

5-1-2019

CWU Faculty Senate Minutes -05/01/19

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REGULAR MEETING
Wednesday, May 1, 2019, 3:10 p.m.
BARGE 412
Minutes

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

ROLL CALL All senators, or their alternates were present except: Wendi Castillo, Tracey Haggerty-Lester, Grace Ke, Mark Oursland,

Guests: Christopher Boone, Duane Dowd, Julia Stringfellow, Ediz Kaykayoglu, Jeff Dippmann, Kevin Archer, Claire-Anne Grepo, Gail Mackin, Michael Goerger, Janet Finke, Bernadette Jungblut, Rose Spodobalski-Brower, Bill Schafer, Jeff Stinson, Scott Robinson, Rebecca Lubas, Becky Pearson.

CHANGES TO AND APPROVAL OF AGENDA - move the agenda to right after the minutes.

MOTION NO. 18-64(Approved): APPROVAL OF MINUTES of April 3, 2019

University Advancement Impact Report – Scott Wade indicated this is University Advancement’s first Impact report. It describes their strategy and approach in Alumni and donor engagement. Scott reported that they have made strides since 2012. The fund campaign had raised \$1.2million at that time. Last year donations were over \$8 million. University Advancement is broken into five different areas: operations, communications, alumni relations, donor relations, and development. Every college has a donor manager. There is a director of corporation gifts as well as a director of alumni. The whole campuses involvement in this process is important. They are working at connecting donors and what they are passionate about with faculty and student interests and needs.

International Travel Policy – Ediz Kaykayoglu talked about the draft international travel policy. Ediz and their staff are working at growing the international programs and we need to have a policy in place that supports our students, faculty and university. The new policy enhances the current travel policy that we currently have. It expands the part about international travel. It adds a few more details of traveling to high risk areas. This policy helps supports our students, clubs, staff and faculty who are traveling. Internationalization survey has been sent out. Students are creating possibilities for themselves abroad and currently Central has 230-250 students abroad a year. Ediz indicated they hope to increase in the coming years. Ediz reported they pay attention to countries that have a level 3 and 4 travel warning. Ediz indicated we don’t want to send anyone into a level 4 area. There are also different travel warning levels within the same country.

COMMUNICATIONS - None

STUDENT REPORT - Clare-Anne reported that SAS is talking about advising. Aaron Brown recently spoke to them about advising. They talked about communication between departments and professional advising as students are getting confused. Clare-Anne indicated that some students didn’t know they could do an internship credits and hopes faculty will make that more known. Students wish classes could be planned out a year in advance so they can plan their scheduled. SAS list should be updated online.

SENATE CHAIR REPORT – Chair Claridge reported that the Academic Advising Council held two forums this week. She encouraged senators to read the proposed advising models and provide feedback through the survey. Student behavior Issues workgroup related to concerns about faculties ability to dismiss a student for behavior issues have drafted a set of policy and procedures that will be coming forward after they have been reviewed by the President, Provost and Assistant Attorney General. Amy reported that the Provost Council will be reviewing the summer session policy next week. If there are concerns or issues on these revisions, please let Amy know by Monday. The Executive Committee (EC) policies and procedures manual is

included with the packet as an informational item. This will new to help new EC members with continuity. This will be on the next Senate agenda for endorsement. Earlier this year the Faculty Senate voted yes on a sense of the Senate regarding changing exam pass thru time. Some unintended issues came up for some departments. Those concerns are being incorporated and AAC hopes to have an official motion on May 29th.

FACULTY ISSUES – Amy reported back to the Senate what has been done regarding earlier Faculty Issues. Regarding the lack of signage for ADA entrances, Amy has a meeting with Shane Scott next week. Evaluation and Assessment Committee (EAC) is working on the issues around SEOI biases. They are planning on having some listening sessions later this quarter. Amy met with Stuart Thompson about a concern raised during the open meeting regarding the travel submission process. He is looking at making some changes, such as, better communication, travel office can make some of the changes to the documents rather than sending them back. There has been some turn over and there is an opportunity to do some training. The EC will work with him over the next 6 months on this.

Senator Erdman reported that a student told her that the course mid-term was stated on a different date than when she told the class. It turns out the student has located an old syllabus from several years ago. Senator Erdman asked if there is a way to take down these old documents from the website.

Senator Dormady asked to worth together with the Senate to increase the visibility for the Equity and Diversity awards. He would like to see something put with these awards such as faculty development funds.

OLD BUSINESS - None

REPORTS/ACTION ITEMS

SENATE COMMITTEES:

Executive Committee

Motion No. 18-65(Approved): Ratify 2019-20 committee vacancies as presented in Exhibit A.

Evaluation and Assessment Committee - Jim Bisgard presented the survey results the committee received on SEOIs. There were 206 responses. There is a tremendous concern about response rates. Jim indicated that if the goal is to get information to inform teaching, then we shouldn't be as concerned with response rates. Responses should only be used as formative and should not be used as summative. Faculty should be using SEOIs to improve teaching. Faculty 180 makes it difficult to show trends. Jim reported that the survey of academic administrators is currently open. Everyone is being asked to be evaluate President, Provost, and the three Associate provosts. There will be a listening session on SEOIs on Friday, May 17 from 1:00-2:00 p.m. in the Grupe Center. The committee is working to set up a second session and will be announced at a later date. The committee is working on a draft policy on SEOIs. The committee is also looking at what type of forms for should be used for different classes?

Faculty Legislative Representative - Bret Smith reported that the legislative session has ended. There was a lot of trading of policies and budget. The State is attempting to develop a dedicated funding stream for higher education using a B&O tax. Capital funding has treated Central well. There is an initiative that might have some impact on hiring and admissions process. The Council of Faculty Representatives are already planning ahead for the next session.

Academic Affairs Committee

Motion No. 18-66(Approved, 1 abstention): Recommends amending CWUR 2-90-030(2) Acceptance of Transfer Credit as outlined in Exhibit B.

Motion No. 18-67(Referred back to committee): Recommends amending CWUP 5-90-040(36) and CWUR 2-90-040(36) Final Exams as outlined in Exhibit C.

A concern brought up regarding faculty needing to put the final exam deviation on the syllabus the first day when the final exam schedule isn't published until the 30th day of the quarter. .

Motion No. 18-82(Approved): Motion was made to refer Motion No. 18-67 back to committee.

Motion No. 18-68(Approved): Recommends amending CWUP 5-90-060 Consultation on Reorganization as outlined in Exhibit D.

Bylaws and Faculty Code Committee

Motion No. 18-57(Second reading of three): Recommends amending the Faculty Code Section I.B Faculty Rights and Responsibilities and Appendix A as outlined in Exhibit E.

Mary reported the committee is continuing with work on examine the Code and organization. Preparing to send it to the EC in the next couple of weeks.

Curriculum Committee

Motion No.18-69(Approved): Recommends approval a new ITAM BAS and BS, Data-driven Innovation for IT Managers as outlined in Exhibit F. Kurt Kirsten presented the justification for the programs.

Motion No. 18-70(Approved, pending Curriculum Committee approval): Recommends approval of a new graduate certificate in IT Data Management as outlined in Exhibit G. (Pending approval by Curriculum Committee)

Motion No. 18-71(Approved): Recommends approval of the Business Administration BS (BSBA): Finance Specialization, Leadership and Management Specialization, Personal Finance Planning Specialization and Supply Chain Management Specialization to increase credits and continue to be over credit as outlined in Exhibit H.

Motion No. 18-72(Approved): Recommends approval of the Personal Financial Planning BS to increase credits to be over credit as outlined in Exhibit I.

Motion No. 18-73(Approved, 1 abstention): Recommends approval of a new BS in Family and Child Life, Child Development Specialization as outlined in Exhibit J.

Motion No. 18-74(Approved): Recommends approval of a new minor in Hospitality Management as outlined in Exhibit K.

Motion No 18-75(Approved, pending Curriculum Committee approval): Recommends approval of a new Wine Studies BS, Global Wine Studies Specialization and Wine Industry Management Specialization as outlined in Exhibit L. (Pending approval from Curriculum Committee)

Motion No. 18-76(Approved): Recommends approval of a new Type B certificate in Natural Resource Management as outlined in Exhibit M.

Motion No. 18-77(Approved): Recommends approval of a new Type A certificate in Global

Citizenship as outlined in Exhibit N.

Motion No. 18-78(Approved, pending Curriculum Committee approval): Recommends approval of a new BA Liberal Studies (Large Plan) and BA Liberal Studies (Small Plan) as outlined in Exhibit O. (Pending approval from Curriculum Committee)

Motion No. 18-79(Approved, pending Curriculum Committee approval): Recommends approval of a new minor in Special Education High Incidence Inclusion (K-12) Endorsable Minor as outlined in Exhibit P. (Pending approval from Curriculum Committee)

General Education Committee

Motion No. 18-80(Approved): Recommends amending CWUP 5-100-060(3)(B) General Education Program Assessment as outlined in Exhibit Q.

GEC report - Unearthing new questions and working through issues with the implementation. Getting a lot done and being ready for fall. Let Becky know if you have questions.

Budget and Planning Committee

Motion No. 18-81(Approved): Reaffirm the revised Budget Core Values statement as outlined in Exhibit R.

The Budget and Planning Committee will hold a listening session at 3:00 p.m. on May 21st in the Grupe Faculty Center. The committee will be sending out a survey later this month.

PRESIDENT – President Gaudino reported that Central received the second half of funding for Health Science building. He reported that the tear down of Hertz hall will be starting soon. Central received design money for improvements at Nicholson pavilion. President Gaudino and Katie will be hosting a reception for senators after the next Senate meeting.

PROVOST – Provost Frank reported that Central will begin to review and revise our mission and core themes later this month. She indicated they are looking at the acronym IDEAS which stands for: include, diversity, engage, achieve and sustain. The Provost office will be sending out feedback mechanisms and will be talking with staff over the summer. The larger discussion will begin again in a discussion in the fall. Faculty should have received a joint email from United Faculty of Central (UFC) and the Provost regarding Faculty 180 guidelines. The hope is that this is a document that will provide for more direction. They are planning to have open sessions for faculty as they work on dossiers for next year. There is still time for faculty to register for Commencement. The deadline is May 10th. The number of faculty registered to attend graduation is currently down. Provost Frank asked Senators to please talk to their departments about attending. This is an important event to support our students.

CHAIR-ELECT: BOT meeting Thursday May 16 & May 17. Discussion and reports. Public comment will be on May 17th. Open EC next Wednesday at 3:10 in Grupe Center.

NEW BUSINESS - None

Meeting was adjourned at 4:41 p.m.

Exhibit A

Committee	Name	Department	Term
Academic Affairs			
1 CEPS vacancy	Eric Foch	Health Sciences	6/15/19 – 6/14/22
1 CB vacancy	Ke Zhong	Accounting	6/15/19 – 6/14/22
Budget & Planning			
1 COTS vacancy	Jim Johnson	Biological Sciences	6/15/19 – 6/14/22
Curriculum			
1 CEPS vacancy	David Martin	ETSC	6/15/19 – 6/14/22
2 COTS vacancies	Benjamin White	Physics	6/15/19 – 6/14/22
	Jon Fassett	Mathematics	6/15/19 – 6/14/21
Evaluation & Assessment			
1 CB vacancy	Terry Wilson	Management	6/15/19 – 6/14/22
1 COTS vacancy	Cynthia Baiqing Zhang	Sociology	6/15/19 – 6/14/22
General Education Committee			
1 CAH vacancy	Cynthia Pengilly	English	6/15/19 – 6/14/22
1 CEPS vacancy	Teri Walker	EDTL	6/15/19 – 6/14/21
1 COTS vacancy	Michael Braunstein	Physics	6/15/19 – 6/14/22
1 CB vacancy	Tim Hargrave	Management	6/15/19 – 6/14/21
1 LIB vacancy	Maura Valentino	Library Services	6/15/19 – 6/14/22

Exhibit B

Policy & Procedure Review



Policy & Procedure Number:

CWUP (Policy)

CWUR (Procedure) **CWUR 2-90-030**

New **Revision X**

Title: Acceptance of Transfer Credit

Summary: Language was changed to bring the procedure in line with the new General Education requirements. The new language is consistent with WASAC requirements for transfer credits.

CWUR 2-90-030 Acceptance of Transfer Credit

(2) Transfer Credit from Community Colleges

(D) Students who enter with an associate of science transfer (AS-T Track 1 or 2) degree must complete the following additional requirements to meet the general education requirements:

1. ~~English 102 or its equivalent.~~ Academic Writing II

2. ~~Three additional general education courses beyond the 15 quarter credits in Humanities and Social Science required for the associate of science transfer degree. The three additional courses must include~~ chosen from the Individual and Society, Community Culture and Citizenship, Global Dynamics, Creative Expression, or Humanities knowledge areas:

a. ~~One course from the Arts and Humanities breadth area~~ Students may only take one course per knowledge area.

b. ~~One course from the Social and Behavioral Science breadth area~~ Student may take courses from the same department or interdisciplinary program in no more than two knowledge areas

c. ~~The remaining additional course may be chosen from either the Arts and Humanities or Social and Behavioral Science breadth area.~~

Exhibit C

Policy & Procedure Review



Policy & Procedure Number:

CWUP (Policy) **CWUP 5-90-040(36)**

CWUR (Procedure) **CWUP 2-90-040(36)**

New **Revision X**

Title: Final Examinations

Summary: To allow for a 10-minute passing time, sessions of 1 hour and 50 minutes, rather than 2 hours, are now being allotted for final exams. This creates problems for departments that use standardized or oral exams and need a 2-hour session. Proposed changes to the Final Examination policy allow an exception for departments with exams requiring extended time or an alternative location. Additional language changes add clarification to the final exam process for online and hybrid courses.

CWUP 5-90-040

(36) Final Examinations

(A) Currently, the final examination week for each term spans four days from the Tuesday through the Friday immediately following the last week of instruction. The Monday following the last week of instruction is designated as a study day for students and no exams may be scheduled on that day.

Examinations on the Ellensburg campus are established according to class schedules in order to avoid, where possible, conflicts resulting from simultaneous examination periods. Examinations at the university centers are scheduled by the university centers typically at the time the class has been taught. Final exam schedules are posted to the student MyCWU schedules by the 30th day of the quarter.

1. Final exam weeks are a part of the academic year/university calendar days, as established in the catalog.
2. During final exam week, a final examination or culminating experience (i.e., an “authentic assessment” which could be, but is not limited to, formal presentations, poster sessions, writing tasks, or portfolio reviews) is expected for each course taught as dictated by the nature of the course material and/or learner outcomes.

a. 3. For in-person and hybrid courses. Faculty and students are required to conform to the final examination schedules published by registrar services on the Ellensburg campus or determined by the university centers unless:

~~a. i.~~ a faculty member's responsibilities require an alternative examination date and time.

ii. the examination format (i.e. standardized timed exam or oral exam) requires an extension of time or alternative location.

~~e. iii.~~ on the Ellensburg campus, in the event that a student can demonstrate that he/she has more than two examinations scheduled on the same day or two examinations scheduled at the same time, any one of his/her instructors is authorized to excuse the student from the regularly scheduled examination and give a final examination to the student during an alternative time during Finals Week. In cases in which alternative arrangements cannot be made, students shall refer the matter to the department chairs in consultation with the appropriate instructor.

b. Fully online courses must schedule a final examination or culminating experience to be submitted during exam week. The due date must be either included in the syllabus at the beginning of the quarter or published on the course management system by the 30th day of instruction.

~~d. c.~~ at the university centers, in the event that a student has two examinations scheduled at the same time, any one of their instructors is authorized to excuse the student from the regularly scheduled examination and give a final examination to the student during an alternative time during Finals Week, including Monday of Finals Week. In cases of difficulty in arriving at a solution, students shall refer the matter to the department chairs in consultation with the appropriate instructor.

- . 3. If a faculty member is required to be away from campus due to a faculty development opportunity or leave

as delineated by the Central Washington University and UFC Agreement, changes to an instructor's exam date and time must be made at the earliest possible date and approved by the department chair. Moreover, it is the responsibility of that faculty, with approval from the chair, to arrange a suitable alternative that will accommodate all students.

4. Any deviations from the published exam schedule require department chair and dean or designee approval. All approved deviations are to be included in the course syllabus by the first day of the quarter.

5. Faculty must have grades submitted by no later than 10:00 p.m. on the Tuesday after final examination week.

CWUR 2-90-040

(36) Final Examinations

(A) No Procedures

(1) No Procedures

(2) No Procedures

(3) No Procedures

(4) Approved deviations to the published exam schedule must be submitted to academic scheduling by the department chair prior to the first day of class. Once the change is implemented, the faculty member must notify students.

(5) No Procedures

Exhibit D

Policy & Procedure Review



Policy & Procedure Number:

CWUP (Policy) **CWUP 5-90-060**

CWUR (Procedure)

New X **Revision**

Title: **Consultation on the Creation, Reorganization, or Renaming of Academic Units**

Summary: This policy clarifies the process and required consultation involved when creating, reorganizing, or renaming academic units.

Consultation on the Creation, Reorganization, or Renaming of Academic Units

(1) Initiation of a proposal to create, reorganize, or rename an academic unit or units.

(A) This policy applies to the creation or reorganization of units that affect the delivery of academic programs, and to renaming of all academic units. Academic units include but are not limited to colleges, schools, and academic departments. For instance, this policy applies to proposals for the creation of new academic colleges or schools; reorganization of existing academic colleges or departments including the shifting of departments or programs from one college/school/department to another; the partial or complete merger of two or more departments; creation of new departments; dissolution of departments; and changes of college, school and department names.

(2) Principles guiding consultation on the creation, reorganization, or renaming of academic units.

(A) The organization of academic units should support the mission and strategic plan of the university. Although the administration maintains management rights in cases of establishment, modification, or reorganization of programs (CBA Article 3.23), Central Washington University is dedicated to shared governance and recognizes the importance of faculty consultation in academic decision making. Therefore, all proposals should formally solicit and consider the input of the affected faculty and other academic staff.

(B) Proposal initiators should actively solicit feedback from affected faculty, staff, and students in the preliminary planning stages of proposals, and should give these groups notice, information, and time to enable them to evaluate those proposals and make their concerns known.

(C) In extreme cases (e.g., financial exigency as defined in the CBA Article 25 or other financial crisis), the university may decide to reduce or discontinue academic programs. In this eventuality, the Provost should consult with the affected groups to the greatest extent possible following the process outlined in this policy.

(3) Preparing a proposal for consultation on a creation, reorganization, or renaming of an academic unit.

(A) The proposal initiator should work with the Faculty Senate Executive Committee and Provost to consider the degree of impact of the proposed change and determine the level of detail required in the proposal. The initiator should then complete a proposal template, as applicable, with details about the following items:

1. Description of the recommended change.
2. Rationale for the recommended change.
3. Goals and objectives of the proposed change.
4. Method for evaluating achievement of goals and objectives.
5. Relation of the change to the mission and strategic plan of the university.
6. Impacts on academic programs across the university.
7. Impacts on students, faculty, and staff.
8. Impacts on quality of degree programs, student retention, and graduation rates.
9. Impacts on non-academic units, external constituents, and accreditation.
10. Impacts on shared governance, including tenure/promotion/review processes.
11. Before and after organizational chart for all units affected.
12. Cost/benefit analysis, including financial and non-financial resources.
13. Implementation plan and timeline.

(B) In cases of renaming of academic units, responses to items 3, 9, 10, 11, and 12 may be omitted.

(4) Review process for proposals to create, reorganize, or rename academic units.

(A) The proposal initiator should work with the Faculty Senate Executive Committee and Provost to establish a review process for consultation on the proposal. The process will typically involve review by the following groups, in the order presented:

1. all faculty (as defined in Faculty Code Section I.A.1.a.) within affected academic units
2. all affected dean(s)
3. Faculty Senate Budget and Planning committee (if applicable)
4. Faculty Senate and Academic Department Chairs Organization concurrently, and Student Academic Senate if applicable
5. Provost Council

(B) The timeline for review for each level will be no more than one month, ideally with an overall timeline of not more than six months (not including breaks/holidays, or Summer quarter). In cases of significant reorganization and with the

approval of both the Faculty Senate Executive Committee and Provost, the timeline at each review level may be extended beyond a month in order to consult appropriately with stakeholders.

(C) Reviewers at each stage will have access to the full proposal, with any modifications, as well as all comments from previous levels of review. Revisions to the proposal may and should occur during the process based on feedback from each level of review. However, attempts should be made to bring any substantive changes back to prior levels for further review. A full record of the review process and feedback (including vote counts and comments about the merits and weaknesses of the proposal) from each level of consultation will be provided to the President and Board of Trustees for final decision-making.

Exhibit E

Faculty Code & Bylaws Review



Code Section: Section 1. And Appendix A.

New **Revision**

Title: Faculty Rights and Responsibilities; College Budget Committees

Summary: This revision to the Faculty Code articulates the faculty right to participate in budget decisions at all levels of the University. The Appendix provides guidelines for college budget committees to improve consistency across colleges in terms of composition and responsibilities of the committees.

Rationale:

What does this language do?

It provides broad principles for faculty rights and responsibilities and the consultation of faculty at the college/library level in the context of budget decisions. The goal was to provide broad principles, not to micromanage the committees. Colleges and the library can and should establish their own guidelines that make sense for their area, consistent with these broad principles, and this proposed language allows for that flexibility.

Why is it proposed for faculty code?

Faculty code is where we articulate faculty rights and responsibilities and what shared governance means in our context at CWU. As we move into RCM, where colleges are the responsibility and decision-making centers of the university, it is important that we agree on broad principles about how consultation happens at the college level. This is a policy about *consultation*, and consultation (as a faculty right and responsibility) properly belongs in faculty code.

What are the goals of this language?

This language was drafted to ensure that college and library budget committees follow a few key principles, namely:

- These bodies should be broadly representative.
- There should be continuity in who is on the committees.
- The committees should operate in a transparent way.

Why do we need this language?

As we move into RCM, we need to define the consultation process so that, regardless of who holds key positions, we have a robust and transparent process. We want to ensure that the college and library budget committees function well not only now but into the future. The committees need to be grounded in process, not in personalities.

I. FACULTY RIGHTS AND RESPONSIBILITIES

B. All faculty members have the right to:

1. participate in faculty and university governance by means of a system of elected faculty representatives on committees and councils at the departmental, college, university, and Senate levels;
 - a. Among the rights valued by the Senate is the right of any faculty member to speak on issues pertaining to his or her responsibilities. The Faculty Senate provides a protected environment in which faculty may engage in speech and actions (including voting) without fear of reprisal or admonition by their supervisors or administration. Faculty members who feel their rights under this Code have been violated may file a formal complaint as outlined in Faculty Code Section V.
2. participate in budget decisions at department, college, and university levels, through the Senate Budget and Planning Committee, representatives on university budget committees and sub-committees, and representatives on college or unit budget committees (see Appendix A).
 - a. The AAUP (1966) statement on shared governance makes clear that the Board of Trustees, administration, and faculty should “have a voice in the determination of short- and long-range priorities, and each should receive appropriate analyses of past budgetary experience, reports on current budgets and expenditures, and short- and long-range budgetary projections.” All participants in the budget process have the right to sufficient information to be able to carry out their responsibilities.
 - b. All faculty involved in the budget process have the right to speak on issues pertaining to the faculty member’s responsibilities as a participant in that process. The protections in 1.B.1(a) apply to faculty members involved in the budget process at all levels.
3. be treated fairly and equitably and have protection against illegal and unconstitutional discrimination by the institution;
4. academic freedom as set forth in the 1940 *Statement of Principles on Academic Freedom and Tenure*, American Association of University Professors (AAUP) and Association of American Colleges, now the Association of American Colleges and Universities (AAC&U), with 1970 *Interpretive Comments* (AAUP), and the CBA;
5. access their official files, in accordance with the CBA.

APPENDIX A: College Budget Committees

Section 1. DEFINITION

For the purposes of this section, "college budget committees" will also include the library budget committee, and "college" refers to an academic college and the library.

Section 2. COMPOSITION

A. College deans shall ensure that college budget committees:

1. are broadly representative of the departments in the college. Faculty members at all ranks are eligible to serve on the committees.
2. include both chairs and non-chair faculty members. All members of the committee must be members of the college. Faculty (including chairs) shall represent at least 2/3 of the voting members of the committee.
3. have clearly delineated terms that allow for continuity on the committee.

Section 3. COMMITTEE RESPONSIBILITIES

- A. The committees are consultative groups for the Deans, and are the minimum required consultation on college and unit budget questions. Larger questions may require broader consultation, as outlined in I.D., Faculty Consultation.
- B. The committees shall review and make recommendations about the entirety of the college budget.
- C. Committees shall report back to the faculty in their college on a regular basis.

Section 4. COMMITTEE MEMBER RESPONSIBILITIES

- A. Faculty members of the committee represent the greater good of the college and will make budgetary recommendations based on a broad range of faculty interests and ideas.
- B. On issues of broader import, committee members have an obligation to consult with the larger college prior to making a recommendation to the Dean.

Exhibit F

ITAM BAS, Data-driven Innovation for IT Managers

ITAM-BAS Core Requirements

- ADMG 201 Introduction to Business (3)
- ADMG 271 Business Math Applications (4)
- ADMG 302 Financial Analysis for Administrative and IT Support (5)
- ADMG 371 Administrative Management (4)
- ADMG 372 Leadership and Supervision (4)
- ADMG 374 Project Management (5)
- ADMG 385 Business Communications and Report Writing (4)
- RMT 340 Principles of Selling (4)
- RMT 366 Customer Relationship Management (4)
- RMT 379 IT Management Career Planning (1)
- RMT 490 Cooperative Education (1-12)
(Must be taken for 8-10 credits, typically during the summer quarter)
- OR
- ADMG 490 Cooperative Education (1-12)
- OR
- IT 490 Cooperative Education (1-12)

ITAM-BAS Total Core Credits: 46-48

Structures of Data-driven Innovation for IT Managers

Required Courses

- IT 101 Computer Applications (4)
- OR
- IT 202 Change Ready: Technology Skills for Civic and Community Leaders (4)
- IT 260 Integrated Information Technology Application Projects (5)
- IT 359 Advanced Spreadsheet Applications (4)
- IT 363 Data Mining for IT Managers (4)
- IT 365 Data Driven Innovation (4)
- IT 425 Reporting Data and Analytics (4)
- IT 468 Projects in Database (4)
- IT 469 Enterprise Database Systems: SQL (4)
- IT 483 Applied Predictive Analytics for IT Managers (4)

Total Specialization Credits 36-37

Total Credits: 82-85

ITAM BS, Data-driven Innovation for IT Managers

ITAM-BS Core Requirements

- ADMG 201 Introduction to Business (3)
- ADMG 271 Business Math Applications (4)
- ADMG 302 Financial Analysis for Administrative and IT Support (5)
- ADMG 371 Administrative Management (4)
- ADMG 372 Leadership and Supervision (4)
- ADMG 374 Project Management (5)
- ADMG 385 Business Communications and Report Writing (4)
- IT 101 Computer Applications (3)
- IT 238 Introduction to Cyberwarfare (4)
- IT 248 Web Fundamentals (4)
- IT 260 Integrated Information Technology Application Projects (5)
- IT 301 Information Technology Security, Privacy, and Ethics (4)
- IT 351 Computer Networks (4)
- IT 468 Projects in Database (4)
- RMT 340 Principles of Selling (4)
- RMT 366 Customer Relationship Management (4)
- RMT 379 IT Management Career Planning (1)
- RMT 490 Cooperative Education (1-12)
(Must be taken for 8-12 credits, typically during the summer quarter.)
- OR
- ADMG 490 Cooperative Education (1-12)
- OR
- IT 490 Cooperative Education (1-12)

ITAM-BS Total Core Credits: 74-78

Structures of Data-driven Innovation for IT Managers

Required Courses

- IT 359 Advanced Spreadsheet Applications (4)
- IT 363 Data Mining for IT Managers (4)
- IT 365 Data Driven Innovation (4)
- IT 425 Reporting Data and Analytics (4)
- IT 469 Enterprise Database Systems: SQL (4)
- IT 483 Applied Predictive Analytics for IT Managers (4)

Total Specialization Credits: 24

Total Credits: 98-102

Exhibit G

IT Data Management Graduate Certificate

Required Courses

- IT 682 Enterprise Analytics (4)
- IT 686 Approaches to Data Analytics for IT Managers (4)
- IT 684 Approaches to Data Mining for IT Managers (4)
- IT 688 Reporting Data and Analytics (4)

Total Credits 16

Exhibit H

Business Administration BS (BSBA), Finance Specialization

Business Foundation Courses

- ACCT 251 Financial Accounting (5)
- ACCT 252 Managerial Accounting (5)
- ~~BUS 102 Business Computer Skills (4)~~ (5)
- BUS 110 Professional Development 1 (1)
- BUS 221 Introductory Business Statistics (5)
- BUS 241 Legal Environment of Business (5)
- ECON 201 Principles of Economics Micro (5)

Select one from the following: 5 credits

- ECON 130 Foundations for Business Analytics (5)
- MATH 130 Finite Mathematics (5)
- MATH 170 Intuitive Calculus (5)

Select one from the following: 5 credits

- MATH 153 Pre-Calculus Mathematics I (5)
- MATH 154 Pre-Calculus Mathematics II (5)
- MATH 170 Intuitive Calculus (5) [may only be used once]
- MATH 172 Calculus I (5)
- MATH 173 Calculus II (5)

Foundation Total Credits: ~~40~~ 41

Business Core Courses

- BUS 301 Contemporary Approaches to Personal and Professional Development (3)

OR

- MGT 200 Essential Skills for Business Professionals (5)
- BUS 310 Professional Development 2 (1)
- COM 301 Public Speaking for Business and Organizations (2)
- ECON 202 Principles of Economics Macro (5)
- ENG 311 Business Writing (3)
- FIN 370 Introductory Financial Management (5)
- MIS 320 Business Process Analysis and Systems (5)

OR

- MGT 382 Principles of Management (5)
- MIS 386 Management Information Systems (5)
- MKT 362 Essential Marketing Concepts (5)
- SCM 310 Supply Chain Management (5)

Business Core Total Credits: 39-41

Finance Specialization Courses

Required Courses

- ECON 330 Money and Banking (5)
- FIN 470 Intermediate Financial Management (5)
- FIN 475 Investments (5)

Select a minimum of 10 credits from the following:

(with no more than 5 credits from ECON classes)

- BUS 490 Cooperative Education (1-12)
(Must be taken for 5 credits)
- ECON 310 International Economics (5)
- ECON 332 Public Finance (5)
- ECON 352 Managerial Economics (5)
- FIN 466 Working Capital Management (5)
- FIN 474 Personal Financial Planning (5)
- FIN 477 International Finance (5)
- FIN 493 Finance Boot Camp (1-6)

or one other course approved in advance by a financial advisor **Credits: (5)**

Total Specialization Credits: 25

College of Business Capstone

BUS 489 AACSB Assessment (2)

MGT 489 Strategic Management (5)

Capstone Total Credits: 7

Total Credits: ~~111-113~~ 112-114

Business Administration BS (BSBA), Leadership and Management Specialization

Business Foundation Courses

ACCT 251 Financial Accounting (5)

ACCT 252 Managerial Accounting (5)

~~BUS 102 Business Computer Skills (4)~~ (5)

BUS 110 Professional Development 1 (1)

BUS 221 Introductory Business Statistics (5)

BUS 241 Legal Environment of Business (5)

ECON 201 Principles of Economics Micro (5)

Select one from the following: 5 credits

ECON 130 Foundations for Business Analytics (5)

MATH 130 Finite Mathematics (5)

MATH 170 Intuitive Calculus (5)

Select one from the following: 5 credits

MATH 153 Pre-Calculus Mathematics I (5)

MATH 154 Pre-Calculus Mathematics II (5)

MATH 170 Intuitive Calculus (5) [may only be used once]

MATH 172 Calculus I (5)

MATH 173 Calculus II (5)

Foundation Total Credits: ~~40~~ 41

Business Core Courses

BUS 301 Contemporary Approaches to Personal and Professional Development (3)

OR

MGT 200 Essential Skills for Business Professionals (5)

BUS 310 Professional Development 2 (1)

COM 301 Public Speaking for Business and Organizations (2)

ECON 202 Principles of Economics Macro (5)

ENG 311 Business Writing (3)

FIN 370 Introductory Financial Management (5)

MIS 320 Business Process Analysis and Systems (5)

OR

MGT 382 Principles of Management (5)

MIS 386 Management Information Systems (5)

MKT 362 Essential Marketing Concepts (5)

SCM 310 Supply Chain Management (5)

Business Core Total Credits: 39-41

Leadership and Management Specialization Courses

Required Courses

MGT 386 Principles of Organizational Behavior (5)

MGT 395 Leadership in Business Organizations (5)

MGT 478 Leadership Capstone (5)

MGT 483 Decision Making and Organizational Change (5)

Select 5 credits from the following:

ACCT 460 Auditing (5)

BUS 490 Cooperative Education (1-12)

(Must be taken for 5 credits)

FIN 474 Personal Financial Planning (5)

MGT 389 Business and Society (5)

MGT 477 Global Leadership and Culture (5)

MGT 482 Advanced Organizational Behavior (5)

MGT 484 International Management (Put on reserve 9/16/18) (5)

MGT 487 Entrepreneurism and Small Business Management (5)

MKT 468 Consumer Behavior (5)

SCM 425 Procurement and Supply Management (5)

Total Specialization Credits: 25

College of Business Capstone

BUS 489 AACSB Assessment (2)

MGT 489 Strategic Management (5)

Capstone Total Credits: 7

Total Credits: ~~111-113~~ 112-114

Business Administration BS (BSBA), Personal Financial Planning Specialization

Business Foundation Courses

ACCT 251 Financial Accounting (5)
ACCT 252 Managerial Accounting (5)
~~BUS 102 Business Computer Skills (4)~~ (5)
BUS 110 Professional Development 1 (1)
BUS 221 Introductory Business Statistics (5)
BUS 241 Legal Environment of Business (5)
ECON 201 Principles of Economics Micro (5)

Select one from the following: 5 credits

ECON 130 Foundations for Business Analytics (5)
MATH 130 Finite Mathematics (5)
~~MATH 170 Intuitive Calculus (5)~~

Select one from the following: 5 credits

MATH 153 Pre-Calculus Mathematics I (5)
MATH 154 Pre-Calculus Mathematics II (5)
MATH 170 Intuitive Calculus (5) [~~may only be used once~~]
MATH 172 Calculus I (5)
MATH 173 Calculus II (5)

Foundation Total Credits: ~~40~~ 41

Business Core Courses

BUS 301 Contemporary Approaches to Personal and Professional Development (3)

OR

MGT 200 Essential Skills for Business Professionals (5)
BUS 310 Professional Development 2 (1)
COM 301 Public Speaking for Business and Organizations (2)
ECON 202 Principles of Economics Macro (5)
ENG 311 Business Writing (3)
FIN 370 Introductory Financial Management (5)
~~MIS 320 Business Process Analysis and Systems (5)~~

OR

MGT 382 Principles of Management (5)
MIS 386 Management Information Systems (5)
MKT 362 Essential Marketing Concepts (5)
SCM 310 Supply Chain Management (5)

Business Core Total Credits: 39-41

Personal Financial Planning Specialization

Required Courses

ACCT 303 Tax Planning for Personal Finance (5)
PFP 310 Introduction to the Financial Planning Profession (5)
PFP 440 Estate Planning (5)
PFP 450 Insurance and Risk Management (5)
PFP 475 Financial Planning Investments (5)

OR

FIN 475 Investments (5)
PFP 460 Retirement Planning (5)
PFP 480 Financial Planning Capstone (5)

Total Required Courses Credits: 35

College of Business Capstone

BUS 489 AACSB Assessment (2)
MGT 489 Strategic Management (5)

Capstone Total Credits: 7

Total Credits: ~~119-122~~ 120-123

Business Administration BS (BSBA), Supply Chain Management Specialization

Business Foundation Courses

ACCT 251 Financial Accounting (5)

ACCT 252 Managerial Accounting (5)

~~BUS 102 Business Computer Skills (4)~~ (5)

BUS 110 Professional Development 1 (1)

BUS 221 Introductory Business Statistics (5)

BUS 241 Legal Environment of Business (5)

ECON 201 Principles of Economics Micro (5)

Select one from the following: 5 credits

ECON 130 Foundations for Business Analytics (5)

MATH 130 Finite Mathematics (5)

MATH 170 Intuitive Calculus (5)

Select one from the following: 5 credits

MATH 153 Pre-Calculus Mathematics I (5)

MATH 154 Pre-Calculus Mathematics II (5)

MATH 170 Intuitive Calculus (5) [may only be used once]

MATH 172 Calculus I (5)

MATH 173 Calculus II (5)

Foundation Total Credits: ~~40~~ 41

Business Core Courses

BUS 301 Contemporary Approaches to Personal and Professional Development (3)

OR

MGT 200 Essential Skills for Business Professionals (5)

BUS 310 Professional Development 2 (1)

COM 301 Public Speaking for Business and Organizations (2)

ECON 202 Principles of Economics Macro (5)

ENG 311 Business Writing (3)

FIN 370 Introductory Financial Management (5)

MIS 320 Business Process Analysis and Systems (5)

OR

MGT 382 Principles of Management (5)

MIS 386 Management Information Systems (5)

MKT 362 Essential Marketing Concepts (5)

SCM 310 Supply Chain Management (5)

Business Core Total Credits: 39-41

Supply Chain Management Specialization Courses

Required Courses

SCM 425 Procurement and Supply Management (5)

SCM 435 Supply Chain Operations (5)

SCM 450 Logistics and Transportation (5)

SCM 480 Supply Chain Strategy (5)

Select a minimum of 5 credits from the following:

ACCT 305 Cost Accounting (5)

MIS 460 Applied Business Analytics (5)

SCM 310A Enterprise Sales and Distribution Systems Lab (1)

SCM 420 Lean/Six Sigma Processes (5)

SCM 425A Enterprise Purchasing and Materials Management Systems Lab (1)

SCM 435A Enterprise Production Planning and Execution Systems Lab (1)

SCM 450 Logistics and Transportation (5)

SCM 475 Global Trade and Supply Chain Management (5)

SCM 490 Supply Chain Management Internship (1-12)

SCM 492 Lean Six Sigma Practicum (5)

SCM 493 Supply Chain Boot Camp

SCM 496 Individual Study (1-6)

OR one other course approved in advance by SCM advisor **Credits: (5)**

Total Specialization Credits: 25

College of Business Capstone

BUS 489 AACSB Assessment (2)

MGT 489 Strategic Management (5)

Capstone Total Credits: 7

Total Credits: ~~111-113~~ 112-114

Exhibit I

(check on the credits)

Personal Financial Planning, BS

Foundation Course Credits: ~~34~~ 30

~~BUS 102 Business Computer Skills (4)~~

BUS 221 Introductory Business Statistics (5)

BUS 241 Legal Environment of Business (5)

ECON 201 Principles of Economics Micro (5)

ECON 202 Principles of Economics Macro (5)

Select one from the following:

ECON 130 Foundations for Business Analytics (5)

MATH 130 Finite Mathematics (5)

Select one from the following:

ACCT 251 Financial Accounting (5)

ACCT 301 Accounting Skills for Non-Business Majors (5)

(or approved substitute)

BS Personal Financial Planning Core Course Credits: 30-32

BUS 301 Contemporary Approaches to Personal and Professional Development (3)

OR

MGT 200 Essential Skills for Business Professionals (5)

BUS 102 Business Computer Skills (5)

BUS 489 AACSB Assessment (2)

FIN 370 Introductory Financial Management (5)

MGT 382 Principles of Management (5)

MKT 362 Essential Marketing Concepts (5)

SCM 310 Supply Chain Management (5)

Required Course Credits: 48

ACCT 303 Tax Planning for Personal Finance (5)

OR

ACCT 340 Income Tax Accounting I (5)

FCL 355 Family Financial Counseling (4)

PFP 310 Introduction to the Financial Planning Profession (5)

PFP 386 Information Technologies for Financial Planning (4)

PFP 440 Estate Planning (5)

PFP 450 Insurance and Risk Management (5)

PFP 460 Retirement Planning (5)

PFP 475 Financial Planning Investments (5)

PFP 480 Financial Planning Capstone (5)

PFP 490 Personal Financial Planning Internship (1-12)

(Must be taken for 5 credits.)

Written and Verbal Communications Course Credits: 5

COM 301 Public Speaking for Business and Organizations (2)

ENG 311 Business Writing (3)

Total Credits: ~~87~~ 113-115

Exhibit J

Family and Child Life Major BS, Child Development Specialization

Family and Child Life Core Requirements

- FCL 101 Skills for Marriage and Intimate Relationships (4)
- FCL 234 Contemporary Families (4)
- FCL 235 Relationships and Personal Development (3)
- FCL 336 Parent Education and Guidance (4)
- FCL 344 Foundations of Marriage and Family Therapy (4)
- FCL 405 Professional Obligations and Responsibilities (4)
- FCL 419 Research in Family and Child Life (4)
- FCL 434 Diversity in Families (4)
- FCL 492 Family and Child Life Practicum (1-6)
(Must be taken for a total of 12 credits.)
- FCL 495 Undergraduate Research (1-6)
(Must be taken for 1 credit)

Total Core Requirements Credits: 45

Child Development Specialization

The child development specialization applies child development theory to the practice of working with children and families across a variety of contexts and professions. Graduates are well prepared with knowledge and skills for professional careers that involve work with children including in early childhood learning, child welfare, adoption, and family social service settings. Students will also be prepared to pursue graduate training in social work, marriage and family therapy, mental health counseling, family and child life, or other related fields.

Required Courses- Credits: 34

- FCL 232 Child Development
- FCL 332 Trauma and Resilience in Children and Adolescents
- FCL 339 Adolescence and Emerging Adulthood
- FCL 340 Supporting Children with Special Needs and their Families
- FCL 345 Advanced Concepts in Child Development
- FCL 414 Coping with Grief and Loss
- FCL 415 Therapeutic Play
- FCL 432 Theories in Child Development
- FCL 438 Attachment Theory and Practice

Department-Approved Electives - Credits: 11

- FCL 310 Family Issues in the 21st Century
- FCL 333 Culture and Marriage
- FCL 337 Human Sexuality
- FCL 403 Family Communication
- FCL 435 Family Gerontology
- FCL 439 Families and Public Policy
- FCL 440 Teaching for Family and Child Life

Total Specialization Credits: 45

Total Credits: 90

Exhibit K

Hospitality Management Minor

Required Courses

HTE 201 Introduction to Hospitality, Tourism and Event Management (4)

HTE 202 Food and Beverage Operations (3)

HTE 272 Lodging Operations I (4)

HTE 303 Hospitality Leadership and Management (4)

Department-Approved Electives Credits: 10

Students will select 10 credits of HTE courses as part of the minor.

Total Credits: 25

Exhibit L

Wine Studies B.S., Global Wine Studies Specialization

Wine Studies Core Course

- WINE 201 Wine Service and Food Pairing Credits: (4)
- WINE 202 A Social History of Beer, Wine, and Distilled Spirits Credits: (4)
- WINE 302 Fundamentals of Viticulture and Enology Credits: (4)
- WINE 303 Major Wine Regions of the World Credits: (4)
- WINE 304 Wine Marketing and Branding Credits: (4)
- WINE 325 Winery Administration and Budgeting Credits: (4)
- WINE 353 Tasting Room and Wine Club Management Credits: (4)
- WINE 402 Issues in Viticulture and Enology Credits: (4)
- WINE 406 Professional Wine Analysis Credits: (3)
- WINE 452 Regional Wine Tourism Credits: (4)
- WINE 490 Cooperative Education Credits: (1-12)
(6 credits required)
- WINE 492 Field Experience Credits: (3)
(study abroad)

Total Credits: 48

Global Wine Studies Specialization

- CHEM 111 Introduction to Chemistry (4)
- CHEM 111LAB Introduction to Chemistry Laboratory (1)
- GEOG 101 World Regional Geography (5)
- WINE 402 Issues in Viticulture and Enology Credits: (4)
- WINE 408 Advanced Sensory Analysis Credits: (4)
- WINE 410 Wine Faults Credits: (3)
- WINE 412 Advanced Wine Regions Credits: (3)
- WINE 454 Wine Tourism Applications Credits: (4)

Total Specialization Credits: 28

Total Credits: 76

Wine Studies B.S., Wine Industry Management Specialization

Wine Studies Core Course

- WINE 201 Wine Service and Food Pairing Credits: (4)
- WINE 202 A Social History of Beer, Wine, and Distilled Spirits Credits: (4)
- WINE 302 Fundamentals of Viticulture and Enology Credits: (4)
- WINE 303 Major Wine Regions of the World Credits: (4)
- WINE 304 Wine Marketing and Branding Credits: (4)
- WINE 325 Winery Administration and Budgeting Credits: (4)
- WINE 353 Tasting Room and Wine Club Management Credits: (4)
- WINE 402 Issues in Viticulture and Enology Credits: (4)
- WINE 406 Professional Wine Analysis Credits: (3)
- WINE 452 Regional Wine Tourism Credits: (4)
- WINE 490 Cooperative Education Credits: (1-12)
(6 credits required)
- WINE 492 Field Experience Credits: (3)
(study abroad)

Total Credits: 48

Wine Industry Management Specialization

- HTE 351 Online Media and App Development Credits: (4)
- MGT 380 Organizational Management Credits: (5)
- WINE 301 Wine Distribution Management Credits: (3)
- WINE 315 Survey of Washington Wines Credits: (4)
- WINE 332 Social Media Theory and Practice Credits: (4)
- WINE 403 Advanced Topics in Wine Marketing and Branding Credits: (5)
- WINE 404 Wine Law and Winery Compliance Credits: (4)

Total Specialization Credits: 29

Total Credits: 77

Exhibit M

Natural Resource Management Certificate

Core

ENST 202 Environment and Society

or

GEOG 250 Resource Exploitation and Conservation

4-5 credits

Physical Environments Courses

Choose one course from the following:

GEOG 450 Arid Environments

GEOG 451 Mountain Environments

GEOG 452 Coastal Environments

GEOG 454 Forest Environments

5 credits

Environmental Processes Courses

Choose one course from the following:

GEOG 361 Soils

GEOG 382 Hydrology

GEOG 386 Geomorphology

or

GEOL 386 Geomorphology

GEOG 387 Biogeography

GEOG 388 Weather and Climate

GEOG 453 Riparian and Wetlands Analysis

GEOG 483 Snow

5 credits

Resource Geography Courses

Choose one course from the following:

GEOG 305 Introduction to Land Use Planning

GEOG 373 Water Resources

GEOG 442 Alternative Energy

GEOG 445 Environmental Law

ENST 460 Environmental Law

GEOG 449 Environmental Hazard Analysis and Management

GEOG 455 Pyrogeography

GEOG 456 Recreation Geography

GEOG 458 People, Parks, and Protected Areas

4-5 credits

Electives

Choose one more course from the Environmental Geography or Resource Geography categories. By advisement, students may choose relevant courses not listed above. (4-5 credits)

Total Credits 22-25

Exhibit N

Global Citizenship Certificate

Program Requirements

The student must complete at least one (1) course selection form at least four (4) of the following categories with a minimum of 16 credits. No more than two (2) courses can be from the same course prefix.

1. Study Abroad

Any University approved International Study Abroad course.
(Up to 5 Credits)

2. World Language

Complete at least one course in one of the following languages

ASL 151 American Sign Language
ASL 152 American Sign Language
ASL 153 American Sign Language
ASL 251 Second-year American Sign Language
ASL 252 Second-year American Sign Language
ASL 253 Second-year American Sign Language
CHIN 151 First-year Chinese
CHIN 152 First-year Chinese
CHIN 153 First-year Chinese
CHIN 251 Second-year Chinese
CHIN 252 Second-year Chinese
CHIN 253 Second-year Chinese
FR 151 First-year French
FR 152 First-year French
FR 153 First-year French
FR 251 Second-year French
FR 252 Second-year French
FR 253 Second-year French
GERM 151 First-year German
GERM 152 First-year German
GERM 153 First-year German
JAPN 151 First-year Japanese
JAPN 152 First-year Japanese
JAPN 153 First-year Japanese
JAPN 251 Second-year Japanese
JAPN 252 Second-year Japanese
JAPN 253 Second-year Japanese
LAT 151 Latin
RUSS 151 First-year Russian
RUSS 152 First-year Russian
RUSS 153 First-year Russian
RUSS 251 Second-year Russian
RUSS 252 Second-year Russian
RUSS 253 Second-year Russian
SPAN 151 First-year Spanish
SPAN 152 First-year Spanish
SPAN 153 First-year Spanish
SPAN 251 Second-year Spanish
SPAN 252 Second-year Spanish
SPAN 253 Second-year Spanish

3. World Art/Literature

Complete at least one of the following courses

AST 301 Chinese Literature in Translation

[Left]

OR

CHIN 301 Chinese Literature in Translation

ENG 347 Global Perspectives in Literature
HIST 321 Latin America Through Film, Art, and Music
MUS 359 Survey of Music in Cross-cultural Perspectives
TH 375 Asian Drama

4. Cultural Studies

Complete at least one of the following courses

AST 102 Introduction to Asian Studies
AST 310 Japan Today
ENG 360 Cinema Studies IV: Survey of World Cinema
FR 200 Introduction to French Culture
FR 201 Appreciation of French Cuisine
FR 363 Cultures of Francophone Africa
HIST 323 Food and Drink in Global History
HIST 460 Religion in Latin America
JAPN 462 Japanese Cinema
LLAS 102 An Introduction to Latino and Latin American Studies
LLAS 301 Urban Society in Latin America
LLAS 388 Mexican Cultural Studies
RELS 101 World Religions
RELS 351 Religions of China and Japan
RELS 352 Religions of India
RUSS 200 The Art of the Protest: Censorship and Resistance in Russian Culture
RUSS 462 Russian Cinema
SPAN 446 Hispanic Cinema
WLC 311 Popular Cultures of the World

5. World History/Philosophy

Complete at least one of the following courses

HIST 320 Narcotics in World History
HIST 328 Modern Latin America
HIST 329 The Tropics and the Modern World
HIST 332 History of the Black Diaspora
HIST 344 American Manhood in Historical Perspective
HIST 380 Modern East Asia
HIST 385 Aztec, Inca, Maya: Empire and City in the New World
HIST 424 Modern Ireland: 1798-present
HIST 429 Ireland and Empire
HIST 474 Russia Since 1881
HIST 483 Modern China
HIST 488 Mexico in the Modern Era
PHIL 106 Asian Philosophy
PHIL 345 Chinese Philosophy

Total Credits: 16-20

Exhibit O

BA Liberal Studies (Large Plan)

Program Core Courses

Complete the following:

- CAH 289 Introduction to the Major (1)
- CAH 389 Academic and Career Exploration (3)
- CAH 489 Senior Portfolio Project (1)

Research Methods in Liberal Studies (4-5) Credits

Choose one of the following approved courses:

- COM 300 Media Research
- COM 351 Visual Anthropology
- ENG 303 Principles of English Studies
- HIST 302 Historical Methods
- HIST 395 Research in Local History
- WL 427 Cross Cultural Competence in a Globalized World
- UNIV 205 Introduction to Interdisciplinary Research
[After]
- AND
- UNIV 295 Introduction to Undergraduate Research

Program Electives

55-56 credits must be taken from the list of courses approved for the Liberal Studies major. Students in the interdisciplinary Liberal Studies major must take courses in at least three disciplines within the major and no more than 15 credits of lower-division (100/200) coursework may be included. No more than 15 credits may be numbered 490.

In addition, a Large Plan major must complete one (1) or more of the Liberal Arts PLUS Certificates or Opportunities.

Elective courses of study will be submitted as part of CAH 289.

Total Credits 64 - 66

BA Liberal Studies (Small Plan)

Program Core Requirements

Complete the following:

- CAH 289 Introduction to the Major (1)
- CAH 389 Academic and Career Exploration (3)
- CAH 489 Senior Portfolio Project (1)

Research Methods in Liberal Studies (4-5) Credits

Choose one of the following approved courses:

- COM 300 Media Research
- COM 351 Visual Anthropology
- ENG 303 Principles of English Studies
- HIST 302 Historical Methods
- HIST 395 Research in Local History
- WL 427 Cross Cultural Competence in a Globalized
- UNIV 205 Introduction to Interdisciplinary Research
- [Before]
- AND
- UNIV 295 Introduction to Undergraduate Research

Program Electives

36-37 credits must be taken from the list of courses approved for the Liberal Studies major. Students in the interdisciplinary Liberal Studies major must take courses in at least three disciplines within the major and no more than 10 credits of lower-division (100/200) coursework may be included. No more than 10 credits may be numbered 490.

In addition, a Large Plan major must complete one (1) or more of the Liberal Arts PLUS Certificates or Opportunities.

Elective courses of study will be submitted as part of CAH 289.

Liberal Arts Plus

As a part of their course of study, a Small Plan major must complete one (1) or more of the Liberal Arts PLUS Certificates or Opportunities.

Total Credits 45 – 47

Exhibit P

Special Education High Incidence Inclusion (K-12) Endorsable Minor

Required Courses

- EDSE 310 Foundations of and Introduction to Special Education (4)
- EDSE 410 Behavior Management for Students with Disabilities (5)
- EDSE 411 Assessment of Students with Disabilities (5)
- EDSE 422 Teaching Strategies, Curriculum, and Materials for Students with Disabilities (5)
- EDSE 423 Instructional Practices and Strategies in Literacy and Math for Students with High-Incidence Disabilities (5)
- EDSE 431 Program Management for Students with Disabilities (4)
- EDSE 460 Collaboration with Parents, Paraprofessionals, and Community Agencies (4)

Total Credits: 32

Exhibit Q

Policy & Procedure Review



Policy & Procedure Number:

CWUP (Policy) **CWUP 5-100-060 (3)**

CWUR (Procedure)

New X **Revision**

Title: **General Education Program Assessment**

Summary: The changes to the program assessment language are proposed based on feedback from Faculty Senate about the current language possibly sounding punitive. The intent of this policy language change is to ensure that assessment strategies emphasize that students are being afforded the opportunity for learning that would allow them to attain the General Education outcomes/criteria. Updated (4) Assessment Cycle to reflect the change in the course number from 187 to 184.

CWUP 5-100-060 General Education Program Assessment

(3) Levels of Assessment

General education assessment ensures alignment with the general education guiding philosophy, goals, knowledge area outcomes, and pathway criteria. The general education program will be assessed at three levels: program, course and student.

(A) Program assessment takes into account course assessment and student assessment, but it also evaluates other areas such as class size, facilities, staffing, and ratios of full- to part-time faculty. Program assessment will follow the guidelines used for other academic programs (e.g., self-study guidelines and template from the associate provost's office).

(B) Course assessment evaluates the alignment of individual courses with general education program and knowledge area outcomes and pathway criteria (where applicable). Course assessment may include evaluation of course syllabi, course assignments, a sample of graded assignments, other artifacts as appropriate, and a summary of how the course continues to ~~meet~~ address outcomes/criteria of its knowledge area and/or pathway(s). Course accepted to and offered in the general education program shall undergo continuous review to ensure they ~~meet~~ address learner outcomes.

1. Consequences of determination of a course's inadequate performance. If a course does not ~~meet~~ address approved outcomes, the general education program director and pathway coordinator (if applicable) will notify the department of needed changes and work with the department faculty to ensure outcomes are being ~~met~~ addressed. The course will be assessed again the next quarter it is offered. If the course fails to ~~meet~~ address approved outcomes in the subsequent review, the GEC may remove the course from the general education program (effective the next catalog year) or extend the assessment period.

(4) Assessment Cycle

Assessment for the general education program will operate on a seven-year cycle.

(A) The first six years of the assessment process will constitute two rotations of student- and course-level assessment by knowledge area:

1. Year 1: First-Year Experience (~~187184~~) and three (3) knowledge areas
2. Year 2: Academic Writing I and three (3) knowledge areas
3. Year 3: Quantitative Reasoning, Culminating Experience, and two (2) knowledge areas

(B) Starting Year 4, the assessment cycle will repeat:

1. Year 4: First-Year Experience (~~187184~~) and three (3) knowledge areas
2. Year 5: Academic Writing I and three (3) knowledge areas
3. Year 6: Quantitative Reasoning, Culminating Experience, and two (2) knowledge areas

(C) Year 7 will emphasize program-level assessment.

(5) Assessment Criteria and Activities

The GEC in collaboration with the associate provost's office is responsible for developing criteria and activities for use in the three levels of general education assessment.

Exhibit R

Core Values (Draft for Senate Reaffirmation)
Faculty Senate Budget and Planning Committee

As faculty, we value:

1. The success of our students, in the broadest sense.
See University Objectives 1.1 and 1.2.
2. The quality of our academic programs and the student experience.
 - Qualified staffing at appropriate levels (both faculty and staff) and a mix of tenure-track faculty, non-tenure-track faculty, and staff that works for each individual program.
 - Adequate resources (physical and technological) to support the work of each program.
 - Strong programs, evidenced by specialized accreditation, national ranking, etc.
 - A strong curricular design and review process that ensures appropriate delivery of material and avoids siloing and duplication.*See University Objectives 1.1, 1.2, 5.3, and 5.4.*
3. Our identity as a comprehensive university; one of our strengths lies in the diversity of our programs and our curriculum.
 - This includes graduate studies and professional education, which play an important role at a comprehensive university.*See University Objectives 1.1, 2.2, and 3.1.*
4. Effective student-faculty interactions, both inside and outside of class. These may include:
 - Appropriate class sizes and support structures to allow for meaningful interactions.
 - Undergraduate research, mentoring, and advising.
 - Graduate research, mentorship, and advising.
 - One-on-one instruction in disciplines where this is appropriate.
 - Involvement in student clubs or field trips.
 - Continuing connections with students after they leave the university.*See University Objectives 1.1, 2.1, 3.1, 4.1, and 4.2.*
5. Interdisciplinarity, in both teaching and research. Students and faculty both benefit from making connections between disciplines.
See University Objectives 1.1 and 2.3.
6. Diversity among students, faculty, and staff.
See University Objectives 2.1, 2.2, and 2.3.
7. The whole of faculty life – teaching, scholarship, and service – and what all of these contribute to the educational mission of the university.
See University Objectives 1.1, 3.1, and 3.2.
8. Active participation in shared governance of the University, in the service of all of the values above.

Endorsed by Faculty Senate 2/1/17; revised by the Budget and Planning Committee on 4/17/19 and submitted to the Senate for reaffirmation.

Rationale: *It has been a little over two years since this statement was endorsed by Faculty Senate. The Budget and Planning Committee felt that it was time to revisit the statement, update it where needed, and bring it back to Senate. As we continue to implement the new budget model, we want to reaffirm what we value as faculty and keep those values at the forefront of our conversations about budget matters.*

There are a few minor updates in this version relative to the one that was endorsed by Senate in February 2017: we strengthened the language around graduate programs, added item (8) concerning shared governance, and cleaned up some formatting.