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CWU Faculty Senate Minutes - 03/05/08

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CENTRAL WASHINGTON UNIVERSITY
FACULTY SENATE

REGULAR MEETING
Wednesday, March 5, 2008, 3:10 p.m.
BARGE 412
MINUTES

Senators: All senators or their alternates were present except: Gina Bloodworth, Scott Calahan, Jonathan Fassett, Boris Kovalerchuk, Mark Lane, Robert McGowan and Thomas Wellock.

Visitors: Sheryl Grunden, Bobby Cummings, Keith Champagne, Maurice Amutabi, and Linda Raubeson.

CHANGES TO AND APPROVAL OF AGENDA None

MOTION NO. 07-38(Approved, 1 abstention): APPROVAL OF MINUTES of February 6, 2008

COMMUNICATIONS - None

FACULTY ISSUES: Senator Brandsdorfer asked how to go about holding faculty responsible for committee appointments. Does this affect collective bargaining? Chair Snedeker indicated that the Executive Committee would look into this. However, in the meantime, committees need to speak with the individual about their attendance and if no result, please let the Senate office know.

PRESIDENT: President McIntyre welcomed the new Provost, Wayne Quirk. The search was completed in a relatively short period and is please to have Wayne on board. President McIntyre expressed her gratitude to Anne Denman for her service as interim Provost. Rich Corona has been appointed as interim VP for University Relations. The University is currently working with a company that provides temporary administrative staff. This company is provides individuals that are typically retired administrators who have expertise that can serve for a temporary time span. This will be so the new President will be able to put together a national search for this position once they are on board. President McIntyre briefly spoke about University Relations. They have consulted with a number of people, including Human Resources and the police on how things should proceed and feel they have handled the situation appropriately. Jen Gray is heading up a task force working on putting together some guidelines. Central has a very good record of internal controls and audits in the state and cautioned individuals to not to respond to the rumors and gossip. The legislature is scheduled for adjournment on March 13th. It does appear Central will get the funding for the arithmetic error from last year, funding for fire and safety increases and the funding fill for the remodel of Dean Hall. The Emergency Management funding is continuing to morph. The Governor and legislature originally agreed they wanted to provide one time funding for emergency equipment. The most fluid proposal is funding for a mental health professional. Another proposal would fund the State Patrol to do signage. Everything will come together by the end of next week.

PROVOST: Provost Quirk is looking forward to continuing to working with the Faculty Senate. He indicated he is working on keeping faculty informed. He will be visiting departments this spring. He will also be using the tradition communication of the deans to the chairs to the faculty. He is putting together a newsletter that will be sent out monthly. Enrollment management is something that we will have to deal with starting this spring quarter. Will be opening up some additional sections where departments needs and address some of the enrollment issues now. This will be a quick fix for this spring and will be looking at a larger plan for fall. Provost Quirk will be looking at high demand areas and programs with potential for growth. He will be using a bright line between department growth and faculty lines. Provost Quirk indicated they will be doing an internal search for a new Vice President

Graduate Studies and Research. The committee has been put together and would like to have an announcement by April 1st.

Senator Rawlinson asked about the Director for Teacher Scholar search and when that would be reopened. Provost Quirk indicated he is looking into this and will be meeting with the committee during spring quarter.

OLD BUSINESS

Motion No. 07-25(Withdrawn): "Recommendation to accept the increase in credits of the Biology Bachelor of Arts degree over the maximum credit limit as outlined in Exhibit A."

Motion No. 07-25b(Approved): Senator Ogden moved to take Motion 07-25 off the table. Motion was seconded as approved.

Curriculum Committee withdrew Motion 07-25. Motion 07-40 is a corrected version of the department's proposal.

REPORTS/ACTION ITEMS

SENATE COMMITTEES:

Executive Committee:

Motion No. 07-39(Approved): "Ratification of 2008-09 Faculty Senate Standing Committee members attached as Exhibit B."

Academic Affairs Committee: Senator Dittmer – The committee is currently working on two issues. One is a grade inflation report and the other is a catalog survey.

Academic Code and Bylaw Committee: The committee has been charged with developing a dispute resolution process for non-CBA issues.

Curriculum Committee:

Motion No. 07-40(Approved, 1 abstention): "Recommendation to accept the decrease in credits of the Biology Bachelor of Arts degree but approve the degree to be over the maximum credit limit as outlined in Exhibit C."

Motion No. 07-41(Approved, 1 abstention): "Recommendation to accept new program Master of Science Primate Behavior as outlined in Exhibit D."

Motion No. 07-42(Approved): "Recommendation to accept new Africana and Black Studies minor as outlined in Exhibit E."

Motion No. 07-43(Approved): "Recommendation to accept new Master of Science Experimental Psychology specialization in Applied Behavior Analysis as outlined in Exhibit F."

General Education:

Motion No. 07-44(Referred to committee): "Recommend that the General Education program mission statement be changed to read as outlined in Exhibit G."

Motion No. 07-44a (Approved, 1 abstention): Senator Gray moved to refer the mission statement back to committee for rewording with general Senate support.

Senator Callaghan reported that faculty will be receiving a letter introducing the process and timeline for outcomes, goals and proposed changes to the current General Education program. Along with this letter will be a survey. Senator Roberts asked why the statement of quantitative

reasoning was used rather than critical thinking. Senator Callaghan indicated that the language used was aligned with HECB language, but this may not have to be used. Senator Dippmann had some concern with all three sentences starting with the word "In". Senator Gray had concerns with the use of the term habits of mind and not sure that written expression is a habit of mind.

Evaluation and Assessment Committee: No report

Faculty Legislative Representative: See written report available in Faculty Senate office.

CHAIR: The past two weeks have had more positive activity on updating the Academic Affairs Policy manual than we have had in the past two years. The activity was started by Anne Denman and is being continued by Provost Quirk. Chair Snedeker indicated he will remain optimistic that the online manual will be updated soon. The President Search Committee will be making a recommendation to the BOT to hire a search consulting firm. If Senators have any questions regarding the search process, please contact Chair Snedeker, David Shorr or Wendy Bohrson. The BOT will be meeting this Friday. The Senate and UFC hosted a non-tenure track faculty forum on February 13th. All faculty should have received a summary of that forum. There were two things that came out of that forum that has impact on Senate. The first is non-tenure track faculty on Senate committees. If Senators have committees they feel would benefit from having non-tenure track faculty representation, please let the Executive Committee know. The other is a recognition process for non-tenure track faculty. There was a discussion in the President's Advisory Council this morning regarding the question of the registration period. Some of the questions were: How long should the registration period stay open? What do students need in regards to registration? What do faculty need in regards to registration? Should the registration period be longer, shorter or open? Does the current system work? Senators have not expressed any opinions of the current advising hold process. This discussion is still open. Senator Erdman thanked the Faculty Senate and UFC for hosting the non-tenure track faculty forum. She indicated that she seeds the need for non-tenure track representation on the General Education committee and the Academic Code and Bylaws committee.

CHAIR-ELECT: There will be two vacancies on the Executive Committee that will be filled during spring quarter. One position will be the At-Large position and the other is the CEPS representative. Nominations will be taken for the At-Large position. All eligible Senators from CEPS will be put on the ballot, unless they indicate otherwise.

STUDENT REPORT: Danielle Howard reported that the SURC will be open late hours during finals week. She asked that faculty let their students know about this opportunity. The student S&A committee recently approved \$29,000 to help start a student Academic Senate. There will be student representatives from each academic department. She has asked that faculty let the ASCWU Board of Directors know of any recommendations for students to represent your department. Election packets for the ASCWU Board of Directors are available today. Please recommend to any student you think would make a good student leader that they pick up a packet. These are seven paid positions.

NEW BUSINESS Senator Ogden asked that the Senate discuss the non-tenure track faculty representation on committees. Chair Snedeker indicated one of the issues Senate wants to make sure of that there will be funding available for non-tenure track faculty representation on Senate committees. Senators are asked to let the Executive Committee know of Senate committees that they feel should have non-tenure track representation on them.

Meeting was adjourned at 4:25 p.m.

Exhibit A (Motion withdrawn)

B.A. Biology

- Required course credits increase from 74-83 to 76-81 credits, caused by the addition of BIOL 470 - Mechanisms of Evolution.

Justification: Restructuring introductory biology sequence and adding courses to better prepare our majors for upper level biology courses and to conform with practices of other state institutions.

Exhibit B

Committee	Name	Department	Term
Academic Code & Bylaw Committee			
Need 4 current senators	Ronald Tidd	Accounting	6/15/08 – 6/14/11
Curriculum Committee			
CEPS (Need 1)	Keith Sayler	Education	3/6/08 – 6/14/11
Evaluation and Assessment Committee			
COTS (Need 1)			3/6/08 – 6/14/11

Exhibit C

B.A. Biology

Required course credits decrease from 74-83 to 71-76 credits, caused by a revision of the introductory series and other course changes

Justification:

Restructuring of the introductory series has taken place to align with other colleges and universities in the state and to better prepare biology majors for upper level coursework. Those changes related to the introductory courses, incorporated into the B.A. degree, result in a 5-credit reduction.

Other changes to the B.A. include --

- addition of BIOL 470 (Mechanisms of Evolution, 3 credits), a critical topic for biology majors interested in health careers (the most common type of student to earn this degree) or any other biologist
- addition of BIOL 213 (Quantitative Biology, 4 credits), a prerequisite for many required major classes (removes a “hidden” prerequisite)
- decrease in credits for BIOL 497 Honors Thesis (1 credit rather than variable credit), one credit is sufficient to be equivalent to BIOL 499S Senior Seminar
- removal of PHYS 113 or 183 requirement, (decrease of 5 credits), third quarter is not a requirement for any biology course and helps reduce credit load
- removal of BIOL 464 (Terrestrial Plant Ecology, no change in credits) as an option, requires BIOL 360 as a prereq – a course that satisfies the same requirement

The proposed changes will improve the utility of the degree to the students who most commonly complete it. Pre-health students are the most likely to take the 76-credit track through the major. Whether the student requires 71 credits or 76 credits to complete the degree is either due to the individual student’s interest, or is due to the prerequisites demanded by their post graduate schools. In terms of the biological content and skills the 5 credits of physiology (from either BIOL 455 Zoophysiology or BIOL 441 Plant Physiology) is sufficient; however many students will prefer or need to complete BIOL 355 and 356 (Human Anatomy and Physiology). If we remove the BIOL 355 and 356 option from the B.A. degree, the maximum number of credits would remain below the 75 credit limit but those students needing the two quarter sequence would need to request a substitution or take those as 10 additional credits on top of their B.A. degree. Therefore we request, to facilitate the progress of pre-health students, to include the BIOL 355/356 option even though that would mean that students on that track would earn 76 credits in satisfying their degree requirements.

Exhibit D

Master of Science Primate Behavior

The proposed graduate program in Primate Behavior will focus on interdisciplinary, problem-oriented, broad-spectrum knowledge relating to primates. Students entering the program will be exposed to coursework and practical experience from anthropology, biology, and psychology and will have opportunities to conduct sanctuary, zoo, and/or field research under the guidance of faculty mentors. Possible research sites include The Chimpanzee and Human Communication Institute and the Central Washington University-Anhui University Conservation and Biodiversity field site in Huangshan, China. The proposed program will serve students who will continue on to PhD programs or will enter the work force to work in sanctuaries, zoos, animal advocacy, field research, or teaching. The proposed MS degree is an outgrowth of Central's successful and unique undergraduate Primate Behavior and Ecology degree program.

CORE COURSES	CREDITS
*PRIM 501 – Introduction to Primatology	4
*PRIM 503 – Current Issues in Primatology	4
*PRIM 504 – Primate Culture & Cognition	4
*PRIM 505 – History of Primate Interconnections	4
PSY 550 – Research in Natural Environments	5
ELECTIVES	CREDITS
**Advisor-approved 400 or 500 level ANTH, BIOL, or PSY coursework	18
THESIS CREDITS	CREDITS
*PRIM 700	6
TOTAL CREDITS REQUIRED	45

Recommended Course: Undergraduate statistics, for example PSY 362 Introductory Statistics

*New courses

**Could include any of the following courses, which are already taught as part of other programs, including the Primate Behavior and Ecology undergraduate program.

ANTH 412 Long Term Primate Studies

ANTH 416 Pongid Behavior

ANTH 418 Primate Evolution

ANTH 499 Primate Conservation

BIOL 453 Mammalogy

BIOL 470 Mechanisms of Evolution

PSY/BIOL 565 Advanced Animal Behavior

BIOL 566 Conservation Biology

BIOL 580 Research Methods and Techniques

PSY 441 Self-Injurious Behavior

PSY 460 Cognitive Psychology

PSY 473 Psychology of Thought and Language

PSY 542 Evolutionary Psychology

PSY 552 Human Growth and Development, Advanced

PSY 555 Design and Analysis for Applied Research

PSY 558 Advanced Statistics

PSY/BIOL 565 Advanced Animal Behavior

PSY 576 Comparative Psychology

PSY 578 Applied Physiological Psychology
PSY 580 Current Issues in Psychology

ENROLLMENT

Number of Students	Year 1	Year 2	Year 3	Year N*
Headcount	6 ¹	11	10	10
FTE⁴	6	11	10	10

Exhibit E

Africana and Black Studies Minor

The Africana and Black Studies minor offers interdisciplinary study of the history, culture, economics, and political institutions that have shaped the experiences of people of African ancestry throughout the world, especially of African Americans. The program serves as an interdisciplinary intellectual center for study and research in the many dimensions of African and Black Diasporic experiences, and for application of knowledge and scholarship to advance the common good. It provides access for students and scholars to a broad range of information and research by drawing upon the insights of English, Geography, History, Political Science, Music, and other disciplines at Central. The minor is designed for all highly motivated and adventurous students in all majors who have a serious interest in (1) learning about the Black Diaspora and its impact on the world and (2) preparing for leadership and active citizenship in a multicultural U. S. society and a global, interdependent world.

Students in the minor are encouraged to take advantage of Study Abroad programs to Africa. Africana and Black Studies minors are expected to participate actively in co-curricular multicultural learning experiences offered by the following: student organizations, Students for the Dream Living Learning Community, Diversity Education Center, Campus Life Activities, Center for the Dream, University Housing and New Student Programs, Center for Student Empowerment, Latino/a Studies Program, and the David Wayne Coon Center for Excellence in Leadership.

Required Courses	Credits
English 110: Black Performative Culture	5
History 342: History of Black America to 1865 OR	
History 343: History of Black America since 1865	5
History 332: History of the Black Diaspora	5
Law and Justice 398: AA-Con-LAW African Americans and the Constitution	4
Subtotal	19

Elective Areas include Humanities and Social Sciences

Humanities, must take at least two of the following courses (at least one English and one History).....	9
English 330: African American Literature	4
English 461: Studies in Film and Cultures	4
History 331: Colonial Africa	5
History 435: History of South Africa	5

Special Topics, must take at least one of the following department-approved courses for Individual Research and Portfolio Assessment

English 398: Special Topics OR	
History 398: Special Topics	3-5

Social Sciences, must take at least one of the following courses.....	5
Political Science 365: African Politics	5
Geography 265: Geography of the African Diaspora	5
Geography 365: Geography of Africa	5

Total:	36-38
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Exhibit F

New Specialization in MS Experimental Psychology - Applied Behavior Analysis

Applied Behavior Analysis Specialization

The specialization in applied behavior analysis is designed to prepare graduates with the knowledge and skills of behavior analysis for later doctoral study or for work with individuals and organizations in clinical or research settings such as education, developmental disabilities, mental health, business, and industry. This program provides the educational requirements to become a Board-Certified Behavior Analyst (BCBA). Additional BCBA requirements include supervised hours of practice and a board examination.

Prerequisites: PSY 301, 362, 363, 461 (or approved equivalents). Prerequisite courses may be taken concurrently with certain program courses.

Core Courses	Credits
Methods and Statistics (Choose at least two courses)	9 - 10
PSY 550 - Research in Natural Environments (5)	
PSY 555 - Design and Analysis for Applied Research (4)	
PSY 558 - Advanced Statistics (5)	
Theory and Research (Choose at least three courses)	12 - 13
PSY 541 - Cognitive Psychology (5)	
PSY 551 - Behavior Analysis (4) *	
PSY 576 - Comparative Psychology (4)	
PSY 588 - Physiological Psychology (4)	
Other Required Courses	
PSY 580 - Current Issues in Psychology (Two different topics)	6
PSY 595 - Graduate Research (1-10) (Must be taken for 3 credits)	3
PSY 700 – Master’s Thesis, Project Study, and/or Examination	6
Subtotal Core Credits:	36 – 38

* ABA track students must select PSY 551 from the Theory and Research option list.

Required Courses	Credits
M.S. in Experimental Psychology Core Requirements*	36-38
EDSE 501 - Orientation, Foundation, and Issues	2
EDSE 510 - Behavior Management for Students with Disabilities	3
EDSE 521 - Functional Assessment	3
PSY 553 - Single Subject Design	4
PSY 554 - Behavioral Interventions for Children with Developmental Disabilities	5
PSY 562 - Advanced Principles of Learning	5
PSY 684 - Internship in Applied Experimental Psychology (3-12)	12

Specialization Total Credits: 70-72

* ABA track students must select PSY 551 from the Theory and Research option list.

Exhibit G

"In alignment with Central Washington University's mission, the General Education curriculum presents opportunities and experiences that help prepare graduates for responsible citizenship, responsible stewardship of the earth, and enlightened and productive lives. In the General Education curriculum, students will be introduced to the best ideas and methodologies in the broad areas of the social and behavioral sciences, the natural sciences, the humanities, and the arts. In addition, students will develop habits of mind essential to leading enlightened and productive lives in their local and global communities, including intercultural competence, interdisciplinary problem-solving, effective written expression, quantitative reasoning, and technical and information literacy, which allow graduates to go beyond observing the world to helping shape it through life-long learning and leadership."

Rationale: This mission statement brings the General Education program in alignment with the University mission and goals as well as accreditation standards. The wording is more current and the language speaks to a student audience. This is the first step to creating new goals and outcomes for the General Education program.

