

**CENTRAL WASHINGTON UNIVERSITY  
FACULTY SENATE**

**REGULAR MEETING  
Wednesday, February 06, 2013, 3:10 p.m.  
BARGE 412  
Minutes**

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

**Senators: All senators or their alternates were present except:** Bill Bailey, Wendy Cook, Anthony Diaz, Barbara Flannagan, Cynthia Mitchell, David Rawlinson, Allison Scoville, Dennis Szal, Matthew Wilson and Michael Young

**Visitors:** Jessie Nelson, Connie Lambert

**CHANGES TO AND APPROVAL OF AGENDA** - Item VII President's report – President is with Student Achievement group that is meeting here on campus today and will not be here to give his report. Agenda was approved as amended.

**MOTION NO. 12-13(Approved): APPROVAL OF MINUTES** of January 9, 2013

**COMMUNICATIONS** - None

**FACULTY ISSUES** - Senator Sloan asked that the Aviation department be notified prior to their curriculum being on the Senate agenda.

**Campus Master Plan – Bill Yarwood** – Bill gave a presentation regarding the Campus Master Plan. There is a copy of the draft 2013 Master Plan on their website as well as the 2005 Master Plan. There is also a video fly through of campus and the proposed changes. Some of the projects are Science Phase Two, Remodel and rebuild of Samuelson, Hertz is slated to be replaced with a Health Sciences building and the possibility of connecting the John Wayne Trail that would go through campus. Please check out the website [www.cwu.edu/facility/master-plan](http://www.cwu.edu/facility/master-plan) and provide any feedback to Bill Yarwood.

**PRESIDENT** – No report.

**OLD BUSINESS** - None

**REPORTS/ACTION ITEMS** (40 Minutes)

**SENATE COMMITTEES:**

**Curriculum Committee**

**Motion No. 12-14(Approved):** Accept Curriculum Committee's recommendation to approve a Bachelor of Science in Safety and Health Management to exceed the 110 credit limit as shown in Exhibit C."

Dr. Rajendran gave a brief presentation regarding the changes to this program. Currently the program has 84 major students and 24 signed up as pre-majors. This change allows the department to use their resources better. The program will be applying for ABET accreditation in 2015. The program currently lacks courses that required for ABET accreditation.

**Motion No. 12-15(Approved):** Approve a new BA major in Middle Level Humanities Teaching that exceeds the 75 credit limit as shown in Exhibit D.

Dr. Salyer gave brief presentation on why they are putting this program forward. The State want middle level teachers better prepared. Secondary Ed teachers normally have a single focus area and K-8 teachers are typically generalists. There is a push to produce highly qualified middle school teachers.

**Motion No. 12-16(Approved):** Approve a new minor in Middle Level Social Studies Minor that exceeds the 44 credit limit as shown in Exhibit E. Content areas are endorsements.

**Motion No. 12-17(Approved):** Approve a new minor in Middle Level English as shown in Exhibit F.

### **Bylaws & Academic Code Committee**

**Motion No. 12-11 (Approved as amended):** Approve the addition of language to Faculty Senate Bylaws IV.A.2 as outlined in Exhibit A.

**Motion No. 12-11a(Approved):** To amend Motion No. 12-11 to insert the following language before the current third sentence: “Before making this request of the Executive Committee, the committee chair shall first endeavor to inform the member, in writing, of the chair’s intention to request the member’s removal **and inform the member this is the last opportunity to respond to the situation..**”

**Motion No. 12-11b (Approved):** Was moved and seconded to amend Motion No. 12-11a to insert the following language to the end of the sentence “and inform the member this is the last opportunity to respond to the situation.”

**Motion No. 12-12 (Second reading of three):** Approve the renaming of the “*Academic Code*” to the “*Faculty Code*”. See Exhibit B.

**Academic Affairs Committee** - Michael Whelan reported the committee is currently working on the Academic Affairs policy and procedure manuals (Section 5-90). The committee’s next meeting is on 2/14. The committee has completed the committee’s internal procedure manual.

**Faculty Legislative Representative** – Please check out the posts on the Faculty Legislative Representative page on GoCentral for regular updates.

**CHAIR** – Chair Madlem reported that several of the Executive Committee attended the Provost Council this past week. The main purpose was to talk about goals the Executive Committee have this year. Melody indicated her primary goal this year is to better represent the Senate to the Administration. The role of the Senate is to be cooperative as we all have the same mission. Melody hopes to have information out on GoCentral to start the Quarter to Semester discussion (Q2S) within the next two weeks. The General Education proposal is before the Curriculum Committee and hope to have it at the next Faculty Senate meeting. This proposal

is just a band aid fix to a complex situation. Ginger McIntosh has been working on setting up meetings with Senators and hopes to have all these meetings set up and finished by the end of March.

**CHAIR-ELECT** – Chair –Elect Cheney reported he will be attending the Student Academic Senate meeting on Friday. He will also be joining Chair Madlem in the meetings with Senators.

**STUDENT REPORT** - Jennifer reported that the Student Academic Senate has a presence on GoCentral now. A group of Military Science students have been doing some focus groups on the Quarter to Semester feasibility. They will be doing a presentation of their finding on February 22<sup>nd</sup> at 8:00 a.m. They did a sampling of 400 students that they surveyed over three days. Jennifer indicated she would be happy to share this presentation with the Faculty Senate if they would like. There is a CWU lobby day on February 18<sup>th</sup>, which is a holiday. They are working on recruiting students to go to Olympia and meet with their legislators. The sign-up for this trip is online at the ASCWU website. They currently have 111 students signed up, but would like to have more. There are still some vacancies on the SAS for student senators from Theatre Arts, Aviation, Economics, Finance and Supply Chain Management, Anthropology, Chemistry, Computer Science and Geology. The application forms on are the ASCWU website.

**NEW BUSINESS** - None

Meeting was adjourned at 4:20 p.m.

## Exhibit A

The Bylaws and Academic Code Committee wishes to propose that the following language be added to the Faculty Senate Bylaws IV.A.2:

- h. Any standing committee member who, in a single academic year, is absent for three (3) committee meetings, or for two (2) consecutive committee meetings, shall inform the committee chair of the reason for the absences. If the member does not provide such a reason, or if the chair deems the reason inadequate, or if the member does not provide assurance that the absences will cease, the chair may ask the Executive Committee to move to have the member removed from the committee. **Before making this request of the Executive Committee, the committee chair shall first endeavor to inform the member, in writing, of the chair's intention to request the member's removal and inform the member this is the last opportunity to respond to the situation.** If a majority vote in the Senate approves the removal, the committee seat shall be declared vacant. The committee chair shall then inform the former member's department or program in writing of the removal.

## Exhibit B

The BAAC wishes to propose that the “Academic Code” be re-titled the “Faculty Code”.

Such a change would actually return the Code to something closer to its former (pre-CBA) title, when it was known as the “Faculty Code of Personnel Policy and Procedure”.

While the historical fact in itself is perhaps not a reason for changing the title, we also see two substantive reasons in favor of the change, as follows:

- (1) The phrase “Academic Code” is often used (albeit informally) to refer to other policies, such as the Student Code of Conduct. Changing the title of the Academic Code to “Faculty Code” would remove such confusion.
- (2) We feel that “Faculty Code” is more descriptively apt than “Academic Code”. This in itself is for two reasons:
  - (a) In one way “Academic Code” is too *broad*. The Code specifically concerns faculty matters. The term “academic” does not convey that specificity, for it is commonly also applied to student matters. (This is obviously related to point (1).)
  - (b) In another way “Academic Code” is too *narrow*. The word “academic” connotes scholarly matters, yet the Code concerns not just scholarly matters but also administrative procedure: for example, the election of department chairs, and the composition and running of the Senate.

# Exhibit C

## REVISED PROGRAM OVER 110 CREDIT LIMIT

### Program Information

The mission of the CWU Safety and Health Management (SHM) program is to prepare our graduates to be safety and health professionals who have the technical proficiency to help create injury and incident-free workplace. The safety and health field includes many industries, functions, and occupations. Graduates from the curriculum have a history of high employment rates and competitive starting salaries.

The BS in safety and health management is the primary program for the student seeking a baccalaureate degree leading to a career in safety and health management. ~~The program requires completion of an approved minor or second major.~~

### Admission Requirements

~~Applications are accepted throughout the academic year. Admission to the program is based upon a review of completed prerequisite courses and application materials. Please see the program application at [www.cwu.edu/engineering](http://www.cwu.edu/engineering).~~

~~Admission to any course requires a grade of C or better in each prerequisite listed. Students who do not meet the prerequisite grade requirement will be dropped from the course.~~

~~A student is expected to complete each course used to fulfill a degree program requirement with a grade of C or better. Students must complete all CWU basic and breadth requirements prior to beginning 400-level SHM coursework.~~

SHM pre-major applications are accepted throughout the academic year. Major applications are accepted during spring quarter, and students will officially start in the fall quarter. Admission to the program is based upon a review of completed prerequisite courses, and application materials. Please see the program application at [www.cwu.edu/engineering](http://www.cwu.edu/engineering).

Admission to any course requires a grade of C or better in each prerequisite listed. Students who do not meet the prerequisite grade requirement will be dropped from the course.

A student is expected to complete each course used to fulfill a degree program requirement with a grade of C or better. Students must complete all CWU breadth requirements prior to beginning 400-level SHM coursework.

### Required Basic and Breadth Courses Required

ENG 101 English Composition I (4)  
ENG 102 English Composition II (4)  
PSY 101 General Psychology (5)  
Either MATH 101 or MATH 153 or MATH 154 or MATH 172 (5)  
Either MATH 102 or MATH 130 (5)  
Either CHEM 101 or CHEM 111/111LAB or CHEM 181/181LAB (5)  
BIOL 201 Human Physiology (5)  
Either IT 101 or CS 101 Computer Basics (4)

### Required Basic and Breadth Courses Credits: ~~36-37~~ 30

- ~~• ENG 101 Composition I: Critical Reading and Responding Credits: (4)~~
- ~~• ENG 102 Composition II: Reasoning and Research Credits: (4)~~
- ~~• PSY 101 General Psychology Credits: (5)~~
- BIOL 201 Human Physiology Credits: (5)

- MATH 130 Finite Mathematics (5)
- PHYS 106 Physics Inquiry (5)

Choose one of the following Psychology courses: Credits 5

- PSY 101 General Psychology (5)  
OR
- PSY 205 Psychology of Adjustment (5)

Choose one of the following courses: **Credits: 5**

- MATH 102 Mathematical Decision Making **Credits: (5) OR**
- MATH 130 Finite Mathematics **Credits: (5)**

Choose one of the following Mathematics courses **Credits: 5**

- ~~MATH 101 Mathematics in the Modern World **Credits: (5)**~~
- MATH 153 Pre-calculus Mathematics I **Credits: (5)**
- MATH 154 Pre-calculus Mathematics II **Credits: (5)**
- ~~MATH 172 Calculus I **Credits: (5)**~~

Choose one of ~~from~~ the following Chemistry courses **Credits: 5**

- CHEM 101 Contemporary Chemistry **Credits: (5) OR**
- CHEM 111 Introduction to Chemistry **Credits: (4)**  
CHEM 111LAB Introductory Chemistry Laboratory **Credits: (1) OR**
- CHEM 181 General Chemistry I **Credits: (4)**  
CHEM 181LAB General Chemistry Laboratory I **Credits: (1)**

Select either: ~~Credits (3-4)~~

- ~~IT 101 Computer Applications **Credits: (3) OR**~~
- ~~CS 101 Computer Basics **Credits: (4)**~~

Total Basic and Breadth Requirements ~~36-37~~ 30

**Required Courses: 35-37 credits**

- HED 210 – Drugs and Health (3)
- BUS 241 – Legal Environment of Business (5)
- HRM 381 – Management of Human Resources **Credits: (5)**
- ~~MGT 380 – Organizational Management **Credits: (5)**~~
- ADMG 385 – Business Communications and Report Writing **Credits: (5)**
- COM 345 – Business and Professional Speaking **Credits: (4)**
- (ADMG 385 and COM 345 are being moved from electives to requirement)

Choose one of the following courses: ~~(4-5)~~

- ~~ADMG 385 Business Communications and Report Writing **Credits: (5)**~~
- ~~COM 345 Business and Professional Speaking **Credits: (4)**~~
- ~~ENG 310 Technical Writing **Credits: (4)**~~

Choose one of the following Statistics courses: (5)

- BUS 221 – Introductory Business Statistics (5)
- PSY 362 – Introductory Statistics (5)

Choose one of the following management courses: (4-5)

- MGT 380 – Organizational Management Credits: (5)
- ~~MGT 386 – Principles of Organizational Behavior Credits: (5)~~
- PSY 456 – Industrial and Organizational Psychology Credits: (4)

Choose one of the following project management courses: (4-5)

- ADMG 374 – Project Management (5)
- IET 455 – Engineering Project Management (4)

### **Required SHM Core Courses: 60 Credits**

- SHM 301 – Fundamentals of Safety and Health Management (3)

~~Choose one SHM Industry Practice course: (3)~~

- ~~SHM 321 – Agriculture Safety Credits: (3)~~
- SHM 323 – Construction Safety and Health (3)
- OR SHM 325 – Manufacturing Safety and Health (3)
- ~~SHM 327 – Research and Laboratory Safety Credits: (3)~~

~~SHM Core Functions courses: (12)~~

- SHM 351 – Incident Analysis (4) (3)
- SHM 352 – Systems and Design (4) (3)
- SHM 353 – Risk and Insurance (4)

~~Choose three SHM Program Management course: (12)~~

- SHM 371 – Emergency Planning and Preparedness (4)
- ~~SHM 373 – Industrial Machinery and Process Safety (4)~~
- SHM 375 – Transportation and Fleet Safety (4)
- SHM 377 – Hazardous Materials Management (4)
- SHM 379 – Facility and Building Safety (4)

~~Choose three SHM Analysis and Design courses: (12)~~

- SHM 471 – Fundamentals of Industrial Hygiene † (4)
- SHM 472 – ~~Industrial Hygiene (4)~~ Ergonomics (3)
- SHM 474 – Safety and Health Management Systems (4)
- ~~SHM 475 – Management System Auditing (4)~~
- SHM 477 – Environmental Management (4)

~~SHM Synthesis courses: (8)~~

- SHM 480 – Safety and Health Laboratory (2)
- SHM 481 – ~~Professional Safety Today (1)~~ Evolving Issues in Safety and Health Management (2)
- SHM 485 – Safety and Health Management Capstone (4) (3)
- SHM 490 – Cooperative Education (1-12)
- SHM 490 – Cooperative Education must be taken for at least 6 credits)

~~Total Credits: 65-67~~

### **Elective Courses: (4-5)**

- Department Approved elective course (4-5)

~~BS Degree Program Total Credits: 101-104  
Plus an approved minor or second major~~

BS Degree Program Total Credits: 129 - 132

# Exhibit D

## Middle Level Humanities BA Teaching Major Curriculum Summary Document

Please address all questions.

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? Please document the demand.*)

The Middle Level Humanities BA Teaching Major will provide a program that directly addresses the need for middle level certified/endorsed teachers. The program would collaterally endorse graduates to teach Language Arts & Social Studies at the middle level (5 – 8 grade levels). Currently the only way Central Washington University teacher education candidates can target the middle school is to either major in Secondary English (4-12 teaching endorsement) or major in Secondary Social Studies (4-12 teaching endorsement) program. For teacher education candidates that really want to teach at the middle level to be marketable they need to hold multiple endorsements in the content found within the middle school programs. The Middle Level Humanities degree program will result in candidates being qualified and endorsed to teach middle level humanities (English & Social Studies). At the current time the only way for a teacher education candidate to obtain a middle level humanities teaching endorsement is to complete majors in both secondary English and Social Studies.

Currently there are 7 institutions (see chart below) that offer the Middle Level Humanities BA with the humanities teaching endorsement. Five of the 7 programs are based on the west side of Washington. The two programs that are on the east side of Washington, Walla Walla University in College Place (3 hours away from CWU) and Heritage University in Toppenish (50 minutes away), are both private higher education institutions. CWU's would be the only public university on the east side of the Cascade Mountains that would be offering a Middle Level Humanities Bachelors option that would culminate in Washington Teacher Certification.

University Offering a Middle Level Humanities BA with a Teaching Endorsement	Location
Heritage University	Toppenish
Northwest University	Kirkland
Pacific Lutheran University	Tacoma
Saint Martin's University	Ft. Lewis/McChord, Lacey & Seattle campuses
Seattle Pacific University	Seattle
Walla Walla University	College Place
Western Washington University	Bellingham

Many Elementary Education (K-8) teachers and pre-service teacher candidates have a preference for the Middle Level Education and are under the assumption that if their endorsement is valid for K-8 that they can find employment in the 6-8 grades. However, due to the Federal NCLB authorization act any middle level teacher (defined by individual states based the building arrangement within a district) must meet the “highly qualified” status. An Elementary Education endorsed teacher does not typically meet the highly qualified criteria which limits their ability to seek employment beyond 5<sup>th</sup> grade in most districts.

*Importantly, states have the authority to define which grades constitute elementary and middle school. States may determine, by reviewing the degree of technicality of the subject matter being taught and the rigor of knowledge needed by the teacher, whether demonstrating competency as an elementary or as a middle school teacher is appropriate. In addition, states may approve rigorous content-area assessments that are developed specifically for middle school teachers aligned with middle school content and academic standards. U.S. Department of Education, 2004.*

Washington has developed a competency exam for middle level content in Science, Mathematics, & Humanities which the teacher candidates in elementary education would need to pass in order to be fully endorsed and highly qualified within the specific middle level content area(s).

2. Attach a clean copy of the catalog narrative and program requirements. Include course number, course title, credits, pre-admission requirements and total credits. Also include a sample graduation plan.

Please see Attachments.

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 will FTE's be affected in existing programs? Is there long-term support for the program in terms of staffing and funding? Will faculty be reassigned from existing courses? Will the program impact enrollments in other departments of colleges, etc.?)*

The new Middle Level Humanities Major will draw students from a variety of places. Since the Middle Level Humanities BA will be a new program for CWU and central region of Washington state we will attract some students that traditionally would have gone to one of the other west side institutions or one of the private colleges that offers the degree program. Other students in the initial cohorts for the Middle Level Humanities BA degree will be drawn primarily from the secondary education programs of English/Language Arts Teaching Major, History/Social Studies Teaching Major and the Elementary Education Teaching Major within the current university programs as these three programs have been the only option for students who want to teach in the middle school grades.

Faculty for the ML Humanities Program will be drawn from the English and History Departments that are in the College of Arts and Humanities and from the Teaching Elementary, Adolescent, and Young Children (TEACH) Department from the College of Education and Professional Studies. The new program will add 2 additional courses to the university catalog with all other courses being drawn from existing programs. In the second and beyond years when there are 2 full cohorts of students in the ML Humanities degree an additional section of some courses may need to be offered. The impact of the new Middle Level Humanities program should have minimal impact on the Professional Education Program (PEP) as the students who will be shifting to the new major are Teacher Certification candidates who would otherwise be in other education preparation programs.

The students for the Middle Level Humanities Teaching Major will be admitted into the program and will move through the program under a cohort model. The cohort model will allow the administration of the program to know exactly how many students are eligible for each class in the sequence and to minimize the number of sections of each course that needs to be offered. The cohort model will help prevent low enrollment sections and at the same time maximize faculty utilization. Since the Middle Level Humanities Teaching Major utilizes courses currently begin offered for other degree programs the potential to combine students from the ML Humanities cohorts with existing low enrollment sections will minimize the cost of program operation. (See Attached A: Cohort Quarterly Schedule)

For the 2 new courses (ENG 429 & EDEL 476) and for the additional practicum supervision required by the ML Humanities cohort of students, faculty will have to be reassigned to meet demand. TEACH Department had a ML faculty member retire at the end of the 2011-12 academic year and are anticipating advertising to fill the position for the 2013-14 academic year. This replacement hire will also provide additional flexibility to the program in terms of meeting the demands of offering the program.

Twenty-five credits of the Middle Level Humanities Teaching Major will be drawn from the general education electives that undergraduates can take to fulfill their lower division degree requirements. So, it is not a matter of the ML Humanities degree program adding additional sections of the lower division courses but more of an advising issue in directing students who are interested in this major to select their general education electives purposefully. The faculty that will be involved with the Middle Level Humanities degree program and the TEACH advising faculty will work with the general education advisors and the community college advisors to provide information and course criteria to students at the freshman level.

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

Has the affected department(s) agreed to allow course(s) to be used in program? **YES**

If yes, please list those courses attach a document (letter, email, etc.) that specifies that the department agrees to use of course(s) from all affected department chairs.

Please see Attached Signature Sheet

5. What are the Enrollment and Graduation Targets for the first five years? (*Include student headcount, FTE, program graduates broken down by year. What is the basis for these projections?*)

During the pre-advising sessions the TEACH Program has been keeping a running count of students who have indicated a preference for the Middle Level Humanities, Science, and/or Mathematics content areas. The anticipated cohort for the initial year of the Middle Level Humanities program is 15 with an anticipation of beginning a new cohort into the program each fall. The ML Humanities major, based on all indications (student survey data, pre-advising data, etc.) should emulate the ML Math/Science degree which began with 13 students and has grown into a 25 – 35 students a year cohort for both the junior and the senior track.

<b>Cohort/Year</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>
Junior Cohort	15-20	15-20	20-25	20-25	25-30

Senior Cohort	0	15-20	15-20	20-25	20-25
Total	15-20	30-40	35-45	40-50	40-50

6. Who are the Program Personnel? (Include faculty names, degree, rank, part-time or full-time, % of effort in the program, total faculty FTE) (Also include Program Administration & Staff: Name, title, responsibilities and % of effort in the program, total staff FTE.)

<b>Middle Level Humanities BA with Endorsement Projected Program Faculty</b>				
Name	Degree	Rank	Part/Full-Time	% Effort
Bobby Cummings	Ph.D.	Professor	Full	20%
Steven Moore	Ph.D.	Associate Professor	Full	20%
Keith Salyer	Ph.D.	Associate Professor	Full	30%

<b>Middle Level Humanities BA with Endorsement Projected Program Administration/Staff</b>				
Name	Degree	Rank	Part/Full-Time	% Effort
Virginia Erion (Adm.)	Ed.D.	Associate Professor	$\frac{3}{4}$	10%
Tina Clark (Staff)		Administrative Assistant	Full	10%

7. Program Expenses and Revenues

<b>Program Expenses</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year N Full Enrollment</b>
Admin. Salaries (#FTE)/Benefits	\$7,000	\$7,500	\$8,000	\$8,500	\$ 9,000
Faculty Salaries (#FTE)/Benefits	\$67,000	\$140,000	\$143,000	\$146,000	\$149,000
TA/RA Salaries (#FTE)/Benefits	0	0	\$ 5,000	\$ 5,000	\$ 5,000
Clerical Salaries (#FTE)/Benefits	\$ 3,000	\$ 6,000	\$6,400	\$ 6,750	\$ 9,000
Other Salaries (#FTE)/Benefits	0	0	0	0	0

Contract Services	0	0	0	0	0
Goods & Services	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
Travel	0	0	0	\$4,500	\$4,500
Equipment (list equipment & cost)	0	0	0	0	0
Lease or Acquisition	0	0	0	0	0
Other (itemize) – See Below**CAH	0	0	32,000	35,000	38,000
Indirect (if applied to the program)	0	0	0	0	0
<b>Total Costs</b>	<b>\$80,000</b>	<b>\$156,500</b>	<b>\$197,400</b>	<b>\$208,750</b>	<b>\$217,500</b>

\*\*An expenditure of 15 credits for additional general education courses could potentially be required if all of the projected ML Humanities majors & minors lacked HIST 101, HIST 143, and ENG 247, and an expenditure of 15 additional credits would be needed for new sections of HIST 301, ENG 429, and ENG 320, all required for this major. (30 credits at 817.62 rate = \$24,528.60 plus .3 for benefits comes to approximately \$32,000. per cohort.)

<b>Program Revenues</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year N Full Enrollment</b>
General Fund: State Support					
Tuition and Fees (total)	\$107,000	\$214,000	\$245,000	\$280,000	\$280,000
Corporate Grants/Donations	0	0	0	0	0
Internal Reallocation*	0	0	0	0	0
Other Fund Source (specify)	0	0	0	0	0

# Cohort Quarterly Schedule Template

<b>Middle Level Humanities Teaching Major</b>						
<b>Courses from General Education or Required by EFC Prior to Full Admission</b>	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>			
HIST 101 - World Civilization to 1500	POSC 210 American Politics	HIST 301 Pacific Northwest History	HIST Upper Division US History to 1900	5	5	5
HIST 143 U.S. History to 1865						
Geog 101 World Regional Geography or Geog 108 Human Geography	ENG 320 English Grammar		EDLT 324 Literacy Across the Curriculum	5		3
ECON 101 Economic Issues or ECON 102 World Economics or ECON 201 Principles of Microeconomics or ECON 202 Principles of Macroeconomics						
ENG 247 Multicultural Literature	EFC 210 Seminar	EFC 315 Educational Assessment	EFC 416 Educational Technology	5	1	3
EFC Pre-Admission Observation	EFC 310 Orientation to Teaching	EFC 320 Multicultural Education	EDBL 401 Principles & Practices for Education Linguistically Diverse Students	0	3	3
	PSY 314 Human Development & the Learner	EFC 330 Field Experience	EDSE 302 Introduction to Students with Exceptionalities		4	3
		EFC 340 Methods of Instruction				
				25	18	17
<b>Summer (Optional)</b>	<b>Quarter 4</b>	<b>Quarter 5</b>	<b>Quarter 6</b>			
	HIST Upper Division to 1600			5		
	ENG 429 Teaching Writing in the Middle School	EDEL 492 Practicum			5	
	ENG 488 Teaching Portfolio	EDEL 476/ENG 476 Integrated Humanities at the Middle Level Grades		2	5	
	ENG 492 Practicum	EDEL 477 Middle Level Students & Their Environment		3	4	
		EDEL 478 Developmentally Responsive Curriculum in the Middle Grades	EFC 480 Student Teaching		3	16
	EFC 440 Education Law	EFC 350 Classroom Management		3		
				18	18	16

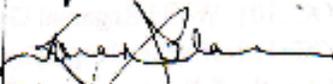
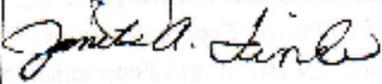
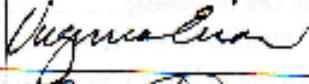
**Attachment B:**

Statements for the ML Humanities Teaching Major from Departments that have courses in the degree proposal.

Middle Level Humanities Teaching Major

Signature Page

Middle Level Humanities Teaching Major  
Signature Page

Department	Chair	# of Contributing Credits	Signature of Contributing Department Chair
English	George Drake	20	
Economics	Timothy Dittmer	5	
Geography	Kevin Archer	5	
History	Karen Blair	25	
Language, Literacy, & Special Education	Janet Finke	3	
Political Science	Todd Schaefer	5	
Teaching Elementary, Adolescent, & Young Children (TEACU)	Virginia Erion	15	
Professional Education Program	Barry Donahue	50	

## Attachment C: Catalog Narrative w/ Course Outline

### Catalog Narrative:

#### Middle Level Humanities Teaching Major

The Middle Level Humanities Teaching Major is designed for students who are seeking teaching careers in teaching English Language Arts and Social Studies (Economics, History, Geology, Social Studies and Civics) at the middle level grades (5-8). The coursework provides experiences in the humanities subject content areas and instructional pedagogy including field experiences that are designed to prepare teacher education candidates to exceed the Washington State competencies for middle level teacher certification and content endorsement. The Middle Level Humanities Teaching Major does not require a minor for the degree program. Students in the Middle Level Humanities Teaching Major must be admitted to the Teacher Certification Program and complete the Professional Education Program sequence (50 credits) coursework as part of the teacher certification process.

#### Required Courses:

HIST 101	World Civilization to 1500 .....	5
HIST 143	United States History to 1865 .....	5
HIST 301	Pacific Northwest History .....	5
<b>Select from the following:</b>	.....	5
GEOG 101	World Regional Geography (5)	
GEOG 108	Human Geography (5)	
<b>Select from the following</b>	.....	5
ECON 101	Economic Issues (5)	
ECON 102	World Economics (5)	
ECON 201	Principles of Microeconomics (5)	
ECON 202	Principles of Macroeconomics (5)	
POSC 210	American Politics.....	5
<b>Select from the following</b>	.....	10
Upper Division World History to 1600 (5)		
Upper Division United States History to 1900 (5)		
ENG 247	Multicultural Literature.....	5
ENG 429	Teaching Writing in the Middle School.....	5
ENG 320	English Grammar .....	5
ENG 488	Teaching Portfolio.....	2
ENG 492	Practicum .....	3
EDLT 324	Literacy Across the Curriculum.....	3
EDEL 476	Integrated Humanities at the Middle Level Grades.....	5
EDEL 477	Middle Level Students & Their Environment.....	4
EDEL 478	Developmentally Responsive Curriculum in the Middle Grades .....	3
EDEL 492	Practicum (1-15) .....	3
	Total for the ML Humanities Teaching Major .....	78
	Total for Professional Education Program.....	50

# Exhibit E

## Middle Level Social Studies Minor (Non-Endorsement) Curriculum Summary Document

Please address all questions.

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? Please document the demand.*)

In the state of Washington the Middle Level Humanities teaching endorsement is a combined program of English and Social Studies (history, social studies, civics, geography, and economics). The proposed non-endorsement ML Social Studies Minor would allow students from a variety of endorsement programs to add a content major to their current program which will help them meet the highly qualified status when they enter the job market. The addition of the Middle Level Social Studies (Non-endorsement) minor will provide teacher education candidates from other content areas such as Elementary Education, Secondary English, Secondary Science, etc. with half of the content courses to obtain the Middle Level Humanities Teaching Endorsement (5-9). This will enable teachers to return to CWU or other institutions of higher education during their first years of teaching to complete the full ML Humanities Endorsement as part of the state requirements of 15 credit hours (180 clock hours) to renew a Teaching Certificate.

Currently many middle school buildings in the public schools are staffed with teachers who hold a Secondary Education (4-12) degree and endorsement in one area. In districts that have a large student body in the middle school(s) buildings the single secondary endorsement area is sufficient, but for a large majority of smaller districts having a teacher that can teach in multiple content areas adds flexibility and increases the number of full-time positions (vs. part-time split positions) the building can support. In a recent survey of the superintendents in the Central Washington Educational Service District (105) the 78% superintendents ranked collateral teaching areas as a High Priority when seeking a candidate to fill an opening in a middle level building (see attached survey data).

Many Elementary Education (K-8) teachers and pre-service teacher candidates have a preference for the Middle Level Education and are under the assumption that if their endorsement is valid for K-8 that they can find employment in the 6-8 grades. However, due to the Federal NCLB authorization act any middle level teacher (defined by individual states based the building arrangement within a district) must meet the “highly qualified” status. An Elementary Education endorsed teacher does not typically meet the highly qualified criteria which limits their ability to seek employment beyond 5<sup>th</sup> grade in most districts.

*Importantly, states have the authority to define which grades constitute elementary and middle school. States may determine, by reviewing the degree of technicality of the subject matter being taught and the rigor of knowledge needed by the teacher, whether demonstrating competency as an elementary or as a middle school teacher is appropriate. In addition, states may approve rigorous content-area assessments that are developed specifically for middle school teachers aligned with middle school content and academic standards. U.S. Department of Education, 2004.*

The Middle Level Social Studies Minor (Non-Endorsement) program will provide an option for majors in the secondary education content programs as well as elementary education and middle level (math & science) programs to add the Social Studies/History/Geography/Civics/Economics content areas to their instructional skills and move toward meeting the highly qualified status for middle level education. The ML Social Studies Minor (Non-Endorsed) would make CWU's teacher education candidates more marketable at the 5-8 grades.

The Middle Level Social Studies Minor (Non-Endorsement) option is over half of the new Middle Level Humanities Major and as such does not add any additional coursework or burden on the University to offer the minor. The goal would be to entice students from other majors in the education field to select the ML Social Studies (Non-Endorsement) minor to add depth of content in social studies to their selected teaching major. Since there are no new courses created by this minor and all courses will be offered for the ML Humanities Major, or are offered to meet general education requirements, the additional minor should attract additional students into the program with minimal increase in cost to any of the contributing departments.

2. Attach a clean copy of the catalog narrative and program requirements. Include course number, course title, credits, pre-admission requirements and total credits. Also include a sample graduation plan.

Please see Attachment

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 will FTE's be affected in existing programs? Is there long-term support for the program in terms of staffing and funding? Will faculty be reassigned from existing courses? Will the program impact enrollments in other departments of colleges, etc.?*)

The new Middle Level Social Studies Minor (Non-Endorsement) will draw students from a variety of places. This minor will provide a way for teacher education candidates to add specific content knowledge to their existing major degree program. The bulk of the students interested in this program are anticipated to be existing K-8 program students that want to add the additional content knowledge. However, secondary education English, math, science, etc. would also be interested in this a way to help meet the "highly qualified" requirement for middle level employment.

Faculty for the ML Humanities Program will be drawn from the English and History Departments that are in the College of Arts and Humanities and from the Teaching Elementary, Adolescent, and Young Children (TEACH) Department from the College of Education and Professional Studies. The new minor will not add any additional courses to the university catalog. Currently all the courses in the proposed new minor are already being taught with enough empty seats to handle the demand for the anticipated students in the new Middle Level Social Studies Minor (Non-Endorsement).

Twenty credits of the Middle Level Social Studies Minor (Non-Endorsement) will be drawn from the general education electives that undergraduates can take to fulfill their lower division degree requirements. So, it is not a matter of the ML Social Studies Minor program adding additional sections of the lower division courses but more of an advising issue in directing students who are interested in this minor to select general education electives purposefully. The faculty that will be involved with the Middle Level Major & Minor Programs and the TEACH advising faculty will work with the general education advisors and the community college advisors to provide information and course criteria to students at the freshman level.

4. Does this program include courses from outside the originating department? **YES**  
 Has the affected department(s) agreed to allow course(s) to be used in program? **YES**  
 If yes, please list those courses attach a document (letter, email, etc.) that specifies that the department agrees to use of course(s) from all affected department chairs.

Please see Attachment: Signature of Agreement Page

5. What are the Enrollment and Graduation Targets for the first five years? *(Include student headcount, FTE, program graduates broken down by year. What is the basis for these projections?)*

During the pre-advising sessions the TEACH Program has been keeping a running count of students who have indicated a preference for the Middle Level Humanities (English or Social Studies), Science, and/or Mathematics content areas. The anticipated cohort for the initial year of the Middle Level Social Studies Minor (Non-Endorsement) program is 7 with the anticipation of beginning a new cohort into the program each fall. The ML Social Studies Minor, based on all indications (student survey data, pre-advising data, etc.) should emulate the ML Math/Science degree which began with 13 students and has grown into a 25 – 35 students a year cohort for both the junior and the senior track.

Projected Growth of the Middle Level Social Studies (Non-Endorsement) Minor

Cohort/Year	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Junior Cohort	5-10	10-15	15-20	15-20	15-20
Senior Cohort	0	5-10	10-15	10-15	10-15
Total	5-10	15-25	25-35	25-35	25-35

6. Who are the Program Personnel? *(Include faculty names, degree, rank, part-time or full-time, % of effort in the program, total faculty FTE) (Also include Program Administration & Staff: Name, title, responsibilities and % of effort in the program, total staff FTE.)*

Middle Level Social Studies Minor Projected Program Faculty				
Name	Degree	Rank	Part/Full-Time	% Effort
Stephen Moore	Ph.D.	Associate Professor	Full	20%
Keith Salyer	Ph.D.	Associate Professor	Full	10%

Middle Level Social Studies Minor Projected Program Administration/Staff				
Name	Degree	Rank	Part/Full-Time	% Effort
Virginia Erion (Adm.)	Ed.D.	Associate Professor	¾	5%

Tina Clark (Staff)		Administrative Assistant	Full	10%
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Additionally, twenty credits of the Middle Level Social Studies Minor (Non-Endorsement) come from the general education course that students will have as options as part of the first 90 credits of all degree programs. There will be faculty from departments that offer courses in the general education program that will be contributing to this minor but there is no impact to these departments.

#### 7. Program Expenses and Revenues

<b>Program Expenses</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year □3</b>	<b>Year 4</b>	<b>Year N Full Enrollment</b>
Admin. Salaries (#FTE)/Benefits	\$3,700	\$4,000	\$4,200	\$4,500	\$ 4,500
Faculty Salaries (#FTE)/Benefits	\$60,000	\$63,000	\$65,000	\$65,000	\$69,000
TA/RA Salaries (#FTE)/Benefits	0	0	0	0	0
Clerical Salaries (#FTE)/Benefits	\$ 2,000	\$ 2,100	\$2,200	\$ 2,300	\$ 2,500
Other Salaries (#FTE)/Benefits	0	0	0	0	0
Contract Services	0	0	0	0	0
Goods & Services	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
Travel	0	0	0	0	0
Equipment (list equipment & cost)	0	0	0	0	0
Lease or Acquisition	0	0	0	0	0
Other (itemize) **See Below	0	0	16,000	17,500	19,000
Indirect (if applied to the program)	0	0	0	0	0
<b>Total Costs</b>	\$66,700	\$70,100	\$88,400	\$90,300	\$96,000

\*\*An expenditure of 10 credits for additional general education courses could potentially be required if all of the projected ML Social Studies minors lacked HIST 101 & HIST 143. An expenditure of 5 additional credits would be needed for new section of HIST 301 as this is a high demand class. (15 credits at 817.62 rate = \$12,264.3 plus 0.3 for benefits comes to approximately \$16,000. per cohort.)

<b>Program Revenues</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year □3</b>	<b>Year 4</b>	<b>Year N Full Enrollment</b>
General Fund: State Support					

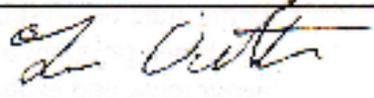
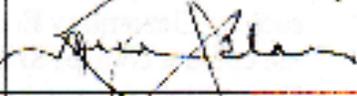
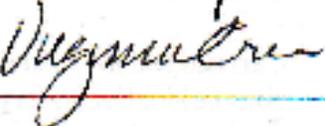
Tuition and Fees (total)	*\$52,500	*\$112,500	*\$187,500	*\$178,500	*\$187,500
Corporate Grants/Donations	0	0	0	0	0
Internal Reallocation*	0	0	0	0	0
Other Fund Source (specify)	0	0	0	0	0
Total	\$52,500	\$112,500	\$187,500	\$178,500	\$187,500

\*The calculations for the tuition and fees were based on the low end of the estimated number of students (see projected number of students chart above) in the program for each of the years.

Middle Level Social Studies Minor (Non-Endorsement)

The following departments have courses in the proposed minor and have indicated approval of departmental course inclusion by signing below.

**Signature of Agreement Sheet**

Department	Chair	# of Contributing Credits	Signature of Contributing Department Chair
Economics	Timothy P. Dittmer	5	
Geography	Kevin Archer	5	
History	Karen Blair	>20	
Political Science	Todd Schaefer	>5	
Teaching Elementary, Adolescent, & Young Children (TEACH)	Virginia Erion	15	

Catalog Narrative:

Middle Level Social Studies Minor (Non-Endorsement)

The Middle Level Social Studies Minor is designed for students who are seeking teaching careers at the elementary or middle school level. While this minor does not result in a Washington State Middle Level Humanities Endorsement, which requires both the English and Social Studies content areas, it does provide additional training and expertise in the social studies, history, economics, civics, & geology content areas. Candidates seeking the elementary endorsement (K-8) can add this minor to provide a Social Studies content focus area to the generalist teaching degree. Teacher candidates at the Middle Level and Secondary level can add this minor to broaden specialized content areas as the first step in adding a Middle Level Humanities (English Language Arts & Social Studies) endorsement.

**Required Courses:**

**Select from the following:..... 15**

- HIST 101 World Civilization to 1500 (5)
- HIST 143 United States History to 1865 (5)
- HIST 301 Pacific Northwest History (5)
- POSC 210 American Politics (5)

**Select from the following:..... 5**

- GEOG 101 World Regional Geography (5)
- GEOG 108 Human Geography (5)

**Select from the following ..... 5**

- ECON 101 Economic Issues (5)
- ECON 102 World Economics (5)
- ECON 201 Principles of Microeconomics (5)
- ECON 202 Principles of Macroeconomics (5)

**Select from the following ..... 5**

- Upper Division World History to 1600 (5)
- Upper Division United States History to 1900 (5)
- EDEL 476 Integration of Reading, Literature & Social Studies in the Middle Grades ..... 5
- EDEL 477 Middle Level Students & Their Environment ..... 4
- EDEL 478 Developmentally Responsive Curriculum in the Middle Grades ..... 3
- EDEL 492 Practicum (1-15) ..... 3

Total for the ML Humanities Teaching Major ..... 45

# Exhibit F

## Middle Level English Minor (Non-Endorsement) Curriculum Summary Document

Please address all questions.

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? Please document the demand.*)

In the state of Washington the Middle Level Humanities teaching endorsement is a combined program of English and Social Studies (history, social studies, civics, geography, and economics). The proposed non-endorsement ML English Minor would allow students from a variety of endorsement programs to add a content major to their current program which will help them meet the highly qualified status when they enter the job market. The addition of the Middle Level English (Non-endorsement) minor will provide teacher education candidates from other content areas such as Elementary Education, Secondary History, Secondary Science, etc. with one side (English/Language Arts) of the full Middle Level Humanities teaching endorsement. This minor will enable teachers to return to CWU or other institutions of higher education during their first years of teaching to complete the full ML Humanities Endorsement as part of the state continuing education requirements (15 credit hours or 180 clock hours) to renew a Teaching Certificate.

Currently many middle school buildings in the public schools are staffed with teachers from the Secondary Education (4-12) endorsement. In districts that have a large student body in the middle school(s) the single secondary endorsement area is sufficient. But a large majority of smaller districts it is important to have teachers with multiple content areas endorsements as this adds flexibility and increases the number of full-time position the building can support (vs. part-time or split between buildings). In a recent survey of the superintendents in the Central Washington Educational Service District (105) the 78% superintendents ranked collateral teaching areas as a High Priority when seeking a candidate to fill an opening in a middle level building.

Many Elementary Education (K-8) teachers and pre-service teacher candidates have a preference for the Middle Level Education and are under the assumption that if their endorsement is valid for K-8 that they can find employment in the 6-8 grades. However, due to the Federal NCLB authorization act any middle level teacher (defined by individual states based the building arrangement within a district) must meet the "highly qualified" status. An Elementary Education endorsed teacher does not typically meet the highly qualified criteria which limits their ability to seek employment beyond 5<sup>th</sup> grade in most districts.

*Importantly, states have the authority to define which grades constitute elementary and middle school. States may determine, by reviewing the degree of technicality of the subject matter being taught and the rigor of knowledge needed by the teacher, whether demonstrating competency as an elementary or as a middle school teacher is appropriate. In addition, states may approve rigorous content-area assessments that are developed specifically for middle school teachers aligned with middle school content and academic standards. U.S. Department of Education, 2004.*

The Middle Level English Minor (Non-Endorsement) program will provide an option for majors in the secondary education content programs as well as elementary education and middle level (math &

science) programs to add the English/Language Arts content area to an their instructional skills and move towards meeting the highly qualified status for middle level education. The ML English Minor (Non-Endorsed) would make CWU's teacher education candidates more marketable at the 5-8 grade levels.

The Middle Level English Minor (Non-Endorsement) option consists of courses (with the exception of ENG 347) that are already in the new Middle Level Humanities Major and as such does not add any additional coursework or burden on the University to offer the minor. The goal would be to entice students from other majors in the education field to select the ML English or the ML Social Studies (Non-Endorsement) minors to add depth of content to their selected teaching major. Since there are no new courses created by this minor and all courses will be offered for the ML Humanities Major or to meet general education requirements, the additional minor should attract additional students into the program with minimal increase in cost to any of the contributing departments.

2. Attach a clean copy of the catalog narrative and program requirements. Include course number, course title, credits, pre-admission requirements and total credits. Also include a sample graduation plan.

Please see Attachment

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 will FTE's be affected in existing programs? Is there long-term support for the program in terms of staffing and funding? Will faculty be reassigned from existing courses? Will the program impact enrollments in other departments of colleges, etc.?)*

The new Middle Level English Minor (Non-Endorsement) will draw students from a variety of places. This minor will provide a way for teacher education candidates to add specific content knowledge to their existing major degree program. The bulk of the students interested in this program are anticipated to be from existing K-8 program students that want to add a concentration in English content knowledge. However, secondary education history, social studies, math, science, etc. would also be interested in this minor as a way to help meet the "highly qualified" requirement for middle level employment.

Faculty for the ML English Minor (Non-Endorsement) Program will be drawn from the English Department in the College of Arts and Humanities and from the Teaching Elementary, Adolescent, and Young Children (TEACH) Department from the College of Education and Professional Studies. The new minor will not add any additional courses to the university catalog. Currently all the courses in the proposed new minor are already being taught with enough empty seats to handle the demand for the anticipated students in the new Middle Level English Minor (Non-Endorsement).

Ten credits of the Middle Level English Minor (Non-Endorsement) will be drawn from the general education electives that undergraduates can take to fulfill their lower division degree requirements. So, it is not a matter of the ML English Minor program adding additional sections of the lower division courses but more of an advising issue in directing students who are interested in this minor to select general education electives purposefully. The faculty that will be involved with the Middle Level Programs and the TEACH advising faculty will work with the general education advisors and the community college advisors to provide information and course criteria to students at the freshman level.

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

The English, LLSE & Teach Departments are involved in this minor. (See attached signature sheet for more information.)

Has the affected department(s) agreed to allow course(s) to be used in program? **YES**  
 If yes, please list those courses attach a document (letter, email, etc.) that specifies that the department agrees to use of course(s) from all affected department chairs.

(See attached signature sheet.)

5. What are the Enrollment and Graduation Targets for the first five years? (*Include student headcount, FTE, program graduates broken down by year. What is the basis for these projections?*)

During the pre-advising sessions the TEACH Program has been keeping a running count of students who have indicated a preference for the Middle Level Humanities (English or Social Studies), Science, and/or Mathematics content areas. The anticipated cohort for the initial year of the Middle Level English Minor (Non-Endorsement) program is 7 with the anticipation of beginning a new cohort into the program each fall. The ML English Minor, based on all indications (student survey data, pre-advising data, etc.) should emulate the ML Math/Science degree which began with 13 students and has grown into a 25 – 35 students a year cohort for both the junior and the senior track.

**Projected Growth of the Middle Level English (Non-Endorsement) Minor**

<b>Cohort/Year</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>
Junior Cohort	5-10	10-15	15-20	15-20	15-20
Senior Cohort	0	5-10	10-15	10-15	10-15
Total	5-10	15-25	25-35	25-35	25-35

6. Who are the Program Personnel? (*Include faculty names, degree, rank, part-time or full-time, % of effort in the program, total faculty FTE*) (*Also include Program Administration & Staff: Name, title, responsibilities and % of effort in the program, total staff FTE.*)

<b>Middle Level English Minor Projected Program Faculty</b>				
<b>Name</b>	<b>Degree</b>	<b>Rank</b>	<b>Part/Full-Time</b>	<b>% Effort</b>
Bobby Cummings	Ph.D.	Professor	Full	10%
Patricia Callaghan	DA	Professor	Full	10%
Keith Salyer	Ph.D.	Associate Professor	Full	10%

<b>Middle Level English Minor Projected Administration/Staff</b>				
<b>Name</b>	<b>Degree</b>	<b>Rank</b>	<b>Part/Full-Time</b>	<b>% Effort</b>

Virginia Erion (Adm.)	Ed.D.	Associate Professor	$\frac{3}{4}$	5%
Tina Clark (Staff)		Administrative Assistant	Full	10%

### 7. Program Expenses and Revenues

<b>Program Expenses</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year □3</b>	<b>Year 4</b>	<b>Year N Full Enrollment</b>
Admin. Salaries (#FTE)/Benefits	\$3,700	\$4,000	\$4,200	\$4,500	\$ 4,500
Faculty Salaries (#FTE)/Benefits	\$60,000	\$63,000	\$65,000	\$65,000	\$69,000
TA/RA Salaries (#FTE)/Benefits	0	0	0	0	0
Clerical Salaries (#FTE)/Benefits	\$ 2,000	\$ 2,100	\$2,200	\$ 2,300	\$ 2,500
Other Salaries (#FTE)/Benefits	0	0	0	0	0
Contract Services	0	0	0	0	0
Goods & Services	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
Travel	0	0	0	0	0
Equipment (list equipment & cost)	0	0	0	0	0
Lease or Acquisition	0	0	0	0	0
Other (itemize) **See Below	0	0	16,000	17,500	19,000
Indirect (if applied to the program)	0	0	0	0	0
<b>Total Costs</b>	\$66,700	\$70,100	\$88,400	\$90,300	\$96,000

\*\*An expenditure of 5 credits for additional general education courses could potentially be required if all of the projected ML English minors lacked ENG 247. An expenditure of 10 additional credits would be needed for new sections of ENG 320 and ENG 429. (15 credits at 817.62 rate = \$12,264.3 plus 0.3 for benefits comes to approximately \$16,000. per cohort.)

### Middle Level English Minor (Non- Endorsement) Program Revenues

<b>Program Revenues</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year □3</b>	<b>Year 4</b>	<b>Year N Full Enrollment</b>
General Fund: State Support					
Tuition and Fees (total)	*\$52,500	*\$112,500	*\$187,500	*\$178,500	*\$187,500

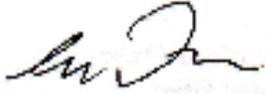
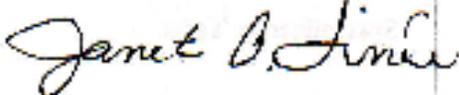
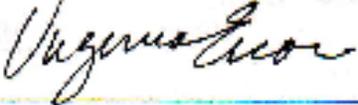
Corporate Grants/Donations	0	0	0	0	0
Internal Reallocation*	0	0	0	0	0
Other Fund Source (specify)	0	0	0	0	0
Total	\$52,500	\$112,500	\$187,500	\$178,500	\$187,500

\*The calculations for the tuition and fees are based on the low end of the estimated number of students (see projected number of students chart above) in the program for each of the years.

iddle Level English Minor (Non-Endorsement)

The following departments have courses in the proposed minor.

### Signature of Agreement Sheet

Department	Chair	# of Contributing Credits	Signature of Contributing Department Chair
English	George Drake	25	
Language, Literacy, & Special Education	Janet Finke	3	
Teaching Elementary, Adolescent, & Young Children (TEACH)	Virginia Erion	12	

## Attachment A: Catalog Narrative w/ Course Outline

### Catalog Narrative:

#### Middle Level English Minor (Non-Endorsement)

The Middle Level English Minor is designed for students who are seeking teaching careers at the elementary or middle school level. While this minor does not result in a Washington State Middle Level Humanities Endorsement which requires both the English and Social Studies content areas, it does provide additional training and expertise in the English and Language Arts content areas. Candidates seeking the elementary endorsement (K-8) can add this minor to provide an English/Language Arts content focus area to the generalist teaching degree. Teacher candidates at the Middle Level and Secondary level can add this minor to broaden specialized content areas as the first step in adding a Middle Level Humanities (English Language Arts & Social Studies) endorsement.

#### Required Courses:

ENG 247	Multicultural Literature.....	5
ENG 320	English Grammar .....	5
ENG 303	Principles of English Studies .....	5
ENG 429	Teaching Writing in the Middle School.....	5
ENG 488	Teaching Portfolio .....	2
ENG 492	Practicum .....	3
EDLT 324	Literacy across the Curriculum .....	3
EDEL 476	Integrated Humanities at the Middle Level Grades.....	5
EDEL 477	Middle Level Students & Their Environment....	4
EDEL 478	Developmentally Responsive Curriculum in the Middle Grades .....	3
Total for the Middle Level English Minor.....		40