REGULAR FACULTY SENATE MEETING
Central Washington University
May 3, 1989

Presiding Officer: Connie Roberts
Recording Secretary: Sue Tirotta

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

ROLL CALL
Senators: All Senators or their Alternates were present except for Alumbaugh, Bennett, Bundy, Clark, Dixon and Wallace.
Visitors: Phil Backlund, Robert Edington, Dale Comstock, Anne Denman, T.J. Sedgwick, Kent Richards and Carolyn Wells.

CHANGES TO AGENDA
None

APPROVAL OF MINUTES
*MOTION NO. 2688 Beverly Heckart moved and Norman Wolford seconded a motion to approve the minutes of the April 12, 1989 meeting with the following change: on Page 2, Report #5 (Faculty Opinion Survey of Administrators) change all references to "Dr. Heesacker" to read "Mr. Heesacker." Motion passed.

COMMUNICATIONS
None

REPORTS
1. CHAIR
   - Connie Roberts reported that she attended the April 21, 1989 Board of Trustees meeting. The Board expressed interest in the academic planning process outlined by Provost Edington, and they have scheduled a Board planning retreat for June 16-17, 1989. At that time they will review the report being compiled on the Camp Field retreat.
   - Chair Roberts summarized the Camp Field planning retreat held on April 25-27, 1989. Initially, many questions concerning the university were considered (e.g., Where does C.W.U. wish to be in 5 years? How would the mission of the university be described? What kind of an institution is C.W.U.? How is C.W.U. unique from other universities in the state?). Also identified were 1) strengths within the university which enhance its ability to fulfill its mission, 2) the limitations of the university, and 3) opportunities external to the university which would enhance its position. In addition, external constraints and competing agencies were identified. The 23 "talking papers" included in the planning book (available for review at the Reference Desk in the C.W.U. Library) were prioritized, with the top 5 as follows: 1) Planning and Budget, 2) Faculty Development, 3) Academic Planning, 4) Faculty Recruitment and 5) Mission and Roles. The remainder of the retreat focused on these 5 categories, with emphasis on establishment of concept development, identification of issues involved and definition of alternatives and solutions to each issue. A summary document on the retreat will be prepared, and a draft planning document will be developed by Fall 1989.

2. PRESIDENT
   President Donald Garrity reported that it is difficult to determine at this time the final impact of the extended legislative session on higher education funding. The Council of Presidents met on April 28, 1989, and it was their general consensus that a longer Special Legislative Session will generally not work in favor of higher education budgets.
   Concerning the Tuition Bill, the President noted that statewide lack of student support contributed to the outcome of this matter. It is hoped that alternatives may be developed to existing legislation which sets tuitions based upon a percentage of the cost of instruction.
   In response to a Senator's question concerning monies for institutional support, President Garrity replied that the House budget's proposed allocation in this area was made on the basis of controversial Higher Education Coordinating (HEC) Board figures instead of upon actual enrollment numbers.
3. **PROVOST**

   Provost and Vice President for Academic Affairs Robert Edington reported his positive impressions of the Camp Field retreat and indicated that his previous experience has included extensive academic planning at other universities. The Camp Field participants will soon be called back together for an additional day of work in which the goals will be to 1) identify recommended objectives and goals for the next 5 years in the 5 prioritized areas, and 2) set a schedule to deal with the remaining issues. Provost Edington emphasized that the nature of the discussion was wide-ranging and open, with no decisions or commitments made at this time. Notes from both Camp Field meetings will be consolidated and formulated into a report which will be shared with the Board of Trustees, the Camp Field Group and all other interested parties. This report will form the basis for work during the summer on a first draft of a set of priority statements that will then be distributed to the university community. Systematic discussion of the draft will be solicited during Fall quarter 1989. The Camp Field Group will consider all input and then draft an academic plan, including budget and cost figures, by Spring quarter 1990.

   Provost Edington noted that the most important part of the academic plan concerns academic programs, specifically program consolidation and reduction. He stated that recommendations in this area are not yet program specific and that they will be made on a 5-year basis. Those programs, both new and existing, which have the greatest potential for success will be identified. About 90 undergraduate programs currently exist, and the planning process should reduce that number over a phased period of 4-5 years to produce fewer but stronger programs. Provost Edington strongly emphasized that the intent of the program reduction portion of the planning process should not result in staff retrenchment. He explained that attrition through faculty retirement over the next 5 years is expected to play a large role in the program reduction process and that during the final consolidation of programs some faculty may be offered an opportunity for re-training or transfer to other programs.

4. **ACADEMIC AFFAIRS COMMITTEE**

   Ethan Bergman outlined the history of the proposed Course Repetition Policy from its introduction as a student petition in Spring 1988 through its review by the Undergraduate Council and finally to the Academic Affairs Committee, which brought its recommendation before the Senate as MOTION NO. 2677 on February 1, 1989. At that time the Senate voted to return the proposed policy to the Academic Affairs Committee with instructions for the committee to consult with the Graduate Council before returning a proposal to the Faculty Senate. The Academic Affairs Committee considered the recommendations of the Graduate Council and decided to reintroduce MOTION NO. 2677 as previously stated.

   Dale Comstock, Dean of Graduate Studies and Research, noted that the Graduate Council recommended that 1) in 2., replace "only the second grade" with "both grades," and replace "however" with "and;" and 2) in 3. replace "same basis as described above" with "basis of the second grade earned." He added that although the Graduate Council was concerned about how such a proposal would be implemented, few graduate students actually repeat courses.

   **CURRENT POLICY:**

   "Any course may be repeated. All grades earned will be used in computing the grade point average. Successful repetition of a course previously passed carries no additional credit, unless otherwise indicated in the course description. Courses may not be repeated on a credit/no credit basis."

   *MOTION NO. 2677*

   **COURSE REPETITION POLICY**

   Some courses are approved for repetition with credit awarded each time the course is taken and passed. Such approval is indicated in the course description in this catalog.

   Other courses may be repeated under the following conditions:

   1. Students may repeat such courses only once, and credit will be awarded only once. This condition also applies to transfer courses that are repeated at Central.

   2. When a course is repeated, only the second grade earned will be used in the computation of the cumulative grade point average, however both grades will remain in the student's official record.

   3. Major grade point averages will be computed on the same basis as described above when major courses are repeated.

   Implement Fall, 1989.

   (Approved by Undergraduate Council on December 7, 1988 and Senate Academic Affairs Committee on March 15, 1989; motion tabled 2/1/89)

   (continued)
4. ACADEMIC AFFAIRS COMMITTEE, continued

Chair Roberts shared the following course repetition data from the Registrar with the Senate:

<table>
<thead>
<tr>
<th></th>
<th>SPRING 1989</th>
<th>FALL 1988</th>
<th>WINTER 1989</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL REPEATS</td>
<td>186</td>
<td>116</td>
<td>97</td>
</tr>
<tr>
<td>FAILED 1ST TIME</td>
<td>60</td>
<td>24</td>
<td>26</td>
</tr>
<tr>
<td>REPEATED = D</td>
<td>20</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td>REPEATED = F</td>
<td>18</td>
<td>7</td>
<td>7</td>
</tr>
</tbody>
</table>

(Figures do not include Physical Education activity course repeats)

In response to a question from the Senate, Dr. Bergman responded that if a course needs to be completed as a major requirement and the course is failed upon repetition, under the new policy the student may conclude that changing his/her major is appropriate.

Registrar Carolyn Wells answered questions concerning implementation of the proposed policy. She noted that, under the current system, about 90% of students self-report at registration whether or not they are repeating a course; the remainder must be manually noted when their transcripts are reviewed at a later date. She added that although a computer program could feasibly "flag" repeated courses during registration, use of such a computer program might significantly slow the registration process for all students. Ethan Bergman added that Eastern Washington University also uses such a self-report process for repeated courses.

The Registrar noted additional concerns: 1) many students repeat a course three times, and this is often not noted until manual review of the transcript at the time of the student's graduation, and 2) it is unclear how the transfer of equivalent courses from other colleges would be handled. In response to a suggestion that the "better of 2 grades" instead of "just the 2nd grade" be used in GPA computation, Registrar Wells replied that this would be even more complicated than what is now proposed.

The question was called for and vote immediately taken on tabled MOTION NO. 2677. Motion defeated.

The Senate conceded that the student body is genuinely concerned about this issue but could not resolve the questions surrounding implementation of the proposed policy change. It was agreed that the Senate Executive Committee would refer the issue back to the Academic Affairs Committee to review the technical and cost problems of implementation in detail.

5. BUDGET COMMITTEE
None

6. CODE COMMITTEE
None

7. CURRICULUM COMMITTEE

*MOTION NO. 2689 Warren Street moved approval of University Curriculum Committee page 1005. Motion passed.

<table>
<thead>
<tr>
<th>PAGE</th>
<th>ANTH 456</th>
<th>B.S./Math-Actuarial Option</th>
<th>BISC 416</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Course Addition</td>
<td>Program Change</td>
<td>Course Addition</td>
</tr>
</tbody>
</table>

*MOTION NO. 2690 Warren Street moved approval of the Winter 1989 draft of the Curriculum Planning and Procedures Guide, including the following changes:

-Page 3, Paragraph 7, Line 1: Change to "Proposals to add new major and degree program will be subject to ..."
-Page 4, P1, L1: Delete "Should such review be necessary,"
-Page 4, P7, L3: Change to "...consistency with the programmatic goals and budgetary capacity of the school or..."
-Page 5, P3, L1: Correct spelling of "membership"
-Page 6, P2, L2: Delete last word on line: "and"
-Page 7, P1, L3: Insert wording so sentence reads "Proposals which require additional levels of review or modification during the course of the process..."
-Page 7, P1, L5: Alter beginning of sentence to read "In the year preceding...

Page 7, P7: Replace with: b. Proposals involving the initiation of a new major, minor or program shall be sent to the Graduate or Undergraduate Council. On approval by the appropriate council, proposals affecting the teacher education curriculum will be sent to the Teacher Education Council. After council approvals are received, new program proposals are routed to the University Curriculum Committee.

(continued)
7. CURRICULUM COMMITTEE, continued

* MOTION NO. 2690, continued

- Page 7, P8: Delete last sentence. Redundant with page 8, #8.
- Page 8, P2, L1: Transpose letters in "University"
- Page 8, P4: Extend sentence: "...to the Faculty Senate and referred to the Faculty Senate Curriculum Committee."
- Page 8, P5: Extend point a.: "...to constitute a new course, including proposals to make more than three changes to an existing course."
- Page 10, P2: Replace "ahead of" with "beyond" in rule specifying course level eligibility.
- Page 10, P5: replace "Registrar" with "Dean of Undergraduate Studies" in procedure for course number assignment.
- Page 11, P1: Replace "Remedial Courses" with "Remedial courses for which credit will not be counted toward degree requirements."
- Page 13, P1: Add words, to read ",...20 class hours (16 clock hours) and 10 hours of related work for each credit."
- Page 15, P1, L5: Extend sentence: ";...approval of the department chair and dean prior to the beginning of the course."
- Page 16, P1: Insert "(CFE)" at the end of the line to introduce this abbreviation.
- Page 17, P4, L1: Use "CFE's" in place of full wording.
- Page 17, P8: Change "to enroll in a 290 course..." to "before enrolling in a 290 course..."
- Page 18, P1, L1: Replace "to" with "for"
- Page 20, P6: Replace "matriculated admission" with "matriculation"
- Page 21, P3, L4: Insert a sentence after "...free elective courses. The sentence is in the current guide but was inadvertently omitted from this version: "Majors may not exceed 110 quarter credits."
- Page 23A: Add "Provost and" to the title for the Vice President for Academic Affairs.
- Page 23A: Make arrow from Provost to HEC Board double-headed.

Motion passed.

Senator Charles McGehee stated that he misunderstood the intention of the vote on Motion No. 2691 and that he had unanswered questions regarding the Guide.

* MOTION NO. 2691: Jay Bachrach moved and Patrick McLaughlin seconded a motion to reopen the floor for discussion of the Curriculum Planning and Procedures Guide in order to address Senator McGehee's questions. Motion passed (13 yes, 12 no).

Senator McGehee asked for an explanation of Page 8, item number 8, which states that "Proposals rejected at any level of review are to be returned to the department or program of origin with a letter of explanation. Copies of the letter of explanation are to be sent to each committee and/or dean previously approving the proposal." Warren Street explained that the intent of this procedure is to expedite the curriculum process and not to circumvent the University Curriculum Committee.

Senator McGehee asked for clarification on Page 5 under the General Education Committee which states "The General Education Committee is responsible to the Dean of Undergraduate Studies but reports to the Provost and Vice President for Academic Affairs and makes its specific curricular recommendations to the Faculty Senate." Warren Street explained that the Dean of Undergraduate Studies convenes meetings, works closely with the committee and provides support services, whereas the Provost is administratively responsible for the committee.

Senator Stephen Jefferies asked for the rationale behind Page 4, paragraph 4, which states that "Proposals for curriculum change that affect other departments or programs must be approved by the department or program affected before being submitted to the school dean for approval." Warren Street explained that this is a fundamentally conservative policy which assures that existing curriculum will remain in place if departments cannot reach agreement or compromise concerning program changes.

Senator McGehee asked what "proofs" would be considered acceptable under Page 22, item #1 through 3, which list exceptions to the credit limits for major concentrations for all undergraduate degrees. Warren Street answered that, in many cases, even the judgment of independent examiners in these areas could be considered subjective and a matter of opinion.

8. PERSONNEL COMMITTEE - None

OLD BUSINESS - None
NEW BUSINESS - None
ADJOURNMENT - The meeting was adjourned at 4:35 p.m.

*** NEXT REGULAR FACULTY SENATE MEETING: MAY 17, 1989 ***
FACULTY SENATE REGULAR MEETING
3:10 p.m., Wednesday, May 3, 1989
Sub 204-205

I. ROLL CALL

II. CHANGES TO AGENDA

III. APPROVAL OF MINUTES - April 12, 1989

IV. COMMUNICATIONS

V. REPORTS
1. Chair
   - Camp Field Retreat (April 25-27)
2. President
3. Provost/Vice President for Academic Affairs
4. Academic Affairs Committee
   - Course Repetition Policy (see attached motion)
5. Budget Committee
6. Code Committee
7. Curriculum Committee
   - UCC Page 1005
   - Curriculum Planning & Procedures Guide
8. Personnel Committee

VI. OLD BUSINESS

VII. NEW BUSINESS

VIII. ADJOURNMENT

** ** ** NEXT REGULAR FACULTY SENATE MEETING: May 17, 1989 ** ** **
ACADEMIC AFFAIRS COMMITTEE

Current Policy:
"Any course may be repeated. All grades earned will be used in computing the grade point average. Successful repetition of a course previously passed carries no additional credit, unless otherwise indicated in the course description. Courses may not be repeated on a credit/no credit basis."
(p. 24, 87/80 University Catalog)

*MOTION:

Some courses are approved for repetition with credit awarded each time the course is taken and passed. Such approval is indicated in the course description in this catalog.

Other courses may be repeated under the following conditions:

1. Students may repeat such courses only once, and credit will be awarded only once. This condition also applies to transfer courses that are repeated at Central.

2. When a course is repeated, only the second grade earned will be used in the computation of the cumulative grade point average, however both grades will remain in the student's official record.

3. Major grade point averages will be computed on the same basis as described above when major courses are repeated.

Implement Fall, 1989.

(Approved by Undergraduate Council on December 7, 1988 and Senate Academic Affairs Committee on March 15, 1989)
ROLL CALL 1988-89  
FACULTY SENATE MEETING OF May 3, 1989

Richard ALUMBAUGH  
Jay BACHRACH  
Kenneth BANTZ  
Robert BENNETT  
Ethan BERGMAN  
Larry BUNDY  
Minerva CAPLES  
Frank CARLSON  
FRANK CIOFFI  
John CLARK  
Ken CORY  
David DARDA  
Ed DIXON  
Barry DONAHUE  
Betty EVANS  
Steven FARKAS  
Ken GAMON  
Donald GARRITY  
Robert GOSSARD  
Beverly HECKART  
Stephen JEFFERIES  
Nancy LESTER  
Richard MACK  
Linda MARRA  
Victor MARX  
Charles McGEHEE  
Wells McINELLY  
Patrick McLAUGHLIN  
Gary PARSON  
John RESSLER  
Connie ROBERTS  
Jennell SHELTON  
Warren STREET  
Alan TAYLOR  
Bill VANCE  
Randall WALLACE  
Rex WIRTH  

Susan LONBORG  
Peter BURKHOLDER  
Dick WASSON  
Cal GREATSINGER  
David CANZLER  
Gary GALBRAITH  
John CARR  
Hal OTT  
Bernard MARTIN  
Richard LEINAWEAVER  
Don RINGE  
Stephen HINTHORNE  
Robert EDINGTON  
Larry LOWTHER  
Scott RICARDO  
Kelton KNIGHT  
R.J. CARBAUGH  
Wendy RICHARDS  
William SCHMIDT  
Frank SESSIONS  
Don WISE  
Patrick OWENS  
George KESLING  
Morris UEBELACKER  
Ken HARSHA  
Steve FELLER  
Max ZWANZIGER  
Roger GARRETT  
Karl CLONINGER  
Jack MCPHERSON

Norman WOLFORD  
Tom YOUNGBLOOD
Please sign your name and return this sheet to the Faculty Senate Secretary directly after the meeting. Thank you.

VISITOR SIGN-IN SHEET

---

Eld. Babb

[Signature]

Dale Constock

Anne Derman

T.K. Sedgwick

Kirk Richards

Carly T. Wells

---

DATE

May 3, 1989

DATE
March 1, 1989

Dear Colleague:

Attached is a draft of a proposed revision of the Curriculum Planning and Procedures Guide. The Guide is the Faculty Senate's primary statement of curriculum policies and procedures for effecting curriculum change.

Provisions of the current Guide, produced in Spring, 1985, have been modified by the actions of the Faculty Senate and further modifications have been suggested by the Senate Curriculum Committee. In the attached draft, deletions from the present Guide are shown by overstruck letters and additions are denoted by underscored letters. We have distributed complete copies of the draft only to Academic Administrators, Faculty Senators, Department Offices, faculty on curriculum committees and a few other sites. Others have been advised of this distribution and may contact you to review your copy.

Your evaluation of these changes is important to the Senate's decision regarding adoption of the draft. If you have comments about the proposed revisions or would like to recommend alternatives to proposed wording, please submit them in writing to Warren Street, Department of Psychology, either via campus mail or by VAXMail to WARREN.

The proposed revision will be considered by the Faculty Senate at its April 12, 1989 meeting. Comments should be submitted no later than Monday, April 3, 1989.

Sincerely,

Warren R. Street
Warren R. Street, Chair
Faculty Senate Curriculum Committee
SPECIAL NOTES REGARDING PROPOSED CHANGES TO THE
CURRICULUM PLANNING AND PROCEDURES MANUAL

Wherever "Council for Postsecondary Education" appears, it has been changed to "Higher Education Coordinating Board."

Wherever "Student Board of Control" appears, it has been changed to "Student Board of Directors."

Wherever "Vice President for Academic Affairs" appears, it has been changed to "Provost and Vice President for Academic Affairs."

Pages 3 and 4: Large section of underlined text beginning with "All course and program changes, additions..." and ending on Page 4 with "...whatever submissions are required" has been moved from Pages 8 and 9, former items 10 thru 13 plus ending paragraph.

Page 7: Text under heading "Procedures for Curriculum Change" beginning "The procedures to be followed..." --- MOTION NO. 2643 passed by Faculty Senate on June 1, 1988.

Page 15: Underlined text beginning "After final approval, the course may be offered..." under "Workshops" and under "Seminars" --- MOTION NO. 2544 passed by Faculty Senate on February 4, 1987.

Page 18: Section on "Professional Development courses" --- MOTION NO. 2610 passed by Faculty Senate on February 3, 1988.

Page 21: Section under "Undergraduate Degrees" beginning "The General Education program must be completed by all..." --- MOTION NO. 2587A passed by Faculty Senate on November 11, 1987.


Central Washington University
WINTER 1989
INTRODUCTION

CURRICULUM DEFINED

This manual describes the procedures and rules through which curricular proposals are prepared and approved at Central Washington University. The manual is a product of the Faculty Senate; the Faculty Senate Curriculum Committee is responsible for keeping the Curriculum Planning and Procedures Manual up to date. The word curriculum refers to individual courses of study or aggregations (programs) of such courses offered by the University. Programs may lead to degrees or certificates or they may identify concentrations or areas of study.

The curriculum is the University's primary means for providing learning opportunities for its students. The University is responsible for its curriculum.

The teaching faculty collectively, represented by the Faculty Senate, is the major force governing the curriculum of the university. The faculty acts through the Faculty Senate, academic departments and the various committees which make up the curricular process.

As is shown on the curriculum approval chart (Appendix I), certain curricular changes are subject to examination by the Provost and Vice President for Academic Affairs and the Board of Trustees after the faculty review procedures have been met.

Beyond the campus, state legislation controls the range of degree programs which may be offered. The Higher Education Coordinating Board or other state agencies may be empowered to review and make recommendations regarding new degree program offerings by the University. The University is also required to submit programs which meet the regulations of the state agency.

All course and program changes, additions and deletions should be considered in terms of their effect upon the academic mission of the University and their adherence to curriculum policy as outlined in this Curriculum Guide. Care should be exercised to avoid needless duplication and to assess the effects of curriculum changes on departments which may be affected.

Whenever questions of curriculum policy are raised by curriculum proposals, the Faculty Senate Curriculum Committee should be consulted.

Whenever questions or concerns of an administrative nature are raised, the appropriate dean should be consulted: for teacher education courses and programs, consultation should be with the Dean of Professional Studies; for undergraduate and graduate courses and programs, consultation should be with the Dean of Undergraduate Studies or Dean of Graduate Studies respectively.

Proposals to add new degree programs may be subject to review by the Washington State Higher Education Coordinating Board or other state agency. In general, a new degree program is defined as a change in level (e.g., Bachelor, Master), or type (e.g., Arts, Science, Fine Arts).
Should such review be necessary, it is the responsibility of the originating department or program to assist the Dean of Graduate Studies or the Dean of Undergraduate Studies in preparing whatever submissions are required.

SPECIFIC CURRICULUM RESPONSIBILITIES

Departments

Most curriculum modifications occur because of the changing needs, goals, and capabilities of departments. It is the responsibility of the department to revise curriculum offerings through its curriculum committee, the entire department faculty or the chairperson. Proposals for curriculum change are returned to the department with a letter of explanation if they are disapproved at any point in the curriculum change process.

The department bears primary responsibility for assuring the academic integrity and intellectual quality of its proposals as well as for the clarity and accuracy of course and program descriptions.

Proposals for curriculum change that affect other departments or programs must be approved by the departments or programs affected before being submitted to the school dean for approval. Such proposals that have not been approved by the departments or programs affected will be rejected by the University Curriculum Committee and returned to the department of origin.

Each department is required to proofread catalog copy for its own curriculum offerings. Final catalog copy is the responsibility of the Dean of Undergraduate Studies in consultation with the department, program or office involved.

All departments are urged to make curriculum study and revision a year-round process, rather than a once-a-year effort. All proposals received in the Dean of Undergraduate Studies or Graduate Studies office prior to May 1st will be acted upon in time for the next biennial university catalog. Proposals received after that date will be acted upon in order of their submission.

School Deans

The Dean of the School or College to which the department or program is assigned scrutinizes curriculum proposals to assure their consistency with the programmatic and budgetary goals of the school or college as well as for clarity, accuracy and academic quality.

Counsels

The Graduate Council, Undergraduate Council and Teacher Education Council are primarily concerned with review and recommendation of program additions, new majors, minors or programs before their submission to the University Curriculum Committee. Their responsibility includes reviewing whether proposed new programs are consistent with the programmatic goals of the graduate, undergraduate and teacher education components of the University respectively.

University Curriculum Committee

The committee makes recommendations to the Faculty Senate as described below under "Procedures for Curriculum Change."

Committee membership consists of ten faculty and three students. Faculty members serve three (3) year appointments (with terms staggered so that at least six members will continue from one year to the next) and are nominated by the Faculty Senate Executive Committee and appointed by the Provost and Vice President for Academic Affairs. Students serve for a term of one academic year, beginning in September. Student members are nominated by the Board of Directors and appointed by the Provost and Vice President for Academic Affairs.

The University Curriculum Committee reports to the Provost and Vice President for Academic Affairs but makes its specific curriculum recommendations to the Faculty Senate. The Committee's mandate is a broad one: it has supervisory authority to assure the academic integrity and intellectual quality of courses and programs presented to it, as well as for the clarity and accuracy of course and program descriptions.

General Education Committee

The General Education Committee is responsible for reviewing and recommending policies regarding the general education requirements and the general education program itself. The General Education Committee is responsible to the Dean of Undergraduate Studies but acts with the University Curriculum Committee in reviewing and recommending specific curriculum requirements to the Provost and Vice President for Academic Affairs and makes its specific curriculum recommendations to the Faculty Senate.
**Faculty Senate**

The Faculty Senate acts on proposed alterations in the curriculum and provides policies and rules for the conduct of curricular affairs. This Manual is a product of the Faculty Senate. Curriculum matters submitted to the Senate are usually referred to the Faculty Senate Curriculum Committee, a standing committee of the Senate.

**Faculty Senate Curriculum Committee**

The Faculty Senate Curriculum Committee is concerned with studying, developing and recommending curricular policies and to the Senate and is responsible for keeping the Curriculum Planning and Procedures Manual up to date. It screens curriculum proposals to assure their compliance with this guide. See Section 3.25.A.3. of the "Faculty Code" for an elaboration of the powers of the Faculty Senate Curriculum Committee.

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**PROCEDURES FOR CURRICULUM CHANGE**

The procedures to be followed when requesting a curricular change are given below. A minimum of three (3) months should be allowed for proposals to reach final approval. Proposals which require modification during the course of the process may require a longer period of time. In years preceding the publication of a new catalog, proposals which reach the Dean of Undergraduate Studies by May 1st and which are approved at all subsequent levels will be included in the upcoming catalog.

1. Proposals for curriculum change may be initiated by (a) students; (b) faculty members; or (c) deans.

2. Proposals must be reviewed and approved by (a) departments (department as a whole); (b) departmental curriculum committees; or (c) committees responsible for non-departmental or interdepartmental programs.

3. Proposals approved at the departmental or program level are sent for approval to the dean of the school or college within which the department or program is assigned.

4. If approved by the school or college dean, proposals are forwarded to the graduate or undergraduate dean for routing to one of the Councils or to the University Curriculum Committee as specified below.
   a. All curriculum proposals, except those for new programs, will be sent to the University Curriculum Committee.
   b. Proposals involving the initiation of a new major, minor or program shall be sent to the appropriate Council -- Graduate, Undergraduate, Teacher Education. On approval by the Council, new program proposals are routed to the University Curriculum Committee.

The three Councils, Teacher Education, Graduate, and Undergraduate, will be kept informed of agenda matters before the University Curriculum Committee and may review and make recommendations regarding such matters to the University Curriculum Committee.

The University Curriculum Committee will judge proposals in the light of the broad mandate specified for them above as well as in terms of feasibility and consistency with the educational role of Central Washington University. The UCC shall have power to require new proposals to meet the format requirements and rules which are in existence at the time of the proposal's submission. Proposals which are not approved will be returned to the originating department with an explanation of the Committee's action.
5. All changes approved by the University Curriculum Committee will be placed in the minutes of the committee and copies of the minutes shall be sent to departments, academic deans, members of the Senate, members of the Senate Curriculum Committee and members of the three Councils. Minutes will include the committee's agenda to show proposals still to be considered.

6. Proposals of the following types, if approved by the University Curriculum Committee, will be sent to the Dean of Undergraduate Studies for incorporation in the next catalog and to the Registrar for administrative implementation:
   a. course deletions
   b. course credit changes
   c. course title changes
   d. course description changes
   e. changes in course number.

7. Proposals of the following types, if approved by the University Curriculum Committee, are forwarded to the Faculty Senate:
   a. course changes which are so substantial as to constitute a new course
   b. course additions
   c. program initiations
   d. program deletions
   e. changes in programs.

8. Proposals rejected at any level of review are to be returned to the department or program of origin with a letter of explanation. Copies of the letter of explanation are to be sent to each committee and/or dean previously approving the proposal.

9. Proposals approved by the Faculty Senate Curriculum Committee shall be considered for approval at the first regular Senate meeting which occurs two weeks or more after distribution of the proposals for approval. Proposals which are approved by the Faculty Senate are sent to the Dean of Undergraduate Studies for incorporation in the next catalog and to the Registrar for implementation.

10. All courses and program changes/additions/alterations/and deletions should be considered in terms of their effect upon the academic mission of the University and their adherence to curriculum policy as outlined in this curriculum guide. Copies should be approved to avoid unnecessary duplication and to ensure the accuracy of curriculum changes or deletions which may be affected.

IMPLEMENTATION

Curriculum actions of the Senate may be implemented as soon as they appear in the published minutes of the Senate and must be implemented no later than their publication in the public document appropriate to that action. Examples of such documents are the biennial University Catalog, the quarterly Class Schedule, the course change sheet distributed at registration, and the Curriculum Guide. These publications shall reflect changes at the earliest opportunity. Policy changes shall not be applied retroactively. In most practical cases, changes approved by the Senate are implemented at the beginning of the next quarter after approval.
CURRICULUM RULES

Rules for courses

1. Course numbering system:

   - Freshmen: 100 through 199
   - Sophomore: 200 through 299
   - Junior: 300 through 399
   - Senior: 400 through 499
   - Graduate: 500 through 700

   Students may elect courses designated for the year ahead of their actual class standing unless the course description specifies otherwise.

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

   Courses shall be grouped according to common fields of interest (e.g., Literature, Bird Study, Tests and Measurements, etc.).

   Advanced courses should have the same last two numbers as beginning courses.

   Sequence courses covering allied subject matter shall be numbered sequentially.

   New numbers must be cleared with the Registrar before they are submitted to committees in order to prevent the assignment of the same number to more than one course.

   The established basic plan for the numbering system, both as it applies to the institution as a whole and to the grouping within subject fields, will be followed:

   - Ending in 01 to 09 -- Introduction to Broad Areas.
   - Ending in 10 to 89 -- Regular Department Courses.
   - Ending in 90 -- Field Experience. Consult Contracted Field Experience (CFE) rules.
   - Ending in 91 -- Workshops.
   - Ending in 92, 93, 95 -- Professional Laboratory Experiences and Practica.
   - Ending in 96 -- Individual Study. 1-6 credits. May be repeated if subject is different.

2. Lower-division courses (100 and 200 level courses)

   Lower-division courses generally do not have extensive college-level prerequisites (aside from preceding courses in the same sequence). They may require substantial secondary school preparation.

   Lower-division courses are normally open to all students, not just those majoring in the field.

   Survey courses which are general introductions to a field of study offered for non-majors are lower-division courses, as are "orientation" courses.

3. Upper-division courses (300 and 400 level courses)

   Upper-division courses require substantial college-level preparation on the part of the student. Ordinarily this should be indicated in the course description by a discussion of recommended background which will describe to both students and advisors what is expected.

   Recommended background can be indicated in several ways, among them: (1) specifying particular courses (or their equivalents) which should have been completed prior to enrollment; (2) specifying a certain number of credits in specified parts of the field which should have been completed prior to enrollment; (3) specifying a certain number of total college credits which should have been completed prior to enrollment (or an equivalent such as "senior standing"); (4) specifying permission of the instructor or department so that some sort of direct assessment of the student's qualifications is made.
4. Graduate courses (500, 600 and 700 level courses)

Graduate courses are usually open only to graduate students who have been formally admitted to a graduate program of the University. Seniors may enroll in graduate courses with the approval of the instructor of the course and the department chairman. Credit earned in such courses may meet undergraduate or graduate program requirements, but not both. If the undergraduate wishes to designate the course for a graduate program requirement, approval must be obtained from the Dean of Graduate Studies.

Some upper-division courses may be applicable for an advanced degree at the University within limitations of general University requirements and the appropriateness of a course to a particular degree, but this does not change the level of the credit.

5. Course titles and descriptions

The title of a course should describe very briefly the material covered in the course. Course descriptions need only be used when an elaboration is necessary and should be concise. Course descriptions can appropriately include prerequisites, or such qualifications as "not to be counted in the major." A course which introduces a discipline might properly have a description.

6. Prerequisites

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.

7. Restrictions on courses

Departments may restrict students from enrolling in lower-level courses if the students have completed work in the discipline at a higher level, or if the students show competence in lower-level courses (and desire advanced study).

Credit for a course may not be given more than once unless the catalog specifies the course may be repeated.

8. Credit allocation to courses

a. Activity courses, laboratory courses, workshops, practica, field experience:

   A minimum of 20 class hours (16 clock hours) for each credit. These courses may be allowed variable credit in their catalog listing.

b. Lecture, recitation, discussion, seminar, special topics:

   A minimum of one class-hour meeting and two clock hours of related work per week for each credit. Seminars and special topics courses whose numbers end with 98 or 99 may be allowed variable credit in their catalog listing.

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

d. Individual study, honors, thesis:

   A minimum of 30 clock hours of study per credit. These courses may be allowed variable credit in their catalog listing.

e. No more than one credit may be offered within a period of three consecutive calendar days, nor two credits within a period of seven consecutive calendar days. (For each additional credit add two consecutive calendar days.)

f. For each credit a portion of at least two (not necessarily consecutive) days must be utilized.

g. Except as specified above, courses may not be allowed variable credits in their catalog listings. The above standards are to be observed to determine credit allocation when variable-credit courses are offered and student enrollments are approved.

h. Time and effort expectations may exceed the minimum standards. However, if time spent on class and related work for the course by the average student approaches the minimum requirements for the next credit level, departments should reevaluate credit allocation.
9. Individual Study

"Individual Study" courses, numbered -96, should include either (1) study on specific topics that are not offered as separate courses, or (2) other areas for which the student is prepared but which are not covered as existing courses.

The content of "Individual Study" courses is planned so that at least 30 clock hours of intensive study will be required per credit. The Individual Study course may be repeated for credit.

Prior to registration, students wishing to register for "Individual Study" must confer with the appropriate department representative to determine the specific topic(s) to be studied and outline the study area, fill out an "Individual Study Permit" form, including the outline on the back of the form, and receive the approval signatures of the instructor and the department chair. Students may be given S/U or letter grades depending on the nature of the study.

10. Special Topics

Special Topics (-98) course proposals are, after approval by the appropriate department chair and dean, circulated by the Dean of Undergraduate or Graduate Studies to all departments and deans for a two-week review period prior to final approval by the Dean of Undergraduate or Graduate Studies. Each request must be accompanied by a detailed course outline, and the kinds of student work to be completed (reading, lab, etc.) must be indicated along with the number of credits and class contact hours, maximum section size, and any special requirements. Special Topics proposals must meet standards applied to regular courses before approval will be granted. All course outlines must be approved by the school dean, Dean of Undergraduate or Graduate Studies, and a copy must be filed in the University Curriculum Committee office (Dean of Undergraduate Studies office). After final approval, the course may be offered for a period of three years. Any subsequent offering must be as a regular course, approved through the established curriculum process.

11. Workshops

Workshops (-91) must meet in a class setting for a minimum of 20 hours (16 clock hours) for each credit assigned to the workshop. Workshop courses may be graded either S/U or by letter grade, depending on the nature of the course, upon recommendation by the instructor and with the approval of the department chair and dean. No more than two workshops with a combined total of not more than eight credits may be applied to a master's degree program. An outline of the proposed workshop should be prepared by the instructor and approved in the same manner as outlined above for special topics courses.

After final approval, the course may be offered for a period of three years. At the end of this period, the department will be requested to indicate continuation or deletion of the course. A list of those courses which departments wish to continue for another three year period will be circulated by the Dean of Undergraduate Studies or the Dean of Graduate Studies and Research to all departments and deans for a two-week review period. Departments or deans with questions concerning the continuation of a course may review the course proposals on file in the appropriate Dean's office. Such an offering will usually not be introduced into the catalog as an identified regular course.

12. Seminars

Seminars (-99) are courses in which students meet to report on and discuss their readings on research under the direction of and with the participation of the instructor. An outline of the proposed seminar should be prepared by the instructor and must be approved in the same manner as outlined above for special topics courses.

After final approval, the course may be offered for a period of three years. At the end of this period, the department will be requested to indicate continuation or deletion of the course. A list of those courses which departments wish to continue for another three year period will be circulated by the Dean of Undergraduate Studies or the Dean of Graduate Studies and Research to all departments and deans for a two-week review period. Departments or deans with questions concerning the continuation of a course may review the course proposals on file in the appropriate Dean's office. Such an offering will usually not be introduced into the catalog as an identified regular course.
13. Contracted Field Experience (CFE's)

a. Credits and Numbering: The courses will be numbered 290 and/or 490. Credits are variable, 1-15 for 490's, 1-5 for 290 CFE's, with one credit requiring 30 clock hours (or more, depending on CFE option) of on-the-job educational work (including library research, supervised work, individual projects, etc.). CFE courses may be repeated only when the course content is distinctly different. Credit will not be given for prior experience. If the assignment is terminated by the agency, the student will receive no credit.

b. The University shall recognize two primary forms of CFE's: 'Intern' CFE's and 'Co-op' CFE's. Internships are more intensively structured and more closely supervised for achieving learning objectives in a brief time frame (30 hours per credit) and typically involve a single placement. Co-op CFE's seek equivalent learning benefits per credit but are designed to better accommodate employer's needs and require longer placements (50 hours or more per credit). The intent of the Co-op Program is to involve students in a series of CFE's alternated with in-class work starting as early as the end of the freshman year and including a total of 52 full-time equivalent weeks of experience. However, individual students, such as transfer students, may be allowed to participate in a proportionately reduced number of credits. In addition, an internship may also be incorporated in a student's Co-op plan under these guidelines.

c. Initiation and planning of a CFE study: Enrollment in CFE courses is the student's responsibility. The student should be adequately prepared for the CFE study and it should be clear that the study is consistent with the student's program and will make a direct contribution to it. The student must have a CFE course agreement form completed and approved by a qualified faculty member, agency supervisor, appropriate chair and dean. The form constitutes a study plan and must include a description of readings or research, dates of periodic reports, nature of planned conferences with supervisor, and the nature of the final report and/or examination. The outside agency shall cooperate with the supervising faculty member in planning the objectives and procedures of a CFE course.

d. Costs and/or pay: Any costs to the University or cooperating agency must be identified. Such costs may include travel and per diem for supervision, released faculty time, student wages, etc. The student shall not be put in a position where he is either in competition with regular employees or a source of cheap labor to the outside agency, rather, the objective shall be to provide the student with as widely varied an experience as is feasible.

e. Supervision: Field courses shall be under the direct supervision of the approving faculty member as part of the regular teaching load, who should be easily available to the student in the field. Supervision of the field experience should be shared by the University and the cooperating agency. The agency's supervisor must be identified prior to approval of the experience.

f. Evaluation: Appropriate means of evaluation will be established between the student and faculty supervisor. The outside agency shall aid the supervising faculty member in evaluating the student's experience. The supervising faculty member will file a written report on each student's work, together with an S or U grade, with the department office.

g. The outside agency: In addition to other responsibilities, the cooperating agency must agree to the written description of field experience tasks, identify supervisor(s) and submit supervisor's qualifications to the appropriate University department.

h. Contracted Field Experiences (CFE's) shall occur only within a student's major or minor area of study. Furthermore, it is the prerogative of individual departments to place additional restrictions on CFE courses within their disciplines to those included herein. In no case shall a student be allowed to count more than 30 CFE credits toward his degree requirements, including those earned as 290 credits, 490 credits and transfer field experience credits, from all departments and programs combined. The following guidelines represent the maximum allowable CFE credits which may be counted within the required credits of those areas of study:

1. Within a minor, no more than 5 CFE credits.
2. Within a 45-credit major, no more than 10 CFE credits.
3. Within a 60-credit major, no more than 20 CFE credits.
4. Within a 75-credit major, no more than 30 CFE credits.

i. Credits for internship CFE's alone should be restricted to a maximum of fifteen (15) credits in a baccalaureate degree program. Any additional CFE credit should be allowed only by participating in a Co-op plan.

j. The minimum requirements recommended for a student to enroll in a CFE shall be:

1. At least 10 course credits completed within the student's major (or minor) to enroll in a 290 course in the major (or minor).
2. At least 15 (preferably 20) course credits completed within the student's major (or minor) to enroll in a 490 course in the major (or minor), exclusive of previous CFE credits in the area.
k. Lower division (290) CFE courses should be allowed on a 1-5 credit basis, with permission to re-enroll to a maximum total of ten (10) credits. This same guideline should apply to transfer of work experience credit from community colleges, except where other direct inter-institutional transfer agreements exist, and also to enrollment in Interdisciplinary Studies 290.

l. Because educational advantage occurs when CFE's are alternated with related course work, continuous involvement in full-time CFE's shall not exceed fifteen (15) credits in any case without being alternated with at least twelve (12) credits of in-class coursework.

m. Generally students should plan CFE's to occur before the last quarter prior to graduation. Otherwise, the CFE conflicts with the premise that the CFE program is integrally incorporated into the University's academic program.

14. Professional Development courses

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.

The appropriate department prefix and department need for the courses will be established prior to catalog entry through the curriculum process. Grading (S/U or letter grades) will be determined at the time of content approval. There is no limit on the number of times such a course may be offered. Each offering will have its own title and transcript entry which will appear as: DEPT 500. PD: (title).

Credits. Once the "500" number has been approved as a catalog entry for a department, subsequent Professional Development courses within that department will follow the approval process given above for Special Topics (-98) course proposals; however, new content requests may be offered concurrently with the review period.

15. Master's Level courses

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, non-thesis project, studio project, public recital, and/or examination. Grade will be either S or U. May be repeated for credit.

16. Off-campus courses

The Provost and Vice President for Academic Affairs or designee has authority to approve courses to be taught off-campus for credit. Each request will be considered on an individual basis and must be submitted on forms available in the office of Extended University Programs prior to offering the course.

The following conditions must be met in order for a 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.

17. Non-credit courses

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.
International study courses

The administration and faculty of Central Washington University realize that modern education includes an increasingly recognized requirement to offer broad intercultural, academically sound opportunities of living and learning as well as more specialized training. The nature of the University commitment to such programs makes it mandatory that they be so structured that it will be apparent to all that they are an integral part of the academic offering. In addition, the administrative lines of responsibility should be such as to insure that the programs will be institution-wide in concept, objectives and implementation. To fulfill this obligation, the University has been committed to the provision of such opportunities [for either personal or vicarious learning experiences] under the following guidelines:

a. The Director of International Programs shall be charged with coordinating and/or implementing all programs which involve either CWU students or faculty in any area outside the United States, and all sponsored international programs which involve foreign students or professors at CWU.

b. All financial arrangements for university-sponsored International programs shall be made through the Office of International Programs. No employee of the University who participates in University-sponsored International Programs as an employee shall receive any monies or gratuities from any source, in any way related to the program, other than state funds.

c. International Programs shall not be expected to be self-supporting but may be partially supported by budgeted state funds.

d. Cooperative, consortia or federated arrangements are to be encouraged among educational institutions with similar aims and goals.

e. University-sponsored programs shall meet the same academic criteria as would be required of similar programs on the home campus and a minimum prerequisite for admission to any such program (where credit is to be granted) shall be matriculated admission to the University.

1. The teaching staff shall consist of academic professionals who meet the standards for similar programs on the campus.

2. The course offerings shall meet equivalent standards and conditions as those offered on the campus.

3. Travel programs per se or commercially sponsored "Travel study" programs will not be granted credit.

Undergraduate Degrees

The General Education program 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 as well.

The Bachelor of Arts (B.A.) 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 and the minimum number of credits required for the degree is 180.

The Bachelor of Science (B.S.) 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, a specialization and free elective courses. 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.

The Bachelor of Arts in Education (B.A.Ed.) degree designation is reserved for those undergraduate programs which are intended to prepare teachers (Early Childhood Education, Elementary Education and Special Education). They include the general education program, professional specialization, not to exceed 65 quarter credits, professional education study and free elective courses. The minimum number of credits required for the degree is 180.

The Bachelor of Music (B.Mus.) 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, a specialization and free elective courses. Majors shall be limited according to the policy governing professional degrees (see below). The minimum number of credits required for the degree is 180.

Other Bachelor's degrees may be offered where extended professional instruction can be 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 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.
Exceptions to the credit limits for major concentrations for all undergraduate degrees may be granted by the University Curriculum Committee and the Senate upon a showing of necessity 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.

Graduate Degrees

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

The Master of Science (M.S.) 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.

The Master of Education (M.Ed.), Master of Fine Arts (M.F.A.), Master of Music (M.M.) and other designations of the form Master of (professional field) are used for those graduate study programs in professional areas with a distinct professional practice emphasis.

Certificate Programs

Certificate programs are courses of study that usually do not lead to degrees and are of shorter duration than degree programs. They are usually highly specialized career programs, and they are occasionally geared for admission to licensing or career entrance tests.

Teacher Preparation Programs

1. Elementary Level:

   Each department which prepares students in subjects commonly taught in the elementary schools may offer, if approved:

   a. A major of 45 credits for elementary teachers if the major is in a single discipline. For teaching in regular or self-contained elementary school classrooms the major must be accompanied by the Elementary School Professionalized Subjects minor. A major of 60 credits may be a broad area major composed of courses from several disciplines. Such an interdisciplinary major must be completed prior to graduation.

   b. One or more minors of at least 19 credits for elementary teachers.

2. Secondary Level

   Each department which prepares students in subjects commonly taught in the secondary schools may offer if approved:

   a. One or more majors of 45-60 credits for secondary teachers. The courses may or may not be from a single discipline. Students choosing such majors must complete, in a discipline, a minor, or sufficient credits to be endorsed for teaching.

   b. One or more minors of at least nineteen (19) credits for secondary teachers.

   c. 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.

   d. 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.
APPENDIX I

CURRICULUM APPROVAL PROCESS

(NEW -- COMPARE WITH Page 23B)

(see #4, p. 5)

Departments/Programs

Appropriate Academic Dean

Graduate or Undergraduate Dean

Graduate Undergraduate Teacher Education Council

University Curriculum Committee

Graduate or Undergraduate Dean and Registrar

Faculty Senate

Vice President for Academic Affairs

Board of Trustees

Higher Education Coordinating (HEC) Board

(see p. 2)

(see #7, p. 6)

(see #6, p. 6)

(see #7, p. 6)

(see #13, p. 5)

(OLD VERSION)
APPENDIX II

QUESTIONS WHICH OUGHT TO BE USED BY DEPARTMENT CURRICULUM COMMITTEES AND CHAIRS WHEN REVIEWING CURRICULUM PROPOSALS PRIOR TO SUBMITTING THEM

COURSES

Title: Is the title succinct, descriptive easily abbreviated? _____ Is the title presently used elsewhere in the catalog? _____ In the recent past? _____ If the course is cross-listed, are the titles identical? _____

Number: Does the number fit the intended level? _____ Has the number been used within the past two years? _____ Does the number meet numbering policy with respect to type of course (workshop, content, introductory)? _____

Credit: Does the credit meet policy standards? _____ Does the credit seem to coincide with the intent of the course (class requirements)? _____

Description: Is the description concise? _____ Is the description really necessary? _____ Are all necessary prerequisites identified? _____ Are all necessary restrictions stipulated? _____ Is the grammar, the syntax, etc., correct? _____

Deletions: Are all programs affected identified? _____ Have the old and the modified programs been submitted? _____ If the deletion affects other departments, have the departments been notified? _____ Reactions obtained? _____ What effect will the deletion have on students (if any)? _____

PROGRAMS

Additions: Are sound reasons for addition indicated? _____ Are all costs identified? _____ Is the course outline complete and thorough? _____ Are special materials, travel, reference, space, rooms, etc., identified and itemized? _____ Are numbers of students anticipated, so stipulated? _____ Is the frequency of teaching indicated? _____ Should the course be offered on a trial basis with an appropriate evaluation submitted? _____ Has the course been offered before? _____ Is the course related, duplicative, or an infringement on another department’s offering? _____ Is or should the course be cross-listed? _____ What effect will offering the course have on existing programs, course loads, etc.? _____ Have all costs been approved by the Deans? _____ Have all costs been approved by Department members? Have all costs been approved by Department Chairs? _____

Are all "hidden" prerequisites identified in a lead paragraph? _____ Are the courses listed in sequence? _____ Are all courses listed in the catalog? _____ Do all credits match the course descriptions? _____ Do total credits match the course descriptions? _____ Are reasons for the program change identified? _____ Do titles match course titles in catalog? _____ Do credits tally properly? _____ If costs are involved, are they identified and itemized? _____
Is number of students indicated who are affected by the programs?  

Are all departments whose courses are listed (deleted) informed?  

What evidence is there that this has occurred?  

Does the program change reflect a trend elsewhere?  

Was this a departmental decision?  

Was the department informed?  

If only one instructor is capable of teaching the course or of handling the program, what will happen if the instructor leaves?  

How many course-credits are required to be offered by a particular instructor?  

How many free electives are presently offered by the department?  

How many courses now listed in the catalog are taught infrequently?  

What areas of the department need strengthening and how will the change affect the area(s)?  

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Changes to proposed CURRICULUM PLANNING AND PROCEDURES revision

PAGE LOCATION / CHANGE
3 P7,L1 Change to "Proposals to add new major and degree programs will be subject to....."
4 P1,L1 Delete "Should such review be necessary,"
7 P7,L3 Change to "...consistency with the programmatic goals and budgetary capacity of the school or ..."
5 P3,L1 Correct spelling: "membership"
6 P2,L2 delete last word on line: "and"
7 P1,L3 insert wording so sentence reads "Proposals which require additional levels of review or modification during the course of the process...."
8 P1,L5 Alter beginning of sentence to read "In the year preceding...."
7 P7 replace with:
b. Proposals involving the initiation of a new major, minor or program shall be sent to the Graduate or Undergraduate Council. On approval by the appropriate council, proposals affecting the teacher education curriculum will be sent to the Teacher Education Council. After Council approvals are received, new program proposals are routed to the University Curriculum Committee.
8 P8 Delete last sentence. Redundant with page 8, #8.
20 P6 transpose letters in "Univeristy"
4 P4 extend sentence: "...to the Faculty Senate and referred to the Faculty Senate Curriculum Committee:"
5 P5 extend point a: "...to constitute a new course, including proposals to make more than three changes to an existing course."
7 P7 replace "approved" and "approval" with "reviewed" and "review" in newly inserted wording that refers to the role of the Senate Curriculum Committee.
10 P2 replace "ahead of" with "beyond" in rule specifying course level eligibility.
11 P1 replace "Registrar" with "Dean of Undergraduate Studies" in procedure for course number assignment.
13 P1 add words, to read "... 20 class hours (16 clock hours) and 10 hours of related work for each credit."
15 P1,L5 Add to point e, as follows: "Thus the minimum number of consecutive days in which a course may be completed are as follows: 1 credit: 1 days 2 credits: 3 days 3 credits: 9 days 4 credits: 11 days 5 credits: 13 days"
16 L1 insert "(CFE)" at the end of the line to introduce this abbreviation.
17 P4,L1 use "CFE's" in place of full wording.
18 P1,L2 replace "to" with "for"
19 P8 change "to enroll in a 290 course..." to "before enrolling in a 290 course...".
20 P6 change "to enroll in a 490 course..." to "before enrolling in a 490 course..."
21 P3,L4 replace "matriculated admission" with "matriculation"
23A P7 transpose letters in "Univeristy"
23A P7 transpose letters in "Univeristy"
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PROPOSED COURSE REPETITION POLICY

Some courses are approved for repetition with credit awarded each time the course is taken and passed. Such approval is indicated in the course description in this catalog.

Other courses may be repeated under the following conditions:

1. Students may repeat such courses only once, and credit will be awarded only once. This condition also applies to transfer courses that are repeated at Central.

2. When a course is repeated, only the second grade earned will be used in the computation of the cumulative grade point average, however both grades will remain in the student's official record.

3. Major grade point averages will be computed on the same basis as described above when major courses are repeated.

Implement Fall, 1989.
March 16, 1989

CURRICULUM PROPOSALS APPROVED BY THE UNIVERSITY CURRICULUM COMMITTEE AND FORWARDED TO THE SENATE

ANTHROPOLOGY

COURSE ADDITION

ANTH 456. Principles of Anthropology for Teachers (4). Concepts related to human biological and cultural adaptation, with emphasis on applicability to public school teaching (K-12).

MATHEMATICS

PROGRAM CHANGE - OPTION ADDITION

AS IT APPEARS

Bachelor of Science

ACTUARIAL OPTION

An actuary is a business professional who uses specialized mathematical skills from probability and statistics to define, analyze and solve financial and social problems. Actuaries create and manage insurance programs which reduce the adverse financial impact of both expected and unexpected things that happen to people, such as illnesses, accidents and death. In addition, actuaries design pension programs, making sure there are sufficient resources to pay retirement and death benefits while also charging participants in the insurance or retirement plan a fair price.

The Bachelor of Science in Mathematics - Actuarial Science Option listed below is designed to prepare a student in both the mathematics and business areas necessary for success in the rigorous but rewarding actuarial profession.

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credits</th>
</tr>
</thead>
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<tr>
<td>MATH 172.1, 172.2,</td>
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<td>MATH 265,</td>
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<td>MATH 272.1, 272.2,</td>
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<td>MATH 311, 410.1, 410.2,</td>
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<td>MATH 411.1,</td>
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<td>MATH 411.2, 411.3,</td>
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<td>MATH 412,</td>
<td>4</td>
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<tr>
<td>MATH 464,</td>
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<tr>
<td>ACCT 251,</td>
<td>5</td>
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<tr>
<td>ACCT 252,</td>
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<tr>
<td>ECON 201,</td>
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<td>ECON 202,</td>
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</tr>
<tr>
<td>ECON 330,</td>
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<td>BUS 241,</td>
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<tr>
<td>BUS 370,</td>
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<tr>
<td>BUS 475,</td>
<td>5</td>
</tr>
<tr>
<td>CPSC 177,</td>
<td>4</td>
</tr>
<tr>
<td>ENG 310,</td>
<td>4</td>
</tr>
</tbody>
</table>

Total 102

BIOLOGICAL SCIENCES

COURSE ADDITION

BISC 416. Laboratory Immunology (1). Prerequisite, BISC 414 or equivalent. Purposes and mechanisms of routine immunological laboratory tests.
MEMO

To: Connie Roberts, Chair, Faculty Senate
From: Ethan Bergman, Chair, Academic Affairs Committee
Date: April 4, 1989
Re: Course repetition policy

The Academic Affairs Committee met March 15 to consider the proposed modifications made by the Graduate Council in the tabled course repetition policy motion. After deliberation, we feel there is enough concern about the existing course repetition by faculty and students that the tabled motion deserves to be voted on as it is currently stated.

The Graduate Council had rationale for their proposed modification. (see attached)

In response to 1. The transcript of individuals repeating courses will still include all courses and grades earned. The Graduate School may manually determine GPA from the information presented in the transcript.

In response to 2. Western Washington University currently has a policy similar to our proposed repetition policy. They place the burden on the student to inform the Registrar about repeating a course by filling out a course repetition card. The Registrar then flags the course for notation at the end of the term when courses are completed. If they fail to inform the Registrar at registration, the course repeat will be caught at senior evaluation. At that point only the current GPA and credits earned are affected. The Registrar at WWU doesn't alter the transcript in previous terms. We feel the tabled course repetition policy could be similarly implemented.

In response to 3. We realize that extra work and expense in the Registrar's office will be generated by implementation of the proposed course repetition policy which is reason for concern. However, there are students who are no longer able to continue their education because of the current course repetition policy. Many of these students are diligent and deserve another chance. Therefore, we feel the proposed course repetition policy deserves a vote.

We propose that this motion be voted on at the May 3 Senate meeting.
February 22, 1989

Dear Dr. Bergman:

In follow-up to your request that the Graduate Council review the proposed Course Repetition Policy, we did so and developed the following recommendation:

It was moved, seconded, and passed that the proposed motion before the Faculty Senate be modified as follows:

In 2., replace "only the second grade" with "both grades," and replace "however" with "and."

In 3., replace "same basis as described above" with "basis of the second grade earned."

Our rationale for recommending these changes include the following:

1. Graduate school policy requires the examination and grade point assessment of all credits taken for purposes of good standing, probation, or suspension (see page 180 of the University catalog).

2. It seems improper that the permanent transcript record of any student should be altered for prior terms.

3. The cumulative gpa record appearing as a line at the end of each term's work is automatically calculated. To change this method to a manual correction, especially when it changes the permanent record, seems unnecessarily expensive for the benefits derived.

It should be noted that major gpa's are already manually calculated so the change in 3 can be easily implemented. Also note that the proposed change in 3 results in the identical intent of theSenate's proposed 3.

Finally, it seems to me that we ought to be allocating the monies involved in these changes to better instructional practices, rather than transferring these monies to record keeping functions. Too many of us ignore significant costs of these proposals while much more important instructional and academic program needs are squeezed for lack of funds.

Thank you for your consideration of these views on the matter.

Sincerely,

Dale R. Comstock
Dean

pc Dean Pappas, Carolyn Wells (Registrar), Connie Roberts (Chair, Faculty Senate), Graduate Council
Repetition of Courses

Courses completed with a grade lower than "C" may be repeated. In the computation of the grade point average, only the grade earned in the repeated course is used. If the course is repeated more than once, all of the repeated grades will be averaged in the computation of the grade point average. Successful repetition of a course originally passed carries no additional credit towards a degree.

Credit/No Credit Option

Students are urged to use the credit/no credit option as a way to explore academic areas of interest. All students except for first quarter freshmen and students on academic probation may select one class per quarter under this option. A maximum of fifteen credits earned in credit/no credit courses may be allowed toward the 180 required for the bachelor's degree.

The courses must be selected from Breadth requirements and free electives; they must not be courses in Basic Requirements, majors or minors or professional education sequence.

Students designate the course as credit/no credit during registration or during "Change of Schedule" period. Courses may not be repeated on a Credit/No Credit option.

Credits earned under the credit/no credit option are not included in computing grade point averages. The grade recorded on the student's transcript will be "CR". If the course grade is C- or above, if below C-, the entry will be "NC".

The credit/no credit option is distinctive from courses graded on satisfactory/unsatisfactory basis.

Credit/no credit courses will not be counted toward master's degree credits, or in the graduate grade point average.

Grade Reports to Students

A report of the final grades assigned in courses is sent to each student at the end of each quarter.

Honor Roll

A student who has achieved high scholarship in a given quarter is named to the Honor Roll. Honors are awarded for a grade point average of 3.4 or higher. To be eligible a student must complete a minimum of twelve credits.

Graduation with Distinction

Bachelor's degrees are awarded with distinction according to the following standards:

- 3.4 to 3.59 - cum laude
- 3.6 to 3.79 - magna cum laude
- 3.8 to 4.00 - summa cum laude

Other distinctions:

- 3.95 to 4.00 - President's Scholars
- 3.80 to 4.00 - Dean's Scholars

The following condition must be met by all students to be considered for graduation with distinction:

1. At least one half (90) of the credits required for the degree must be taken at Central Washington University with a minimum of sixty (60) credits earned in courses taken on the A-E graded basis.

2. Credits awarded through Course Challenge, Military Credit, Credit for Industrial Experience or on a Credit/No Credit basis will not be allowed in the ninety credits required for eligibility.

3. Only credits earned at Central Washington University will be considered in determining eligibility for graduation with distinction.
GRADING PRACTICES

Grading System

"Grade Points" are assigned to each mark as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Assigned Grade Points for Each Credit Hour Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>E</td>
<td>0.0</td>
</tr>
</tbody>
</table>

A "C" grade indicates that a student has made substantial progress toward meeting the objectives of the course and has fulfilled the requirements of the course. The grades above "C" are used for those students who have demonstrated some degree of superiority. The highest grade, "A", is reserved for students who have excelled in every phase of the course. The "B" grade is for students whose work is superior but does not warrant the special distinction of the "A". The "D" is a grade for those students who have made progress toward meeting the objectives of the course but who have fulfilled the requirements only in a substantial manner. The "E" is reserved for students who have failed to meet or have accomplished so few of the requirements of the course that they are not entitled to credit.

Other Grades. The following special grades are also used. No "grade points" are assigned with these letters.

S Satisfactory
U Unsatisfactory
O Audit
W Withdrawn: Indicates a passing grade at the time of withdrawal. See page 25 for policies covering withdrawal from individual courses or the University.
I Incomplete: an "I" (incomplete) when recorded, is not a qualitative grade. Rather, it is a symbol which means: "This student was not able to complete the course by the end of the term, but had satisfactorily completed a sufficient portion of it and can be expected to finish without having to re-enroll in it." An "I" is not used in computing a grade point average. To earn a grade, work of the course must be completed as described by the instructor on forms filed in the appropriate department office. If it is not completed within one calendar year, the "I" will be changed to an "E".
CR Credit
NC No credit
NR No report submitted by the instructor. (Available for Registrar's use only.)
Reserved: used for graduate thesis credit only. A grade is issued when the thesis is approved.

Grade Point Average

Grade point averages are calculated by dividing grade points earned by the credit hours attempted. Here is a typical example:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours Attempted</th>
<th>Grade Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 141</td>
<td>3</td>
<td>(2.7 x 3) 8.1</td>
</tr>
<tr>
<td>History 143</td>
<td>5</td>
<td>(2.7 x 5) 13.5</td>
</tr>
<tr>
<td>Psy. 300</td>
<td>4</td>
<td>(2.0 x 4) 8.0</td>
</tr>
<tr>
<td>Com 243</td>
<td>4</td>
<td>(3.0 x 4) 12.0</td>
</tr>
<tr>
<td>Totals</td>
<td>16</td>
<td>40.4</td>
</tr>
</tbody>
</table>

Dividing 40.4 by 16 gives a grade point average of 2.5. In computing the student's cumulative grade point average, only work attempted at Central will be included in the computation. Of course, credits earned at other institutions of higher learning are accepted toward degree requirements according to the limits indicated in the section of this catalog entitled "Evaluation Leading to Credit."

Statute of Limitations on Grade Changes

Grade changes may be filed until the end of the subsequent quarter following the one in which they were recorded. Spring Quarter grades may be changed as late as the end of the Fall Quarter.

Repetition of Courses

Any course may be repeated. All grades earned will be used in computing the grade point average. Successful repetition of a course previously passed carries no additional credit, unless otherwise indicated in the course description. Courses may not be repeated on a credit/no credit basis.

Credit/No Credit Option

Students are urged to use the credit/no credit option as a way to explore academic areas of interest. All students except for first quarter freshmen and students on academic probation may select one class per quarter under this option. A maximum of fifteen credits earned in credit/no credit courses may be allowed toward the 180 required for the bachelor's degree.

The courses must be selected from breadth requirements and free electives; they must not be courses in basic requirements, majors or minors or professional education sequence.

Students designate the course as credit/no credit during registration or during "Change of Schedule" period. Courses may not be repeated on a Credit/No Credit option.

Credits earned under the credit/no credit option are not included in computing grade point averages. The grade recorded on the student's transcript will be "CR" if the course grade is C- or above, if below C-, the entry will be "NC".

The credit/no credit option is distinctive from courses graded on satisfactory/unsatisfactory basis.

Credit/no credit courses will not be counted toward master's degree credits, or in the graduate grade point average.
Any student who wishes to register for a course on a satisfactory/not-satisfactory basis should check first with his or her advisor to determine restrictions and eligibility, because colleges and departments vary in their requirements. In general, the College of Arts and Sciences (CAS) does not count courses with a grade of NS unless they are included in the student's academic record. In some cases, a student may be allowed to register for more than 16 credits per quarter, but this should be arranged individually with the instructor offering the course.

It should be noted that the possibility of future objective evaluation of the student's total academic record is reduced by the extent to which the record includes courses taken on a satisfactory/not-satisfactory basis. These courses are not accepted as part of the student's academic record and are not used in computing the grade point average. Therefore, students are advised to consult with their advisors before selecting courses on this basis.

Repeating Courses

With the approval of the academic department, a course, an undergraduate may repeat a course once. Both the original grade and the second grade accumulated in the grade point average will be used in computing the grade point average, but only one grade will be recorded on the transcript. Therefore, if a student repeats a course, the second grade will replace the original grade, regardless of whether the second grade is higher or lower.

Grading Procedures

Change of Grade

Except in case of error, no instructor may change a grade unless the instructor has been notified of the change. The following procedures must be followed:

1. The instructor must inform the student of the proposed change in grade.
2. The student must be given an opportunity to present evidence in support of the grade change.
3. The instructor must submit a written request for the change, including a statement of the evidence submitted.
4. The student's advisor must be consulted on the request.
5. The request must be approved by the chair of the department or the appropriate administrative officer.

Grade Appeals

A grade appeal is filed with the Dean's Office. The Dean's Office reviews the appeal and makes a decision. If the appeal is successful, the original grade is changed. If the appeal is unsuccessful, the student may appeal to the Vice President for Academic Affairs. The Vice President for Academic Affairs reviews the appeal and makes a decision. If the appeal is successful, the original grade is changed. If the appeal is unsuccessful, the student may appeal to the President of the University. The President reviews the appeal and makes a decision.
Repeating a Course

A student may repeat any course taken at EWU or any course accepted by EWU from a transfer institution. Courses previously taken may be repeated under the following conditions:
1. Using the pass/fail grading option - The student must successfully complete the course with a passing grade.
2. Repeating a course, the student must submit a formal request in writing to the Registrar's Office, detailing the reason for the repetition.

A student may not receive credit twice for the same course when:
1. The course is repeated for credit.
2. The course is repeated as a corequisite.

Courses repeated for credit must be identified by placing "R" for repeat in the Grade Option Column on the transcript and appropriately documented. The repeat indicator "R" will then appear by the course on the student's official transcript. In addition, an "S" for success in the Grade Option Column on the transcript will be noted in the Repeat Course Card completed by the student to indicate where and when the course was previously taken. The card is submitted to the Registrar's Office.

It is the student's responsibility to notify the Registrar's Office when a course has been repeated. Transcripts are also reviewed for repeats when an Application for Graduation is submitted. Adjustments to credits and quality points for repeats are also made at this time.

When a course is repeated, the previous course (as well as its credits, grade, and quality points remain recorded on the student's transcript and is superseded by the new course, credits, and quality points. The cumulative grade point average is recalculated to remove the previously computed credits and quality points.

Courses repeating letter grades of no numeric value such as "W", "I", "NC" do not require the student to notify the Registrar as no transcript adjustment is necessary.

Eligibility Through Course Evaluation

Students enrolled at EWU may acquire advanced credit for a course by passing the Credit Through Course Evaluation. Application forms and registration instructions are available in the Center for Extended Learning. A service fee is required for each evaluation.

"P" (pass) grades for Credit Through Course Evaluation courses should be assigned with caution. Courses that are assigned "P" (pass) grades will not be accepted for meeting General University Requirements or for meeting departmental major or minor requirements. Numeric grades may be given for Credit Through Course Evaluation courses. The numeric grades and credit hours earned are calculated in the usual manner as part of the student's cumulative grade point average (GPA).

Credit Through Course Evaluation will not be granted for a course previously taken, for which the student received a numeric grade, a credit (NC) grade, a pass (P) grade, an incomplete (I) grade, a failing grade, or an audit (A) grade.

If a student fails the evaluation process, he/she may not repeat that evaluation.

Credit through Course Evaluation does not count toward the credit residence requirement.

Credit Through Correspondence/Credit Through Extension

Correspondence Courses

Correspondence courses are offered for the benefit of those persons who cannot attend regular sessions. These courses are prepared and taught by regular members of the faculty who are in charge of similar courses in residence. In addition to correspondence, the course is continuous throughout the year, and students may begin at any time. Study and teaching are conducted through a series of lessons which are mailed to the student. Completed lessons are forwarded to Correspondence Study, Continuing Education, where they are recorded and sent to the student for grades and comments. Corrected lessons are returned to the student as soon as possible. These courses are continuous throughout the year, and students may begin at any time. Study and teaching are conducted through a series of lessons which are mailed to the student. Completed lessons are forwarded to Correspondence Study, Continuing Education, where they are recorded and sent to the student for grades and comments. Corrected lessons are returned to the student as soon as possible.

Scholastic Standing and Review Procedures

Academic Standards for Undergraduates

Only grades earned at Eastern will be considered in determining the academic standing of an Eastern undergraduate.

Academic Probation. Any student whose cumulative grade point average falls below 2.00 will be placed on academic probation. First quarter freshmen placed on academic probation must achieve a cumulative grade point average of 2.00 within two subsequent quarters to be placed on academic dismissal from Eastern for four years. Other students must achieve a cumulative grade point average of 2.00 within the next quarter of attendance or be placed on academic dismissal.

Academic Dismissal

Any student who is not a first quarter freshman will be placed on academic dismissal when his cumulative grade point average has fallen below 2.00 for two quarters. A first quarter freshman will be placed on academic dismissal when his cumulative GPA remains below 2.00 for three quarters.

Each undergraduate who has been placed on academic dismissal may appeal to the reinstatement board. The Riversides Advisory Committee, under the guidance of the dean of the college, or similar academic body.

Students who have failed to attend for four terms are not eligible to be considered for reinstatement through the Riversides Advisory Committee.

Students are initially informed of dismissal status by notification on their grade reports. General Undergraduate Advising statements the student by letter which outlines the reinstatement procedures. Students enrolled in current classes and not in good standing as of 15th class day will be discontinued and not mailed by certified mail.

The appeals process for undergraduates is coordinated by the Office of General Undergraduate Advising.
Academic Policies

Agreed upon during the next quarter. After one year, if the "K" has not been removed, it automatically reverts to a failing grade "F" and the student may establish credit only by registering for that course again. Grades of "F", "W", "NP", or "U" are not included in GPA calculation.

GRADE AVERAGES (GPA)

To be calculated quarterly, a student may establish credit under the A-F grading system (A=4.00, B=3.00, etc. See above.) The point value of each grade is multiplied by the number of credits assigned to the course. Total points are then divided by total credits attempted. Thus, a student who earns a five credit "A", five credit "B" and a five credit "C" has earned a quarterly average of 293 (35 points divided by 16 credits attempted).

A grade average of 2.00 ("C") represents the minimum acceptable level of performance to remain in good standing at the University. Higher grade averages may be required for admission to or retention in certain major programs.

Only grades earned at Western are calculated in determining a student's quarterly or cumulative grade average.

Grades of "S", "U", "P", "NP", and "W" are not included in GPA calculation.

GRADE REPORTS

Within a few days after the end of each quarter the Registrar sends a grade report to each student. The student indicates, at the time of registration, the address to which the grade report is to be sent.

GRADE CHANGES

Once a grade has been filed with the Registrar, it is regarded as final. Except for the conversion of incomplete ("K") marks, grade changes are accepted only under the following circumstances.

1) It is discovered that the grade resulted from clerical error in transcription or recording.

Requests for changes to correct these errors may be made only by the course instructor and only during the quarter immediately following original issuance of the grade.