

3-10-2010

## CWU Faculty Senate Minutes - 03/10/10

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**REGULAR MEETING**  
**Wednesday, March 10, 2010, 3:10 p.m.**  
**BARGE 412**  
**Minutes**

**Senators:** All senators or their alternates were present except: James Avey, Jason Burroughs, Don Nixon, Andy Piacsek, Paul Sellers and Jeffrey Snedeker.

**Visitors:** James Johnson, Paul James, Don Woodcock, Sheryl Gruden and Marla Wyatt.

**CHANGES TO AND APPROVAL OF AGENDA**

**MOTION NO. 09-21(Approved): APPROVAL OF MINUTES** of February 10, 2010

**COMMUNICATIONS** - UFC Petition (see copy in Faculty Senate office)

**FACULTY ISSUES:** Senator Gray expressed concern with the lack of communication between those on campus who admit students and those who teach them. Given the pressure there is to admit more students, we need to make sure that admissions standards are not lowered. According to the Associate VP of Enrollment, the admissions process is going to become more "holistic." Such a holistic approach could lead to the admittance of students who are not prepared for college-level work. Many of the faculty who are teaching composition are already feeling the pressure of working with underprepared students. When an inquiry was made about the problem, Senator Gray was told that the scores were somewhat lower due to gains in the male and ethnic populations. However, when the data was examined, there was counter-evidence and realized that Admissions was arguing for causation via correlation. Senator Gray requested that the Senate Executive Committee look into ways to improve the communication between Admissions and Academic Affairs.

Senator Gray had a second concern regarding the support for underprepared students who will potentially be admitted. In the 1990s, there were at least four remedial courses, so underprepared students could easily take a reading course and two writing courses to prepare them for college-level work. Right now, we have only one writing course even though the number of remedial students has increased over the years. Senator Gray requested that the Senate Executive Committee look into the possibility of re-establishing the level of support provided previously. These courses could be funded by the division who admits them – Student Affairs – but faculty should be in charge of oversight.

**PRESIDENT:** No report

**PROVOST:** No report

**OLD BUSINESS** - None

**REPORTS/ACTION ITEMS**

**SENATE COMMITTEES:**

**Executive Committee:**

**Motion No. 09-22(Approved):** "Ratification of 2010-11 Faculty Senate committee vacancies as attached in Exhibit A."

**Academic Affairs Committee:** No report.

**Motion No. 09-23(Approved):** "Recommends that section CWUP 5-90-010(9) Calendar of the Academic Affairs policy manual be amended as outlined in Exhibit B."

**Motion No. 09-24(Referred back to committee):** "Recommends that section CWUP 5-90-010(3) Academic Appeal Procedures of the Academic Affairs policy manual be amended as outlined in Exhibit C."

Concerns: Use of the word discriminatory without any definition, correct the word affect to "effect", look at changing chair response time to 15 days instead of 10. Would like to have clean copy of document in addition to the strike out copy as well as break the document up into multiple motions rather than one.

**Motion No. 09-24a (Approved):** Senator Ogden moved to refer Motion No. 09-24 back to the Academic Affairs Committee for further review. Senator Bransdorfer seconded and motion was approved.

**Bylaw and Academic Code Committee:**

**Motion No. 09-25(First of three readings):** “Recommends the changes to Section I Faculty Rights in the Academic Code as outlined in Exhibit D.”

**Motion No. 09-26: (First of three readings):** “Recommends the addition of Section III Distinguished Faculty Awards and Appendix B as outlined in Exhibit E.”

**Motion No. 09-27: (First of two readings):** “Recommends the changes to Section III Executive Committee of the Senate Bylaws as outlined in Exhibit F.”

**Motion No. 09-28: (First of two readings):** “Recommends the changes to Section IV Senate Committees A. 3. a., b. and c. as outlined in Exhibit G.”

**Curriculum Committee:**

**Motion No. 09-29(Approved):** “Recommends the deletion of (W) status from ABS 110 and addition of (W) status to AIS 101, 102 and 103 courses currently in the General Education program as outlined in Exhibit H.

**Motion No. 09-30(Approved as amended):** “Accept Curriculum Committees recommendation to approve changing the B.S. Exercise Science with a specialization in Clinical Physiology to a B.S. Clinical Physiology as outlined in Exhibit I.”

Senator Čuljak made a friendly amendment to clarify the Chemistry sequence language.

**Motion No. 09-31(Approved):** “Accept Curriculum Committees recommendation to approve new MS in Biology specialization in Biomedical Sciences as outlined in Exhibit J.”

**Motion No. 09-32(Motion delayed to 4/14/10):** “Accept Curriculum Committees recommendation to change the Professional Education Program from 47-52 credits to 51 credits as outlined in Exhibit K.”

Dr. Donahue gave a PowerPoint presentation regarding this proposal. Dr. Donahue’s presentation included background on accreditation and Washington State standards and some of the changes the department has made in the program to meet both. The department has also done surveys of former students to help get feedback on what they need. Discussion followed. Main comments were in the areas of: removing reading in the content field course; teaching elementary and secondary education students the same way in assessment, methods and classroom management; concern that departments were properly notified of changes; concern that acknowledged the professional education sequence is reducing the number of credits, the credits may go up in content field; concern this discussion was not completed among the education faculty; ADCO made recommendations last year and were involved in identifying the outcomes of the program, but didn’t see the product come back until after it had gone to the Curriculum Committee; and that a program being offered in Yakima is only 23 credits.

**Motion No. 09-32a(Approved):** Senator Wellock moved to delay motion to next meeting. Senator Ogden seconded and motion was approved.

**Evaluation and Assessment:** No report.

**General Education:** No report.

**Faculty Legislative Representative:** No report.

**Ad Hoc Budget Committee:** Scott Robinson reported that the progress on budget is progressing but is slow and tedious. The Committee is made up of a multitude of constituencies with two representatives from the academic side. Scott serves on one of the two subcommittees that funnel information to the larger committee. The mission is working towards making recommendations to the Board of Trustees. Currently they are gathering a lot of information and receiving training on that information. While working on the concerns of the pieces of the budget, the committee has not addressed the bigger picture of the budget. Other constituencies seem almost reluctant to discuss and disclose their information. Ledge one money seems to be fairly transparent, but the other ledgers are somewhat concealed. The 2011-13 operating budget is starting to shape up and we need to keep teaching the central mission. While departments have been able to accommodate the increase of students this year, it is not a process that can be maintained on a long term basis.

**CHAIR:** Chair Cutsinger wished Tom Wellock good luck in his new position as the historian for the Nuclear Regulatory Commission. This will be Tom’s last Senate meeting.

**CHAIR-ELECT:** No report.

**STUDENT REPORT:** Megan Hammond reported that the election for the ASCWU Board will be in May and applications will be available in April.

**NEW BUSINESS** - None

Meeting was adjourned at 5:09.

# Exhibit A

Committee	Name	Department	Term
<b>Academic Affairs Committee</b>			
CAH 1 member	Joe Brooks	Music	6/15/10 – 6/14/13
COB 1 member	Thomas Tenerelli	Economics	6/15/10 – 6/14/13
CEPS 1 member	Marla Wyatt	FCS	6/15/10 – 6/14/13
COTS 2 members	Krystal Nago-Styron	Law & Justice	6/15/10 – 6/14/13
<b>Bylaws and Academic Code</b>			
1 vacancy	Vacant		6/15/10 – 6/14/12
<b>Curriculum Committee</b>			
CEPS 1 member	Keith Sayler	TEACH	6/15/10 – 6/14/13
CAH 1 member	Alain Beauclair	Philosophy & RS	6/15/10 – 6/14/13
COTS 2 members	Kathy Temple Suzanne Little	Mathematics Psychology	6/15/10 – 6/14/13
COB 1 member	Jeffrey Stinson	Management	2/1/10 – 6/14/12
<b>Evaluation &amp; Assessment Committee</b>			
No vacancies			
<b>General Education Committee</b>			
CAH 2 members	Phil Backlund Toni Čuljak	Communication English	6/15/10 – 6/14/13 6/15/10 – 6/14/13
CEPS 1 member	Duane Dowd	FCS	6/15/10 – 6/14/13
COTS 2 members	Pamela McMullin- Messier James Bisgard	Sociology Mathematics	6/15/10 – 6/14/13

## Exhibit B

### CWUP 5-90-010(9) Calendar

The university calendar will be established and approved annually by the provost and the president's cabinet. The registrar is responsible for initiating and developing the calendar incorporating review and comments by the office of Human Resources, athletic director, department chairs' organization, [provost's Academic Affairs](#) council, and faculty senate.

Following are procedures to follow in setting the university calendar:

1. The registrar's office originates a proposed schedule.
2. The draft is forwarded by September 30 to human resources for holiday schedule review.
3. The draft is forwarded by October 15 to the athletic director for review.
4. The calendar draft is forwarded by October 15 to the [provost's academic affairs](#) council for review. a. The ADCO chair reviews the schedule with the department chairs; b. The faculty senate chair reviews the schedule with the faculty senate;
5. The [provost's academic affairs](#) council completes its review of the university calendar by December 1.
6. The provost submits the calendar to the president's cabinet for approval.

Note: The university calendar process should begin eighteen months before the effective date of a new university catalog. To complete the process in a timely manner, the calendar process should begin in the month of September.

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Note: The university calendar process should begin eighteen months before the effective date of a new university catalog. To complete the process in a timely manner, the calendar process should begin in the month of September.

# Exhibit C

## CWUP 5-90-010-03 Academic Appeal Procedures

### Policy

Students are responsible for achieving and maintaining the standards of academic performance and excellence which are established by their instructors and for complying with all relevant policies, standards, rules, and requirements which are formulated by the university and the university's academic units. At the same time, students **may seek the redress of have protection, through orderly procedures, against arbitrary, or capricious or discriminatory actions or decisions by academic offices. No individual student shall be penalized or retaliated against in any way by the university community for his or her participation in this complaint redress procedure.**

### Purpose

The purpose of the Board of Academic Appeals (**Board**) and Academic Standing **Committee (ASC) is to provide for fair and impartial hearings of academic grievances.** ~~The purpose of the board of academic appeals and academic standing is to provide for fair and impartial hearings or academic grievances.~~ The Board serves as the final hearing body for the university in the matter of academic grievances. **The Board may direct the university to change an academic decision affecting the student and specify the content of that change. The decision of the Board of Academic Appeals and Academic Standards Committee is final.**

### Academic Grievances

(A) Academic grievances are defined as the following:

1. A claim by the student that an assigned grade is the result of arbitrary, or capricious or discriminatory application of otherwise valid standards of academic evaluation; or
2. A claim by the student that the standards for evaluation are arbitrary, or capricious or discriminatory; or
3. A claim by the student that the instructor has taken an arbitrary, or capricious or discriminatory action which adversely affects the student's academic progress; or
4. A claim by the student that a university department, program, or office has made a decision not in keeping with university policy or taken an arbitrary, capricious, or discriminatory action which adversely affect the student's academic progress.

(B) A student wishing to pursue an academic grievance must ~~take the following steps to try to resolve the grievance prior to the filing of an official academic appeal~~ use the procedures outlined in this document once having received notice of an action or decision which gives rise to a grievance. The emphasis of the procedure is on informal resolution of the grievance.

1. The student shall first attempt to resolve the matter with the instructor.
2. ~~If resolution is not achieved between the student and instructor, the student shall ask the department chair to resolve the grievance.~~
3. ~~If resolution is not achieved at the department chair level, the chair shall forward a written summary to the dean of the college in a further effort to achieve resolution.~~
4. ~~If resolution is not achieved at the dean's level, the student may petition for a hearing before the board of academic appeals and academic standing. (An appointment should be made to meet with the associate or assistant vice president for student affairs and enrollment management to obtain the necessary forms and information relative to filing the position.~~

(C) ~~Rules Governing the Board of Academic Appeals and Academic Standing for Central Washington University~~

~~1. Policy – Students are responsible for achieving and maintaining the standards of academic performance and excellence which are established by their instructors and for complying with all relevant policies, standards, rules, and requirements which are formulated by the university and the university's academic units. At the same time, students have protection, through orderly procedures, against arbitrary or capricious actions or decisions by academic offices. No individual shall be penalized or retaliated against in any way by the university community for his or her participation in this complaint procedure.~~

~~2. Purpose of the Board of Academic Appeals (and Academic Standing) – The purpose of the board of academic appeals and academic standing is to provide for fair and impartial hearings or academic grievances. The board serves as the final hearing body for the university in the matter of academic grievances.~~

~~3. Academic Grievance – Academic grievances are defined as the following:~~

- a. ~~A claim by the student that an assigned grade is the result of arbitrary and capricious application of otherwise valid~~

standards of academic evaluation; or

b. A claim by the student that the standards for evaluation are arbitrary or capricious; or

c. A claim by the student that the instructor has taken an arbitrary or capricious action which adversely affects the student's academic progress; or

d. A claim by the student that a university department, program, or office has made a decision not in keeping with university policy or taken an arbitrary, capricious, or discriminatory action which adversely affects the student's academic progress.

A student wishing to pursue an academic grievance must use the procedure outlined in this document once having received notice of an action or decision which gives rise to a grievance. The emphasis of the procedure is on informal resolution of the grievance. Grievances which call for a hearing before the board of academic appeals and academic standing should be rare.

#### 4. Time Limit on Filing Complaint

a. The students must ask for a hearing of the grievance before the board of academic appeals and academic standing within one academic quarter after determination of the grade of the course in question, or within one quarter after completion of the incomplete work, or in cases involving administrative actions after the fact, such as removal of incompletes, etc., one academic quarter after the administrative deadline for completion of such actions (in the case of spring quarter, by the end of the following fall quarter). The board may suspend this rule in exceptional circumstances, such as, but not limited to, extended illness, sabbatical leave, etc., of one or both parties to the grievance.

b. When ~~either~~ **any** party to the grievance is no longer in residence at the university and does not expect to return, the board will provide reasonable opportunity to complete appeal procedures or reply to the charges before making a decision. **chooses to not attend the scheduled hearing, the Board will conduct the hearing with the resources available to it and render a decision resolving the grievance.**

#### 5. Procedures Preliminary to Petitioning the Board of Academic Appeals (and Academic Standing) for a Hearing (PAC approved 6/26/03)

a. **The student will notify the Vice President for Student Affairs or his/her designee of their intention to petition the Board for an academic hearing. The student will be directed to meet with a faculty advisor appointed by the Vice President of Student Affairs or his/her designee within 10 working days.**

~~b. A~~ **The** student with a grievance shall first attempt to resolve the matter **grievance** with the instructor. **Within ten (10) working days of the contact by the student,** the instructor and the student shall make a good faith effort to resolve the grievance. Should the instructor be on extended leave or no longer employed by the university, the department chair (or **administrative superior** administrator in cases not involving academic departments) shall act for the instructor. The board may suspend this rule in the case of exceptional circumstances, e.g., extended illness, sabbatical leaves, etc., of one or both parties to the grievance.

c. If resolution is not achieved between the student and instructor, the student ~~may~~ **must** ask the department chair **or administrative superior** to resolve the grievance. Within ten (10) working days of the contact by the student, the department chair **or administrative superior** shall meet with both parties to clarify the grievance and attempt to resolve it. **If the grievance is not resolved to the satisfaction of both parties, the department chair or administrative superior shall forward a written statement of his or her reasoning in the matter to the dean of the college and to the student within ten (10) working days of that attempted resolution.**

d. If a resolution is not achieved at the department chair level, the student ~~may~~ **must** present the grievance to the dean of the college **or administrative supervisor, if the student wishes to continue the grievance process.**

1. Within ten (10) working days of contact by the student, the dean **or administrative supervisor** shall ~~hear the grievance~~ **investigate the grievance** and attempt to ~~effect~~ **affect** a mutually agreeable solution ~~between instructor, or designee, and student.~~ If such a solution cannot be reached, the dean shall weigh the facts and any evidence or testimony. The dean may request ~~or solicit~~ and make a recommendation **which states his/her reasoning in the matter** in writing to the student and instructor, or designee, within five (5) working days of having concluded the hearing. **Within five (5) working days,** both instructor, ~~or designee,~~ and student must, ~~in writing,~~ notify the dean of the college **or administrative supervisor in writing** of their acceptance or non-acceptance of the **dean's** recommendation ~~within five (5) working days of receipt of the dean's recommendation.~~

2. If the dean's recommendation is not acceptable to **both** the student **and the instructor,** the student may petition for a hearing of the grievance before the board of academic appeals ~~and academic standing.~~ The **student's** petition must be filed with the vice president for student affairs ~~and enrollment management~~ within ten (10) working days of receipt of the recommendation of the dean **or administrative supervisor.**

#### 6. Procedures for Petitioning the Board of Academic Appeals (and Academic Standing) for a Hearing (PAC approved 6/26/03)



- a. A grievance before the board is heard as if the matter has not been heard previously.
- b. A student may withdraw the petition for a hearing at any time by notifying the board in writing **through the office of the vice president for student affairs.**
- c. The parties to the grievance will be provided with a statement of the rules **governing the** of the board **of academic appeals** by the vice president for student affairs and enrollment management.
- d. The **office of the** vice president for student affairs and enrollment management will provide the student with appropriate forms for filing a complaint, assign an advisor to the student, and accept the completed forms from the student after the student has consulted with the advisor. ~~Since forms must be notarized, a list of notaries can be made available.~~
- e. Within five (5) working days of the filing of the complaint by the student's **petition (after the student's non-acceptance of the dean's recommendation), the office of the vice president for student affairs will** the board chair will provide the instructor with a copy of forms and materials prepared by the students and the name of an advisor **for the instructor.**
- f. **Within ten (10) working days of their receiving the complaint,** the person against whom the complaint has been lodged must acknowledge, in writing, receipt of the complaint and within ten (10) working days, file with the board chair a reply to the complaint. **file a written response to the complaint with the board chair and the student through the office of the vice president for student affairs.**
- g. When steps C **through** F above have been completed, ~~the board chair~~ **the office of the vice president for student affairs** shall arrange for a hearing panel, ~~place the case on the board calendar,~~ and notify the parties involved of the time and place for the hearing.
- h. Other interested persons may, upon request of one of the parties to the grievance or upon the request of the hearing panel, submit in writing any observations or relevant information **to the instructor, student and hearing panel.**
- ~~h. When steps C-F above have been completed, the board chair shall arrange for a hearing panel, place the case on the board calendar, and notify the parties involved of the time and place for the hearing.~~
- i. If, without prior notice, either party to the grievance does not appear at the scheduled hearing and does not present evidence that uncontrollable circumstances have prevented an appearance, it will be assumed that the party has nothing to add to the evidence already made available to the board.

## 7. Board Proceedings

- a. The hearing is **shall be** closed to all but the members of the hearing panel, **the student, the instructor, the student's advisor, the instructor's advisor, witnesses and a representative from the office of the vice president for student affairs.** and the participants and their advisors in the hearing.
- b. **All** records of the hearing proceedings will be maintained.  
The records shall include:
- ~~1. all documents, motions, and intermediate rulings;~~
  - ~~2. evidence received or considered;~~
  - ~~3. a statement of matters officially noticed;~~
  - ~~4. questions and offers of proof, objections, and rulings thereon;~~
  - ~~5. proposed findings and exceptions; and~~
  - ~~6. any decisions, opinion, or report by the board chair.~~

The record will be retained for a period of three years, ~~and~~ **The material will be regarded as confidential. Oral proceedings will be recorded on audiotape.** Copies of the record or any part thereof will be made available to the parties to the grievance **by the records request process through the Business Services and Contracts office.** The cost will be borne by the party making the request.

- c. The board may:
1. administer oaths and affirmations, examine witnesses, and receive evidence;
  2. ~~take or cause depositions to be taken;~~ **require witnesses to appear upon the request of any party to the grievance or upon its own motion;**
  3. take or cause depositions to be taken;
  4. regulate the course of the hearing;
  5. hold conferences for the settlement or simplification of the issues with the consent of the parties;
  6. dispose of procedural requests or similar matters;
  7. make decisions or proposals for decisions; and
  8. take any other action authorized by this policy.
- ~~d. The board may require witnesses to appear upon request of any party to the grievance or upon its own motion.~~
- d. All testimony will be sworn.
- e. Both parties to the grievance will have access to the written statements of the other, ~~prior the hearing or prior to any questioning by members of the board at the time of the hearing.~~ **ten (10) working days prior to the hearing.**

f. Both parties to the grievance have the right to advice from a third party of his or her choosing during the hearing of the grievance. **Either party may ask for a recess.**

g. Both parties to the grievance have the right to question the other party as well as any witness involved in the hearing. ~~The board chair will rule on such matters.~~

~~h. Both parties to the grievance have the right to advice from a third party of his or her choosing during the hearing of the grievance.~~

h. Members of the hearing panel may question both parties and witnesses. Questions must be germane to the issues of the grievance. The board chair will rule on such matters.

**i. The hearing will be held in a physical space that is isolated acoustically from its surroundings and large enough to comfortably accommodate all participants to the hearing. The student and instructor shall be seated across from the hearing panel and separated by the advisors and representative of the office of the vice president for student affairs. The student and the instructor shall not face each other.**

**j. The vice president for student affairs, or his/her designee, shall facilitate the hearing, take responsibility for electronically recording the hearing, and oversee the various stipulations contained in this document.**

#### 8. Decision of the Board

a. Decisions of the board are based on a majority vote of the hearing panel appointed for the hearing, and shall be based exclusively on the evidence and on matters officially noted.

b. The decision and reasons for the decision will be reported in writing to both parties involved in the matter, to the officials who reviewed the appeal, and to appropriate authorities mentioned in the disposition of the decision. Minority opinions may be included in the report.

c. Parties to the grievance will be notified **in writing** of the decision of the board no later than ~~one week~~ **five (5) working days** after conclusion of the hearing.

#### 9. Power of the Board of Academic Appeals and Academic Standing

a. The board may reject the grievance after due consideration.

b. In cases involving grade changes or change in class status, the board may order a grade changed or a change in class status.

c. In cases or aspects of cases determined by the board to involve procedural problems, the board may make recommendations for adjustments to any of the parties to the grievance and/or to the appropriate authority.

d. In cases involving conduct, the board may take one or more of the following actions depending on the seriousness of the case as determined by the board:

1. The board may issue a ~~restraining order~~ **no contact or no trespass order** to prevent continued or subsequent actions with respect to the specific situation in question.

2. The board may reprimand one or more of the parties to the grievance and/or lodge the reprimand with the appropriate authority.

3. The board may submit to the ~~authority governing the activities involved in the grievance~~ a recommendation or request **proper authority a recommendation** for disciplinary action for any party to the grievance in accordance with provisions of the ~~faculty code and/or code of student rights and responsibilities~~. **Central Washington University and United Faculty of Central Washington University Collective Bargaining Agreement and/or the Student Conduct Code (Chapter 106-120 WAC).**

#### 10. Procedures for Implementing Grade Changes and Withholding Suspension

a. ~~In cases~~ **If** the board decides a grade should be changed, ~~the board chair~~ **the vice president for student affairs, or his/her designee,** will send to the registrar a copy of the decision authorizing and directing that the grade on the student's official record be changed. The student, the instructor, and ~~the board chair~~ **vice president for student affairs, or his/her designee,** will be notified by the registrar when the change has been accomplished.

b. If the grade in question has resulted in the suspension of the student ~~the board chair~~ **vice president for student affairs, or his/her designee,** will notify the ~~board of academic appeals and academic standing~~ **registrar** to withhold suspension pending outcome of the hearing. If the board finds in favor of the student such that suspension is no longer a consideration, ~~the board chair~~ **vice president for student affairs, or his/her designee,** will notify the ~~board of academic appeals and academic standing~~ **registrar** in writing of the decision and the suspension will be withdrawn. If the board finds against the student, ~~the board chair~~ **vice president for student affairs, or his/her designee,** will notify the ~~board of academic appeals and academic standing~~ **registrar** accordingly in writing, and the student will be withdrawn from the university or be subject to such action as the ~~committee~~ **board** deems appropriate, and the student's fee will be returned according to university fee return policy.

## 11. Membership of the Board of Academic Appeals and Academic Standing

- a. The board shall be made up of fifteen **(15)** members, seven **(7)** of whom shall be faculty and eight **(8)** of whom shall be students.
- b. Faculty members of the board will be chosen by the faculty senate from among faculty who are not members of the university's administration. **The definition of "faculty member" will be that which is used in the Central Washington University and United Faculty of Central Washington University Collective Bargaining Agreement.**
- c. Student members of the board will be chosen by the associated students of **CWU Central Washington University Board of Directors (ASCWU BOD)** from students who are not members of the ASCWU **BOD** board of directors. The definition of "student" will be ~~that~~ used in determining membership in the associated students of CWU as indicated by the constitution.
- d. The term of office for faculty members will be three years with staggered terms. Faculty members may be appointed to serve ~~a three-year term again after a one-year period of non-membership~~ **for subsequent three-year terms**. Students may serve up to three years at the discretion of the ASCWU board of directors **Associated Students of Central Washington University Board of Directors (ASCWU BOD)**.
- e. The board **of academic appeals** chair shall be ~~elected by members~~ **appointed yearly by the vice president for student affairs or his/her designee**. The chair shall preside at all meetings and hearings before the board and be responsible for all business of the board.
- f. Hearings before the board and judgments by the board will be conducted and rendered by the hearing panel made up of the board chair **or his/her designee**, plus four members of the board to be selected two each by the parties to the grievance **two faculty and two student members of the board**. Should the chair so request, ~~The board shall~~ **can** elect a pro-tem chair from among the board members to act as a hearing panel chair. ~~In the event that one or both parties to the grievance desires not to select members of the panel or fails to select members of the panel, the board chair will select members from the board as necessary.~~ **The student and instructor shall be notified about the content of the hearing panel five (5) working days before the hearing and may request a change in the panel within one (1) working day after that notification. The board chair shall decide if changes to the hearing panel are warranted and, if so, shall make those changes.**

## 12. Administrative Affairs of the Board of Academic Appeals and Academic Standing

The vice president for student affairs and enrollment management or the vice president's **or his/her** designee, will be responsible for the administrative affairs of the board of academic appeals and academic standing. The records of the board will be housed in the office of the vice president **for student affairs**. All requests for a formal hearing of academic grievances will be filed with the vice president for student affairs and enrollment management or **his/her** designee, and it will be the vice president's, **or his/her designee's** responsibility to advise students on the functioning of the board; to verify and insure that required procedures preliminary to, during, incidental to, and following formal hearings are adhered to; and to call the board into session ~~promptly until a board chair is elected~~. After a complaint has been filed and verified, **the vice president, or his/her designee, shall** ~~to~~ notify promptly, in writing, at the request of the board chair, all parties to the complaint; to call for evidence ~~promptly, in writing, as requested by the parties~~ and to insure safekeeping of said evidence; to keep and maintain the records of board correspondence, transactions, hearings, decisions, etc., and to implement the decisions and directives for the board.

## 13. Advisors for the Parties

- a. The vice president for student affairs and enrollment management or the vice president's **his/her** designee will appoint upon request advisors to both parties to assist them in filing and responding to a complaint.
- b. The responsibilities of the advisors are exclusively as follows:
1. To ensure that all informal prerequisites as specified in Section V of rules governing the board of academic appeals and academic standing have been completed by the complainant;
  2. To assist the individual **complainant** in properly completing or replying to the complaint form; **and**
  3. To make recommendations concerning presentation of necessary information to the board of academic appeals and academic standing (i.e. Complaint form, letters of correspondence between parties, documents, witnesses, etc.).

## 14. Enabling and Amending

Operation of the board of academic appeals and academic standing will commence upon final approval of the board of trustees of **CWU Central Washington University**. The structure and procedures of the board of academic appeals and academic standing may be amended by the faculty senate at any time with the approval of the board of trustees.

# Exhibit D

## Section I: FACULTY RIGHTS AND RESPONSIBILITIES

### A. Faculty Rights

All faculty members have the right to:

1. participate in faculty and university governance by means of activities on departmental, college, university, and Faculty Senate committees and through a system of elected faculty representatives;
2. be treated fairly and equitably and have protection against illegal and unconstitutional discrimination by the institution;
3. 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), with 1970 *Interpretive Comments* (AAUP), and the Collective Bargaining Agreement (~~Appendices A & B~~);
4. access their official files, in accordance with the CBA.

### B. Faculty Responsibilities

#### 1. Principal Areas of Collective Faculty Responsibility

Collectively the faculty has principal responsibility for academic policies and academic standards for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status (as defined in the CBA), and those aspects of student life which relate to the educational process. Principal responsibility means that faculty, through the Faculty Senate and its committees, make decisions in consultation with the provost/senior vice president for academic affairs, deans, and other administrators, subject to the approval of the president and the Board of Trustees. These areas include:

- a) curriculum, including program revision, criteria for addition and deletion of courses, and standards for granting degrees;
- b) subject matter and methods of instruction, including educational policies, assessment of student learning, and grading standards;
- c) governance of the General Education Program at the university;
- d) scholarship including research and creative activity, freedom of scholarly inquiry, and standards for evaluation of faculty scholarship;
- e) implementation of CBA processes, including development of substantive content regarding faculty status, including faculty ethics, peer review in hiring, tenure, promotion, post-tenure review, and merit;
- f) those aspects of student life that relate to the academic experience, including student academic ethics and academic co-curricular policies;
- g) criteria for admissions to undergraduate majors;
- h) criteria for admission to graduate programs and selection of graduate students;
- i) participation in accreditation and assessment.

#### 2. Areas Meriting Significant Faculty Consultation

Because all aspects of the university are interconnected, consultation with faculty is essential in areas that significantly affect the academic character and quality of the university. Consultation occurs through substantive discussions between administrators and appropriate faculty bodies as specified in this document and as required by the collective bargaining process.

The more directly decisions affect the academic character and quality of the university, the more extensive the consultation with faculty should be. For example, when planning involves institutional academic priorities, such as the development and elimination of academic programs or the organization of academic structures and units, consultation with the faculty is especially important. Ideally, decisions will reflect consensus between the administrative leadership and the appropriate bodies of the faculty.

Areas for faculty consultation include, but are not limited to:

- a) university and college mission;
- b) realignment of academic divisions;
- c) undergraduate and graduate admissions, enrollment management, and scholarships;
- d) budget;
- e) hiring and evaluation of academic administrators;
- f) recommendation of candidates for honorary degrees;
- g) academic facilities, including instructional technologies;
- h) aspects of student life that affect academic climate and quality;
- i) policies related to academic calendars.

#### 3. Areas of Individual Faculty Responsibility

In addition to the collective responsibilities listed above, each faculty member has the responsibility to:

- a) fulfill assigned teaching duties, student advising, and other instructional activities benefiting students' academic development;

- b) follow policies and guidelines derived from those policies by the university, college, and department;
- c) perform professional activity for continual updating of course content to reflect current development in the faculty member's academic field;
- d) uphold standards of professional ethics outlined in AAUP Statement on Professional Ethics and the Collective Bargaining Agreement (Appendix ~~C~~A incorporated by reference);
- e) participate, where appropriate, in the operation and governance of the department, college, and university by such means as to:
  - (1) assist in the planning, delivery, assessment, improvement, and development of the academic curriculum in the disciplines housed in the department;
  - (2) participate in accreditation and program reviews;
  - (3) assist in student recruitment and retention;
  - (4) participate in the academic appeals procedure in accordance with guidelines established in Academic Affairs policy;
  - (5) participate in the recruitment and selection of faculty, staff, and administrators;
  - (6) participate with administrators in matters of faculty status such as reappointment, tenure, and promotions, per the terms of the CBA;
  - (7) participate in the assessment and evaluation of students, faculty, staff, and academic administrators;
  - (8) participate in university and Faculty Senate committees;
  - (9) work collaboratively and productively with colleagues.

# Exhibit E

## Section III. DISTINGUISHED FACULTY AWARDS

The Distinguished Faculty Awards are the highest awards attainable at the University and must represent the highest level of performance. The awards are overseen by the Central Washington University Faculty Senate (Appendix B is incorporated by reference). There are no honorable mention awards.

### A. Distinguished Professor Awards

Faculty Senate confers three unique awards annually to recognize outstanding distinguished professors in the following areas:

1. Distinguished Professor – Teaching
  - a. Teaching excellence shall be defined as:
    - i. A demonstrated breadth and depth of knowledge;
    - ii. Clarity in methodology and organization of materials, and effective methods of presentation;
    - iii. Continued scholarship and its integration into course work;
    - iv. Assistance to students in understanding the value and relevance of the subject matter and course materials, both within the discipline and in a broader context.
2. Distinguished Professor – Service
  - a. Service shall be defined as voluntary endeavors contributing to the welfare of individuals, professional organizations, university groups, the community at large, or the university.
3. Distinguished Professor – Research/Artistic Accomplishment
  - a. Research shall be defined as scholarly or scientific investigation or inquiry, conducted for the purpose of obtaining new data to advance the state of knowledge of the discipline.
  - b. Artistic accomplishment shall be defined as the composition, creation, production or other significant and/or innovative contribution to an artistic event. Artistic accomplishment may include, but is not limited to, innovation in music, drama, film, art, dance, poetry or fiction that is a significant contribution to our understanding of the range of human experience and capabilities.

### B. Non-Tenure Track Distinguished Faculty Award

- a. Non-Tenure track Faculty Distinguished Teaching Award
  - i. Teaching excellence shall be determined by:
    1. A demonstrated breadth and depth of knowledge;
    2. Clarity in method and organization of materials, and effective methods of presentation;
    3. Continued integration of scholarship into course work;
    4. Assistance to students in understanding the value and relevance of the subject matter and course materials, both within the discipline and in a broader context.

## Appendix B

### Central Washington University Distinguished Faculty Awards

- I. Funding for the awards (\$2,500 for each category) is generously provided by the Office of the President.
- II. Award recipients are expected to serve on future screening committees at some time during their careers.

### III. Initial Requirements

#### A. Due Dates

1. Letters of nomination are due in the office of the Faculty Senate by December 1 or, if this date falls on a weekend, the first school day thereafter. All letters of nomination must be originals (fax and e-mail versions will not be considered).
2. All material supporting the nomination (i.e., nominees' notebooks) must be received in the office of the Faculty Senate by February 1 or, if this date falls on a weekend, the first school day thereafter.

#### B. Nominations and Supporting Materials

1. Nominations may be made by faculty, students, alumni or others in a position to evaluate the effectiveness of a faculty member in any of the three tenure-track/tenured award categories (Teaching, Service, Research/Artistic Accomplishment) or the non-tenure track award (Teaching). Self-nominations will not be accepted. Nomination letters and supporting materials must be submitted to the Faculty Senate in accordance with Section III.A.
2. Nominations are presented by a Nominator. The Nominator writes the letter of nomination, providing a full description of the nominee's work that is deserving of the respective award; a short statement of nomination will not be sufficient. The Nominator shall also help the nominee to compile and order a notebook for the screening committee to substantiate the nomination, incorporating materials required

and/or suggested in the accompanying criteria. No materials may be added to the notebook after the due date.

3. The screening committee is not an investigative body. Therefore, it is imperative that supportive material be complete, orderly and self-explanatory.
4. Nominators may not nominate more than one faculty to share the same award.
5. An individual may receive an award in more than one category, although not in the same year. An individual may not receive an individual award more than once.
6. A nominee may be renominated.
7. Material of award recipients will be retained for three years in the office of the Faculty Senate.
8. Awards are announced by the Provost and approved by the Board of Trustees. Awards will be officially presented at the Spring Honors Convocation. Neither nominees nor nominators should attempt to contact the committee, the Faculty Senate office, or the Provost's Office about the progress or outcome of the committee's deliberations. No information will be given out.
9. After reviewing submitted materials, the committee, at its discretion, may elect not to recommend recipients of one or more awards in a given year.

#### IV. Screening Committee

- A. Members of the screening committee are chosen by the Faculty Senate Executive Committee.
- B. Committee membership shall be confidential. Committee membership is finalized by early February at the latest.
- C. The committee shall include six members. Five will be drawn from the ranks of those who have received Distinguished Faculty Awards, representing all colleges of the university, including one non-tenure track faculty, if possible. The sixth member will be an alumnus representative selected by Alumni Relations.
- D. Emeritus Distinguished Professors/Faculty are eligible to serve.
- E. Nominees will be considered for Distinguished Faculty Awards based on excellence of work and activities conducted solely while at CWU.
- F. The screening committee makes the award choices, and sends the recommendations and supporting letters to the Provost.

#### V. Distinguished Professor Awards

##### A. Eligibility

1. Distinguished Professor Awards are limited to regular full-time tenured/tenure-track CWU faculty who have been at CWU a minimum of six years (18 academic quarters exclusive of summers).
2. Regular faculty who also serve in administration, but continue to teach a minimum of 5 credits per quarter, are eligible.

##### B. The Distinguished Professor of Teaching nominee's notebook should contain the following items, organized in the following order:

- a. Letter of nomination bearing the date stamp of the Faculty Senate office verifying submission by December 1.
- b. Vitae of nominee, verifying that the nominee is a full-time member of the CWU faculty and has a minimum of six years full-time service at CWU. The vitae must bear the date stamp of the Faculty Senate office verifying submission of the notebook by February 1.
- c. Personal statement by nominee of philosophy, goals, and achievements in the area of teaching. This statement must not exceed 1000 words.
- d. Evidence of teaching skills in the area of communication and methodology - exemplified in the clarity of organization and presentation of course materials, and of the challenge to and motivation of students - corroborated by:
  - i. Letters of recommendation, support or corroboration from colleagues, associates, students or relevant others (20 maximum).
  - ii. A portfolio reflecting the full range of the nominee's teaching assignment, containing summary sheets for student evaluations of instruction for all courses, arranged chronologically, taught during the last five years, including all available written comments.
  - iii. Representative class syllabi.
  - iv. If a video recording is included in the file, please limit the length to 15 minutes.
- e. Evidence of teaching that has been informed by with scholarship, as demonstrated by:
  1. participation in professional activities such as conferences, symposia, colloquia, exhibitions;
  2. membership in professional associations;
  3. peer reviewed scholarship or juried presentation;
  4. continuing education in one's field or related fields;
  5. efforts in the development of new courses to broaden and update the university curriculum or other relevant evidence of continued scholarship.
- f. Evidence of the extent of participation in student advisement.

C. The Distinguished Professor of Service nominee's notebook should contain the following items organized in the following order:

1. Letter of nomination bearing the date stamp of the Faculty Senate office verifying submission by December 1.
2. Vitae of nominee, verifying that the nominee is a full-time member of the CWU faculty and has a minimum of six years full-time service at CWU. The vitae must bear the date stamp of the Faculty Senate office verifying submission of the notebook by February 1.
3. Personal statement by nominee of philosophy, goals and achievements in the area of service. This statement must not exceed 1000 words.
4. Evidence of service as exemplified by activities in which the nominee has applied his/her academic expertise to the welfare of individuals, professional organizations, university groups, the community at large, or the university, with evidence of the magnitude of effort and level of commitment to the community in the service provided, all corroborated by:
  - a. Letters of recommendation, support or corroboration from colleagues, associates, students, members of the community, or relevant others. [20 maximum]
  - b. Public acknowledgement, such as, newspaper clippings, testimonials, awards, etc.
  - c. Chronological listing or concise summary of the nominee's service, indicating the recipient group and/or geographical area benefited by the service.

D. The Distinguished Professor of Research/Artistic Accomplishment nominee's notebook should contain the following items organized in the following order.

1. Letter of nomination bearing the date stamp of the Faculty Senate office verifying submission by December 1.
2. Vitae of nominee. The vitae should verify that the nominee is a full-time member of the CWU faculty and has a minimum of six years full-time service at CWU. The vitae must bear the date stamp of the Faculty Senate office verifying submission of notebook by February 1.
3. Personal statement by nominee of philosophy, goals and achievements in the area of research or artistic achievement and invention. This statement must not exceed 1000 words.
4. Evidence of research or artistic achievement, corroborated by:
  - a. Letters of recommendation, support or corroboration from colleagues, associates, students or relevant others emphasizing professional recognition, quality and credibility of research or artistic achievement. [20 maximum]
  - b. Artistic Accomplishment - Reviews, newspaper clippings, programs, reports, awards, acknowledgments, grants funded, etc.
  - c. Research - Reprints of publications and a chronological list of research projects, publications, reports, performances, presentations, program participation, etc.; or a summary of a single research program for which nomination has been made.

## VI. Non-Tenure Track Distinguished Faculty Award

### A. Eligibility

This award is limited to Non-Tenure Track CWU faculty employed by the university during the time of their consideration, and who have a minimum of six (6) years teaching at least one-half of a FTEF on an annualized basis in a Lecturer or Senior Lecturer capacity at the University.

B. The nominee's notebook should contain the following items organized in the following order:

1. Letter of nomination bearing the date stamp of the Faculty Senate office verifying submission by December 1.
2. Vitae of nominee, verifying that the nominee is currently employed as a NTT faculty member at CWU. The vitae must bear the date stamp of the Faculty Senate office verifying submission of the notebook by February 1.
3. Personal statement by nominee of philosophy, goals and achievements in the area of teaching, including addressing the areas outlined in the introduction above. This statement must not exceed 1000 words.
4. Evidence of teaching excellence, as described above, corroborated by:
  - a. Letters of recommendation, support or corroboration from colleagues, associates, students or relevant others (20 maximum).
  - b. A portfolio reflecting the full range of the nominee's teaching assignment, containing summary sheets for student evaluations of instruction for all courses, arranged chronologically, taught during the last five years, including all available written comments.
  - c. Representative class syllabi.
  - d. If a video recording is included in the file, please limit the length to 15 minutes.



# Exhibit F

## III. Executive Committee

### A. Composition

#### 1. Membership

The Executive Committee shall consist of the following voting members: the Chair of the Senate, the Chair-Elect, the other five elected members, and the immediate past Senate Chair. If the immediate past Senate Chair is unable to serve on the Executive Committee, the most recent past Senate Chair available will serve. The past Senate Chair (immediate or appointed) will serve as a voting member, even if not a current member of the Faculty Senate.

#### 2. Representation

During spring quarter, full-time tenured and tenure-track faculty from designated colleges will elect their member(s) of the Executive Committee from the eligible senators in the following manner:

- ~~a. two (2) faculty from each college, with the exception of the College of Business and Library which will share one representative.~~
- ~~a. College of Arts and Humanities will have two representatives with staggered terms.~~
- ~~b. College of the Sciences will have two representatives with staggered terms.~~
- ~~c. College of Education and Professional Studies will have two representatives with staggered terms.~~
- ~~d. College of Business and the Library will have one representative.~~
- b. Every three years, the Faculty Senate will elect an at-large member of the Executive Committee at a Faculty Senate meeting that spring quarter.

#### 3. Procedures for Election

- a. The Faculty Senate office will oversee the election process and provide a list of senators eligible for nomination and election.
- b. Elections will be conducted by secret ballot during spring quarter.
- c. Terms will be three years, beginning June 16th of that year.
- d. Members can serve on the Executive Committee for up to two (2) consecutive terms.

~~**Note: The procedures for the change to the new election procedures will be determined by the current Executive Committee for the first year that they are effective. As each of the current members' terms expires, they will be replaced by a new representative from the appropriate college. When all current Executive Committee members' terms expire, this provision terminates.**~~

# Exhibit G

## IV. Senate Committees

### A. Standing Committees

#### 3. Powers, Duties and Membership

The Faculty Senate standing committees have powers and duties as described (Academic Code Section ~~III~~IV-D) below:

- a. The Faculty Senate Curriculum Committee shall be concerned with the study, development, and improvement of the curriculum, educational programs, and academic policy (section 5-40 50 of the CWU Policies manual, Curriculum Policies and Procedures) of at the university, shall cooperate with other individuals, groups or committees at the university in carrying out its duties, and shall do such other things as may be requested by or approved by the Senate Executive Committee. The membership of the Curriculum Committee shall consist of:
  1. two (2) faculty from each college.
  - ~~2. two (2) faculty from the College of the Arts and Humanities,~~
  - ~~2. two (2) faculty from the College of Business,~~
  - ~~3. two (2) faculty from the College of Education and Professional Studies,~~
  4. ~~two (2) faculty from the College of the Sciences,~~
  2. one (1) faculty from the Library,
  3. one (1) student selected by ASCWU
  
- b. The Faculty Senate Academic Affairs Committee shall be concerned with the study and improvement of academic standards, academic policies and regulations, and academic organizational structures. The committee shall review and recommend changes to academic policy (section 5-90 of the CWU Policies manual, Academic Policies). It shall perform other duties as may be requested by or approved by the Senate Executive Committee. The membership of the Academic Affairs Committee shall consist of:
  1. two (2) faculty from each college with the exception of the Library.
  - ~~1. two (2) faculty from the College of Arts and Humanities,~~
  - ~~2. two (2) faculty from the College of Business,~~
  - ~~3. two (2) faculty from the College of Education and Professional Studies,~~
  4. ~~two (2) faculty from the College of the Sciences,~~
  5. one (1) ~~two (2)~~ students selected by ASCWU,
  6. one (1) ex-officio non-voting representative of the Provost, and
  7. the chair of the Academic Department Chairs Organization (ADCO) as an ex-officio non-voting member.
  
- c. The General Education Committee shall be concerned with the study, development, and improvement of the General Education Program. The committee shall review and recommend courses, programs and policies of general education in close cooperation with appropriate academic administrators. It shall perform other duties as may be requested by or approved by the Senate Executive Committee. The membership of the General Education Committee shall consist of:
  1. two (2) faculty from each college with the exception of the Library,
  - ~~2. three (3) faculty from the College of Arts and Humanities,~~
  - ~~3. one (1) faculty from the College of Business,~~
  - ~~4. one faculty from the College of Education and Professional Studies,~~
  5. ~~four (4) from the College of the Sciences,~~
  6. one (1) student selected by ASCWU and
  7. one (1) ex-officio non-voting representative of the Provost.

# Exhibit H

## I. ARTS AND HUMANITIES.

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

### Literature and the Humanities

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

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

Rationale: Delete (W) status from ABS 110 Expressive African American Culture at department request.

## II. SOCIAL AND BEHAVIORAL SCIENCES

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

### Perspectives on the Cultures and Experiences of the United States.

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

AIS 101(W) Precontact Period of American Indians (5)  
AIS 102(W) Contact Period of American Indians (5)  
AIS 103(W) Emergence of Contemporary American Indians (5)  
ECON 101 Economic Issues (5)  
ECON 201 Principles of Economics Micro (5)  
ETS 101(W) Ethnic Awareness (5)  
HIST 143(W) U.S. History to 1865 (5)  
HIST 144(W) U.S. History Since 1865 (5)  
POSC 210 American Politics (5)  
SOC 101(W) Social Problems (5)  
SOC 305 (W) American Society (5)  
WS 201(W) Introduction to Women Studies (5)

Rationale: Add (W) status to AIS 101, 102 and 103.

# Exhibit I

## NEW PROGRAM (Moderate Degree Change Proposal):

Changing the B.S. Exercise Science with a specialization in Clinical Physiology to a B.S. Clinical Physiology.

No new courses are being proposed.

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

*This form must accompany your proposal.*

*If it is not complete, the proposal and summary page will be returned to the originator.*

**1. Provide a justification for the creation of this program. (How will this program enhance the curriculum of your department/college and the university? What specific need(s) is (are) being addressed that is (are) not being met in other programs?) Additional pages may be used.**

This application requests the conversion of the current B.S. in Exercise Science with Specialization in Clinical Physiology to a stand-alone B.S. degree in Clinical Physiology. This is a growing field of study. Since its inception in 2006, enrollment in the Clinical Physiology Specialization has grown to over 70 students. The requested change will provide a degree title that more accurately reflects the career orientations for both students and employers. These careers include cardiopulmonary rehabilitation, specialized metabolic disorder clinics, sports medicine, or exercise physiology assistants to physical therapists. This degree will also prepare students to enter graduate school or specialized post-graduate programs including physical and occupational therapy, physical therapy assistant, physician assistant, and master/doctoral level studies in integrated human physiology and exercise science. The demand for professionals in Health Sciences is currently very high and is projected to remain so in the foreseeable future. Additionally, this degree is consistent with the State Higher Education emphasis on increasing graduates in science fields (STEM).

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

**3. Please indicate how this new program will impact existing programs in your department/college and the university. (Is this program replacing a deleted program or is it adding to your program offerings? If it is an additional program, how will the program be staffed? How many students do you expect to enroll in the new program over the next 5 years? How will FTE's be affected in existing programs? Is there long-term support for the program in terms of staffing and funding? Will the program impact enrollments in other departments or colleges, etc.?) Additional pages may be used.**

3. The change from a specialization to a stand alone degree will have little impact on the department, college or the university as it is primarily a change in name only with a few minor curriculum changes in pre-admission and elective courses. No additional staff or costs will be incurred. We expect approximately 35-40 new students a year to enroll in this program (175-200 over a 5 year period). FTE's will remain largely the same as the past 2 years. The students will have more options in their choice of electives, however this should have only a minor effect on programs in other departments.

Yes    No

**4. Does this program include courses from outside the originating department?**

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

List of courses outside originating dept.	Signature of dept chair or describe type of approval	Printed Name
CHEM 181, 182, 183	email	JoAnn Peters
PHYS 111, 112, 113	email	Mike Jackson
BIOL 322, 323	email	Paul James

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

	<b>Signature</b>	<b>Printed Name</b>	<b>Date</b>
<b>Originator</b>		<b>Tim Burnham</b>	
<b>Department Chair</b>		<b>Vince Nethery</b>	
<b>College Dean</b>		<b>Ethan Bergman</b>	
<b>Provost or Designee (MS 7503)</b>		<b>Tracy Pellett</b>	
<b>Registrar (for review - MS 7465)</b>		<b>R. Spodobalski</b>	
<b>Ctr for Teaching &amp; Learning (Ed.)(If applicable-MS 7415)</b>			
<b>Graduate Studies (If applicable - MS 7510))</b>			

STRIKE OUT COPY

~~**Exercise Science—Clinical Physiology Specialization Bachelor of Science – Clinical Physiology**~~

The ~~Bachelor of Science - Clinical Physiology specialization~~ prepares students to enter clinical areas of Health and Allied Health Care where exercise is an integral part of prophylactic and rehabilitative programs. Such areas include cardiopulmonary rehabilitation, specialized metabolic disorder clinics, athletic training/sports medicine, and as exercise physiology assistants to physical therapists. This ~~specialization major~~ also prepares students for eligibility to enter graduate school or specialized post-graduate certification programs in several areas including physical and occupational therapy, physical therapy assistant, physician assistant, athletic training, and master/doctoral level studies in integrated human physiology and exercise science. Additional courses may be required to satisfy all pre-requisites for admission eligibility to some graduate and professional programs.

**Pre-Admission Requirements**

A grade of C+ or better required for all pre-admission courses. All courses except EXSC 250 satisfy general education requirements.

MATH 130 – Finite Mathematics <u>or higher</u>	5
NUTR 245 – Basic Nutrition	5
BIOL 201 – Human Physiology	5
CHEM 111, 111LAB – Introduction to Chemistry	5
<u>OR CHEM 181, 181LAB – General Chemistry I</u>	
<del>EMS 245 – First Aid</del> 3	
EXSC 250 – Anatomical Kinesiology	5

**Pre-admission Total Credits: ~~28~~ 25**

**Required Core Courses**

EXSC 348 - Prevention and Treatment of Athletic Injuries	4
EXSC 351 – Scientific Foundations	5
EXSC 446 – Sports Nutrition and Weight Control	3
EXSC 450 – Physiology of Exercise	5
EXSC 455 – Fitness Assessment and Exercise Prescription	5
EXSC 456 – Administration of Exercise Programs for Special Populations	4
EXSC 495B – Practicum: Clinical	2
EXSC 490 – Internship	12

**Core Total Credits: 40**

**Specialization Courses**

<del>EXSC 438 – Therapeutic Exercise</del> 3	
<del>EXSC 452 – Advanced Athletic Training</del> 3	
<del>EMS 443 – Myocardial Disease and Arrhythmia Diagnosis</del> 3	
BIOL 355, 356 – Human Anatomy/Physiology	10
CHEM 112, 112LAB – Introduction to Organic Chemistry	5
<u>OR CHEM 182, 182LAB – General Chemistry II</u>	
CHEM 113, 113LAB – Introduction to Biochemistry	5
<u>OR CHEM 183, 183LAB – General Chemistry III</u>	

**Electives, choose from the following:** (Some courses may have prerequisites.)

~~15~~ 20

- NUTR 341 – Nutrition I (3)
- NUTR 443 – Nutrition II (5)
- EXSC 457 – Exercise Adherence Strategy (3)
- NUTR 344 – Medical Nutrition Therapy I (3)
- NUTR 444 – Medical Nutrition Therapy II (3)
- PSY 449 – Abnormal Psychology (4)
- PSY 478 – Physiological Psychology (4)
- EXSC 438 – Therapeutic Exercise (3)
- EXSC 452 – Advanced Athletic Training (3)
- EMS 443 – Myocardial Disease and Arrhythmia Diagnosis (3)
- BIOL 322 – Introduction to Microbiology (5)
- BIOL 323 – Microbiology ( 5)
- PHYS 111, 111LAB – Introductory Physics I (5)
- PHYS 112, 112LAB – Introductory Physics II (5)
- PHYS 113, 113LAB – Introductory Physics III (5)

**Specialization Total Credits: 48**

**Total Credits: ~~116~~ 109**

## CLEAN COPY

### Bachelor of Science – Clinical Physiology

The Bachelor of Science - Clinical Physiology prepares students to enter clinical areas of Health and Allied Health Care where exercise is an integral part of prophylactic and rehabilitative programs. Such areas include cardiopulmonary rehabilitation, specialized metabolic disorder clinics, athletic training/sports medicine, and as exercise physiology assistants to physical therapists. This major also prepares students for eligibility to enter graduate school or specialized post-graduate certification programs in several areas including physical and occupational therapy, physical therapy assistant, physician assistant, athletic training, and master/doctoral level studies in integrated human physiology and exercise science. Additional courses may be required to satisfy all pre-requisites for admission eligibility to some graduate and professional programs.

### Pre-Admission Requirements

A grade of C+ or better required for all pre-admission courses. All courses except EXSC 250 satisfy general education requirements.

MATH 130 – Finite Mathematics or higher	5
NUTR 245 – Basic Nutrition	5
BIOL 201 – Human Physiology	5
CHEM 111, 111LAB – Introduction to Chemistry	5
OR CHEM 181, 181LAB – General Chemistry I	
EXSC 250 – Anatomical Kinesiology	5

**Pre-admission Total Credits: 25**

### Required Courses

EXSC 348 - Prevention and Treatment of Athletic Injuries	4
EXSC 351 – Scientific Foundations	5
EXSC 446 – Sports Nutrition and Weight Control	3
EXSC 450 – Physiology of Exercise	5
EXSC 455 – Fitness Assessment and Exercise Prescription	5
EXSC 456 – Administration of Exercise Programs for Special Populations	4
EXSC 495B – Practicum: Clinical	2
EXSC 490 – Internship	12
BIOL 355, 356 – Human Anatomy/Physiology	10
CHEM 112, 112LAB – Introduction to Organic Chemistry	5
CHEM 113, 113LAB – Introduction to Biochemistry	5

OR CHEM 182, 182LAB – General Chemistry II	5
CHEM 183, 183LAB – General Chemistry III	5
PSY 362 – Introductory Statistics	4
<b>Electives, choose from the following:</b>	20
NUTR 341 – Nutrition I (3)	
NUTR 443 – Nutrition II (5)	
EXSC 457 – Exercise Adherence Strategy (3)	
NUTR 344 – Medical Nutrition Therapy I (3)	
NUTR 444 – Medical Nutrition Therapy II (3)	
PSY 449 – Abnormal Psychology (4)	
PSY 478 – Physiological Psychology (4)	
EXSC 438 – Therapeutic Exercise 3	
EXSC 452 – Advanced Athletic Training 3	
EMS 443 – Myocardial Disease and Arrhythmia Diagnosis 3	
BIOL 322 – Introduction to Microbiology 5	
BIOL 323 – Microbiology 5	
PHYS 111, 111LAB – Introductory Physics I 5	
PHYS 112, 112LAB – Introductory Physics II 5	
PHYS 113, 113LAB – Introductory Physics III 5	

**Total Credits: 109**

# Exhibit J

## NEW SPECIALIZATION:

This change would add a new specialization to the Masters in Biology program for students wishing to obtain an advanced degree concentrating on the biomedical sciences and obtain experience relevant to careers in biomedical research or admission to medical schools and other professional programs.

There are 6 new courses in the specialization and 3 new courses for the preferred admissions. This program has also been approved by the graduate council.

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

*This form must accompany your proposal.*

*If it is not complete, the proposal and summary page will be returned to the originator.*

**1. Provide a justification for the creation of this program. (How will this program enhance the curriculum of your department/college and the university? What specific need(s) is (are) being addressed that is (are) not being met in other programs?) Additional pages may be used.**

The proposed specialization would provide students with experience in a range of courses relevant to students interested in the biomedical sciences and first year medical students. These courses, coupled with the research experience of the biology masters degree program will provide the students with broad experience which will allow them to pursue careers in biomedical research or become more competitive for admission to professional programs.

The proposed program addresses a high demand area for the State of Washington and the Pacific Northwest region for people with training in the biomedical sciences. The proposed specialization would increase the pool of students entering medical schools and pursuing careers in health sciences research. This program would not replicate any programs currently available in the state.

In addition, this program will bring a number of highly qualified graduate students into the Department of Biological Sciences and increase the research productivity of the Department.

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

**3. Please indicate how this new program will impact existing programs in your department/college and the university. (Is this program replacing a deleted program or is it adding to your program offerings? If it is an additional program, how will the program be staffed? How many students do you expect to enroll in the new program over the next 5 years? How will FTE's be affected in existing programs? Is there long-term support for the program in terms of staffing and funding? Will the program impact enrollments in other departments or colleges, etc.?) Additional pages may be used.**

This program will have a number of impacts on the Department of Biological Sciences, primarily by increasing enrollment in our graduate program. Courses required for the Specialization in Biomedical Sciences consist of two groups, the core biological sciences courses that are already taken by our current graduate students and are offered during each academic year. The new students will be accommodated in course sections already being offered within in the Department, increasing enrollment, but not changing the number of sections required. Additional required and elective courses in the specialization will be taught through a cooperative agreement at the Pacific Northwest University of Health Sciences and will not affect departmental resources. The other primary impact on the department is an increase in the number of research credits and thesis credits for Biological Sciences Faculty. This impact will be mitigated by the self-support tuition model which will provide funds to support the hiring of adjunct or non-tenure track faculty to cover the required courses. We anticipate no more than 12 students in a cohort over the first five years of the program. The proposed program will not impact enrollments in other departments or colleges.

**4. Does this program include courses from outside the originating department? NO.**

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

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



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

	<b>Signature</b>	<b>Printed Name</b>	<b>Date</b>
<b>Originator</b>		<b>James Johnson</b>	<b>12/01/09</b>
<b>Department Chair</b>		<b>Paul James</b>	
<b>College Dean</b>		<b>Nemeth/Johnson</b>	
<b>Provost or Designee (MS 7503)</b>		<b>Tracy Pellett</b>	
<b>Registrar (for review - MS 7465)</b>		<b>R. Spodobalski</b>	
<b>Ctr for Teaching &amp; Learning (Ed.)(If applicable-MS 7415)</b>			
<b>Graduate Studies (If applicable - MS 7510))</b>		<b>Roger Fouts</b>	

**MS in Biology – Specialization in Biomedical Sciences**

**Program Coordinator**

James E. Johnson, PhD  
Science Building, Room 338J

The Central Washington University Master of Sciences in Biology with a Specialization in Biomedical Sciences degree program is a professional as well as a pre-professional course of study designed for students seeking careers in biomedical research or to help students become stronger applicants to medical school or other professional programs. Students who have already completed their course requirements or admission to the medical school can strengthen their candidacy by demonstrating their performance in some of the same courses taken by first-year medical students at the Pacific Northwest University of Health Sciences (PNWU) Doctor of Osteopathic Medicine Program and broadening their background as scientists by conducting an original research project with faculty at CWU while earning a master of science degree in biology. Students successfully completing the M.S. Biology specialization in Biomedical Sciences and the PNWU admission courses with a B average or higher, have a minimum MCAT score of 22, and are approved by the admissions interview committee at PNWU, will be granted preferred admission to the Pacific Northwest University of Health Sciences Doctor of Osteopathic Medicine program.

**Financial Obligations**

Because this is a self-supported program, no tuition waiver programs apply and additional continuing education tuition applies.

**MS in Biology – Biomedical Sciences Specialization**

BIOL 501 - Research Methods and Techniques	4
BIOL 502 - Research Proposal Presentations	2
BIOL 505 - Current Topics in Biology	6
BIOL 595 - Graduate Research	10
BIOL 602 - Research Presentations	2
BIOL 700 - Master’s Thesis, Project Study, and/or Examination	6
<b>M.S. Biology Core Courses</b>	<b>30</b>

**Required Specialization Courses**

BIOL 521 – Cellular Science I	4
BIOL 522 – Cellular Science II	4
BIOL 523 – Cellular Science III	4
BIOL 553 – Medical Physiology I	4
BIOL 554 – Medical Physiology II	4
BIOL 555 – Medical Physiology III	4

**Total Credits: 54**

**PNWU Admission Courses**

The following elective courses are not required for completion of the Specialization in Biomedical Sciences, but are required for preferred admission status to the PNWU Doctor of Osteopathic Medicine Program.

BIOL 556 – Gross and Developmental Anatomy I	6
BIOL 557 – Gross and Developmental Anatomy II	6
BIOL 558 – Gross and Developmental Anatomy III	6

# Exhibit K

## Strike out version

### Teacher Preparation Program General Information

The Teacher Preparation Program is administered through CEPS and the CTL executive board. The provost/senior vice president for academic affairs in collaboration with the CEPS dean appoints faculty to serve on the advisory council, which advises the CTL executive board on program policies.

### Admission Requirements

Admission to the university does not guarantee a student admission into the Teacher Preparation Program. ~~Students must be at least conditionally admitted to the Teacher Preparation Program prior to enrolling in any of the Block I courses in the professional education foundation program.~~

The processing of applications takes time. To insure the thorough review of transcripts, letters of recommendation, etc., it is required that all application materials for admission to the Teacher Preparation Program be submitted by the following dates: For Ellensburg campus programs - winter, October 1; spring, January 1; summer, April 1; fall, April 1; ~~for university center programs - fall, April 1.~~ For university center programs - please contact the university center.

(All application forms are available online at [www.cwu.edu/-cert.](http://www.cwu.edu/-cert.))

1. A 3.0 grade point average (GPA) for at least the last 45 graded quarter credits (the total may exceed 45 if an entire quarter is needed to achieve the minimum 45) is required for full admittance into the Teacher Preparation Program. A 2.8 gpa for at least the last 45 graded quarter credits will be considered for conditional admittance into the Teacher Preparation Program. A 3.0 GPA for at least the last 45 graded quarter credits is required prior to making application to student teaching. Official or unofficial transcripts for all college/university coursework must be submitted directly to the ~~associate dean's~~ CWU Teacher Certification office. These transcripts are in addition to transcripts submitted to Registrar Services.
2. Completed APPLICATION FOR ADMISSION TO TEACHER EDUCATION.
3. Completed Character and Fitness supplement. Answering "YES" to any question on the form will require that you meet with the Certification Officer prior to a decision regarding admission. All court documents should be submitted prior to that meeting. False answers to the questions on the form may result in denial of program admission and/or certification.
4. Minimum score of 24 on each of two RECOMMENDATION FORMS completed by teachers, employers, or professors (one must be from a professor or teacher). Forms may not be completed by a relative.
5. Signed FINGERPRINTING/CERTIFICATION REQUIREMENT form. Fingerprint clearance is not required for admission to the program unless you have answered "yes" on the Character and Fitness supplement.
6. Pass the WEST-B examination.
7. Completion of one of the following:
  - o Prerequisite Courses:-ENG 101 and 102, and one of MATH 101, 153, 154, 164, 170, or 172 (with a grade of C or higher in each of the three prerequisite courses.)
  - o Bachelor's degree from an accredited institution
  - o A Direct Transfer Agreement (DTA) associate degree
8. Proof of purchase of the College Live Text Edu Solutions software program (i.e., copy of receipt).
  - o Software can be purchased directly from [livetext.com](http://livetext.com) or from the Wildcat Shop. For those students applying to one of the University Centers, you will not be required to purchase the LiveText software until you have been accepted into the cohort program.
9. Submission of the Dispositional Survey. Once you activate your LiveText account, you are automatically sent the Dispositional Survey. It is located in your Forms box which is under the Tools section of LiveText. Once you complete the survey, click the submit button. Please call 509-963-2660 if you have any questions.

### West B Test

All individuals applying for admission to CWU's Teacher Preparation Program are required to meet the minimum passing score on the WEST-B (Washington Educator Skill Test - Basic). This exam is administered statewide six times each year. Registration information and test dates can be found online at [www.west.nesinc.com](http://www.west.nesinc.com).

Note: Failure to begin the program within one year from date of acceptance may result in cancellation of admission.

The completed application packet needs to be submitted to the following address by the appropriate deadline date: Teacher Certification Office ~~associate Dean~~, College of Education and Professional Studies, Central Washington University, 400 East University Way, Ellensburg, WA 98926-7414.

### Please be aware that:

No grade lower than a C in a major or minor, required English composition courses, and foundation coursework, and no grade lower than a C- in General Education basic and breadth coursework will be accepted for certification.

To remain in the program, students must maintain a 3.0 GPA for the last 45 graded credits earned.

Each applicant for admission to the Teacher Preparation Program will be notified in writing of the status of his or her application.

Completion of the Teacher Preparation Program does not guarantee certification by the state of Washington. In order to be certified, the candidate must demonstrate good moral character and personal fitness as defined by WAC 180-79A-155. Fingerprint

clearance from the Washington State Patrol and FBI will be required prior to application for practicum, pre-autumn and/or student teaching. If you have anything from your past that you think may compromise your certification, please seek advisement from the Certification Officer at 509-963-2660 prior to submitting your application.

Teacher Preparation Program admission regulations are administered by the ~~associate~~ dean. Personal folders are maintained in the ~~associate~~ dean's office for each student enrolled in a teaching program at Central.

### Professional Education Program

The purpose of the Professional education Program is to prepare prospective teachers to become facilitators of learning within the school and community. The Professional Education Program curriculum provides opportunities to acquire the pedagogical knowledge and skills that allow students to demonstrate a positive impact on P-12 student learning. To this end the program offers information about and experience in integrating research and best practice pedagogical constructs for a spectrum of diverse learning situations.

See important information above under Pre-Admission Observation Experience and Student Teaching.

Because ~~Since~~ EFC 330 DCS 300 is offered only from August-September, students should enroll for this course ~~EDCS 300~~ prior to their junior year. ~~Student teaching is completed at one of the approved off-campus locations.~~

Students should cCheck the university catalog for course descriptions and pre-requisite information. Some courses must be taken in sequence. Students should consult their advisor for assistance in developing an academic plan.

#### Block I

Admission requirements for BLOCK I courses, please visit the Teacher Certification Web site at [www.cwu.edu/~cert](http://www.cwu.edu/~cert).

#### Required Courses

EFC 210 – Seminar .....	1
EFC 310 – Orientation to Teaching.....	3
PSY 314 – Human Development and the Learner.....	4
EFC 315 – Educational Assessment .....	3
EFC 316 – Classroom Management .....	3
EFC 330 <del>DCS 300</del> Pre Autumn Field Experience.....	(42)
EDCS 431 – Multicultural Education .....	(3)
EDF 301 – Teaching: An Orientation (3).....	(1-3)

OR

*EDF 301-A – Introduction to Teacher Education .....	(1)
EFC 410 – Instructional Methods.....	3
EDSE 302 – Introduction to Students with Exceptionalities .....	(4)
PSY 314 – Human Development and the Learner.....	(4)
**EDCS 444 – Education Issues and Law.....	(3)

#### Block II

Admission requirements for BLOCK II courses, please visit the Teacher Certification Web site at [www.cwu.edu/~cert](http://www.cwu.edu/~cert).

#### Required Courses

**EDCS 311 – Teaching Classroom Management and Assessment.....	(5)
<u>EDCS 316 – Educational Technology .....</u>	<u>(3)</u>

OR

BSED 316 – Educational Technology.....	(3)
<u>EDBL 401 – Principles and Practices for Educating Linguistically Diverse Students .</u>	<u>3</u>
<u>OR EDBL 430 – Sheltering Instruction for Linguistically Diverse Students</u>	
EDCS 424 – Reading in the Content Fields.....	(3)

(Secondary majors only)

**EDCS 442 – Student Teaching .....	(16)
**PSY 315 – Educational Psychology.....	(4)

#### Professional education Program – Total Credits ~~47-52~~ 51

\*EDF 301A is allowed and required only for those students who have successfully completed another institution's equivalency to CWU's EDF 301.

~~\*\*These courses required successful completion of PSY 314 and CWU EDF 301, EDF 301A as prerequisites. PHY 101 is a prerequisite for PSY 314.~~

~~NOTE: EDSE 302, EDGS 444 and EDGS 424 (if required, see above) may be completed after student teaching.~~

## **STUDENT TEACHING**

~~EDF 442 is offered by permission only. Students must complete a minimum of 16 quarter credits of student teaching on an all day basis for one quarter. To qualify for certification to teach in more than one specialization, students must meet all requirements listed in the catalog for each specialization. All prerequisites in the course description for student teaching must be completed.~~

- ~~1. One quarter in residence at CWU is required before a student may be assigned to student teaching, unless an exception is approved by the chair of the education department.~~
- ~~2. Students must be endorsed for student teaching by their major and minor departments. The endorsement requires completion of 75 percent of the major and minor areas prior to student teaching. See major and minor departments for advising.~~
- ~~3. Most student teaching assignments will be made at centers outside Kittitas County.~~
- ~~4. Student requests for choice of student teaching centers and grade levels will be considered. Final responsibility for student teaching placement rests with the director of field experiences.~~
- ~~5. Student teachers wishing to enroll in additional coursework during their student teaching experience must obtain the approval of the director of field experiences.~~
- ~~6. A minimum GPA of 3.0 for the last 45 quarter credits is required prior to applying for student teaching.~~
- ~~7. Fingerprint clearance from both the Washington State Patrol and the FBI must be on file in the office of the associate dean of the College of Education and Professional Studies (CEPS) prior to applying for student teaching. Clearance must be valid for the period in which students will be in the classroom.~~
- ~~8. Applications for certification must be on file in the office of the associate dean of the CEPS one quarter prior to student teaching.~~
- ~~9. Students must provide proof of purchase of \$1M of liability insurance for student teaching, valid for the quarter in which student teaching will occur, at the time of application submission.~~
- ~~10. Students must provide, at the time of application submission, West E results or proof of having registered for a West E test date that will occur prior to the first day of student teaching.~~

## Clean version

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8. Proof of purchase of the College Live Text Edu Solutions software program (i.e., copy of receipt).
  - o Software can be purchased directly from [livetext.com](http://livetext.com) or from the Wildcat Shop. For those students applying to one of the University Centers, you will not be required to purchase the LiveText software until you have been accepted into the cohort program.
9. Submission of the Dispositional Survey. Once you activate your LiveText account, you are automatically sent the Dispositional Survey. It is located in your Forms box which is under the Tools section of LiveText. Once you complete the survey, click the submit button. Please call 509-963-2660 if you have any questions.

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See important information above under Pre-Admission Observation Experience and Student Teaching.

Because EFC 330 is offered only from August-September, students should enroll for this course prior to their junior year.

Students should check the university catalog for course descriptions and pre-requisite information. Some courses must be taken in sequence. Students should consult their advisor for assistance in developing an academic plan.

### Required Courses

EFC 210 – Seminar .....	1
EFC 310 – Orientation to Teaching.....	3
PSY 314 – Human Development and the Learner .....	4
EFC 315 – Educational Assessment .....	3
EFC 316 – Classroom Management .....	3
EFC 330 - Pre Autumn Field Experience .....	2
EDCS 431 – Multicultural Education .....	3
EFC 410 – Instructional Methods.....	3
EDSE 302 – Introduction to Students with Exceptionalities .....	4
EDCS 444 – Education Issues and Law .....	3
EDCS 316 – Educational Technology .....	3
EDBL 401 – Principles and Practices for Educating Linguistically Diverse Students .	3
OR EDBL 430 – Sheltering Instruction for Linguistically Diverse Students	
EDCS 442 – Student Teaching.....	16

### Professional education Program – Total Credits 51