digits. However, when necessary for logical ordering, a fourth digit may be added e.g., BISC 3771, BISC 3772.
2. Courses should be numbered according to common fields of interest -- (i.e.,
literature, bird study, evolution, tests and measurements, etc.). Advanced
courses should have the same last two numbers as beginning courses. Sequence
courses covering allied subject matter should be numbered sequentially.

3. The initial digit should reflect the appropriate level of study.

<table>
<thead>
<tr>
<th>Year</th>
<th>Initial Digit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>1</td>
</tr>
<tr>
<td>Sophomore</td>
<td>2</td>
</tr>
<tr>
<td>Junior</td>
<td>3</td>
</tr>
<tr>
<td>Senior</td>
<td>4</td>
</tr>
<tr>
<td>Graduate</td>
<td>5, 6, 7</td>
</tr>
</tbody>
</table>

4. The basic numbering system, both as it applies to the institution as a whole
and to the grouping within subject fields, should be as follows:

<table>
<thead>
<tr>
<th>Second and Third Digit</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>01 to 09</td>
<td>-- Introduction to Broad Areas</td>
</tr>
<tr>
<td>10 to 89</td>
<td>-- Regular Department Courses</td>
</tr>
<tr>
<td>90</td>
<td>-- Cooperative Education</td>
</tr>
<tr>
<td>91</td>
<td>-- Workshops</td>
</tr>
<tr>
<td>92 to 95</td>
<td>-- Professional Laboratory Experiences, Practica, and Field Experience</td>
</tr>
<tr>
<td>96</td>
<td>-- Individual Study. 1-6 credits. May be repeated if subject is different.</td>
</tr>
<tr>
<td>97</td>
<td>-- Honors. 1-12 credits. Prerequisite, admission to department honors program.</td>
</tr>
<tr>
<td>98</td>
<td>-- Special Topics. 1-6 credits.</td>
</tr>
<tr>
<td>99</td>
<td>-- Seminar. 1-5 credits. May be repeated if subject is different.</td>
</tr>
<tr>
<td>Course No. 100</td>
<td>-- Courses for which credit will not be counted toward degree requirements.</td>
</tr>
<tr>
<td>Course No. 500</td>
<td>-- Professional Development. 1-5 credits, which will not be counted toward degree or certificate requirements.</td>
</tr>
<tr>
<td>Course No. 700</td>
<td>-- Thesis, Project, and/or Examination. 1-6 credits.</td>
</tr>
</tbody>
</table>

5. Hold on Course Numbers. An eight (8)-year moratorium exists on course
numbers. After a course number has been deleted, the number may not be
reused within an for eight (8)-years. period after they have been deleted.

B. Lower and Upper-Division Courses (initial digit, 1, 2, 3, 4)

1. Lower-division courses are general introductions to a field of study. They
are normally open to all students, not just those majoring in the field and
are defined as 100 and 200 level.

2. Upper-division courses are more specific than lower-division courses and may
require prerequisites (see 5 E below). Both 300 and 400 level courses are
defined as upper-division courses.

C. Graduate Courses (initial digits 5, 6, 7)

1. Graduate Enrollment. Graduate courses numbered 501 and above are typically
generally restricted to students who have a bachelor's degree and who have
formally been admitted to a graduate program of the university. Competitive
admission may be required for some programs. Students may be required to
complete specific preparatory course work before acceptance into a graduate program, especially when the student’s undergraduate degree was in a different field of study.

2. **Undergraduate Enrollment.** Seniors may enroll in graduate courses with the permission of the instructor and the department chair. Credit earned by seniors may meet either undergraduate or graduate program requirements, but not both. If the credit earned by a senior is to be applied to a graduate program, approval must be obtained from the Dean of Graduate Studies and Research.

3. **Curricular Criteria.** Graduate curricula are usually more specialized than undergraduate curricula, focusing on a few academic or applied areas. Introductory courses and courses that can be approached by a student without extensive preparation are not appropriate to the graduate level.

Graduate courses assume comfortable use of the terminology, knowledge-gathering methods, practical skills, and basic understandings of the discipline. Nearly all graduate students have a grade point average above 3.0 for their last two undergraduate years, and therefore, graduate courses should challenge the learning skills of these students. Graduate instruction places a greater burden on library, equipment, faculty, and administrative resources than undergraduate study. Curriculum proposals must recognize these special demands.

D. **Cross Listing**

1. Courses may be cross-listed between departments but must bear identical course descriptions, numbers, credits and titles.

E. **Prerequisites**

1. Prerequisites to a course are appropriate if:
   a. Certain basic skills are needed for success in the course.
   b. A course is one of a sequence.
   c. A certain level of maturity and familiarity with the language of the discipline is necessary for success.

2. Prerequisites may include:
   a. Specific courses (or their equivalents).
   b. Specific minimum credits in the discipline.
   c. Specific minimum college credits.
   d. Permission of the instructor or department.

F. **Restrictions on Courses**

1. **ADA.** As curriculum change proposals are developed and To be in compliance with the Americans With Disabilities Act (ADA) Accommodative Policy learning outcomes must be explicitly stated and must specify “essential elements” for ADA purposes and specific measures for assessment departments must identify the essential elements (skills, knowledge or abilities) which the course or program is designed to teach so that a determination can be made of a student’s ability (with or without accommodation) to perform the essential elements. The student learning outcomes specify a body of knowledge that the department wants taught each time a course is offered regardless of who the teacher may be. The educational processes that will be used in evaluating students, which may vary with different instructors, need to be separate from the essential elements. Such elements may be attendance, participation, quizzes, papers, presentations, and projects. For more information, see the...
Here is an example of a statement that may be included on the syllabus that has been endorsed by the ADA officer:

ADA. Students who have documented disabilities that may affect their ability to access information and/or material presented in this course are encouraged to contact (professor's name) by (date) so that appropriate modifications can be provided. Students who have not documented their disabilities or who require additional information should contact the Office of ADA Affairs and Students Assistance on campus, Bouillon Hall, Room 205 or telephone 963-2171.

For more information, see the complete ADA policy in CWU Policies 2-2.42.

2. **Appropriate Level for Enrollment.** Students may elect courses with a number designated for the year beyond their actual class standing unless the course description specifies otherwise.

Departments may restrict students from enrolling in lower-level courses if they have completed work in the discipline at a higher level, or they show competence in the lower level course content.

3. **Credit Restrictions.** Credit for a course may not be given more than once unless the catalog specifies otherwise.

**G. Credit Allocation to Courses**

1. One contact hour equals 50 minutes of contact with the instructor.

2. Courses allowed variable credit include workshops, practica, field experiences, individual study, seminars, professional development, special topics, and theses.

3. Credit should be appropriate for the work expected.

   a. Lecture, recitation, discussion, seminar, special topics: A minimum of 10 contact hours and 20 hours of related work is required for each credit.

   b. Activity courses, laboratory courses, workshops, practica, field experiences: A minimum of 20 contact hours and 10 hours of related work is required for each credit.

   c. Courses which combine components from a. and b. above are allocated credit based on the percentage of each component.

   d. Individual study, honors, thesis: A minimum of 30 hours of study is required per credit.

**H. Individual Study**

1. **Definition.** Individual study courses (-96) are those that include study of specific topics that are not offered as existing courses. The individual study course may be repeated for credit.

2. **Process.** Individual study courses are given only with the permission of the department chair. Students must secure a faculty member willing to supervise an individual study course. Faculty may agree to supervise individual study courses only in those cases when the content of the study is in the subject area of their specialties. Faculty willing to supervise an individual study course and the
student wishing to register for it credit must should confer with the appropriate department faculty member to determine the specific topic(s) to be studied, outline the study area, and develop specific student learning outcomes and an assessment plan. The student should fill out an complete the "Individual Study Permit" form, and obtain the approval signatures of the instructor and faculty member supervising the study and the department chair. Students are given Faculty may either use letter grades or S/U or letter grades depending on the nature of the study.

3. **Criteria.** A student will be Faculty should approved for individual study courses only if he/she the student has demonstrated adequate background in the subject to be explored, to undertake the study, sufficient scholastic ability to succeed in the task, and independent study skills sufficient to conduct the study.

4. **Restrictions.** The individual study course is intended for individual students, not for groups of students. If the learning experience is intended for a group of students, it must be offered as a special topic course (-98) or a regular course. Examples of inappropriate use of individual study include: internships, seminars, instructional or laboratory assistance, administrative assistance, tutoring, duplicating an existing course and groups of students doing identical individual studies.

I. Workshops, Special Topics, Seminars

1. **Definitions**

   a. Workshops (-91) are nonlecture courses which require students to research, develop, present, and discuss projects and ideas. No more than eight credits can be applied to a master's program. Usually graded S/U.

   b. Special Topics (-98) are courses offered on a trial basis and must meet standards applied to regular courses.

   c. Seminars (-99) are courses in which students meet to report on and discuss research.

2. **Process.** Course proposals for workshops, special topics and seminars should be submitted on Form D for approval by the appropriate individuals as identified on the form. (See Appendix C 4).

3. **Time Restriction.** Courses offered as (-91), (-98) and (-99) are temporary offerings. These numbers are used to describe courses offered on an "experimental" basis, for topical issues, and for "niche markets." Special topics and seminars may be converted to regular offerings with regular (10 to 89) numbers, if desired. After final approval, the course may be offered for a period of three years. Any subsequent offering must be as a regular course (numbered 10 to 89), approved through the established curriculum process.

J. Cooperative Education

**NOTE:** This is not a complete statement of policies and procedures for the Cooperative Education Program. That document is available in both the Cooperative Education Career Development Services and Faculty Senate Offices.

1. **Introduction**

   Cooperative Education (-90) is an individualized contracted field experience
where the student is actively engaged in hands-on learning with business, industry, government, or social service agencies. This contractual arrangement involves a student learning plan, cooperating employer supervision, and faculty coordination.

2. Minimum Requirements (departments may have additional requirements):
   a. The student is in good academic standing.
   b. The contracted field experience is directly related to the student's major field of study and/or career goal.
   c. The student has completed the appropriate prerequisite courses and possesses the required skills and knowledge.
   d. The student must have a departmental faculty cooperative education (co-op) advisor.
   e. The student must complete at least 45 credits prior to enrolling in 290, at least 15 credits at CWU.
   f. The student must complete a minimum of 90 total credit hours with 10 or more credits in his/her major to enroll in 490.

3. Program Enrollment:
   a. The student must complete and submit the learning agreement form for registration.
   b. Students may register for Cooperative Education courses numbered 290, 490 and 590. Credits are variable: 1-5 for 290, 1-12 for 490, and 1-8 for 590 level courses.
   c. The student may count 20 credits toward graduation of which 10 may be at the 290 level and/or transfer credits. No more than 8 credits may be applied to a graduate degree.
   d. Courses may be repeated when objectives and activities are different.

4. Awarding of Credits
   a. A minimum of 40 hours of field experience is required for each credit.
   b. A means of evaluation is established between the student, the employer, and the faculty coop advisor. Grading is S/U; letter grade is optional if approved by the faculty co-op advisor.
   c. If the field experience is terminated by the employer or academic department or student, credit will not be awarded.
   d. Credit will not be given for field or work-study experience completed prior to registration.
   e. The contracted field experience may or may not be a paid position.
   f. The Cooperative Education Program is subject to periodic program review and assessment, completed at least once every five years. Routine review of evaluations from employers, faculty, and students occurs on a quarterly basis along with a continuous review of field placement sites.

5. Student Supervision and Coordination
   a. The employer/supervisor is identified on the learning agreement form.
   b. The faculty co-op advisor must contact the employer/supervisor and the student at least twice each quarter.

K. Professional Development Courses

1. Definition. Professional Development (500) course proposals will have the following catalog description:

   DEPT 500: Professional Development (1-5). Development topics and issues for
inservice and continuing education of professionals. Not applicable to degrees nor institutional requirements for endorsements or teaching certificates offered through the university. Usually graded S/U.

2. **Process.** Departmental addition of a 500 catalog entry will follow the normal curriculum process for course additions. Specific 500 courses will follow normal special topics approval process.

3. **Restriction.** There is no limit on the number of times such a course may be offered.

**L. Master's Thesis, Project Study and/or Examination**

1. Master's thesis, project study and/or examination (700) course proposals will have the following catalog description:

   **Dept 700. Master's Thesis, Project Study and/or Examination (1-6).**
   Prerequisite, permission of chair of student's graduate faculty supervisory committee. Designed to credit and record supervised study for the master's thesis, nonthesis project, studio project, public recital, and/or examination. Grade will be S/U. May be repeated for credit.

**M. Continuing Education Off-Campus Credit Courses**

1. **Authorization.** The Provost/Vice President for Academic Affairs or designee has authority to approve continuing education courses to be taught off-campus for credit. Each request will be considered on an individual basis and must be submitted on the Form D transmittal form.

2. **Conditions.** The following conditions must be met in order for a continuing education credit course to be taught off-campus:
   
   a. The course must be a part of the university curriculum.
   b. The course must be taught by a member of the university faculty or a person approved by the appropriate department following the provisions of the Faculty Code for the appointment of faculty.
   c. Students should have available the appropriate library materials, laboratories, special equipment and other facilities the course may require.

**N. Noncredit Offerings**

1. **Purpose.** As a part of the continuing education of the general public, the university offers opportunities for learning which do not carry academic credit. Conferences, workshops, institutes, seminars, symposia, short courses and similar learning activities are offered to individuals for professional development, learning new skills or general information.

2. **Criteria.** The subject matter (content) of noncredit offerings must be consistent with the university mission and should reflect the general nature of the institution. They must not duplicate or compete for enrollment with credit bearing courses. With approval of the Provost, noncredit courses may be offered out-of-state or out-of-country.

**O. International Study Courses**

1. **Purpose.** The administration and faculty of Central Washington University are dedicated to offering broad academically sound opportunities for living and learning in international/intercultural settings. Programs will be
structured as an integral part of the academic program. Programs will be institution-wide in concept, objectives and implementation.

2. **Responsibility.** The Director of International Programs, in concert with the Provost and the academic deans, is charged with coordinating and/or implementing all programs which involve either CWU students or CWU faculty. Cooperative, consortia or federated arrangements are encouraged among educational institutions with similar aims and goals.

3. **Criteria.** Recognizing the unique and diverse nature of international study, university-sponsored programs abroad will meet the same academic criteria as would be required of similar programs on the home campus.
   a. When credit is granted, the student's admission status will conform to the specific requirements of the Admission's Office.
   b. The teaching staff will consist of academic professionals who meet the standards for similar programs on the campus.
   c. The course offerings will meet equivalent standards and conditions as those offered on the campus.
   d. Courses with FNST prefixes are not offered on campus and are available only in conjunction with International Programs and Foreign Languages Department. Credit to be given depends upon the evaluation made by the office of International Programs.
   e. Travel programs per se or commercially sponsored "Travel Study" programs will not be granted credit.

4. **Process for approval of foreign studies courses:**
   a. Each course is preapproved by one or more CWU departments and submitted on the special topics transmittal form.
   b. A copy of the department's preapproval is attached to each packet of transmittal forms.
   c. Each department's recommendation for the level of the course is placed on the transmittal forms.
   d. The foreign institution's name and course number are replaced by the CWU name and course number which is attached on the syllabus.
   e. The transmittal form is submitted for signatures.

**P. Reserve Courses**

1. **Purpose.** Courses/programs are put on reserve when they are not regularly scheduled course offerings. Reasons for placing courses on reserve could include temporary staffing changes, anticipated accreditation changes, etc.

2. **Time Restrictions.** Courses or programs can remain on reserve for three (3) years. After three years, they will be deleted automatically. Courses can be taken off reserve by filing a Reserve Reinstatement Form with the Office of the Registrar. (See Appendix L.)

**RULES FOR DEGREES AND PROGRAMS**

**Section VI. Rules for Undergraduate and Graduate Degrees**

A. **General Education Requirements.** The general education Program requirements must be completed by all bachelor's degree recipients. General Education courses outside of the major department that are specified in the degree program may be used to satisfy these general education requirements.

B. **Undergraduate Degrees**
1. **Bachelor of Arts (B.A.).** The Bachelor of Arts degree designation is reserved for those undergraduate programs which consist primarily of liberal arts study. They include approximately one-third study of general education, one-third study in a specialization, and one-third study in free electives. Majors may not exceed 75 quarter credits, unless approved by the Faculty Senate, and the minimum number of credits required for the degree is 180 including 60 credits of upper-division course work.

2. **Bachelor of Science (B.S.).** The Bachelor of Science degree designation is reserved for those undergraduate programs which emphasize the study of science, or a technical or professional field. They include the general education program requirements, a specialization and free elective courses. Majors may not exceed 110 quarter credits unless approved by the Faculty Senate. Usually the recipient of the B.S. is ready for immediate entrance into a career in the field of specialization. The minimum number of credits required for the degree is 180 including 60 credits of upper-division course work.

3. **Bachelor of Arts in Education (B.A.Ed.).** The Bachelor of Arts in Education degree designation is reserved for three undergraduate programs which are intended to prepare teachers (Early Childhood Education, Elementary Education and Special Education). They include the general education program requirements, major/minor, professional education study, and free elective courses. The minimum number of credits required for the degree is 180 including 60 credits of upper-division course work.

4. **Bachelor of Music (B.Mus.).** The Bachelor of Music degree designation is reserved for those undergraduate programs which are intended to prepare students for professional careers in music. They include the general education program requirements, a specialization, and free elective courses. Majors shall be limited according to the policy governing professional degrees. The minimum number of credits required for the degree is 180 including 60 credits of upper-division course work.

5. **Bachelor of Fine Arts (B.F.A.).** The Bachelor of Fine Arts is the initial professional degree in art and design. It is designed to prepare students for significant roles in society as professional practitioners, educators and designers of visual art and associated media. The B.F.A. also prepares art students for graduate study in visual art and its allied fields of study. The degree is comprised of a general education component, a specialization in graphic design or studio art, and free electives. Students are required to complete 180 credits of course work, including 60 credits of upper-division course work.

6. **Option.** Other bachelor's degrees may be offered where extended professional instruction is shown to be necessary to qualify students to engage in specific professional or occupational fields for which neither the Bachelor of Arts nor the Bachelor of Science designation is appropriate. No more than 110 credits beyond the general education program requirements may be specified in a program for such degrees. Although all of these credits may be in one department, programs of large size should draw as widely as possible from the resources of other departments.

**C. Credit Limit Exceptions.** Exceptions to the credit limits for major concentrations for all undergraduate degrees may be granted by the Senate upon justification by the proposing department which shall include, but not be limited to, documentary evidence of the following:

1. Standards established by a national accrediting organization for the program.
The accreditation process must accredit the program, not the student.

2. Programs of similar content and size offered at comparable institutions of higher education.

3. Contemporary employment practices in the involved profession.

D. Graduate Degrees

1. **Master of Arts (M.A.)**. The Master of Arts degree designation is appropriate for those graduate study programs in the arts, humanities and certain social science areas as determined by the Graduate Council.

2. **Master of Science (M.S.)**. The Master of Science degree designation is appropriate for those graduate study programs in the sciences, mathematics, certain social sciences and other fields not covered by the Master of Arts or other professional degree designations.

3. **Master of Education (M.Ed.)** The Master of Education (M.Ed.), is used in a professional area with a distinct professional practice emphasis.

4. **Master of Fine Arts (M.F.A.)** The Master of Fine Arts is recognized among the art professions as the terminal degree in studio art. The M.F.A. degree indicates a high level of professional competence in visual art making and the mastery of a particular medium. The 90 credit degree program is comprised of concentrated study in a studio discipline, study of art history and criticism, electives, and a studio/thesis project.

5. **Master of Music (M.M.)**. The Master of Music is a professional graduate degree in the musical arts. The course of study is divided into three components. The student must complete a minimum of one-third of study in a specific major in the discipline (ex. composition, performance, music education, conducting, etc.); one-third in supportive courses in music; and one-third of elective studies in supportive areas.

Section VII. Teacher Preparation Programs

All teacher preparation programs require the Professional Education Program Sequence (49-54 credits) plus in addition to the elementary or secondary emphasis.

A. **Elementary Level**. Each department which prepares students in subjects commonly taught in the elementary schools may offer, if approved:

1. One or more A majors of 45 credits for elementary teachers if the major is in a single discipline and leads to an institutional endorsement for teaching in the schools of Washington state. For students preparing to teach in regular or self-contained elementary school classrooms, the major who are not pursuing the elementary major, must be accompanied by complete the Elementary Education minor.

2. One or more endorsable majors or minors (at least 24 credits) for elementary teachers. If a minor is not endorsable, The student must complete a this second endorsement following graduation to convert from initial certification to continuing certification.

B. **Secondary Level**. To achieve certification, students must select a major which leads to an endorsement for teaching in the schools of Washington state. Each department which prepares students in subjects commonly taught in the secondary schools may offer one or more of the following, if approved:
1. One or more majors of 45-60 credits for secondary teachers. The courses may or may not be from a single discipline for each major must result in an endorsement approved by the institution. Students choosing such majors must complete a minor or sufficient credits in another discipline to be endorsed for teaching earn a degree.

2. One or more minors of at least twenty-four (24) credits for secondary teachers.

3. A 60-75 credit major in which all courses may be from one department. This major must require two to four courses in each of four or more areas distinctly different in content, skills and materials and commonly taught in the secondary schools. A minor is not required.

4. A 60-75 credit interdisciplinary broad area major. No more than 60 credits from the department offering this major may be used to satisfy the major requirement for graduation. At least 15 credits must be from one or more other departments. A minor is not required.

Section VIII. Certificate Programs

1. **Definition.** Certificate programs are courses of study that usually do not lead to degrees and are of shorter duration normally require less than one quarter of the credits required during a degree program at a similar level than degree programs normally require less than one-quarter of the credits required during a degree program at a similar level. They are usually highly specialized career programs and are occasionally geared for admission to licensing or career entrance tests.

2. **Criteria.** Certificate programs are prescribed courses of study designed (a) to provide a specialty within an academic program or (b) to build competency in an applied field of study. Because many students and employers place high value on such programs that do not necessarily constitute or require a four-year academic program, Central Washington University has developed three types of professional certificate programs.

3. **Categories.** Three categories of programs are described and the characteristics listed that determine the placement of a program into one of the three categories. The primary characteristics that determine the classification of the certificate program are (a) the primary target audience and (b) the type of courses offered within certificate requirements. The category to which a certificate program belongs determines the unit of primary responsibility for the program and the review process required for implementation and/or revision. It also determines the type of credit that can be awarded and determines the unit charged with the responsibility of maintaining ongoing records.

A. **College/School-Sponsored Certificate Programs.** Programs that admit only matriculating students and offer a set of courses approved through the CWU academic governance procedures are classified as "College/School Sponsored Certificate Programs." These programs are developed, taught, and offered by academic department housed in colleges and schools at CWU.

   **Primary Target Audience:** Matriculating students.

   **Courses:** A prescribed set of regular credit-bearing courses that have been developed, reviewed, and approved through CWU's curriculum development process.

   **Review Process:** Certificate programs in this category are required to go through the standard curriculum review process in the college/school and Faculty Senate. Programs designed for international clientele will also be reviewed by the Office of International Studies and Programs.
Administrative Sponsor: A school or college within CWU is responsible for all functions associated with scheduling courses, hiring faculty, delivering instruction, and confirming completion of the certificate program. CWU’s Office of Academic Services will enroll students, issue certificates on the recommendation of the college or school, and maintain records as part of the matriculating students’ academic record. (Note: Individual classes in the certificate program may be offered as needed through the Office of Continuing Education, in which case the enrollment process is handled there.)

Instructors: Full-time or adjunct faculty hired through the academic departments and colleges/schools (or Continuing Education with appropriate department, college/school approval).

Fees: Regular tuition and fees associated with credit (or continuing education) courses.

Example of this category currently offered: Purchasing Management Certificate

B. Collaborative Certificate Programs. Programs that admit both matriculating students and nonmatriculating students and offer a set of courses that includes regular course offerings appearing in the CWU Catalog and administered by CWU Colleges/Schools are classified as “Collaborative Certificate Programs.” These programs are developed, taught, and offered by academic departments housed in colleges and schools in cooperation with the Office of Continuing Education.

Primary Target Audience: Matriculating and nonmatriculating students may pursue collaborative certificate programs.

Courses: A prescribed set of credit-bearing courses and/or instructional experiences designed to build competency in an applied field of study. Certificate requirements may include (a) regular courses that have been developed, reviewed, and approved through CWU’s curriculum development process and/or (b) special courses or instructional experiences designed specifically in support of the certificate program through Continuing Education in consultation with the appropriate college/school dean and academic department.

Review Process: Certificate programs in this category are required to go through the standard curriculum review process in the college/school and Faculty Senate. Programs designed for international clientele will also be reviewed by the Office of International Studies and Programs.

Administrative Sponsor: Academic departments, consulting with college/school deans and faculty as appropriate, are responsible for developing curriculum, choosing appropriate faculty, and ensuring academic and instructional integrity. The Office of Continuing Education assists as needed in these functions and in addition is responsible for marketing, registration, confirming completion of the certificate program, issuing certificates, and maintaining ongoing records.

Instructors: For regular courses, full-time or adjunct faculty hired through the academic departments and colleges/schools are preferred as instructors. However, if full-time or adjunct faculty are unavailable, additional adjunct faculty may be hired by Continuing Education with approval from the appropriate department and college/school dean. For courses developed through Continuing Education, adjunct faculty hired by Continuing Education in consultation with the appropriate department and college/school dean may be employed.

Fees: Fees are determined on a course-by-course basis. Courses offered through regular CWU course offerings carry regular tuition and fees associated with credit courses. Courses offered through the Office of Continuing Education carry fees associated with credit courses offered through Continuing Education.
Revenue Sharing: Revenue generated by courses in collaborative certificate programs offered through Continuing Education will be shared with the cosponsoring departments following the prevailing revenue-sharing formula.

Example of this category currently under review: Applied Organization Development and Training Certificate.

C. Continuing Education Certificate Programs: Programs that target primarily nonmatriculating students and offer a set of instructional experiences developed independent of CWU's colleges and schools but with input as appropriate from faculty are classified as "Continuing Education Certificate Programs." These programs are developed, delivered, and administered by the Office of Continuing Education in consultation with faculty, academic departments, and/or college/school deans, as appropriate.

Primary Target Audience: Nonmatriculating students; however, matriculating students are not precluded from participating.

Courses: A prescribed set of noncredit course designed to build competency in an applied field of study.

Review Process: Certificate programs in this category are not required to go through the standard curriculum review process in the college/school and Faculty Senate. Instead the Office of Continuing Education will seek input from colleges/schools or departments as appropriate and the program will be available for review and comment for a two-week period in the Provost's Office. Programs designed for international clientele will also be reviewed by the Office of International Studies and Programs.

Administrative Sponsor: The Office of Continuing Education is responsible for all phases of design and delivery.

Instructors: Adjunct faculty or regular faculty hired by the Office of Continuing Education.

Fees: To be determined by length of program, direct costs, and market demand.

Example of this category currently offered: Phlebotomy Certificate

Section IX. HECB Program Planning Process

The HECB requires that program plans be submitted to achieve preapproval status before an actual program proposal is developed. Guidelines for program plans are presented in this section (Section IX); guidelines for developing a program proposal after securing preapproval status are presented in Section X.

A. Submission of New Program Plans and Required Information

On a biennial basis, beginning January 1, 1998, each four-year institution shall submit to the HECB a program plan for the following two biennia. Complete information shall be included on:

1. Renaming Programs. Basic information about what the program intends to do.
2. New or Revised Program Options. Basic information about what the institution intends to do.
4. Pilot Tests. Basic information about what the institution intends to do.
5. Existing degree programs planned to be offered at new locations in the next biennium shall include the following:
   a. Degree title.
   b. Date of implementation.
   c. Location.
d. Estimated enrollments (FTE and headcount).
e. Statement of need.
f. Estimated cost and source of funding.
g. Delivery mechanism, e.g., on-site faculty, telecommunications.
h. Other.

6. Existing degree programs planned to be offered at new locations in the subsequent biennium shall include the title and location.

7. New degree programs planned to be offered in the next biennium shall include the following:
   a. Degree title.
   b. Date of implementation.
   c. Location.
   d. Estimated enrollments (FTE and headcount).
   e. Statement of need.
   f. Estimated cost and source of funding.
   g. Delivery mechanism, e.g., on-site faculty, telecommunications.
   h. Other.

8. New degree programs planned for the subsequent biennium shall include the title and location.

9. Program eliminations shall include the following:
   a. Degree title.
   b. Date of elimination.
   c. Location.
   d. Enrollments (FTE and headcount) for past five years.
   e. Rationale for elimination.
   f. Provisions for allowing enrolled students to graduate.
   g. Disposition of the program's state resources.

10. If the information on a proposed program is identical from one biennium to another, the institution shall indicate in subsequent biennial program listings that earlier plans for the program remain the same.

B. Process

The institution shall submit ten copies of their program plan to the HECB for redistribution. These plans will be shared with other public higher education institutions, independent institutions, and other educational sectors. Comments will be directed to the HECB and shared with the proposing institution.

No commitments shall be made to a community or a constituency that a program will be offered until the HECB has granted "preapproval status" to the program, indicating that the institution may continue to develop the program.

Exceptions to this process may be granted by the HECB Executive Director in cases where the process reduces the institution's effectiveness in responding to a clear and urgent need.

C. Criteria

HECB review of new programs will focus on the state's need for the program, effective use of resources, and consistency with institutional mission and priorities. State need may refer to the economic, occupational, professional, workforce, cultural, or intellectual needs of the state's citizens. This also could include evidence of student interest and employer demand. Sufficient information to determine whether need is likely to exist must be submitted at the program planning stage for each program planned for the upcoming biennium. The program proposal shall contain a more complete documentation need for the program. The nature and extent of program duplication also will be evaluated.
Each proposed program must be consistent with the institution's program priorities.

D. HECB Decision Options

For new degree programs and existing degree programs to be offered at new locations, the HECB may make one of the following determinations:

1. Grant "preapproval status" to the program, which indicates the institution can continue to develop a full proposal.
2. Return the program to the institution for further development and re-submission in a subsequent program plan.
3. Disapprove the program; development of these programs shall cease.

After new degree programs and existing degree programs to be offered at new locations receive preapproval status, a program proposal will need to be prepared and submitted for review by the HECB.

Section X. HECB Contents of Program Proposal

Once preapproval status has been granted by the HECB (Section IX), then the department develops a program proposal following these guidelines.

A. Program Need

1. Relationship to Institutional Mission.

Describe how the program is related to the department and/or school/college mission.

2. Documentation of Need for Program.

Please provide objective data, studies, or the results of institutional needs assessments conducted to document a special need. Use any of the following possible justifications, as appropriate to the program:

a. Student interest or demand.
b. Cultural, artistic, and intellectual growth.
c. Economic growth and development.
d. Changes in occupation or profession.
e. Workforce needs of local industry. (Please detail whether workforce needs require new graduates or the retraining of present employees and estimate the demand for, and supply of, graduates.)
f. Service to community. (Please describe the potential opportunities for service to the community which program faculty, students, or administrative staff could provide. Include, as appropriate, opportunities for research, internships, or service.)
g. Relationship to HECB policies and goals for higher education and/or Update to the Master Plan for Higher Education.

3. Relationship to Other Institutions.

a. Duplication. (Please describe similar programs offered by a public or independent institution.)
b. Uniqueness of program. (Please detail the unique aspects of the proposed program which differentiate it from similar programs described above.)

B. Program Description

1. Provide a list of goals and objectives in terms of student learning outcomes.
2. Describe the curriculum for the program, identifying the following elements:
   a. Course of study–total credits required.
   b. Prerequisites explicitly stated.
c. Admission requirements.
d. Course sharing.
e. Related course changes that will result from this new program.

C. Use of Technology or Library Resources

1. Describe how technology or library resources will be employed in the program. Identify what is currently available and what will be needed in terms of equipment or library resources.
2. Describe the mode of course delivery, opportunities for student/faculty interactions and faculty development activities.

D. Faculty

1. Faculty profile. (See Table 1.) Please provide a profile of the anticipated faculty, (e.g., full-time, part-time, regular, continuing, adjunct) that will support the program, and the total FTE allocated to the program.
2. Impact on departmental load, including what faculty resources will be reassigned or reallocated and additional faculty to be hired during the first three years.

E. Students

1. Projected enrollments for 5 years (see Table 2).
2. Expected time for program completion.
3. Diversity. (Please detail the specific efforts planned to recruit and retain students who are persons of color or disability.)
4. Special fees students will have to pay.

F. Administration

1. Administrative and support staff. (See Table 3.)

G. Program Assessment Plan

1. Assessment plan. Provide a detailed plan for assessing how program objectives and student learning outcomes will be achieved.
2. Provide a description of how assessment information will be gathered.
3. Provide a description of how the faculty will be involved in analyzing assessment findings and using information to make improvements.

H. Finances

1. Summary of program costs. (Please identify the amounts and sources of all program funding in Table 4 for a) Year 1 of the program and b) the year it is expected to reach full enrollment, Year N.)
2. Source of additional fiscal resources needed to implement the program.

I. External Evaluation of Proposal

1. External Expert Evaluators. (Please provide the names and titles of the two external evaluators who reviewed the proposal. Enclose copies of the external evaluators' letters. Summarize the program developers' responses and subsequent modifications to the proposal based on evaluators' recommendations.)

2. Other Public Four-Year Institutions. The Provost's Office submits the proposals to provosts at other baccalaureate institutions.

J. Department affected by the new program. Attach approval letters from each department chair.
Table 1
Program Faculty

<table>
<thead>
<tr>
<th>Name</th>
<th>Rank</th>
<th>Status</th>
<th>% Effort in Program</th>
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<tbody>
<tr>
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Table 2
Size of Program

<table>
<thead>
<tr>
<th>No. of Students</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year N*</th>
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</thead>
<tbody>
<tr>
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</tbody>
</table>

*Year N: Please indicate the year in which the program is estimated to reach full-enrollment.

Table 3
Administrative/Support Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Responsibilities</th>
<th>% Effort in Program</th>
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<tbody>
<tr>
<td>Administrative</td>
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<tr>
<td>Staff</td>
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<tr>
<td>Support Staff</td>
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<tr>
<td>Total FTE Staff</td>
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</table>

Table 4
Summary of Program Costs—Year 1 and Year N

<table>
<thead>
<tr>
<th>Line Item</th>
<th>Internal Reallocat ion</th>
<th>New State Funds</th>
<th>Other Sources (a)</th>
<th>Year 1 Total</th>
<th>Year N (b) Total</th>
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</thead>
<tbody>
<tr>
<td>Administrative salaries</td>
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<tr>
<td>(#FTE)</td>
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<td>Benefits @##</td>
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<tr>
<td>Faculty Salaries (#FTE)</td>
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<td>Benefits @##</td>
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<td>Benefits @##</td>
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<td>Clerical Salaries (#FTE) Benefits @%</td>
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<tr>
<td>Other Salaries (#FTE) Benefits @%</td>
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<tr>
<td>Contract Services</td>
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<td>Goods &amp; Services</td>
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<td>Travel</td>
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<td>Equipment (d)</td>
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<td>Other (e) (Itemize)</td>
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<td>Indirect (if applied to program)</td>
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<td>Total Cost</td>
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<tr>
<td>FTE Students</td>
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<tr>
<td>Cost-per-FTE Student</td>
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</table>

**NOTES:**

a) Please indicate the source of funds.  
b) Indicate academic year when the program is expected to reach full enrollment.  
c) Describe position or duties.  
d) Detail type and number of equipment needed.  
e) Please describe what is included in this category.

All new programs must be reported to the Commission on Colleges.

**Section XI. Guidelines for using Curriculum Transmittal Forms**

Four forms are provided in Appendix C1 - C4 to transmit curriculum matters:

- Form A. New Program Transmittal Form.
- Form B. Program Change or Deletion Curriculum Transmittal Form.
- Form C. Course Addition/Deletion or Change Curriculum Transmittal Form.
- Form D. Workshop, Special Topic, Seminar, or Professional Development Transmittal Form.

1. Transmittal Form Checklist.

   A. Questions to be asked by department chairs when reviewing new program or program change proposals prior to submission are as follows:

   1. Is the entire department aware of this proposal? In the case of interdepartmental programs, are all departments aware of this proposal? Was this a department decision?  
   2. Which instructors are capable of teaching the specific courses in the program?  
   3. What areas of the department need strengthening and how will this new program or program change affect that area and the others?  
   4. Are all "hidden" prerequisites identified?
5. Are the courses and numbers in proper sequence?
6. Is the addition correct for total credits?
7. Are all costs identified and itemized?
8. Is the number of students who are affected by the program indicated?
9. Are all departments whose courses are included or deleted informed and
   the acknowledgment letters attached to this form?
10. Have all questions related to the individual courses been addressed?
    Are the correct transmittal forms for new courses attached?
11. Does the program addition or change reflect a new direction?

B. Questions to be asked by department chairs when reviewing new course and
    course change proposals prior to submission are as follows:

1. Are there sound reasons for the addition?
2. How many students will take the course?
3. Are all the costs identified? Approved by the department? Approved by
   the dean?
4. Are room needs and special materials identified?
5. Should the course be first offered as a special topic?
6. Does the course duplicate another or is it an infringement on another
   department’s offerings? Should it be cross-listed?
7. How many instructors are capable of teaching this course? Situation if
   one leaves? What impact would an instructor leaving have on this course?
8. Which course(s) might be deleted to add this one?
9. What areas of the department need strengthening and how will this
   addition affect that area and the others?
10. Is the title descriptive and easily abbreviated?
11. Is the title used elsewhere in the catalog?
12. Has a global search of the curriculum been checked?
13. If the course is cross-listed, are the titles, numbers, and descriptions
    identical?
14. Does the number fit the intended level?
15. Has the number been used within the past eight years?
16. Does the number meet numbering policy with respect to type of course
    (workshop, content, introductory, etc.)?
17. Does the credit coincide with the intent of the course and anticipated
    requirements?
18. Is the description necessary or is the title self-explanatory?
19. Is the description 25 words or less?
20. Are all prerequisites identified?
21. Are all restrictions stipulated?
22. Is the grammar correct?
23. If deleting a course are all programs affected identified and what
    effect will the deletion have on students?

Form A: New Program Transmittal Form. New programs may be proposed to the HECB
after they have received preapproval status. The actual program proposal
requires more extensive information than a program plan for preapproval. The
following information needs to be included in a new program proposal and Form A
filled out.

A. Process
A program proposal can be submitted anytime after the program has been
preapproved. The proposal shall be submitted no less than six months prior
to the anticipated start date of the program to allow sufficient time for
staff review, consultation with the institution, and preparation of a report
to the HECB. External review of the proposal will consist of two groups:

1. External Experts
a. one reviewer who is a recognized expert in the field from outside Washington state, and
b. one additional reviewer who is an expert in the field.

2. All Public Four-Year Institutions

An institution may submit its draft proposal for external review at the same time that it conducts its internal review of the proposal. However, for existing degree programs to be offered at new locations, the proposal does not require review by external experts, but does require review by all public four-year institutions. The Provost's Office submits the program to the provosts at each baccalaureate institution for review by the appropriate department.

B. Criteria

Staff will review the program proposal and prepare a report for the HECB presenting the following information on the proposed program.

1. Documentation of state need for the program.
2. Assessment plan, which includes plans for assessing student achievement and expected student learning outcomes.
3. Assessment plan, which includes plans for assessing program objectives and program effectiveness.
4. Diversity plan, which addresses the program's plan for increasing the number of students from underrepresented population.
5. Detailed program budget.
6. Assurance that internal and external reviews attest to the quality of the program.
7. Use of technology.

A draft of the report will be shared with program and institutional representatives. Favorable reports will be scheduled for HECB review and action.

C. Proposal Cover Sheet, Information Requested, Forms

Information to be included in the program proposal is outlined in the Washington Higher Education Coordinating Board Guidelines for Program Planning, Approval, and Review (January 1998) (See Appendix H for Proposal Cover Sheet.) For new degree programs, all of the information shall be included. For existing programs to be offered at new locations, the following information shall be included:

1. Documentation of need.
2. Projected enrollments (FTE and Headcount) for five years.
3. Expected time-to-degree completion.
4. Diversity and assessment plans.
5. Detailed program budget.
6. Assurance that internal reviews attest to the quality of the program.
7. Use of technology.

An incomplete proposal will be returned to the institution with specific areas of concern and inadequacies cited. Such action is not to be considered disapproval, and any proposal so returned may be re-submitted.

Form B. Program Change or Deletion Curriculum Transmittal Form. A program change or deletion request requires the following background and rationale to be developed and attached to the form.

A. Summary of changes.
B. Text of the program incorporating both old and new versions, following these editing guidelines: (a) bracket additions; (b) line through deletions; (c) underline change in wording.
C. A clean copy of the program as it is proposed to be offered. Star (*) new courses.
D. Justification for the change.
E. Impact on departmental load.
F. Impact on instructional costs.
G. Related curriculum changes that will result from this proposed change.
H. Attach notification sent to chairs of departments affected.
I. Unique time elements involved in completing the revised program. (It is presumed a major can be completed in six quarters of upper division work and a master's degree can be acquired in a minimum of three quarters.)
J. Provisions for allowing currently enrolled students to graduate.

In addition to the above, the documents program deletions must address all requirements detailed in the Guidelines for Program Planning, and Approval, and Review at Washington Public Four Year Colleges and Universities issued by the Higher Education Coordinating Board.

4. Form C. Course Addition/Deletion or Change Curriculum Transmittal Form. A course addition or deletion request requires the following background and rationale to be developed and attached to the form.

A. Course Addition

1. Justification for the addition and the course level.
2. A detailed course outline which includes student learning outcomes and assessment strategies for each.
3. Impact on department load, including what faculty resources will be reassigned or reallocated and additional faculty to be hired during the first three years.
4. Nonfaculty staffing needs.
5. Whether the new course increases graduation requirements and special additional costs (fees) students will be required to pay.
6. Related curriculum changes that will result from this proposed addition.
7. Detailed costs for implementing the new course, by quarter, over the next three years. Include faculty, staff, laboratory, equipment, facilities, etc.
8. Sources for additional fiscal resources needed to implement the course.
9. Department(s) affected by the addition. Attach approval letter from the chair of the department affected.

B. Course Deletion or Change

1. Justification for the change or deletion.
2. Department(s) affected by the change or deletion. Attach approval letter from the chair of department affected.

C. Course Deletion

1. Number of students ordinarily enrolled in the course.
2. Impact on department load.
3. Related curriculum changes that will result from this proposed deletion.

5. Form D. Workshop, Special Topic, Seminar, or Professional Development Transmittal Form. Workshop, special topic, seminar and professional development proposals will follow the following course guide.

A. Topical outline of content.
B. Course objective(s) in terms of student learning outcomes.
C. Bibliography.
D. Evaluation Assessment Procedures.
E. Special course requirements.

**Section XII. Guidelines for Writing Catalog Copy**

These guidelines are used with curriculum transmittal forms (Appendices C1 - C4). This section is the same as it appears on the transmittal form.

A. Structure. The following structure is used for naming majors:

1. **MAJOR**
2. **SPECIALIZATION**
3. **EMPHASIS**
4. Options are used only for internal use, not printed on the student's transcript, and have no effect on the major.
5. All specializations and emphases should have names which have meaning to persons reading the student's transcript.

B. Program Description. Descriptions for new or changed programs will follow this format (include only items that pertain):

1. Department name, chair, office location and phone number.
2. List of professors, associate professors, and assistant professors who teach in the program, and their respective specialties, if appropriate.
3. Program descriptions:
   a. Title
   b. Special fees; concurrent course stipulations; unique off-campus locations; maximum number of students admitted; cooperative effort with other universities, businesses, or governmental entities.
   c. Special admission requirements (e.g., GPA, class standing, completion of pre-admission courses, faculty recommendation, or required score on admission tests).
   d. Prerequisites for majors, explicitly stated.
   e. List of courses required. Each course will include only prefixes, numbers, titles, and credits, listed in the order they should be taken, or grouped by prefix or subject matter.
   f. Total credits required.
   g. All programs in which more than a total of 180 credits are required must be clearly labeled in the catalog as 5-year programs.
4. List of specializations, options or minors available, and their advisors; courses required and electives.

C. Course Descriptions. Descriptions for new or changed courses will follow this format:

1. Prefix
2. Number
3. Title. Concisely and accurately describe the subject matter of the course.
4. Credits
5. Prerequisites. Stated in terms of specific courses, minimum number of credits, skills or permission. Prerequisites are appropriate if:
   a. Certain basic skills are needed for success in the course.
   b. A course is one of a sequence.
   c. A certain level of maturity and familiarity with the language of the discipline is necessary for success.
6. Course Description. Describe content not methodology in twenty-five (25) words or less. Not necessary if course title is self-explanatory.
7. Examples of other qualifications or restrictions:
   a. Not to be counted in major.
   b. May be repeated for credit when subject matter differs (to a maximum of _____ credits).
   c. Grade will be S/U.
   d. Cross-listed Courses: Same as ANTH 480. Student shall not receive credit for both.
   e. Prefix or Number Change: Formerly ANTH 480.

APPENDICES: Are available for viewing in the Faculty Senate Office and will be available at the Senate meeting.
MINUTES
CENTRAL WASHINGTON UNIVERSITY
FACULTY SENATE REGULAR MEETING MINUTES: June 3, 1998

Presiding Officer: Robert H. Perkins
Recording Secretary: Marsha Brandt

Meeting was called to order at 3:10 p.m.

ROLL CALL:
Senators: All Senators or their Alternates were present except Jim Beaghan, Don Cocheba, Bobby Cummings, Leo D'Acquisto, Ken Gamon, Jim Hawkins, Sidney Nesselroad, Patrick O'Shaughnessy, Dieter Romboy, Jean Soliz, Alberta Thyfault, and Wendy Williams
Visitors: Linda Beath, Barney Erickson, Lad Holden, Charles McGehee, Clara Richardson, Elizabeth Street

CHANGES TO AGENDA: Add to Action Items: Chair:

MOTION: Replacement of 98/99 Faculty Senate Executive Committee member-at-large, Louise Baxter.

APPROVAL OF MINUTES: The minutes of the May 20, 1998, Faculty Senate meeting were approved as distributed.

COMMUNICATIONS: None

REPORTS:
A. ACTION ITEMS:
1. Chair

MOTION NO. 3165 (Passed): 1998/99 Faculty Senate Grievance Committee Membership

Reports to: President
Contact: Jill Orcutt, President's Office
Purpose: Resolve, by informal means, specific grievances, disputes or conflicts of faculty members and recommends action to the President. (Members appointed by the Faculty Senate Executive Committee and ratified by the Faculty Senate.)
Membership: 6 faculty (3 regular members and 3 alternates):

Regular Members:
Robert Jacobs, Political Science .................. 3 Years
Patrick O'Shaughnessy, Accounting .................. 2 Years
Steve Schepman, Psychology Jim Brown (Chair)* ........ 1 Year

Alternate Members:
Michael Chinn, Art .................................. 3 Years
Brenda Hubbard, Theatre Arts .................... 2 Years
Vacant (Replaced Jim Brown) ....................... 1 Year

MOTION NO. 3166 (Passed with the proviso that Joan Amby will advise the Senate which committee she will choose: Curriculum or Academic by 10/7/98)

1998/99 Faculty Senate Standing Committee List

SENATE EXECUTIVE COMMITTEE Meets at 3:00 p.m. Wednesdays, Barge 409A when Senate does not
* John Alhoszatai-Petheo, Chair
+ Linda Beath, Chair Elect
* Terry DeVietti, Secretary
* Enos F. Ensmann, At-Large (Motion #3167)
* Michele Kidwell, At-Large
Rob Perkins, Past Chair

SENATE ACADEMIC AFFAIRS COMMITTEE Meets at 3:00 p.m. Thursdays, Barge 201
+ Frank Cioffi (CAH) (1 yr)
Jeffrey Snedeker (CAH) (1 yr)

Phone: Email:
Anthropology 3549 SENATE
i
Curriculum & Supervision 1474 beathl
Psychology 3646 devietti
Curriculum & Supervision 1252 ensmann
Computer Science 1430 kidwellm
AMBE 1292 perkinsr

English 1532 cioffif
Music 1226 snedeker
MOTION NO. 3167 (Passed)

The Faculty Senate accept the resulting vote to have Cindy Emmans replace Louise Baxter as At-Large Member on the 1998/99 Faculty Senate Executive Committee.

2. MOTION NO. 3168 (Passed)
Moved: Clara Richardson, Chair Faculty Senate Curriculum Committee

Curriculum Planning & Procedures Guide (See Addendum A)
B. DISCUSSION ITEMS:

1. CHAIR

Summer Thesis Compensation

Starting last year the College of Education & Professional Studies started compensating some of their faculty that were involved in thesis projects and also other projects in the summer. They have a formula set up. Now the College of The Sciences are also going to be implementing a similar type of process. The stipends are not huge, CEPS is something like $500 (split to $300 to the major professor and then $100 to other individuals on the committee.) The thought is to compensate faculty for uncompensated summer work.

Ad Hoc Committee: Senate vs UFC Responsibilities

John Alsoszatai-Petheo commented that the Faculty Senate Executive Committee decided to continue clarifying the proper role and function of the Senate so that in the eventuality that there should be collective bargaining, we will be better informed about potential choices as to what the Senate will retain. It would also be useful to spend time thinking about what the Senate should be ideally. This work during the summer months will prepare the Senate for any issues which may be raised by the Board of Trustees in October.

Rob Perkins added that the Executive Committee did meet earlier with the United Faculty to try to identify roles and responsibilities of collective bargaining. What we are now looking at now is what the Senate would want to do.

1997/98 Ad Hoc Faculty Development Funding Committee

Of the $15,000 for special projects, $10,800 were given to three departments primarily for guest speakers, an interdisciplinary artistic performance, and a forum on race and ethnicity. The remaining funds will be distributed equally among the departments.

Faculty Survey of Administrators

The survey has been distributed to administrators along with the comments from the faculty. Each department has received a copy, as well as the Reference Library.

Statement in honor of chair

John Alsoszatai-Petheo made the following comments in acknowledgment of Robert Perkins' two-year service to the Faculty Senate:

"Mr. Chairman, distinguished senators and colleagues, I rise today to express acknowledgement and thanks to Dr. Robert Perkins, who is completing his second year of service as Chair of the Faculty Senate of Central Washington University.

There is little doubt that Rob Perkins has led the Faculty Senate through times of progress as well as some turbulence during his tenure as Chair. There is also little doubt that he has done so with a dedication to democratic and ethical values that make us proud to have worked with him.

In speaking on behalf of the Executive Committee of the Senate I am delighted to formally honor Rob for the leadership and the humanity that has been so characteristic of his time at the helm.

This year, as your newly elected Senate Chair, and on behalf of the Executive Committee, I would like to inaugurate a new tradition in the form of this public statement of acknowledgement, and more formally, by introducing a set of plaques which will bear the names and dates of service of all previous Senate Chairs, while leaving room for those who will serve in the future.

In these actions, we acknowledge and celebrate Rob's contributions to the Senate, just as we acknowledge and celebrate the importance of the institution and the contributions made by each senator during this past year.
Furthermore, this opportunity serves not only to praise Rob's work, but to give us the sense that a celebration of his leadership has been made. We praise him out of respect for a colleague who brought both imagination and devotion to our shared task.

I know I speak for every senator in saying that we value your leadership, and look forward to your support in the future. Thank you, Rob."

2. VICE CHAIR No Report

3. PRESIDENT

President Nelson congratulated the Senate on a productive year and encouraged faculty to participate in the graduation exercise.

Amy Gillespie will be the 1st student to serve as a trustee on the Board of Trustees of Central.

Handouts: Initiative 601 Constraints
CWU Financial Aid Summary of Process and Awards 1999

4. FACULTY SENATE STANDING COMMITTEE REPORTS:

ACADEMIC AFFAIRS COMMITTEE:

Charles McGehee commented that this time last year, the committee brought for the Senate's approval the first compilation of academic policy. This year much work was done to clarify meanings and to address problematic issues.

BUDGET COMMITTEE:

Barney Erickson commented that the Senate Executive Committee asked the Budget Committee by way of a request of the President to look at university legislative presentations for salary increases for the next biennium. The committee is in the process of collecting data and are awaiting information for a report in the fall.

CODE COMMITTEE: No Report

PERSONNEL COMMITTEE:

Todd Schaefer commented in behalf of Chair Goss. The Personnel Committee was charged with 1) Part-time voting rights, and 2) Travel Funding. A report will be submitted in the fall when the senators will have the opportunity to review it prior to voting.

PUBLIC AFFAIRS COMMITTEE: No Report

OLD BUSINESS: None

NEW BUSINESS:

Chair Perkins' statement on 1997/98 accomplishments included the 1% merit pay, the Distance Education Report, the Curriculum Policies and Procedure Manual, General Education Program changes, Equity Committee's work, Grade Inflation; Academic Affairs Committee's work on Course Repeats and Policy on SU Grading; the distribution of $100,000 in faculty development funds, the Executive Committee Reorganization establishing a working relationship with the United Faculty of Central, and Part-time Faculty issues, etc. Changes will continue to dominate our landscape. We must be prepared for them by becoming more involved, more prepared, and more open minded. Special thanks were given to leaving members: Bobby Cummings, Sidney Nesselroad, and Jim Hawkins.

On that note, Charles McGehee also commended the members of the Academic Affairs Committee for their hard work and enthusiasm, especially the student members.

President Nelson also expressed his pleasure with which the Senate has operated the past two years.

ADJOURNMENT: The meeting adjourned at 4:00 p.m.

***NEXT REGULAR FACULTY SENATE MEETING: OCTOBER 7, 1998***

BARGE 412
AGENDA
FACULTY SENATE REGULAR MEETING
3:10 p.m., Wednesday, June 3, 1998
(available on Faculty Senate Home page)

SUB 204-205

****NO INTERACTIVE CONNECTION****

I. ROLL CALL

II. CHANGES TO AGENDA

III. APPROVAL OF MINUTES

IV. COMMUNICATIONS

V. REPORTS:
A. ACTION ITEMS:
   1. CHAIR:
      Motion: Faculty Grievance Committee
      Motion: Faculty Senate Standing Committees
   2. CURRICULUM COMMITTEE:
      Motion: Curriculum Planning & Procedures Guide

   B. DISCUSSION ITEMS:
      1. CHAIR
         Summer Thesis Compensation
         Ad Hoc Committee: Senate vs UFC Responsibilities
      2. VICE CHAIR
      3. PRESIDENT
      4. FACULTY SENATE COMMITTEE REPORTS:
         ACADEMIC AFFAIRS COMMITTEE - Charles McGehee, Chair
         BUDGET COMMITTEE - Barney Erickson, Chair
         CODE COMMITTEE - Beverly Heckart, Chair
         PERSONNEL COMMITTEE - Gail Goss, Chair
         PUBLIC AFFAIRS COMMITTEE - Bobby Cummings, Chair

VI. OLD BUSINESS

VII. NEW BUSINESS

VIII. ADJOURNMENT

***NEXT REGULAR SENATE MEETING: October 7, 1998***
BARGE 412
ROLL CALL 1997-98
FACULTY SENATE MEETING: 6/3/98

- ALSOSZATAI-PETHEO, John
- AMATO, Sara
- BAXTER, Louise
- BEAGHAN, Jim
- BRODERSEN, Bret
- CLEARY, Delores
- COCHEBA, Don
- CUMMINGS, Bobby
- D'ACQUISTO, Leo
- DEMOREST, Claire
- DeVETTI, Terry
- ELY, Lisa
- EMMANS, Cindy
- FORDAN, Robert
- GAMON, Ken
- GRAY, Loretta
- GUNN, Gerald
- HAWKINS, Jim
- HOOD, Webster
- KAMINSKI, Walter
- KIDWELL, Michelle
- LEWIS, Keith
- MONSON, Luetta
- MUSTAIN, Wendy
- NELSON, Ivory
- NESSELROAD, Sidney
- NGALAMULUME, Kalala
- O'SHAUGHNESSY, Patrick
- PERKINS, Rob
- PRIGGE, Debra
- RICHMOND, Lynn
- ROMBOY, Dieter
- ROSELL, Sharon
- RUSSELL, Amy
- SCHAEFFER, Todd
- SOLIZ, Jean
- SPENCER, Andrew
- THOMAS, Carin
- THYFAULT, Alberta
- UBECKER, Morris
- WILLIAMS, Wendy
- WYATT, Marla
- HACKENBERGER, Steven
- OWENS, Patrick
- RAUBESON, Linda
- vacant
- BENSON, William
- GHOSH, Koushik
- OLSON, Steve
- JEFFERIES, Stephen
- COLLINS, James
- HINTHORNE, James
- BEATH, Linda
- GARRETT, Roger
- HARPER, James
- CIOFFI, Frank
- FAIRBURN, Wayne
- ZETTERBERG, Mark
- BURKHOLDER, Peter
- HOLDEN, LAD
- GELLENBECK, Ed
- BACH, Glen
- WOODCOCK, Don
- DAUWALDER, David
- HECKART, Beverly
- HOLTRETER, Robert
- BERTELSON, Cathy
- CAPLES, Minerva
- BRADLEY, James
- MORENO, Stella
- BRAUNSTEIN, Michael
- GILLESPIE, Amy
- WIRTH, Rex
- OLIVERO, Michael
- BOERS, Geoffrey
- KURTZ, Martha
- MADLEY, Susan
- ALWIN, John
- WHEYANDT, Lisa
- SCHACHTLER, Carolyn
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<tr>
<td>Mr. Belche</td>
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<tr>
<td>Benny Eisen</td>
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<tr>
<td>Dr. Holden</td>
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<tr>
<td>Jana Richardson</td>
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<tr>
<td>Becky</td>
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Please sign your name and return sheet to Faculty Senate secretary directly after the meeting.
Thank you.
AGENDA
FACULTY SENATE REGULAR MEETING
3:10 p.m., Wednesday, June 3, 1998
(available on Faculty Senate Home page)

SUB 204-205

****NO INTERACTIVE CONNECTION****

I. ROLL CALL

II. CHANGES TO AGENDA

III. APPROVAL OF MINUTES

IV. COMMUNICATIONS

V. REPORTS:
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      1. CHAIR:
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         Motion: Faculty Senate Standing Committees
      2. CURRICULUM COMMITTEE:
         Motion: Curriculum Planning & Procedures Guide
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         Summer Thesis Compensation
         Ad Hoc Committee: Senate vs UFC Responsibilities
      2. VICE CHAIR
      3. PRESIDENT
      4. FACULTY SENATE COMMITTEE REPORTS:
         ACADEMIC AFFAIRS COMMITTEE - Charles McGehee, Chair
         BUDGET COMMITTEE - Barney Erickson, Chair
         CODE COMMITTEE - Beverly Heckart, Chair
         PERSONNEL COMMITTEE - Gail Goss, Chair
         PUBLIC AFFAIRS COMMITTEE - Bobby Cummings, Chair

VI. OLD BUSINESS

VII. NEW BUSINESS

VIII. ADJOURNMENT

***NEXT REGULAR SENATE MEETING: October 7, 1998***
BARGE 412
1998/99 FACULTY GRIEVANCE COMMITTEE

FACULTY GRIEVANCE COMMITTEE
Reports to: President
Contact: Jill Orcutt, President's Office
Purpose: Resolve, by informal means, specific grievances, disputes or conflicts of faculty members and recommends action to the President. (Members appointed by the Faculty Senate Executive Committee and ratified by the Faculty Senate.)

Membership: 6 faculty (3 regular members and 3 alternates):

Regular Members:
Robert Jacobs, Political Science ................................................................. 3 Years
Patrick O'Shaughnessy, Accounting ............................................................ 2 Years
Steve Schepman, Psychology Jim Brown (Chair)* ...................................... 1 Year

Alternate Members:
Michael Chinn, Art .......................................................................................... 3 Years
Brenda Hubbard, Theatre Arts ......................................................................... 2 Years
Vacant (Replaced Jim Brown) ......................................................................... 1 Year
### 1998-99 FACULTY SENATE STANDING COMMITTEES

#### SENATE EXECUTIVE COMMITTEE
* John Alloszatai-Petheo, Chair
+ Linda Beath, Chair Elect
* Terry DeVietti, Secretary
* Louise Baxter, At-Large
* Michele Kidwell, At-Large
Rob Perkins, Past Chair

Meets at 3:00 p.m. Wednesdays, Barge 409A when Senate does not

<table>
<thead>
<tr>
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<td>Curriculum &amp; Supervision</td>
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<td>Terry DeVietti</td>
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<td>Louise Baxter</td>
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<tr>
<td>Michele Kidwell</td>
<td>Computer Science</td>
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<tr>
<td>Rob Perkins</td>
<td>AMBE</td>
<td>1292</td>
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#### SENATE ACADEMIC AFFAIRS COMMITTEE
* Frank Ciolfi (CAH) (1 yr)
+ Jeffrey Snedeker (CAH) (1 yr)
* Susan Donahoe (CEPS) (1 yr)
+ Joan Amby (CEPS) (1 yr)
+ Charles McGeehee (COTS) (1 yr)
+ Edward Gellenbeck (COTS) (1 yr)

Meets at 3:00 p.m. Thursdays, Barge 201

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<thead>
<tr>
<th>Name</th>
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<tr>
<td>Frank Ciolfi</td>
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<td>Jeffrey Snedeker</td>
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<td>Susan Donahoe</td>
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<td>Joan Amby</td>
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<td>Provost's Office representative</td>
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#### SENATE BUDGET COMMITTEE

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<td>Bill Craig</td>
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<td>Barney Erickson</td>
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<td>Lad Holden</td>
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<tr>
<td>Thomas Yeh</td>
<td>Library</td>
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#### SENATE CODE COMMITTEE
* Bill Benson
+ Ethan Bergman
+ James Eubanks
+ Beverly Heckart
+ David Majsterok
+ Linda Raubeson

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<td>David Majsterok</td>
<td>Teacher Education Programs</td>
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#### SENATE CURRICULUM COMMITTEE

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<td>Luetta Monson (CEPS)</td>
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<tr>
<td>Rex Wirth (COTS)</td>
<td>Political Science</td>
<td>2353</td>
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<tr>
<td>Gary Richardson (SBE)</td>
<td>Business Administration</td>
<td>3082</td>
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<tr>
<td>John Spencer (LIB)</td>
<td>Library</td>
<td>1021</td>
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#### SENATE PERSONNEL COMMITTEE
+ James "Fuji" Collins
+ Gail Goss
+ Hawkins, Jim
+ Connie Lambert
+ Perkins, Robert

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<th>Name</th>
<th>Department</th>
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<tr>
<td>James &quot;Fuji&quot; Collins</td>
<td>Psychology</td>
<td>3668</td>
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<tr>
<td>Gail Goss</td>
<td>Teacher Education</td>
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<td>Connie Lambert</td>
<td>Teacher Education</td>
<td>1735</td>
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<td>Perkins, Robert</td>
<td>AMBE</td>
<td>1292</td>
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</table>

#### SENATE PUBLIC AFFAIRS COMMITTEE
* Linda Beath, Chair
+ Richard Alumbaugh, Faculty Legislative Representative
* Robert Fordan
* Sharon Rosell
* Ken Gamon (Member of CFR) (1 yr)

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<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Linda Beath, Chair</td>
<td>Curriculum &amp; Supervision</td>
<td>1474</td>
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<tr>
<td>Richard Alumbaugh</td>
<td>Psychology</td>
<td>(206) 547-6124 alumbaugh</td>
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<td>Robert Fordan</td>
<td>Communication</td>
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<tr>
<td>Sharon Rosell</td>
<td>Physics</td>
<td>2757</td>
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<tr>
<td>Ken Gamon</td>
<td>Math</td>
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#### COUNCIL OF FACULTY REPRESENTATIVES (CFR)
* Ken Gamon (1 yr)
+ James Alexander
+ Bob Benton
* Ken Gamon (Member of CFR) (1 yr)

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<tr>
<th>Name</th>
<th>Department</th>
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<tbody>
<tr>
<td>Ken Gamon</td>
<td>Math (7424)</td>
<td>2834</td>
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<tr>
<td>James Alexander</td>
<td>Anthropology (7544)</td>
<td>(206) 439-1268 ALEXANDER</td>
</tr>
<tr>
<td>Bob Benton</td>
<td>English/Lynnwood(Courier)</td>
<td>(425) 640-1195 BENTON R</td>
</tr>
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#### FACULTY LEGISLATIVE REPRESENTATIVE (FLR)
* Richard Alumbaugh

<table>
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<th>Name</th>
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<tbody>
<tr>
<td>Richard Alumbaugh</td>
<td>Psychology (SeaTac Center)</td>
<td>(206) 547-6124 alumbaugh</td>
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</table>
Jurisdiction for Curriculum Matters 1
Faculty 1
Academic Departments 1
Faculty Senate Curriculum Committee (FSCC) 1
General Education Committee 2
University Professional Education Council (UPEC) 2
Graduate Council 2
Faculty Senate 2
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Higher Education Coordinating Board (HECB) 3
Governance 3

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<th>First Line</th>
<th>Second Line</th>
</tr>
</thead>
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CURRICULUM POLICIES AND PROCEDURES

INTRODUCTION

The curriculum is the university's primary means for providing learning opportunities for its students. The university is responsible for its curriculum. This manual describes includes the policies and procedures which direct curriculum change development and assessment at Central Washington University and provides a number of useful resources as appendices. The Faculty Senate Curriculum Committee (FSCC) is responsible for keeping the Curriculum Policies and Procedures Manual up to date. It is approved by the Faculty Senate and the Provost/Vice President for Academic Affairs.

Section I. Jurisdiction for Curriculum Matters Domain of the Faculty in Curriculum Matter

A. Faculty. The teaching faculty collectively is the major force governing the curriculum of the university. The faculty acts through the departments, the deans, school/college curriculum committees, the FSCC and the Faculty Senate to complete the curricular process.

B. Academic Departments. Departments have the responsibility to develop specific courses and programs and to initiate course/program changes. The Center for Teaching and Learning (CTL) or interdisciplinary programs may initiate course/program changes in collaboration with the appropriate departments. The dean or designee and if applicable, the school/college curriculum committee reviews curriculum proposals before they are submitted to the FSCC for review and final approval by the Faculty Senate acts on them.

C. Faculty Senate Curriculum Committee (FSCC). The FSCC reports to the Faculty Senate and makes recommendations to the Senate concerning the following:

1. The FSCC has supervisory authority to review and make recommendations on all curricular and program proposals presented to it for academic integrity and intellectual quality, the clarity of course and program descriptions, and inclusion of student learning outcomes and assessment plan.

2. The committee screens curriculum proposals to assure their compliance with the curriculum policies and procedures.


D. General Education Committee. The General Education Committee is responsible for reviewing and recommending policies regarding the general education program requirements and the general education program itself. Changes to the general education requirements follow the same process as any curriculum change described in the section on procedures. Final approval requires a favorable vote of the Faculty Senate.

E. University Professional Education Council (UPEC). The UPEC reviews all programs and courses designed primarily to prepare individuals for service in the common schools, including early childhood education. Some but not all of these programs lead to recommendation by the university for certification in the state of Washington as either a teacher or an educational staff associate.

F. Graduate Council. The graduate council reviews all program proposals and
revisions for graduate study and the graduate dean reviews all course proposals or changes which are numbered 500 and above.

G. Faculty Senate. The Faculty Senate acts on recommendations made by the FSCC concerning the following:

1. All curriculum policies, including revisions to the Curriculum Policies and Procedures Manual and policy recommendations from university committees and offices concerned with the curriculum (e.g., General Education Committee, University Professional Education Council, Graduate Council, Cooperative Education Office, Career Development Services, Academic Services, Registrar's Office, Deans' and Provost's Offices);

2. New programs, or new options to within existing programs.

3. Programs which exceed upper limits. Course additions to existing programs that extend the number of credits required beyond the upper limits specified in the Curriculum Policies and Procedures Manual (Section VI) or beyond the limits previously approved by the Faculty Senate.

4. Program deletions.

5. Final approval for general education changes.

H. Board of Trustees. The Board approves all new program proposals after they have been reviewed internally and before they are submitted to the HECB.

I. Higher Education Coordinating Board (HECB). The HECB grants preapproval status before the institution is authorized to develop a program proposal which is also approved by the HECB. Sections IX and X outline HECB jurisdiction.

J. Governance. Whenever questions of curriculum policy are raised from curriculum proposals, the FSCC and the Provost or the Provost's designee should be consulted. Whenever questions or concerns of an administrative nature are raised, the Provost's designee or appropriate deans should be consulted.

Section II. Definition of Curriculum Terms

A. ADA essential elements are the educational outcomes that articulate the knowledge, skills, and/or technical expertise that each student is expected to learn through the course. The outcomes are what the department wants each student to achieve each time the course is offered, regardless of who the teacher may be. The educational processes that will be used in evaluating students, which may vary with different instructors, need to be separate from the essential elements. These include such things as attendance, participation, quizzes, papers, presentation, and projects.

B. Assessment is an ongoing process aimed at understanding and improving student learning. It involves making our expectations explicit and public; setting appropriate criteria and high standards for learning quality; systematically gathering, analyzing, and interpreting evidence to determine how well performances match those expectations and standards; and using the resulting information to document, explain, and improve performance. When it is embedded effectively within larger institutional systems, assessment can help us focus our collective attention, examine our assumptions, and create a shared academic culture dedicated to assuring and improving the quality of higher education. - AAHE Bulletin, Nov. 1995.

C. Certificate programs are programs of study that normally require less than 25% of the credits required during a degree program at a similar level. Successful completion of the program results in a certificate. Certificate programs may also be noncredit.

D. Cross-listed courses are courses offered by two or more departments. Any
cross-listed course must bear the identical course description, credit, title and numbering. Only the departmental prefix will be different.

E. Curriculum refers to individual courses and academic degree programs offered by the university. An academic degree program is a combination of courses (major, minor) related to a common theme, all of which contribute to a common purpose and lead to a specific goal (major, minor, certificate, etc.) which results in receiving a degree.

F. Degree means a title or rank awarded by a college or university to a student who has successfully completed a required course of study.

G. Degree program means a set of educational requirements, identified jointly by the department or other degree-granting unit and the college or university, which leads to a degree. Baccalaureate program requirements involve a combination of general education courses, courses in the major field of study, and elective courses. Graduate program requirements involve intensive study in the major field, preparation in the use and conduct of research, and/or a field or internship experience; professional programs generally prepare individuals for professional fields (e.g., law, medicine).

H. Degree title means a full designation of the degree including level (bachelor, master, doctor), type (e.g., arts, science, fine arts, business administration), and major (e.g., mathematics, civil engineering, history). These distinctions are illustrated below. For the activities outlined in these guidelines, these definitions of a degree title will be used.

**DEFINITION OF DEGREE TITLE**

<table>
<thead>
<tr>
<th>Degree Designation</th>
<th>Level</th>
<th>Type</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.S. Chemistry</td>
<td>Bachelor</td>
<td>Science</td>
<td>Chemistry</td>
</tr>
<tr>
<td>B.F.A.</td>
<td>Bachelor</td>
<td>Fine Arts</td>
<td>Graphic Arts</td>
</tr>
<tr>
<td>M. Engineering</td>
<td>Master</td>
<td>Engineering</td>
<td>Electrical Engineering</td>
</tr>
<tr>
<td>M.Ed. Curriculum &amp; Instruction</td>
<td>Master</td>
<td>Education</td>
<td>Curriculum &amp; Instruction</td>
</tr>
</tbody>
</table>

I. Major means that part of the curriculum where a student concentrates on one subject or group of subjects and which comprises the largest number of units in any given discipline. Its contents are usually defined by one academic department but also may be defined jointly by two or more departments, as in the case of an interdisciplinary major.

The major also may be defined as a concentration in an area having a distinct body of knowledge and method of inquiry from multiple disciplines. Interdisciplinary faculty may be defined from multiple departments as a set of faculty to govern a major.

J. New degree means any proposed degree which differs from any other offered by the proposing department or unit in one or more of the three degree title specifications (level, type, or major). A program leading to a new degree (as defined above), even if constituted entirely of existing courses, requires review and approval of the HECB. Though a program may not be new to the institution, if it is to be offered at a new location, it will be considered a new degree program to that location and requires HECB approval.

K. Off-campus degree program means a degree program offered away from the main campus of the institution (in-state, out-of-state, or in another country) and may be presented in-person or via telecommunication instruction.

L. A pilot test allows an institution to offer a maximum of two courses in a new
location in order to test whether sufficient interest in the program exists to offer an entire degree program.

M. A specialization within a degree program is an area of study that is generally less than one-half of the total credits needed for the upper-division major or graduate program. Other sources refer to a specialization as a concentration, option, area of emphasis, track, or minor. It can generally be distinguished from a new degree in that full designation of the degree title - including level, type, and major - does not change when a new specialization is added. A specialization must be reported to the HECB as an informational item.

N. Student Learning Outcomes are statements of what a learner should be able to know, do, or value after the successful completion of a program and/or a course. Outcomes focus on the ends rather than means, describe product rather than process, and reflect terminal performance rather than course content. The outcomes are what the department wants each student to achieve each time the course is offered regardless of who the teacher may be. For assessment purposes, learning outcomes should be stated in observable or measurable terms. (See Appendix I.)

Section III.
General Principles and Procedures

A. Official Catalog. Effective Fall Quarter, 1996, the official electronic catalog became the university's authoritative compilation for all curriculum. The official electronic catalog should be available on the world wide web by May 30 of each year and becomes effective the following fall quarter. As changes come to the registrar's office throughout the year via the curriculum committee, the changes are entered into a "changes" file which lists the changes by department and the date they were approved by the curriculum committee. When appropriate, course changes become effective when they have been acted on by the FSCC or appear in the Faculty Senate minutes. (Reference Section IV, G, Implementation, page 10). Program changes and general education requirement changes will become effective in the fall quarter of the next year. The published catalog should reflect the same information as the electronic catalog.

B. Catalog Deadline. The final deadline for inclusion in the catalog will be established by the Provost or the Provost’s designee in consultation with the Academic Affairs Council and the Faculty Senate Curriculum Committee. Specific dates for submission and approval will be established jointly by the Registrar, the Academic Affairs Council, the Faculty Senate Curriculum Committee, and the Executive Committee of the Faculty Senate. The catalog deadline will be made public to department chairs via a memo from the FSCC in October of each year. In order for changes to be incorporated into the fall official electronic and printed catalogs for fall, approved proposals must reach the Dean of Graduate Studies and Research or the Registrar by March 15 changes must be submitted to the Faculty Senate Curriculum Committee no later than the first meeting of winter quarter.

C. Curriculum Changes. All course and program changes, additions, and deletions will be are considered in terms of their relation to effect upon the academic mission of the university, college/school, department, program and their adherence to curriculum policies as outlined in this manual. Care will be exercised to Originating departments should avoid needless duplication and to assesses minimize the effects of curriculum changes on other departments.

D. Program Plans for HECB. Program plans are submitted to the HECB in January on even-numbered years (1998, 2000, etc.) on a biennial basis for the following two biennia. Proposals for new programs and the following types of changes for existing programs are included: program retitles, revised program options, certificate programs, pilot tests, existing degrees at new locations, and program eliminations. Formal approval for new academic programs requires first that the proposed program receive preapproval status from the HECB. The Provost may forward new academic program requests to the HECB for preapproval
consideration after proposals have been submitted by the deans in consultation with department chairs and faculty of their units. Procedures are included in the section on Preparing Program Plans for HECB.

E. Internal Program Approval Process. After receiving preapproval status from the HECB, proposals to add new major and degree programs are subject to review by the Faculty Senate, the Provost/Vice President for Academic Affairs, and the Board of Trustees, prior to submission for final approval to and the Washington State Higher Education Coordinating Board or other state agencies. A change in level (e.g., bachelor's to master's or master's to bachelor's degree) or type of degree (e.g., B.A., B.S., B.F.A.) is defined as a new degree program.

F. Northwest Association of Schools and Colleges (NASC) Approval Process. When the institution proposes to extend program offerings to a new location, the NASC Commission on Colleges must be informed in writing; a substantive change prospectus (page 94 of 1996 NASC Accreditation Handbook) may be required. Further, the Commission must be informed in writing of new degree or certificate programs. The Annual Report to the Commission will be the vehicle for reporting the delivery of previously approved programs to previously approved locations.

Section IV. Procedures for Curriculum Change

A. Initiation of Curriculum Change. A proposal for curriculum change may be initiated by students, faculty members, or deans, but the approval process begins at the department level, with the approval of a majority of the full-time faculty of the department. Specific guidelines are provided in Section X and on the forms for each type of curriculum change.

B. Initiation of General Education Requirement Changes. Individuals proposing general education curriculum changes submit a completed Form B: Program Change Transmittal Form with a description of the proposed change, including an effective date and all appropriate signatures, to the Provost’s Office. The initiator marks the transmittal form as a general education requirement change and the Provost’s Office lists it in the Curriculum Summary Log as such. The academic community has two weeks to respond to the Provost’s Office. Following the two-week hold, a copy of the program change form is sent to the General Education Committee, along with a cover memo and any pertinent responses. After the General Education Committee acts on the proposal, the chair adds a memo documenting committee action and sends it to the Faculty Senate Curriculum Committee chair. The FSCC acts on the proposal, adds a memo documenting curriculum committee action, and sends it to the Faculty Senate chair to be placed on the Faculty Senate agenda for action.

C. Timeline. Provided that proposals do not require clarification and revision, they should be originally drafted well enough to proceed through the process without delay hindrances they should be through the entire process in one quarter or less. Extended time may be needed for proposals which must be reviewed by UPEC, Graduate Council, and/or the General Education Committee. The originator has the responsibility to track the progress of the curriculum movement. Transmittal forms should not remain in any office more than 10 working days. (See Curriculum Flow Chart, Appendix B 1).

D. Review Process. Deans begin the review process by having credit evaluators personnel in Academic Advising Services check proposals for availability of course number, clarity and accuracy of course description, title, credits, class-cross listings, and arithmetic. Proposals are then returned to the dean who checks to assure course/program consistency with department goals and for sufficient funding. If errors have been identified the dean’s office contacts the departments to make corrections. When appropriate, the dean sends the proposal to UPEC and/or to the Dean of Graduate Studies. Upon approval by the Graduate Council and/or UPEC, the proposal is returned to the college dean who uses the established internal process at the college level which may require
submission to the college curriculum committee. The process must include checks for (a) consistency of course/program with department goals, (b) academic integrity, (c) clarity of student learning outcomes and assessment plans, and (d) availability of sufficient funds. (The specific check list is guidelines are printed on the reverse side of all transmittal forms.) The dean or committee rejecting a proposal will return it to the department chair with an explanation as indicated on the Curriculum Flow Chart with an explanation. The dean's office forwards approved curriculum to the Provost's Office. The Provost's Office prepares a Curriculum Summary Log for review by the FSCC and distributes copies to the academic community before action by the FSCC and Faculty Senate. New Program Proposals are reviewed by the Board of Trustees.

E. Notification. Curriculum Summary Logs (see Appendix E), which are compiled in the Provost's Office, will be used to notify the following people of current proposals: department chairs, east-side and west-side administrators, center director, associate registrar, associate school/college deans, Academic Affairs Council, the Provost, the Faculty Senate, the Faculty Senate Curriculum Committee, and the General Education Committee. Logs are also published on COCAT, the University Gopher.

F. Approval Process. Items appearing on the curriculum summary log (other than those requiring approval by the Faculty Senate) will be approved automatically on the proposed approval date unless a concern is raised by one of the people receiving the log. Concerns should be directed to the Provost's Office or the Chair of the Faculty Senate Curriculum Committee with a copy to the Provost's Office. The proposed approval date, assigned in the Provost's Office, is the date of the FSCC meeting immediately following the day the committee first reviews the log (notification date on the log). The time between the notification date and the proposed approval date will be at least two weeks. If concerns are raised, approval may be delayed while the curriculum committee contacts the originator of the proposal and concerned departments.

G. Implementation. Curriculum changes may be implemented as follows: (a) in cases requiring Senate approval, as soon as they appear in the published minutes of the Senate, unless approval of the Board of Trustees, the Higher Education Coordinating Board, or the Commission on Colleges is required, or (b) in all other cases, on the proposed approval date as indicated on the Curriculum Summary Log (provided no objections have been made). (Reference Section III, A, Official Catalog, page 7.)

Changes must be implemented no later than their publication date of in the public document appropriate to the action. Examples of such documents are the official electronic catalog, the quarterly class schedule, and the course change sheet distributed at registration. These publications shall reflect changes at the earliest opportunity.

Curriculum policy changes shall not be applied retroactively.

Section V. Curriculum Rules

A. Course numbering system:

1. Course numbers are usually 3 digits. However, when necessary for logical ordering, a fourth digit may be added e.g., BISC 3771, BISC 3772.

2. Courses should be numbered according to common fields of interest — (i.e., literature, bird study, evolution, tests and measurements, etc.). Advanced courses should have the same last two numbers as beginning courses. Sequence courses covering allied subject matter should be numbered
3. The initial digit should reflect the appropriate level of study.

<table>
<thead>
<tr>
<th>Year</th>
<th>Initial Digit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>1</td>
</tr>
<tr>
<td>Sophomore</td>
<td>2</td>
</tr>
<tr>
<td>Junior</td>
<td>3</td>
</tr>
<tr>
<td>Senior</td>
<td>4</td>
</tr>
<tr>
<td>Graduate</td>
<td>5, 6, 7</td>
</tr>
</tbody>
</table>

4. The basic numbering system, both as it applies to the institution as a whole and to the grouping within subject fields, should be as follows:

<table>
<thead>
<tr>
<th>Second and Third Digit</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>01 to 09</td>
<td>Introduction to Broad Areas</td>
</tr>
<tr>
<td>10 to 89</td>
<td>Regular Department Courses</td>
</tr>
<tr>
<td>90</td>
<td>Cooperative Education</td>
</tr>
<tr>
<td>91</td>
<td>Workshops</td>
</tr>
<tr>
<td>92 to 95</td>
<td>Professional Laboratory Experiences, Practica, and Field Experience</td>
</tr>
<tr>
<td>96</td>
<td>Individual Study. 1-6 credits. May be repeated if subject is different.</td>
</tr>
<tr>
<td>97</td>
<td>Honors. 1-12 credits. Prerequisite, admission to department honors program.</td>
</tr>
<tr>
<td>98</td>
<td>Special Topics. 1-6 credits.</td>
</tr>
<tr>
<td>99</td>
<td>Seminar. 1-5 credits. May be repeated if subject is different.</td>
</tr>
<tr>
<td>Course No. 100</td>
<td>Courses for which credit will not be counted toward degree requirements.</td>
</tr>
<tr>
<td>Course No. 500</td>
<td>Professional Development. 1-5 credits, which will not be counted toward degree or certificate requirements.</td>
</tr>
<tr>
<td>Course No. 700</td>
<td>Thesis, Project, and/or Examination. 1-6 credits.</td>
</tr>
</tbody>
</table>

5. Hold on Course Numbers. An eight (8)-year moratorium exists on course numbers. After a course number has been deleted, the number may not be reused within an eight (8)-years period after they have been deleted.

B. Lower and Upper-Division Courses (initial digit, 1, 2, 3, 4)

1. Lower-division courses are general introductions to a field of study. They are normally open to all students, not just those majoring in the field and are defined as 100 and 200 level.

2. Upper-division courses are more specific than lower-division courses and may require prerequisites (see 5 E below). Both 300 and 400 level courses are defined as upper-division courses.

C. Graduate Courses (initial digits 5, 6, 7)

1. Graduate Enrollment. Graduate courses numbered 501 and above are typically generally restricted to students who have a bachelor's degree and who have formally been admitted to a graduate program of the university. Competitive admission may be required for some programs. Students may be required to complete specific preparatory course work before acceptance into a graduate program, especially when the student's undergraduate degree was in a different field of study.

2. Undergraduate Enrollment. Seniors may enroll in graduate courses with the
permission of the instructor and the department chair. Credit earned by seniors may meet either undergraduate or graduate program requirements, but not both. If the credit earned by a senior is to be applied to a graduate program, approval must be obtained from the Dean of Graduate Studies and Research.

3. **Curricular Criteria.** Graduate curricula are usually more specialized than undergraduate curricula, focusing on a few academic or applied areas. Introductory courses and courses that can be approached by a student without extensive preparation are not appropriate to the graduate level.

Graduate courses assume comfortable use of the terminology, knowledge-gathering methods, practical skills, and basic understandings of the discipline. Nearly all graduate students have a grade point average above 3.0 for their last two undergraduate years, and therefore, graduate courses should challenge the learning skills of these students. Graduate instruction places a greater burden on library, equipment, faculty, and administrative resources than undergraduate study. Curriculum proposals must recognize these special demands.

**D. Cross Listing**

1. Courses may be cross-listed between departments but must bear identical course descriptions, numbers, credits and titles.

**E. Prerequisites**

1. Prerequisites to a course are appropriate if:
   a. Certain basic skills are needed for success in the course.
   b. A course is one of a sequence.
   c. A certain level of maturity and familiarity with the language of the discipline is necessary for success.

2. Prerequisites may include:
   a. Specific courses (or their equivalents).
   b. Specific minimum credits in the discipline.
   c. Specific minimum college credits.
   d. Permission of the instructor or department.

**F. Restrictions on Courses**

1. **ADA.** As curriculum change proposals are developed and To be in compliance with the Americans With Disabilities Act (ADA) Accommodative Policy learning outcomes must be explicitly stated and must specify "essential elements" for ADA purposes and specific measures for assessment departments must identify the essential elements (skills, knowledge or abilities) which the course or program is designed to teach so that a determination can be made of a student's ability (with or without accommodation) to perform the essential elements. The student learning outcomes specify a body of knowledge that the department wants taught each time a course is offered regardless of who the teacher may be. The educational processes that will be used in evaluating students, which may vary with different instructors, need to be separate from the essential elements. Such elements may be attendance, participation, quizzes, papers, presentations, and projects. (For more information, see the complete ADA policy in GWU Policies 2 2.42.)

Here is an example of a statement that may be included on the syllabus that has been endorsed by the ADA officer:

ADA. Students who have documented disabilities that may affect their ability to access information and/or material presented in this course are encouraged to contact (professor’s name) by (date) so that appropriate
modifications can be provided. Students who have not documented their disabilities or who require additional information should contact the Office of ADA Affairs and Students Assistance on campus, Bouillion Hall, Room 205 or telephone 963-2171.

For more information, see the complete ADA policy in CWU Policies 2-2.42.

2. **Appropriate Level for Enrollment.** Students may elect courses with a number designated for the year beyond their actual class standing unless the course description specifies otherwise.

Departments may restrict students from enrolling in lower-level courses if they have completed work in the discipline at a higher level, or they show competence in the lower level course content.

3. **Credit Restrictions.** Credit for a course may not be given more than once unless the catalog specifies otherwise.

G. **Credit Allocation to Courses**

1. One contact hour equals 50 minutes of contact with the instructor.

2. Courses allowed variable credit include workshops, practica, field experiences, individual study, seminars, professional development, special topics, and theses.

3. Credit should be appropriate for the work expected.
   a. Lecture, recitation, discussion, seminar, special topics: A minimum of 10 contact hours and 20 hours of related work is required for each credit.
   b. Activity courses, laboratory courses, workshops, practica, field experiences: A minimum of 20 contact hours and 10 hours of related work is required for each credit.
   c. Courses which combine components from a. and b. above are allocated credit based on the percentage of each component.
   d. Individual study, honors, thesis: A minimum of 30 hours of study is required per credit.

H. **Individual Study**

1. **Definition.** Individual study courses (-96) are those that include study of specific topics that are not offered as existing courses. The individual study course may be repeated for credit.

2. **Process.** Individual study courses are given only with the permission of the department chair. Students must secure a faculty member willing to supervise an individual study course. Faculty may agree to supervise individual study courses only in those cases when the content of the study is in the subject area of their specialties. Students wishing to register for an individual study course and the student wishing to register for it must confer with the appropriate department faculty member to determine the specific topic(s) to be studied, outline the study area, and develop specific student learning outcomes and an assessment plan. The student should fill out an complete the "Individual Study Permit" form, and obtain the approval signatures of the instructor and faculty member supervising the study and the department chair. Students are given credit. Faculty may either use letter grades or S/U or letter grades depending on the nature of the study.
3. **Criteria.** A student will be Faculty approved for individual study courses only if the student has demonstrated adequate background in the subject to be explored, sufficient ability to succeed in the task, and independent study skills sufficient to conduct the study.

4. **Restrictions.** The individual study course is intended for individual students, not for groups of students. If the learning experience is intended for a group of students, it must be offered as a special topic course (98) or a regular course. Examples of inappropriate use of individual study include: internships, seminars, instructional or administrative assistance, tutoring, duplicating an existing course and groups of students doing identical individual studies.

I. **Workshops, Special Topics, Seminars**

1. **Definitions**
   a. Workshops (91) are nonlecture courses which require students to research, develop, present, and discuss projects and ideas. No more than eight credits can be applied to a master's program. Usually graded S/U.
   b. Special Topics (98) are courses offered on a trial basis and must meet standards applied to regular courses.
   c. Seminars (99) are courses in which students meet to report on and discuss research.

2. **Process.** Course proposals for workshops, special topics and seminars should be submitted on Form D for approval by the appropriate individuals as identified on the form. (See Appendix C 4).

3. **Time Restriction.** Courses offered as (91), (98) and (99) are temporary offerings. These numbers are used to describe courses offered on an "experimental" basis, for topical issues, and for "niche markets." Special topics and seminars may be converted to regular offerings with regular (10 to 89) numbers, if desired. After final approval, the course may be offered for a period of three years. Any subsequent offering must be as a regular course (numbered 10 to 89), approved through the established curriculum process.

J. **Cooperative Education**

**NOTE:** This is not a complete statement of policies and procedures for the Cooperative Education Program. That document is available in both the Cooperative Education Career Development Services and Faculty Senate Offices.

1. **Introduction**

Cooperative Education (90) is an individualized contracted field experience where the student is actively engaged in hands-on learning with business, industry, government, or social service agencies. This contractual arrangement involves a student learning plan, cooperating employer supervision, and faculty coordination.

2. **Minimum Requirements** (departments may have additional requirements):
   a. The student is in good academic standing.
   b. The contracted field experience is directly related to the student's major field of study and/or career goal.
   c. The student has completed the appropriate prerequisite courses and
possesses the required skills and knowledge.

d. The student must have a departmental faculty cooperative education (co-op) advisor.
e. The student must complete at least 45 credits prior to enrolling in 290, at least 15 credits at CWU.
f. The student must complete a minimum of 90 total credit hours with 10 or more credits in his/her major to enroll in 490.

3. Program Enrollment:

a. The student must complete and submit the learning agreement form for registration.
b. Students may register for Cooperative Education courses numbered 290, 490 and 590. Credits are variable: 1-5 for 290, 1-12 for 490, and 1-8 for 590 level courses.
c. The student may count 20 credits toward graduation of which 10 may be at the 290 level and/or transfer credits. No more than 8 credits may be applied to a graduate degree.
d. Courses may be repeated when objectives and activities are different.

4. Awarding of Credits

a. A minimum of 40 hours of field experience is required for each credit.
b. A means of evaluation is established between the student, the employer, and the faculty coop advisor. Grading is S/U; letter grade is optional if approved by the faculty co-op advisor.
c. If the field experience is terminated by the employer or academic department or student, credit will not be awarded.
d. Credit will not be given for field or work-study experience completed prior to registration.
e. The contracted field experience may or may not be a paid position.
f. The Cooperative Education Program is subject to periodic program review and assessment, completed at least once every five years. Routine review of evaluations from employers, faculty, and students occurs on a quarterly basis along with a continuous review of field placement sites.

5. Student Supervision and Coordination

a. The employer/supervisor is identified on the learning agreement form.
b. The faculty co-op advisor must contact the employer/supervisor and the student at least twice each quarter.

K. Professional Development Courses

1. Definition. Professional Development (500) course proposals will have the following catalog description:

DEPT 500: Professional Development (1-5). Development topics and issues for inservice and continuing education of professionals. Not applicable to degrees nor institutional requirements for endorsements or teaching certificates offered through the university. Usually graded S/U.

2. Process. Departmental addition of a 500 catalog entry will follow the normal curriculum process for course additions. Specific 500 courses will follow normal special topics approval process.

3. Restriction. There is no limit on the number of times such a course may be offered.

L. Master's Thesis, Project Study and/or Examination
1. Master's thesis, project study and/or examination (700) course proposals will have the following catalog description:

**Dept 700. Master's Thesis, Project Study and/or Examination (1-6).** Prerequisite, permission of chair of student's graduate faculty supervisory committee. Designed to credit and record supervised study for the master's thesis, nonthesis project, studio project, public recital, and/or examination. Grade will be S/U. May be repeated for credit.

### M. Continuing Education Off-Campus Credit Courses

1. **Authorization.** The Provost/Vice President for Academic Affairs or designee has authority to approve continuing education courses to be taught off-campus for credit. Each request will be considered on an individual basis and must be submitted on the Form D transmittal form.

2. **Conditions.** The following conditions must be met in order for a continuing education credit course to be taught off-campus:
   
   a. The course must be a part of the university curriculum.
   b. The course must be taught by a member of the university faculty or a person approved by the appropriate department following the provisions of the Faculty Code for the appointment of faculty.
   c. Students should have available the appropriate library materials, laboratories, special equipment and other facilities the course may require.

### N. Noncredit Offerings

1. **Purpose.** As a part of the continuing education of the general public, the university offers opportunities for learning which do not carry academic credit. Conferences, workshops, institutes, seminars, symposia, short courses and similar learning activities are offered to individuals for professional development, learning new skills or general information.

2. **Criteria.** The subject matter (content) of noncredit offerings must be consistent with the university mission and should reflect the general nature of the institution. They must not duplicate or compete for enrollment with credit bearing courses. With approval of the Provost, noncredit courses may be offered out-of-state or out-of-country.

### O. International Study Courses

1. **Purpose.** The administration and faculty of Central Washington University are dedicated to offering broad academically sound opportunities for living and learning in international/intercultural settings. Programs will be structured as an integral part of the academic program. Programs will be institution-wide in concept, objectives and implementation.

2. **Responsibility.** The Director of International Programs, in concert with the Provost and the academic deans, is charged with coordinating and/or implementing all programs which involve either CWU students or CWU faculty. Cooperative, consortia or federated arrangements are encouraged among educational institutions with similar aims and goals.

3. **Criteria.** Recognizing the unique and diverse nature of international study, university-sponsored programs abroad will meet the same academic criteria as would be required of similar programs on the home campus.
   
   a. When credit is granted, the student's admission status will conform to the specific requirements of the Admission's Office.
b. The teaching staff will consist of academic professionals who meet the standards for similar programs on the campus.
c. The course offerings will meet equivalent standards and conditions as those offered on the campus.
d. Courses with FNST prefixes are not offered on campus and are available only in conjunction with International Programs and Foreign Languages Department. Credit to be given depends upon the evaluation made by the office of International Programs.
e. Travel programs per se or commercially sponsored "Travel Study" programs will not be granted credit.

4. Process for approval of foreign studies courses:
   a. Each course is preapproved by one or more CWU departments and submitted on the special topics transmittal form.
   b. A copy of the department's preapproval is attached to each packet of transmittal forms.
   c. Each department's recommendation for the level of the course is placed on the transmittal forms.
   d. The foreign institution's name and course number are replaced by the CWU name and course number which is attached on the syllabus.
   e. The transmittal form is submitted for signatures.

P. Reserve Courses

1. Purpose. Courses/programs are put on reserve when they are not regularly scheduled course offerings. Reasons for placing courses on reserve could include temporary staffing changes, anticipated accreditation changes, etc.

2. Time Restrictions. Courses or programs can remain on reserve for three (3) years. After three years, they will be deleted automatically without special permission through unless the chair grants special permission to extend the reserve status. Courses can be taken off reserve by filing a Reserve Reinstatement Form with the Office of the Registrar. (See Appendix L.)

RULES FOR DEGREES AND PROGRAMS

Section VI. Rules for Undergraduate and Graduate Degrees

A. General Education Requirements. The general education Program requirements must be completed by all bachelor's degree recipients. General Education courses outside of the major department that are specified in the degree program may be used to satisfy these general education requirements.

B. Undergraduate Degrees

1. Bachelor of Arts (B.A.). The Bachelor of Arts degree designation is reserved for those undergraduate programs which consist primarily of liberal arts study. They include approximately one-third study of general education, one-third study in a specialization, and one-third study in free electives. Majors may not exceed 75 quarter credits, unless approved by the Faculty Senate, and the minimum number of credits required for the degree is 180 including 60 credits of upper-division course work.

2. Bachelor of Science (B.S.). The Bachelor of Science degree designation is reserved for those undergraduate programs which emphasize the study of science, or a technical or professional field. They include the general education Program requirements, a specialization and free elective courses. Majors may not exceed 110 quarter credits unless approved by the Faculty Senate. Usually the recipient of the B.S. is ready for immediate entrance into a career in the field of specialization. The minimum number of
credits required for the degree is 180 including 60 credits of upper-
division course work.

3. **Bachelor of Arts in Education (B.A.Ed.).** The Bachelor of Arts in Education
degree designation is reserved for three undergraduate programs which are
intended to prepare teachers (Early Childhood Education, Elementary
Education and Special Education). They include the general education
program requirements, major/minor, professional education study, and free
elective courses. The minimum number of credits required for the degree is
180 including 60 credits of upper-division course work.

4. **Bachelor of Music (B.Mus.).** The Bachelor of Music degree designation is
reserved for those undergraduate programs which are intended to prepare
students for professional careers in music. They include the general
education program requirements, a specialization, and free elective
courses. Majors shall be limited according to the policy governing
professional degrees. The minimum number of credits required for the
degree is 180 including 60 credits of upper-division course work.

5. **Bachelor of Fine Arts (B.F.A.).** The Bachelor of Fine Arts is the initial
professional degree in art and design. It is designed to prepare students
for significant roles in society as professional practitioners, educators
and designers of visual art and associated media. The B.F.A. also prepares
art students for graduate study in visual art and its allied fields of
study. The degree is comprised of a general education component, a
specialization in graphic design or studio art, and free electives.
Students are required to complete 180 credits of course work, including 60
credits of upper-division course work.

6. **Option.** Other bachelor's degrees may be offered where extended
professional instruction is shown to be necessary to qualify students to
engage in specific professional or occupational fields for which neither
the Bachelor of Arts nor the Bachelor of Science designation is
appropriate. No more than 110 credits beyond the general education
program requirements may be specified in a program for such degrees. Although all
of these credits may be in one department, programs of large size should
draw as widely as possible from the resources of other departments.

**C. Credit Limit Exceptions.** Exceptions to the credit limits for major
concentrations for all undergraduate degrees may be granted by the Senate upon
justification by the proposing department which shall include, but not be
limited to, documentary evidence of the following:

1. Standards established by a national accrediting organization for the
   program. The accreditation process must accredit the program, not the
   student.

2. Programs of similar content and size offered at comparable institutions of
   higher education.

3. Contemporary employment practices in the involved profession.

**D. Graduate Degrees**

1. **Master of Arts (M.A.).** The Master of Arts degree designation is
   appropriate for those graduate study programs in the arts, humanities and
certain social science areas as determined by the Graduate Council.

2. **Master of Science (M.S.).** The Master of Science degree designation is
   appropriate for those graduate study programs in the sciences, mathematics,
certain social sciences and other fields not covered by the Master of Arts
or other professional degree designations.

3. **Master of Education (M.Ed.)** The Master of Education (M.Ed.), is used in a professional area with a distinct professional practice emphasis.

4. **Master of Fine Arts (M.F.A.)** The Master of Fine Arts is recognized among the art professions as the terminal degree in studio art. The M.F.A. degree indicates a high level of professional competence in visual art making and the mastery of a particular medium. The 90 credit degree program is comprised of concentrated study in a studio discipline, study of art history and criticism, electives, and a studio/thesis project.

5. **Master of Music (M.M.).** The Master of Music is a professional graduate degree in the musical arts. The course of study is divided into three components. The student must complete a minimum of one-third of study in a specific major in the discipline (ex. composition, performance, music education, conducting, etc.); one-third in supportive courses in music; and one-third of elective studies in supportive areas.

**Section VII.**

**Teacher Preparation Programs**

All teacher preparation programs require the Professional Education Program Sequence (49-54 credits) plus in addition to the elementary or secondary emphasis.

**A. Elementary Level.** Each department which prepares students in subjects commonly taught in the elementary schools may offer, if approved:

1. One or more A majors of 45 credits for elementary teachers if the major is in a single discipline and leads to an institutional endorsement for teaching in the schools of Washington state. For students preparing to teaching in regular or self-contained elementary school classrooms, the major who are not pursuing the elementary major, must be accompanied by complete the Elementary Education minor.

2. One or more endorsable majors or minors (at least 24 credits) for elementary teachers. If a minor is not endorsable, the student must complete a this second endorsement following graduation to convert from initial certification to continuing certification.

**B. Secondary Level.** To achieve certification, students must select a major which leads to an endorsement for teaching in the schools of Washington state. Each department which prepares students in subjects commonly taught in the secondary schools may offer one or more of the following, if approved:

1. One or more majors of 45-60 credits for secondary teachers. The courses may or may not be from a single discipline for each major must result in an endorsement approved by the institution. Students choosing such majors must complete a minor or sufficient credits in another discipline to be endorsed for teaching earn a degree.

2. One or more minors of at least twenty-four (24) credits for secondary teachers.

3. A 60-75 credit major in which all courses may be from one department. This major must require two to four courses in each of four or more areas distinctly different in content, skills and materials and commonly taught in the secondary schools. A minor is not required.

4. A 60-75 credit interdisciplinary broad area major. No more than 60 credits from the department offering this major may be used to satisfy the major
requirement for graduation. At least 15 credits must be from one or more other departments. A minor is not required.

Section VIII.
Certificate Programs

1. Definition. Certificate programs are courses of study that usually do not lead to degrees and are of shorter duration normally require less than one quarter of the credits required during a degree program at a similar level than degree programs normally require less than one-quarter of the credits required during a degree program at a similar level. They are usually highly specialized career programs and are occasionally geared for admission to licensing or career entrance tests.

2. Criteria. Certificate programs are prescribed courses of study designed (a) to provide a specialty within an academic program or (b) to build competency in an applied field of study. Because many students and employers place high value on such programs that do not necessarily constitute or require a four-year academic program, Central Washington University has developed three types of professional certificate programs.

3. Categories. Three categories of programs are described and the characteristics listed that determine the placement of a program into one of the three categories. The primary characteristics that determine the classification of the certificate program are (a) the primary target audience and (b) the type of courses offered within certificate requirements. The category to which a certificate program belongs determines the unit of primary responsibility for the program and the review process required for implementation and/or revision. It also determines the type of credit that can be awarded and determines the unit charged with the responsibility of maintaining ongoing records.

A. College/School-Sponsored Certificate Programs. Programs that admit only matriculating students and offer a set of courses approved through the CWU academic governance procedures are classified as "College/School Sponsored Certificate Programs." These programs are developed, taught, and offered by academic department housed in colleges and schools at CWU.

Primary Target Audience: Matriculating students.

Courses: A prescribed set of regular credit-bearing courses that have been developed, reviewed, and approved through CWU's curriculum development process.

Review Process: Certificate programs in this category are required to go through the standard curriculum review process in the college/school and Faculty Senate. Programs designed for international clientele will also be reviewed by the Office of International Studies and Programs.

Administrative Sponsor: A school or college within CWU is responsible for all functions associated with scheduling courses, hiring faculty, delivering instruction, and confirming completion of the certificate program. CWU's Office of Academic Services will enroll students, issue certificates on the recommendation of the college or school, and maintain records as part of the matriculating students' academic record. (Note: Individual classes in the certificate program may be offered as needed through the Office of Continuing Education, in which case the enrollment process is handled there.)

Instructors: Full-time or adjunct faculty hired through the academic departments and colleges/schools (or Continuing Education with appropriate department, college/school approval).

Fees: Regular tuition and fees associated with credit (or continuing education) courses.
B. Collaborative Certificate Programs. Programs that admit both matriculating students and nonmatriculating students and offer a set of courses that includes regular course offerings appearing in the CWU Catalog and administered by CWU Colleges/Schools are classified as “Collaborative Certificate Programs.” These programs are developed, taught, and offered by academic departments housed in colleges and schools in cooperation with the Office of Continuing Education.

Primary Target Audience: Matriculating and nonmatriculating students may pursue collaborative certificate programs.

Courses: A prescribed set of credit-bearing courses and/or instructional experiences designed to build competency in an applied field of study. Certificate requirements may include (a) regular courses that have been developed, reviewed, and approved through CWU’s curriculum development process and/or (b) special courses or instructional experiences designed specifically in support of the certificate program through Continuing Education in consultation with the appropriate college/school dean and academic department.

Review Process: Certificate programs in this category are required to go through the standard curriculum review process in the college/school and Faculty Senate. Programs designed for international clientele will also be reviewed by the Office of International Studies and Programs.

Administrative Sponsor: Academic departments, consulting with college/school deans and faculty as appropriate, are responsible for developing curriculum, choosing appropriate faculty, and ensuring academic and instructional integrity. The Office of Continuing Education assists as needed in these functions and in addition is responsible for marketing, registration, confirming completion of the certificate program, issuing certificates, and maintaining ongoing records.

Instructors: For regular courses, full-time or adjunct faculty hired through the academic departments and colleges/schools are preferred as instructors. However, if full-time or adjunct faculty are unavailable, additional adjunct faculty may be hired by Continuing Education with approval from the appropriate department and college/school dean. For courses developed through Continuing Education, adjunct faculty hired by Continuing Education in consultation with the appropriate department and college/school dean may be employed.

Fees: Fees are determined on a course-by-course basis. Courses offered through regular CWU course offerings carry regular tuition and fees associated with credit courses. Courses offered through the Office of Continuing Education carry fees associated with credit courses offered through Continuing Education.

Revenue Sharing: Revenue generated by courses in collaborative certificate programs offered through Continuing Education will be shared with the cosponsoring departments following the prevailing revenue-sharing formula.

Example of this category currently under review: Applied Organization Development and Training Certificate.

C. Continuing Education Certificate Programs: Programs that target primarily nonmatriculating students and offer a set of instructional experiences developed independent of CWU’s colleges and schools but with input as appropriate from faculty are classified as “Continuing Education Certificate Programs.” These programs are developed, delivered, and, and administered by the Office of Continuing Education in consultation with faculty, academic departments, and/or college/school deans, as appropriate.

Primary Target Audience: Nonmatriculating students; however, matriculating students are not precluded from participating.
Courses: A prescribed set of noncredit course designed to build competency in an applied field of study.

Review Process: Certificate programs in this category are not required to go through the standard curriculum review process in the college/school and Faculty Senate. Instead the Office of Continuing Education will seek input from colleges/schools or departments as appropriate and the program will be available for review and comment for a two-week period in the Provost's Office. Programs designed for international clientele will also be reviewed by the Office of International Studies and Programs.

Administrative Sponsor: The Office of Continuing Education is responsible for all phases of design and delivery.

Instructors: Adjunct faculty or regular faculty hired by the Office of Continuing Education.

Fees: To be determined by length of program, direct costs, and market demand.

Example of this category currently offered: Phlebotomy Certificate

Section IX. HECB Program Planning Process

The HECB requires that program plans be submitted to achieve preapproval status before an actual program proposal is developed. Guidelines for program plans are presented in this section (Section IX); guidelines for developing a program proposal after securing preapproval status are presented in Section X.

A. Submission of New Program Plans and Required Information

On a biennial basis, beginning January 1, 1998, each four-year institution shall submit to the HECB a program plan for the following two biennia. Complete information shall be included on:

1. Renaming Programs. Basic information about what the program intends to do.
2. New or Revised Program Options. Basic information about what the institution intends to do.
4. Pilot Tests. Basic information about what the institution intends to do.
5. Existing degree programs planned to be offered at new locations in the next biennium shall include the following:
   a. Degree title.
   b. Date of implementation.
   c. Location.
   d. Estimated enrollments (FTE and headcount).
   e. Statement of need.
   f. Estimated cost and source of funding.
   g. Delivery mechanism, e.g., on-site faculty, telecommunications.
   h. Other.

6. Existing degree programs planned to be offered at new locations in the subsequent biennium shall include the title and location.

7. New degree programs planned to be offered in the next biennium shall include the following:
   a. Degree title.
   b. Date of implementation.
   c. Location.
   d. Estimated enrollments (FTE and headcount).
   e. Statement of need.
   f. Estimated cost and source of funding.
   g. Delivery mechanism, e.g., on-site faculty, telecommunications.
h. Other.

8. New degree programs planned for the subsequent biennium shall include the title and location.

9. Program eliminations shall include the following:
   a. Degree title.
   b. Date of elimination.
   c. Location.
   d. Enrollments (FTE and headcount) for past five years.
   e. Rationale for elimination.
   f. Provisions for allowing enrolled students to graduate.
   g. Disposition of the program’s state resources.

10. If the information on a proposed program is identical from one biennium to another, the institution shall indicate in subsequent biennial program listings that earlier plans for the program remain the same.

B. Process

The institution shall submit ten copies of their program plan to the HECB for redistribution. These plans will be shared with other public higher education institutions, independent institutions, and other educational sectors. Comments will be directed to the HECB and shared with the proposing institution.

No commitments shall be made to a community or a constituency that a program will be offered until the HECB has granted “preapproval status” to the program, indicating that the institution may continue to develop the program.

Exceptions to this process may be granted by the HECB Executive Director in cases where the process reduces the institution’s effectiveness in responding to a clear and urgent need.

C. Criteria

HECB review of new programs will focus on the state’s need for the program, effective use of resources, and consistency with institutional mission and priorities. State need may refer to the economic, occupational, professional, workforce, cultural, or intellectual needs of the state’s citizens. This also could include evidence of student interest and employer demand. Sufficient information to determine whether need is likely to exist must be submitted at the program planning stage for each program planned for the upcoming biennium. The program proposal shall contain a more complete documentation need for the program. The nature and extent of program duplication also will be evaluated. Each proposed program must be consistent with the institution’s program priorities.

D. HECB Decision Options

For new degree programs and existing degree programs to be offered at new locations, the HECB may make one of the following determinations:

1. Grant “preapproval status” to the program, which indicates the institution can continue to develop a full proposal.
2. Return the program to the institution for further development and re-submission in a subsequent program plan.
3. Disapprove the program; development of these programs shall cease.

After new degree programs and existing degree programs to be offered at new locations receive preapproval status, a program proposal will need to be prepared and submitted for review by the HECB.

Section X. HECB Contents of Program Proposal

Once preapproval status has been granted by the HECB (Section IX), then the
department develops a program proposal following these guidelines.

A. Program Need

1. Relationship to Institutional Mission.
   
   Describe how the program is related to the department and/or school/college mission.

2. Documentation of Need for Program.
   
   Please provide objective data, studies, or the results of institutional needs assessments conducted to document a special need. Use any of the following possible justifications, as appropriate to the program:
   
   a. Student interest or demand.
   b. Cultural, artistic, and intellectual growth.
   c. Economic growth and development.
   d. Changes in occupation or profession.
   e. Workforce needs of local industry. (Please detail whether workforce needs require new graduates or the retraining of present employees and estimate the demand for, and supply of, graduates.)
   f. Service to community. (Please describe the potential opportunities for service to the community which program faculty, students, or administrative staff could provide. Include, as appropriate, opportunities for research, internships, or service.)
   g. Relationship to HECB policies and goals for higher education and/or Update to the Master Plan for Higher Education.

3. Relationship to Other Institutions.
   
   a. Duplication. (Please describe similar programs offered by a public or independent institution.)
   b. Uniqueness of program. (Please detail the unique aspects of the proposed program which differentiate it from similar programs described above.)

B. Program Description

1. Provide a list of goals and objectives in terms of student learning outcomes.

2. Describe the curriculum for the program, identifying the following elements:
   
   a. Course of study—total credits required.
   b. Prerequisites explicitly stated.
   c. Admission requirements.
   d. Course sharing.
   e. Related course changes that will result from this new program.

C. Use of Technology or Library Resources

1. Describe how technology or library resources will be employed in the program. Identify what is currently available and what will be needed in terms of equipment or library resources.

2. Describe the mode of course delivery, opportunities for student/faculty interactions and faculty development activities.

D. Faculty

1. Faculty profile. (See Table 1.) Please provide a profile of the anticipated faculty, (e.g., full-time, part-time, regular, continuing, adjunct) that will support the program, and the total FTE allocated to the program.

2. Impact on departmental load, including what faculty resources will be
reassigned or reallocated and additional faculty to be hired during the first three years.

E. Students
1. Projected enrollments for 5 years (see Table 2).
2. Expected time for program completion.
3. Diversity. (Please detail the specific efforts planned to recruit and retain students who are persons of color or disability.)
4. Special fees students will have to pay.

F. Administration
1. Administrative and support staff.
2. Provide the title and percent of effort devoted to the program. (See Table 3.)

G. Program Assessment Plan
1. Assessment plan. Provide a detailed plan for assessing how program objectives and student learning outcomes will be achieved.
2. Provide a description of how assessment information will be gathered.
3. Provide a description of how the faculty will be involved in analyzing assessment findings and using information to make improvements.

H. Finances
1. Summary of program costs. (Please identify the amounts and sources of all program funding in Table 4 for a) Year 1 of the program and b) the year it is expected to reach full enrollment, Year N.)
2. Source of additional fiscal resources needed to implement the program.

I. External Evaluation of Proposal
1. External Expert Evaluators. (Please provide the names and titles of the two external evaluators who reviewed the proposal. Enclose copies of the external evaluators’ letters. Summarize the program developers’ responses and subsequent modifications to the proposal based on evaluators’ recommendations.)
2. Other Public Four-Year Institutions. The Provost’s Office submits the proposals to provosts at other baccalaureate institutions.

J. Department affected by the new program. Attach approval letters from each department chair.

Table 1
Program Faculty

<table>
<thead>
<tr>
<th>Name</th>
<th>Rank</th>
<th>Status</th>
<th>% Effort in Program</th>
</tr>
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<tbody>
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Table 2
Size of Program

<table>
<thead>
<tr>
<th>No. of Students</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year N*</th>
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</table>
*Year N: Please indicate the year in which the program is estimated to reach full enrollment.

**Table 3**  
Administrative/Support Staff

<table>
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<th>Name</th>
<th>Title</th>
<th>Responsibilities</th>
<th>% Effort in Program</th>
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<td>Administrative</td>
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<tr>
<td>Support Staff</td>
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<tr>
<td>Total FTE Staff</td>
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**Table 4**  
Summary of Program Costs—Year 1 and Year N

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<thead>
<tr>
<th>Line Item</th>
<th>Internal Reallocation</th>
<th>New State Funds (a)</th>
<th>Other Sources (b)</th>
<th>Year 1 Total</th>
<th>Year N Total</th>
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<tbody>
<tr>
<td>Administrative salaries (#FTE) Benefits @%</td>
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<td>Faculty Salaries (#FTE) Benefits @%</td>
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<tr>
<td>Clerical Salaries (#FTE) Benefits @%</td>
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<tr>
<td>Other Salaries (#FTE) Benefits @%</td>
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<td>Contract Services</td>
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NOTES:  a) Please indicate the source of funds.  b) Indicate academic year when the program is expected to reach full enrollment.  c) Describe position or duties.  d) Detail type and number of equipment needed.  e) Please describe what is included in this category.

All new programs must be reported to the Commission on Colleges.

Section XI. Guidelines for using Curriculum Transmittal Forms

Four forms are provided in Appendix C1 - C4 to transmit curriculum matters:

Form A. New Program Transmittal Form.
Form B. Program Change or Deletion Curriculum Transmittal Form.
Form C. Course Addition/Deletion or Change Curriculum Transmittal Form.
Form D. Workshop, Special Topic, Seminar, or Professional Development Transmittal Form.

1. Transmittal Form Checklist.

A. Questions to be asked by department chairs when reviewing new program or program change proposals prior to submission are as follows:

1. Is the entire department aware of this proposal? In the case of interdepartmental programs, are all departments aware of this proposal? Was this a department decision?
2. Which instructors are capable of teaching the specific courses in the program?
3. What areas of the department need strengthening and how will this new program or program change affect that area and the others?
4. Are all "hidden" prerequisites identified?
5. Are the courses and numbers in proper sequence?
6. Is the addition correct for total credits?
7. Are all costs identified and itemized?
8. Is the number of students who are affected by the program indicated?
9. Are all departments whose courses are included or deleted informed and the acknowledgment letters attached to this form?
10. Have all questions related to the individual courses been addressed? Are the correct transmittal forms for new courses attached?
11. Does the program addition or change reflect a new direction?

B. Questions to be asked by department chairs when reviewing new course and course change proposals prior to submission are as follows:

1. Are there sound reasons for the addition?
2. How many students will take the course?
3. Are all the costs identified? Approved by the department? Approved by the dean?
4. Are room needs and special materials identified?
5. Should the course be first offered as a special topic?
6. Does the course duplicate another or is it an infringement on another department's offerings? Should it be cross-listed?
7. How many instructors are capable of teaching this course?
if one leaves? What impact would an instructor leaving have on this course?
8. Which course(s) might be deleted to add this one?
9. What areas of the department need strengthening and how will this addition affect that area and the others?
10. Is the title descriptive and easily abbreviated?
11. Is the title used elsewhere in the catalog?
12. Has a global search of the curriculum been checked?
13. If the course is cross-listed, are the titles, numbers, and descriptions identical?
14. Does the number fit the intended level?
15. Has the number been used within the past eight years?
16. Does the number meet numbering policy with respect to type of course (workshop, content, introductory, etc.)?
17. Does the credit coincide with the intent of the course and anticipated requirements?
18. Is the description necessary or is the title self-explanatory?
19. Is the description 25 words or less?
20. Are all prerequisites identified?
21. Are all restrictions stipulated?
22. Is the grammar correct?
23. If deleting a course are all programs affected identified and what effect will the deletion have on students?

2. Form A: New Program Transmittal Form. New programs may be proposed to the HECB after they have received preapproval status. The actual program proposal requires more extensive information than a program plan for preapproval. The following information needs to be included in a new program proposal and Form A filled out.

A. Process
A program proposal can be submitted anytime after the program has been preapproved. The proposal shall be submitted no less than six months prior to the anticipated start date of the program to allow sufficient time for staff review, consultation with the institution, and preparation of a report to the HECB. External review of the proposal will consist of two groups:

1. External Experts
   a. one reviewer who is a recognized expert in the field from outside Washington state, and
   b. one additional reviewer who is an expert in the field.

2. All Public Four-Year Institutions
An institution may submit its draft proposal for external review at the same time that it conducts its internal review of the proposal. However, for existing degree programs to be offered at new locations, the proposal does not require review by external experts, but does require review by all public four-year institutions. The Provost's Office submits the program to the provosts at each baccalaureate institution for review by the appropriate department.

B. Criteria
Staff will review the program proposal and prepare a report for the HECB presenting the following information on the proposed program.

1. Documentation of state need for the program.
2. Assessment plan, which includes plans for assessing student achievement and expected student learning outcomes.
3. Assessment plan, which includes plans for assessing program objectives and program effectiveness.
4. Diversity plan, which addresses the program's plan for increasing the
number of students from underrepresented population.

5. Detailed program budget.

6. Assurance that internal and external reviews attest to the quality of the program.

7. Use of technology.

A draft of the report will be shared with program and institutional representatives. Favorable reports will be scheduled for HECB review and action.

C. Proposal Cover Sheet, Information Requested, Forms

Information to be included in the program proposal is outlined in the Washington Higher Education Coordinating Board Guidelines for Program Planning, Approval, and Review (January 1998) (See Appendix H for Proposal Cover Sheet.) For new degree programs, all of the information shall be included. For existing programs to be offered at new locations, the following information shall be included:

1. Documentation of need.
2. Projected enrollments (FTE and Headcount) for five years.
3. Expected time-to-degree completion.
4. Diversity and assessment plans.
5. Detailed program budget.
6. Assurance that internal reviews attest to the quality of the program.
7. Use of technology.

An incomplete proposal will be returned to the institution with specific areas of concern and inadequacies cited. Such action is not to be considered disapproval, and any proposal so returned may be re-submitted.

3. Form B. Program Change or Deletion Curriculum Transmittal Form. A program change or deletion request requires the following background and rationale to be developed and attached to the form.

A. Summary of changes.
B. Text of the program incorporating both old and new versions, following these editing guidelines; (a) bracket additions; (b) line through deletions; (c) underline change in wording.
C. A clean copy of the program as it is proposed to be offered. Star (*) new courses.
D. Justification for the change.
E. Impact on departmental load.
F. Impact on instructional costs.
G. Related curriculum changes that will result from this proposed change.
H. Attach notification sent to chairs of departments affected.
I. Unique time elements involved in completing the revised program. (It is presumed a major can be completed in six quarters of upper division work and a master's degree can be acquired in a minimum of three quarters.)
J. Provisions for allowing currently enrolled students to graduate.

In addition to the above, the documents program deletions must address all requirements detailed in the Guidelines for Program Planning, Approval, and Review at Washington Public Four-Year Colleges and Universities issued by the Higher Education Coordinating Board.

4. Form C. Course Addition/Deletion or Change Curriculum Transmittal Form. A course addition or deletion request requires the following background and rationale to be developed and attached to the form.

A. Course Addition

1. Justification for the addition and the course level.
2. A detailed course outline which includes student learning outcomes and
assessment strategies for each.
3. Impact on department load, including what faculty resources will be reassigned or reallocated and additional faculty to be hired during the first three years.
4. Nonfaculty staffing needs.
5. Whether the new course increases graduation requirements and special additional costs (fees) students will be required to pay.
6. Related curriculum changes that will result from this proposed addition.
7. Detailed costs for implementing the new course, by quarter, over the next three years. Include faculty, staff, laboratory, equipment, facilities, etc.
8. Sources for additional fiscal resources needed to implement the course.
9. Department(s) affected by the addition. Attach approval letter from the chair of the department affected.

B. Course Deletion or Change

1. Justification for the change or deletion.
2. Department(s) affected by the change or deletion. Attach approval letter from the chair of department affected.

C. Course Deletion

1. Number of students ordinarily enrolled in the course.
2. Impact on department load.
3. Related curriculum changes that will result from this proposed deletion.

5. Form D. Workshop, Special Topic, Seminar, or Professional Development Transmittal Form. Workshop, special topic, seminar and professional development proposals will follow the following course guide.

A. Topical outline of content.
B. Course objective(s) in terms of student learning outcomes.
C. Bibliography.
D. Evaluation Assessment Procedures.
E. Special course requirements.

Section XII.
Guidelines for Writing Catalog Copy

These guidelines are used with curriculum transmittal forms (Appendices C1 - C4). This section is the same as it appears on the transmittal form.

A. Structure. The following structure is used for naming majors:

1. MAJOR
   SPECIALIZATION
   EMPHASIS

2. Options are used only for internal use, not printed on the student's transcript, and have no effect on the major.

3. All specializations and emphases should have names which have meaning to persons reading the student's transcript.

B. Program Description. Descriptions for new or changed programs will follow this format (include only items that pertain):
1. Department name, chair, office location and phone number.
2. List of professors, associate professors, and assistant professors who teach in the program, and their respective specialties, if appropriate.
3. Program descriptions:
   a. Title
   b. Special fees; concurrent course stipulations; unique off-campus locations; maximum number of students admitted; cooperative effort with other universities, businesses, or governmental entities.
   c. Special admission requirements (e.g., GPA, class standing, completion of pre-admission courses, faculty recommendation, or required score on admission tests).
   d. Prerequisites for majors, explicitly stated.
   e. List of courses required. Each course will include only prefixes, numbers, titles, and credits, listed in the order they should be taken, or grouped by prefix or subject matter.
   f. Total credits required.
   g. All programs in which more than a total of 180 credits are required must be clearly labeled in the catalog as 5-year programs.
4. List of specializations, options or minors available, and their advisors; courses required and electives.

C. Course Descriptions. Descriptions for new or changed courses will follow this format:

1. Prefix
2. Number
3. Title. Concisely and accurately describe the subject matter of the course.
4. Credits
5. Prerequisites. Stated in terms of specific courses, minimum number of credits, skills or permission. Prerequisites are appropriate if:
   a. Certain basic skills are needed for success in the course.
   b. A course is one of a sequence.
   c. A certain level of maturity and familiarity with the language of the discipline is necessary for success.
6. Course Description. Describe content not methodology in twenty-five (25) words or less. Not necessary if course title is self-explanatory.
7. Examples of other qualifications or restrictions:
   a. Not to be counted in major.
   b. May be repeated for credit when subject matter differs (to a maximum of _____ credits).
   c. Grade will be S/U.
   d. Cross-listed Courses: Same as ANTH 480. Student shall not receive credit for both.
   e. Prefix or Number Change: Formerly ANTH 480.

APPENDICES: Are available for viewing in the Faculty Senate Office and will be available at the Senate meeting.
# TALLY

## 1998-99 FACULTY SENATE EXECUTIVE COMMITTEE

### April 15, 1998

### June 3, 1998

## AT-LARGE POSITION

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1998/99 FACULTY SENATE EXECUTIVE COMMITTEE
April 15, 1998
June 3, 1998

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1998/99 Faculty Senate Executive Committee
April 15, 1998
June 3, 1998

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Acknowledgement of Service Statement for Rob Perkins:

Mr. Chairman, distinguished senators and colleagues, I rise today to express acknowledgement and thanks to Dr. Robert Perkins, who is completing his second year of service as Chair of the Faculty Senate of Central Washington University.

There is little doubt that Rob Perkins has led the Faculty Senate through times of progress as well as some turbulence during his tenure as Chair. There is also little doubt that he has done so with a dedication to democratic and ethical values that make us proud to have worked with him.

In speaking on behalf of the executive committee of the Senate I am delighted to formally honor Rob for the leadership and the humanity that has been so characteristic of his time at the helm.

This year, as your newly elected Senate Chair, and on behalf of the executive committee, I would like to inaugurate a new tradition in the form of this public statement of acknowledgement, and more formally, by introducing a set of plaques which will bear the names and dates of service of all previous senate chairs, while leaving room for those who will serve in the future.

In these actions, we acknowledge and celebrate Rob’s contributions to the Senate, just as we acknowledge and celebrate the importance of the institution and the contributions made by each senator during this past year.

Furthermore, this opportunity serves not only to praise Rob’s work, but to give us the sense that a celebration of his leadership has been made. We praise him out of respect for a colleague who brought both imagination and devotion to our shared task.

I know I speak for every senator in saying that we value your leadership, and look forward to your support in the future. Thank you, Rob.
Ms. Gwen Chaplin, Chair
Board of Trustees
Central Washington University

Subject: Initiative 601 Constraints

A. Description

1. Limits annual General Fund - State (GF-S) expenditures to base amount adjusted by the sum of changes in inflation and population growth.

2. Requires changes to the limit for:
   a. Program shifts from GF-S to other funds (downward adjustment)
   b. Program shifts to or from local and federal governments ("Hold harmless") (upward or downward adjustment depending on specifics of shift, especially federal shifts)
   c. Revenue shifts from GF-S to other funds; as in dedicated funds or state-funded endowments (downward adjustment)
   d. Expenditures below the limit leads to permanent "Rebasing" (downward adjustment)

3. Requires 2/3 vote in both chambers to raise taxes, and then only if expenditures funded by those taxes do not exceed the expenditure limit.

4. Prohibits other state agency fee increases above fiscal growth factor without legislative approval.

5. Revenues in excess of the expenditure limit are deposited in the Emergency Reserve fund. When that fund exceeds 5 percent of total revenues, any balance over 5 percent is transferred to the Education Construction Fund for K-12 and higher education construction.
B. Priority for Spending General Funds - State

1. Debt Service on Capital Budget. Statutorily the state can bond up to 7 percent of biennial operating budget on capital budget

2. K-12/constitutional protected

3. Health Care

4. Long-term Care

5. Income Assistance

6. Corrections

7. Higher Education (usually the budget balancer)

C. General Fund-State Prospect 1999-01

1. Current unofficial and very inexact estimates suggest the 1999-01 “Maintenance-level” GF-S budget already exceeds the 601 limit by several hundred million dollars; and that’s before state worker salaries and any policy increases.

2. Budget reductions in many agencies are virtually certain, although which agencies by how much is not known at this time.

3. Depending on outcome of transportation proposals, GF-S revenues may fall below the 601 GF-S expenditure limit, meaning an even tighter budget.

This briefing was provided to me by a representative of the Office of Financial Management in my role as a member of the Governor’s Blue Ribbon Commission of the Arts.

Respectfully submitted,

[Signature]

Ivory V. Nelson
President
OFM 1999-2001 PROJECTED BUDGET SUMMARY

PROJECTED BUDGET PROFILE

COST OF MAINTAINING EXISTING STATE operations: $20.3 billion
(includes limited allowance for inflation)

ADDITION FOR OFM PROPOSED SALARY INCREASES: .5 billion
(2.8%/3.0% for state employees, teachers, faculty)

TOTAL PROJECTED 99-01 BUDGET: 20.8 billion

PROJECTED REVENUE PROFILE

ANTICIPATED 99-01 TAX REVENUE: 20.9 billion
REVENUE AVAILABLE AFTER PASSAGE OF REF. 49: 20.3 billion
SPENDING LIMIT IMPOSED BY INITIATIVE 601: 20.5 billion

PROJECTED 99-01 BUDGET SHORTFALL: $500 million

President’s Office
May 14, 1998
Ms. Gwen Chaplin, Chair  
Board of Trustees  
Central Washington University  

Subject:   CWU Financial Aid Summary of Process and Awards 1999

The following information summarizes financial aid activity for the 1998-99 academic year:

Started loading new student 1999 files from the federal processor on February 19. Each file has to be carefully reviewed and verified if necessary. First awards were made on March 10 (new students only) which is a change from prior procedure. On April 16 we began loading 1999 files for continuing students.

**1999 files reviewed to date**  5,569
1997 by May 1, 1996  4,501 by end of year  7,551

Incomplete files or files waiting for verification documents - 2,858 (1,896 in 1998).

Students who are ready to be packaged but have not applied for admission - 387

New files ready for review this week - 286

Awarded to date:  
Freshmen  541
Transfers  234
Continuing  1,232
**1999 awards to date:**  2,007
1998 by May 5, 1997  2,261 to date  6,166
1997 by May 1996  1,771 end of year  6,178

1999 Aid offered to date:

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<td>23 million (approximately/to date)</td>
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Respectfully submitted,

Ivory V. Nelson  
President
CWU Financial Aid Information

CWU STUDENT PROFILE
Percent of 1992 CWU Pell recipients who have graduated: 78.34%
Percent of all CWU students who graduate after 8 years: 55%
Average educational debt of 1997 CWU graduates compared to 1992 graduates: $15,315: $5,846
Percent of CWU graduates who had debt in 1997 compared to % who had debt in 1992: 51%; 25%
Percent of CWU financial aid that was in the form of a loan in 1997 compared to 1992: 72%; 52%
CWU students who received Aid for Families with Dependent Children in 1997 and 1998: 349, 317

Average current Cost of Attendance (COA) for CWU Student: $11,190
COA - EFC = Need; Amount of Need documented for 1997 CWU Students: $34,966,427
Average Need per financial aid student at CWU in 1997: $8510
Number of 1997 CWU students with unmet need after receiving aid: 3233
Percent of 1997 recorded unmet need compared to national average at comparable schools: 30%; 18%
Number of Free Applications for Federal Student Aid (FAFSA) processed by the FAO in 1997: 7551
Number of enrolled students who received aid: 5434 (64.4% of CWU students)
Number who receive need-based aid: 4114 (48.75% of CWU students/ 75.7% of aid recipients)
Financial aid disbursed to CWU students in 1997: $38,405,837

INSTITUTIONAL AID
Gift Aid provided by the University and the Foundation as a percent of all 1997 CWU financial aid: 4.2%
1997 CWU expenditures on student wages (not included in financial aid total above): $3,618,108

STATE AID
1998 State Need Grant for resident students: CC $1500, Regional $1700, Research $1800, Private $2500
Number of 1997 CWU students who received State Need Grants: 1648
Criteria used to determine eligibility for State Need Grant: 45% of State median family income.
State Need Grant income cutoff for a family of 4 with one in college: $23,000
Amount of State Work-Study (SWS) allocated to CWU compared to Gonzaga: $262,688: $1,245,185
SWS dollars per FTE enrollment at CWU compared to Gonzaga: $41: $277

FEDERAL AID
Maximum 1998 Federal Pell Grant: $3000
Amount borrowed by CWU Students in 1997 compared to 1992: $27,808,539: $7,861,667
Increase in Plus loans made to CWU parents since 1997: 312.3% to 1,371 through winter 1998
Perkins loans made in 1997: $1,323,312 to 805 students
Perkins loan cancelled for teaching, law enforcement, med. tech., & family service in 1997: $116,085
Hope Scholarship tax credit that may be claimed for 1998 tuition payments: $1500
Lifelong learning tax credit available per year for education beyond sophomore year: 20% tuition
Number of federal regulations pertaining to Financial Aid in 1992: 7000
Average # of changes by the Federal Dept. of Education regarding Financial Aid Regulations: 2 per day

Highest Need Students: Three year trend:

<table>
<thead>
<tr>
<th>Need-based Fed. entitlement</th>
<th># of CWU students</th>
<th>Aid received</th>
<th>Need-based State entitlement</th>
<th># of eligible CWU students</th>
<th>Aid received</th>
</tr>
</thead>
<tbody>
<tr>
<td>1998 Pell to date</td>
<td>1928</td>
<td>$3,460,360</td>
<td>1998 SNG to date</td>
<td>1585</td>
<td>$2,551,276</td>
</tr>
<tr>
<td>1997 Pell</td>
<td>2025</td>
<td>$3,258,388</td>
<td>1997 SNG</td>
<td>1637</td>
<td>$2,305,055</td>
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<tr>
<td>1996 Pell</td>
<td>1973</td>
<td>$2,954,392</td>
<td>1996 SNG</td>
<td>1946</td>
<td>$1,930,936</td>
</tr>
</tbody>
</table>
1997

Financial Profile of enrolled students who applied for financial aid (5487) 65% of student headcount

<table>
<thead>
<tr>
<th></th>
<th>DEPENDENT</th>
<th>INDEPENDENT</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>highest need: auto $0 EFC - taxable and untaxed family income $23,999</td>
<td>405</td>
<td>964</td>
<td></td>
</tr>
<tr>
<td>$24,000 - $41,999</td>
<td>676</td>
<td>$6,000 - $13,999</td>
<td>586</td>
</tr>
<tr>
<td>$42,000-$59,999</td>
<td>723</td>
<td>$14,000 - $19,000</td>
<td>293</td>
</tr>
<tr>
<td>$60,000 or over</td>
<td>1,229</td>
<td>$20,000 or over</td>
<td>611</td>
</tr>
<tr>
<td>Total dependent applicants</td>
<td>3,033</td>
<td>Total independent applicants</td>
<td>2,454</td>
</tr>
</tbody>
</table>

Racial and Ethnic profile of Financial Aid Recipients with need (4114) 48.75% of student headcount

<table>
<thead>
<tr>
<th>Race</th>
<th>number</th>
<th>percent</th>
<th>Hispanic culture</th>
<th>number</th>
<th>percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>123</td>
<td>3%</td>
<td></td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>211</td>
<td>5%</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Native American</td>
<td>107</td>
<td>2.6%</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>3388</td>
<td>82.4%</td>
<td></td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>240</td>
<td>5.8%</td>
<td></td>
<td>226</td>
<td>5.8%</td>
</tr>
<tr>
<td>Unknown</td>
<td>45</td>
<td>1%</td>
<td>total</td>
<td>241</td>
<td>5.8%</td>
</tr>
<tr>
<td>Total</td>
<td>4,114</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

CWU Enrollment: H/C % stud. Institutional Aid: Dollars % aid

<table>
<thead>
<tr>
<th>Undergraduate</th>
<th>Waiver</th>
<th>Grant</th>
<th>$838,427</th>
<th>$713,000</th>
<th>65%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sub-Total undergraduate</td>
<td>7358</td>
<td>87.2%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post Graduate</td>
<td>$0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate</td>
<td>$567,120</td>
<td>24%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>International</td>
<td>190</td>
<td>2.25%</td>
<td>$262,453</td>
<td>11%</td>
<td></td>
</tr>
<tr>
<td>TOTAL INST. AID</td>
<td>$2,381,000</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

CWU Location of Financial Aid Recipients:

<table>
<thead>
<tr>
<th>Location</th>
<th># receiving aid</th>
<th>Total Head-count</th>
<th>percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ellensburg</td>
<td>4859</td>
<td>7124</td>
<td>68.2%</td>
</tr>
<tr>
<td>Fort Steilacoom</td>
<td>79</td>
<td>127</td>
<td>62.2%</td>
</tr>
<tr>
<td>Lynnwood</td>
<td>174</td>
<td>419</td>
<td>41.5%</td>
</tr>
<tr>
<td>SeaTac</td>
<td>217</td>
<td>557</td>
<td>39.0%</td>
</tr>
<tr>
<td>Wenatchee</td>
<td>49</td>
<td>98</td>
<td>52.7%</td>
</tr>
<tr>
<td>Yakima</td>
<td>56</td>
<td>118</td>
<td>47.5%</td>
</tr>
<tr>
<td>Total Centers</td>
<td>575</td>
<td>1314</td>
<td>43.7%</td>
</tr>
<tr>
<td>University Total</td>
<td>5434</td>
<td>8438</td>
<td>64.4%</td>
</tr>
</tbody>
</table>

Average tuition discount at Private 4-year inst. in the State of Washington (excluding Heritage): 40%

Waivers authorized and Funded by the State:

<table>
<thead>
<tr>
<th>Institution</th>
<th>Percent of Tuition funded discount</th>
<th>Private resources per 1997 HECB summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Washington</td>
<td>21 %</td>
<td>$3,319,863</td>
</tr>
<tr>
<td>Washington State University</td>
<td>20 %</td>
<td>$3,908,504</td>
</tr>
<tr>
<td>Eastern Washington University</td>
<td>14 %</td>
<td>$1,606,354</td>
</tr>
<tr>
<td>Central Washington University</td>
<td>8 %</td>
<td>$369,116</td>
</tr>
<tr>
<td>Western Washington University</td>
<td>10 %</td>
<td>$1,779,010</td>
</tr>
<tr>
<td>The Evergreen State college</td>
<td>6 %</td>
<td>$1,430,779</td>
</tr>
<tr>
<td>Community Colleges as a whole</td>
<td>35 %</td>
<td>$4,788,626</td>
</tr>
</tbody>
</table>

05/05/98
## Central Washington University
### Univ. Aid discount analysis

<table>
<thead>
<tr>
<th>Aid distribution</th>
<th># of students</th>
<th>State $ per stud.</th>
<th>per stu. Tuition</th>
<th>revenue per stu.</th>
<th>tuition per group</th>
<th>revenue per group</th>
<th>CWU waiver</th>
<th>revenue discount</th>
<th>tuition discount</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RESIDENT</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate</td>
<td>7176</td>
<td>$5,394</td>
<td>$2,526</td>
<td>$7,920</td>
<td>$18,126,576</td>
<td>$56,833,920</td>
<td>$838,427</td>
<td>1.48%</td>
<td>4.63%</td>
</tr>
<tr>
<td>UC5</td>
<td>534</td>
<td>$4,847</td>
<td>$2,526</td>
<td>$7,373</td>
<td>$1,348,884</td>
<td>$3,937,182</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate</td>
<td>296</td>
<td>$9,972</td>
<td>$4,041</td>
<td>$14,013</td>
<td>$1,196,136</td>
<td>$4,147,848</td>
<td>$333,600</td>
<td>8.04%</td>
<td>27.89%</td>
</tr>
<tr>
<td>Other</td>
<td>59</td>
<td>$4,847</td>
<td>$2,526</td>
<td>$7,373</td>
<td>$149,034</td>
<td>$435,007</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>DOMESTIC NON-RESIDENT</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate</td>
<td>118</td>
<td></td>
<td>$8,961</td>
<td>$8,961</td>
<td>$1,057,398</td>
<td>$1,057,398</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UC5</td>
<td>15</td>
<td></td>
<td>$8,961</td>
<td>$8,961</td>
<td>$134,415</td>
<td>$134,415</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate</td>
<td>45</td>
<td>$1,393</td>
<td>$12,291</td>
<td>$13,684</td>
<td>$553,095</td>
<td>$615,780</td>
<td>$233,520</td>
<td>37.92%</td>
<td>42.22%</td>
</tr>
<tr>
<td>Other</td>
<td>5</td>
<td></td>
<td>$8,961</td>
<td>$8,961</td>
<td>$44,805</td>
<td>$44,805</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>INTERNATIONAL NON-RESIDENT</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate</td>
<td>147</td>
<td></td>
<td>$8,961</td>
<td>$8,961</td>
<td>$1,317,267</td>
<td>$1,317,267</td>
<td>$262,453</td>
<td>15.16%</td>
<td>15.24%</td>
</tr>
<tr>
<td>UC5</td>
<td>16</td>
<td></td>
<td>$8,961</td>
<td>$8,961</td>
<td>$143,376</td>
<td>$143,376</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate</td>
<td>6</td>
<td>$1,393</td>
<td>$12,291</td>
<td>$13,684</td>
<td>$73,746</td>
<td>$82,104</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>21</td>
<td></td>
<td>$8,961</td>
<td>$8,961</td>
<td>$188,181</td>
<td>$188,181</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>8438</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$1,668,000</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## SUMMARY

**Fall 1997**

<table>
<thead>
<tr>
<th></th>
<th>number</th>
<th>State</th>
<th>tuition</th>
<th>revenue</th>
<th>inst wai/gra</th>
<th>rev. disc.</th>
<th>tuition disc</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergrad WAIVER</td>
<td>7358</td>
<td>$38,993,317</td>
<td>$19,377,813</td>
<td>$58,371,130</td>
<td>$838,427</td>
<td>1.44%</td>
<td>4.33%</td>
</tr>
<tr>
<td>CWU grant</td>
<td></td>
<td></td>
<td></td>
<td>$713,000</td>
<td></td>
<td>2.66%</td>
<td>8.01%</td>
</tr>
<tr>
<td>univ/foundation scholarships</td>
<td></td>
<td></td>
<td></td>
<td>$368,448</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total inst. aid for undergrads</strong></td>
<td></td>
<td></td>
<td></td>
<td>$1,919,875</td>
<td>3.29%</td>
<td>9.91%</td>
<td></td>
</tr>
<tr>
<td>UC5</td>
<td>549</td>
<td>$2,588,298</td>
<td>$1,483,299</td>
<td>$1,483,299</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>graduate waiver</td>
<td>341</td>
<td>$3,014,397</td>
<td>$1,749,231</td>
<td>$4,763,628</td>
<td>$567,120</td>
<td>11.91%</td>
<td>32.42%</td>
</tr>
<tr>
<td>international waiver</td>
<td>190</td>
<td>$8,358</td>
<td>$1,722,570</td>
<td>$1,730,928</td>
<td>$262,453</td>
<td>15.16%</td>
<td>15.24%</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>8438</td>
<td>$44,604,370</td>
<td>$24,332,913</td>
<td>$66,348,985</td>
<td>$2,749,448</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Central Washington University
Univ. Aid discount analysis

<table>
<thead>
<tr>
<th>STUDENTS WITH NEED</th>
<th># stud.</th>
<th>state cont</th>
<th>tuition</th>
<th>revenue</th>
<th>fin aid</th>
<th>gift aid as % of rev</th>
<th>as % of tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>documented need</td>
<td>4114</td>
<td>$22,472,083</td>
<td>$11,165,019</td>
<td>$33,637,102</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>resident undergraduate</td>
<td>3899</td>
<td>$21,031,206</td>
<td>$9,848,894</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>resident graduate</td>
<td>141</td>
<td>$1,406,052</td>
<td>$569,781</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>non-resident undergraduate</td>
<td>49</td>
<td>$439,089</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>non-resident graduate</td>
<td>25</td>
<td>$34,825</td>
<td>$307,275</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>waiver</td>
<td>need based</td>
<td>$517,117</td>
<td>3.66%</td>
<td>11.02%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grant</td>
<td>need based</td>
<td>$713,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scholarships</td>
<td>$203,936</td>
<td>1.31%</td>
<td>3.96%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>other univ waivers</td>
<td>$238,222</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>total institutional aid to needy students</td>
<td>$1,672,275</td>
<td>4.97%</td>
<td>14.98%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>documented unmet need</td>
<td>$9,770,335</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SEOG
Workstudy
Perkins Loans

Campus based Fed/St aid

Resources Resident Needy
Bring to the University
Pell Grant
State Need Grant
EOG
Outside Scholarships
Subsidized Loans
Unsub & PLUS loans
Outside agencies
Other Loans

Total outside resources: $28,076,936
Central Washington University  
Univ. Aid discount analysis

<table>
<thead>
<tr>
<th align="left">STUDENTS WHO DO NOT RECEIVE NEED-BASED AID:</th>
<th># stud.</th>
<th>state cont</th>
<th>tuition</th>
<th>revenue</th>
<th>fin aid</th>
<th>gift aid as % of rev</th>
<th>as % of tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td align="left">Waivers</td>
<td>4324</td>
<td>$22,132,287</td>
<td>$13,167,894</td>
<td>$35,300,181</td>
<td>$912,661</td>
<td>3.06%</td>
<td>8.19%</td>
</tr>
<tr>
<td align="left">CWU/Foundation scholarships</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$166,064</td>
<td></td>
<td></td>
</tr>
<tr>
<td align="left">Total Institutional aid</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$1,078,725</td>
<td>3.06%</td>
<td>8.19%</td>
</tr>
</tbody>
</table>

Resources they bring to the univ.

Outside Scholarships: $257,039
Unsubs & PLUS loans: $3,988,524
Outside agencies: $214,668
Other loans: $146,758

Total outside resources: $4,606,989

No-need students who receive aid: 1320
Students who receive no aid: 3004

This tax credit is available to students or parents who pays tuition and pay taxes with specified limits.

**TAX CREDITS**

**Tax credit available for 1998 tuition:**
- Hope Scholarship first two years of study: $1,500  
  100% of first $1000 of tuition plus 50% of second $1000 of tuition
- Life Long Learning resident undergrad: $524  
  20% of tuition up to $1000 credit (.20x$5000=$1000)
- Life long learning non-resident undergrad: $1,000  
  (Taxpayer is eligible for the maximum benefit with Adjusted Gross Income (AGI)of $40,000 single or $80,000 married. Phased out between $40,000 and $50,000 for single or $80,000 and $100,000 for married taxpayers.)
- Life long learning resident grad: $840
- Life long learning non-resident grad: $1,000

**TAX DEDUCTION**

Tax deductible loan interest for first 60 months of repayment phased implementation limited by income: $1,000  
- 1998 phased out for joint filers with adjusted gross income $60,000-$75,000
- 1999 phased out for single filers with adjusted gross income $40,000-$55,000
- 2000
- 2001

$1,500

$2,000

$2,500