

CENTRAL WASHINGTON UNIVERSITY  
FACULTY SENATE

**REGULAR MEETING**  
**Wednesday, April 6, 2016, 3:10 p.m.**  
**BARGE 412**  
**Minutes**

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

**ROLL CALL All senators or their alternates were present except:** Joseph Brooks, Susan Donahoe, Ben Glasgall, Seong-Jong Joo, Darren Olson, Robert Pritchett, Mary Radeke, Alison Scoville, Darci Snowden, Tim Sorey

**Guests:** Julie Bonner, Ginny Blackson, Mindie Dieu, Lindsey Brown, Rose Spodobalski Brower, Christopher Boone, Aimee Quinn, Julia Stringfellow, Ellen Avitts, Kathy Whitcomb, Mike Harrod, Carolyn Thurston, Sarah Swager, Tim England, and Bernadette Jungblut

**CHANGES TO AND APPROVAL OF AGENDA** - Approved

**MOTION NO. 15-34(Approved): APPROVAL OF MINUTES** of March 2, 2016

**COMMUNICATIONS** - Memo from Registrar regarding commencement is available in the Faculty Senate office.

**FACULTY ISSUES** - Senator Ge expressed concern regarding the SEOI response rate. Students say they don't have time to do the SEOIs. Faculty members have told him that when the University used paper SEOIs the response rate was 95%. Understand it will be a huge cost to switch back to paper. One faculty member suggesting having those students who completed the SEOI have a chance of winning something nice.

Senator Lizzie Brown invited faculty to the Library Gala on Saturday April 9 from 7:00 - 9:30 pm. All proceeds from the event will support the acquisition of research materials and the development of enrichment programming.

Senator Harper wanted to follow up on SEOI response rates. She indicated that students are trying to do them on Canvas. The poster for winter quarter instructed them to do that. Senator Harper also expressed concern about the lack of sufficient textbooks available in the bookstore. There seems to be a lot of confusion and this quarter 5 students in her class do not have text books. This is the same textbook that has been used year after year. Nothing should have complicated why they couldn't get them in and have been under ordering.

Senator Temple expressed a concern about the scheduling of exams back-to-back in the same classroom. Last quarter had an exam scheduled from 8-10, and another faculty member had one scheduled from 10-12. The second faculty felt they should be able to come in early to set up. There needs to be some sort of policy to deal with this.

**PRESIDENT:** No report

**PROVOST:** No report

**STUDENT REPORT** – Hauke reported that the SAS has finished with their funding requests. There have been a number of students having great opportunities to attend conferences. The Student Academic Senate is more than providing funds for students. They would like to see their primary focus be on academic concerns from the student prospective. They will be reviewing their Bylaws and reviewing the roles of senators. They are looking forward to having a productive spring quarter. The Veteran's Memorial Task Force met with Gene Shoda regarding design, location and funding. Right now the focus is the flag

plaza area. The Recruitment committee will begin recruiting this year and appointing new members at the last meeting of the year, so that committees can function next fall. They have started gathering feedback from students on the amount of emails students receive.

## **OLD BUSINESS**

Chair Pedersen outlined the process for the General Education proposal.

**Motion No. 15-40(Approved 23 yes, 19 no and 1 abstention):** Senator Cheney moved to untable Motion No. 15-30. Motion was seconded.

**Motion No. 15-30(Failed due to lack of super majority 25 yes, 21 no, 1 abstention):** Recommends changes to the General Education program as outlined in Exhibit E.

**Motion No. 15-39(Failed 16 yes, 24 no, 5 abstentions):** General Education Task Force moves to amend Motion No. 15-30 as outlined in Exhibit F.

Discussion: Senator Cheney gave the committee's rationale for the changes. The committee removed courses from non-traditional courses in social science that had been objected to at the March meeting. The Sense of Senate had only 25% support for the proposal as presented. Senator Claridge expressed concern that courses were removed without due process. A number of these courses were developed to meet the breadth area outcomes and were deemed to meet the outcomes by the General Education Committee. Senator Altman indicated he doesn't know why the breadth area name was changed to Religions and Philosophies of the World. Senator Auslander indicated that this rather painful discussion show how poorly RCM has been conceived and implemented at this institution. It is pitting departments against departments due to financial pressures. Senator Erdman expressed concern with the long term problem of what to do with interdisciplinary programs. Senator Perez yielded the floor to Rebecca Pearson. Dr. Pearson indicated the process that got us to the original proposal was strong and should stand. The General Education requirements are about preparing students and giving them the largest possible exposure in content and civil life. Hauke asked the Senators to please keep the students best interest in mind.

Senator Hickey called the question and motion was approved.

## **REPORTS/ACTION ITEMS**

### **SENATE COMMITTEES:**

#### **Executive Committee**

#### **Academic Affairs Committee**

**Motion No. 15-35(Approved):** Recommends approval of changes to CWUR 2-90-030 Acceptance of Transfer Credit as outlined in Exhibit A.

**Motion No. 15-36(Approved):** Recommends approval of changes to CWUP 5-90-030 Acceptance of Transfer Credit as outlined in Exhibit B.

**Bylaw & Faculty Code Committee** – Senator Harper reported that the committee now has a quorum. The committee has met several times and continuing discussion by email. The Complaint process should be coming forward to Senate.

#### **Curriculum Committee**

**Motion No. 15-37(Approved):** Recommends approval of a new minor in Child Development as outlined in Exhibit C.

**Motion No. 15-38(Approved):** Recommends approval of a new Accounting Certificate Type A as

outlined in Exhibit D.

**Faculty Legislative Representative** – Steve reported that the state revenue forecast is down. All tuition backfill has been funded. The CFR will be talking to the Council of President's about issues for next year. State Senators and Representatives will be on campus for Civil Week on May 4<sup>th</sup>. The Council of Faculty Legislators will be on campus for a retreat on June 4<sup>th</sup>.

**CHAIR:** Chair Pedersen thanked all those that have been involved with the General Education process. There has been respectful and thoughtful discussion. The Executive Committee (EC) is committed to continue the momentum on General Education. The EC is working on a process that is inclusive and builds on buy in. They will start off with a broader philosophical discussion. Faculty will receive invitations for the FSSE survey on April 18<sup>th</sup>. This is a companion survey of the student engagement survey. Central has done this survey in 2012 and 2014. Central has used this survey for key indicators in the strategic plan and seed discussion for faculty lead development workshops. The summary of results will hopefully be made available.

**CHAIR-ELECT:** Senator Rajendran reported that the next open EC meeting will be next Wednesday April 13<sup>th</sup> in the Faculty Center. The next Faculty Friday is this Friday, April 8 from 5:00-7:00 p.m. in the Grupe Faculty Center. There have been two Provost search candidates on campus so far. The next candidate will be here next week and the final candidate the week after. So far the forums have had good participation. Senator Rajendran asked that faculty take time to fill out the feedback forms.

**NEW BUSINESS** - None

Meeting was adjourned at 4:49 p.m.

# Exhibit A

## **CWUR 2-90-030 Acceptance of Transfer Credit**

### **(1) Transfer Credit from Four-Year Institutions**

(A) Transfer course equivalents to university courses apply toward the baccalaureate degree exactly as do the CWU courses for which they are being articulated. Equivalency is established by the appropriate academic department chairs. Once established, transfer course equivalencies will be maintained by Registrar Services and articulated in the same manner for all students. Other transfer courses that have not been established as exact equivalents may also be allowed in the degree program with approval from the appropriate academic department chair and, as appropriate, college dean.

(B) Transfer credit is not normally awarded for the following types of study or course work:

1. courses taken at colleges or universities that are not regionally accredited;
2. non-credit courses and workshops;
3. remedial or college preparatory courses;
4. sectarian religious studies; and
5. career and technical education courses not taught at CWU.

(C) Colleges that operate on a semester basis (i.e., divide the academic year into two parts, exclusive of summer) give semester credits. Equivalent quarter credits are semester credits multiplied by one and half.

### **(2) Transfer Credit from Community Colleges**

(A) Transfer course equivalents to university courses apply toward the baccalaureate degree exactly as do the CWU courses for which they are being articulated. Equivalency is established by the appropriate academic department chairs. Once established, transfer course equivalencies will be maintained by Registrar Services and articulated in the same manner for all students. Other transfer courses that have not been established as exact equivalents may also be allowed in the degree program with approval from the appropriate academic department chair and, as appropriate, college dean.

(B) Transferable academic associate of arts degrees, as determined by Registrar Services and approved by the General Education Committee, from a college accredited by the Northwest Commission on Colleges and Universities will meet the general education requirements. Transferable academic associate of arts degrees within Washington State must be approved by the Joint Transfer Council (JTC). Applied career, and technical education degrees cannot be used to satisfy the general education requirements.

(C) After initial enrollment at CWU, transfer students without a transferable associate degree from a Washington state community college wishing to complete such a degree must complete it a minimum of one quarter prior to earning their bachelor degree.

(D) Students who enter with an associate of science transfer degree must complete the following additional requirements to meet the general education requirements:

1. English 102 or its equivalent.
2. Three additional general education courses beyond the 15-quarter credits in Humanities and Social Science required for the associate of science transfer degree. The three additional courses must include:
  - a. One course from the Arts and Humanities breadth area;
  - b. One course from the Social and Behavioral Science breadth area;
  - c. The remaining additional course may be chosen from either the Arts and Humanities or Social and Behavioral Science breadth area.

### **(3) Other Forms of Credit**

Due to Northwest Commission of Colleges and University accreditation standards, other forms of credit are limited to a maximum of 45 credit hours.

(A) Students may receive credit or advanced placement, or both, depending upon the scores achieved in the college entrance examination board advanced placement (AP) test. Credit or placement on the basis of AP test scores will be established by the appropriate individual academic departments.

(B) Credits for successful completion of College-Level Examination Program® (CLEP®) tests will be accepted in accordance with procedures established by the Academic Affairs Committee.

1. Students will be awarded five college-level quarter credits for each score at the 50th percentile on the CLEP® humanities, social science/history, and natural sciences examinations. These credits will meet the general education requirements in the appropriate academic areas.

2. Students may also be awarded credit for subject examinations as determined by appropriate academic departments at the time of application for credit.

(C) Credit for completing individual areas of study within the international baccalaureate (IB) program may be accepted. Standards for acceptance will be established by the appropriate academic departments and listed in the official electronic catalog. IB diploma recipients will receive 45 credits ~~(not to exceed a total of 45)~~ toward each Breadth area of general education.

(D) Credit will be accepted from non-U.S. institutions of higher education:

1. Linked to CWU either by a bilateral or consortial agreement or

2. Certified by the CWU Office of International Studies and Programs as a legitimate, recognized institution of higher education (tertiary level) within a particular country, if the student has received a passing grade recognized by the institution, and

3. When an official record or transcript has been received by the university.

(E) Upon submission of the official military transcripts, matriculated students may receive up to 30 credits, not to exceed 105 credits, for completion of military schools as recommended by the American Council on Education. No more than 45 total quarter credits through IB, AP, CLEP or other sources of nontraditional credit may apply toward graduation requirements. Military credit recommendations that are direct equivalents to CWU course offerings may be articulated to that specific course with department approval. Equivalent military credit may be lower or upper division.

*Responsibility: Faculty Senate; Authority: Marilyn A. Levine, Provost/VP for Academic & Student Life; Reviewed/Endorsed by Provost's Council 04-29-2014; Cabinet/UPAC; Review/Effective Date: 06/04/2014; Approved by: James L. Gaudino, President]*

# Exhibit B

## CWUP 5-90-030 Acceptance of Transfer Credit

### (1) Transfer Credit from Four-Year Institutions

(A) In general, it is the university's policy to accept credits earned through university-level courses at institutions fully accredited by their respective regional accrediting association.

(B) A student may transfer no more than 135 credits, including a maximum of 105 lower division credits to be applied to the 180 credit minimum toward graduation.

(C) Only official transcripts will be used to evaluate credits for degree requirements.

### (2) Transfer Credit from Community Colleges

(A) The university will accept a maximum of 105 community college credits. Course work exceeding that amount may be used to satisfy specific requirements but no additional credits will be accepted.

(B) A student cannot earn an associate degree and bachelor degree in the same quarter.

(C) Associate of arts degrees from a college accredited by the Northwest Commission on Colleges and Universities in the state of Washington approved by the Intercollege Relations Commission (ICRC) as a direct transfer agreement (DTA) associate degree will meet the general education requirement of a bachelor's degree.

(D) Associate of science transfer degrees which are part of direct transfer agreements between CWU and Washington community colleges must meet additional general education requirements for a CWU bachelor's degree. (See CWUR 2-90-030(2)(D))

(E) Associate degrees that are not part of the direct transfer agreement, such as career and technical degrees, will not automatically satisfy the general education requirements at CWU.

(F) Academic transfer associate degrees from an accredited college outside the state of Washington may meet the general education requirement of a bachelor's degree. Review of the content/distribution of the associate degree is completed by a registrar services designee and recommended approval by the general education committee.

### (3) Other Forms of Credit

(A) The university accepts, in a manner consistent with herein-established transfer and equivalency policies, college credit earned while a student is enrolled in high school.

(B) No more than 45 total quarter credits through International Baccalaureate (IB), Advanced Placement (AP), College Level Examination Program (CLEP®) or other sources of non-traditional credit may apply toward graduation.

(C) Students who earn an International Baccalaureate Diploma (Domestic and International) will be awarded 15 quarter credits toward general education requirements. These general education credits will be distributed equally (5 credits each) among the three Breadth Areas as needed for the student. These credits will not be applied to lab or writing courses.

- a. Arts & Humanities
- b. Social & Behavioral Science
- c. Natural Sciences

(D) Matriculated students seeking to use Veterans Affairs Educational benefits must submit official military transcripts (Joint Services Transcript or Community College of the Air Force) for evaluation.

Students may receive up to 30 lower and/or upper division credits, for completion of military educational experiences as recommended by the American Council on Education. Basic training and Military Occupational Specialty courses are excluded.

A student may transfer no more than 135 credits, including a maximum of 105 lower division credits to be applied to the 180 credit minimum toward graduation. No more than 45 total quarter credits through military or other sources of non-traditional

credit may apply toward graduation.

Military credit will be granted for:

- (1) Military service schools;
- (2) United States Armed Forces Institute correspondence courses;
- (3) DSST Credit for DANTES Subject Standardized Tests (DSSTs) college-level academic subjects using the minimum score and credit amount as recommended by the American Council on Education and approved by the academic department.

Military credit will not be granted for:

- (1) Vocational/technical courses;
- (2) Non-credit courses and workshops;
- (3) Remedial or college preparatory courses;
- (4) Sectarian religious studies.

Military credit recommendations that are direct equivalents to CWU course offerings may be articulated to that specific course with departmental approval. If direct course equivalents do not exist, elective credit will be awarded when possible.

*[Responsibility: Faculty Senate; Authority: Marilyn A. Levine, Provost/VP for Academic & Student Life; Reviewed/Endorsed by Academic & Student Life Council 09/29/2015: Cabinet/UPAC; Review/Effective Date: 10/7/2015; Approved by: James L. Gaudino, President]*

# Exhibit C

## Child Development Minor

### New Major, Specialization, Minor or Certificate

Department: Family & Consumer Sciences Submission Date: 10/20/15

**For Majors Only:**

Degree Type: (B.A., B.S., etc.) \_\_\_\_\_  
 Major Title: \_\_\_\_\_

**For Specializations Only:**

Major Title: [Click here for specialization definition.](#) \_\_\_\_\_  
 Specialization Title: \_\_\_\_\_

**For Minors Only:**

Title: [Click here for minor definition.](#) Child Development

**For Certificates Only:**

Title: \_\_\_\_\_  
 Type:  A  B  C  D [Click here for certificate definition.](#)

Implementation Quarter or Term: Fall 2016 Catalog Year: 2016-2017

Is all or part of this program offered on-line?  Yes  No (If yes, what percentage?) 50% (4 courses)

Intentions to be offered:  Lecture  Des Mon  Hybrid  Web-based  Video  Music Lab  
 Case Counts  Misc  Other \_\_\_\_\_

The following items **MUST** be submitted concurrently with this cover page:

1. Completed Summary Page [Click here for form.](#)
2. Electronic copy in Word
3. New Course Form(s), if applicable: [Click here for form.](#) N/A - none
4. Programmatic Goals and Assessments: [Click here for form.](#) N/A - minor
5. Program narrative, admissions, and courses as it will be listed in the catalog.

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

	Signature	Printed Name	
Originator		Amy Churidge	10/20/15
Department Chair		Diane Dowd	10/18/15
College Dean		Stephen Hilbert	10/20/15
Provost or Designee (457 7513)		Provost	10/20/15
Registrar (for review - 457 7465)		Registrar	10/20/15
Center for Teaching & Learning (151.1) (if applicable - 457 7517)			
Graduate Studies (if applicable - 457 7518)			

FSCC Approved: \_\_\_\_\_ Faculty Senate Approved: \_\_\_\_\_

Approved by Academic Affairs: \_\_\_\_\_ BUT Approved: \_\_\_\_\_

Sent to Registrar: \_\_\_\_\_ NWCC Approved: \_\_\_\_\_

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OFFICE OF THE  
ASSOCIATE PROVOST

Central Business University  
Registrar

# Summary Page

Department: Family & Consumer Sciences

New Minor: Child Development

## 1. Justification:

Many professions involve direct or indirect contact with children. For instance, counselors, psychologists, social service workers, teachers, public health officials, attorneys, law enforcement officers, and others may interact with children or with parents in their practice. Students pursuing careers where they will have contact with children should have some basic understanding of child development. In fact, many students hope to specialize in work with children in their chosen profession. Because Central Washington University does not currently offer a minor in child development, these students often minor in Family and Child Life and choose elective courses related to children or choose to take one or two Family and Child Life courses. Students would benefit from an official minor in child development to demonstrate their knowledge of child development as they apply for jobs that involve work with children.

The minor will provide students with knowledge of how children develop in multiple domains, with a focus on how development occurs in the context of family, community, and culture. Additionally, Family and Child Life courses include opportunities for practical skill building so that students graduate with skills to work with children and their families. The child development minor fits well alongside the existing Family and Child Life major and Child Life specialization. The courses included in the minor are already developed and regularly offered in Family and Child Life, so there will be no additional expenses to offering the minor at this time. If the minor grows such that additional sections of courses are required, we plan to hire adjunct instructors. The minor will provide a structured option for students who are not majoring in Family and Child Life, but would like to work with children in their chosen professions.

## 2. Catalog Narrative & Program Requirements:

Catalog Narrative:

Child Development Minor:

A minor in child development is designed for students who want some expertise in child development to improve their ability to work with children or parents in their chosen profession. Students majoring in psychology, early childhood education, special education, sociology, social services, public health, law and justice, physical and health education, and recreation and tourism may benefit from the child development minor. Students in the minor will learn about theories of child development; cutting-edge research about how children develop in multiple domains, with a focus on how development occurs in the context of family, community, and culture; and skills for practical application of child development. Completing the minor will enhance students' competitiveness for jobs involving interaction with children in a variety of disciplines.

Pre-Admission Requirements:

Students wishing to declare a minor in Child Development must be incoming freshmen, transfer students, or have a cumulative GPA of 2.5. Child Development minors must maintain a cumulative GPA of 2.5 or higher to remain in the minor.

Course Requirements:

- FCL 232- Child Development **Credits:** (3)
- FCL 336- Parent Education and Guidance **Credits:** (4)
- FCL 338- Attachment Theory and Practice **Credits:** (4)

Child Development Minor Electives: **Credits** (14)

**Child Development Minor Credits: 25**

Approved Child Development Minor Electives:

- FCL 339- Adolescence and Emerging Adulthood **Credits:** (4)
- FCL 414- Coping with Loss and Grief **Credits:** (4)
- FCL 415- Therapeutic Play **Credits:** (4)
- FCL 416- Child Life I: Child Life Scope of Practice **Credits:** (4)
- FCL 417- Childhood Diseases and Disorders **Credits:** (4)
- FCL 418- Child Life II: Impact of Child Hospitalization **Credits:** (4)

□ FCL 432- Theories in Child Development **Credits: (3)**

Sample Graduation Plan:

	Fall	Winter	Spring	Summer
Year 1	Gen Ed (15)	Gen Ed (15)	Gen Ed (15)	Optional
Year 2	Gen Ed (15)	Gen Ed (15)	Gen Ed (15)	Optional
Year 3	Major (15)	Major (15)	Major (15)	Optional
Year 4	FS 232 (3) Elective (4) Major (8)	FS 338 (4) Elective (4) Major (8)	FS 336 (4) Elective (4) Elective (4) Major (4)	Optional

**3. Impact on Existing Programs:**

The child development minor will complement the current family and child life program offerings, and will be attractive to students majoring in related areas across campus. All of the courses included in the minor are already regularly offered, so there will not be any additional faculty expenses to provide courses for the minor. The minor may affect enrollments both within the Family and Consumer Sciences department and in departments outside of the program as students may choose to pursue the child development minor instead of another minor. However, the impact will be minimal and will not target any specific department. The specialization should increase enrollment in FCL 232, which is cross-listed with early childhood education. We anticipate that offering the minor will increase exposure to the Family and Child Life program and may increase enrollment in both the undergraduate and graduate programs in Family and Child Life.

**4. Courses Outside the Department:**

Teaching Elementary, Adolescent and Young Children (TEACH): FCL/EDEC 232 and FCL/EDEC 432 are cross-listed courses with TEACH.

See the attached permission from the department chair of TEACH for inclusion of these courses.

**5. Enrollment and Graduation Targets:**

Academic Year	New Students*	Student Headcount	FTE	Graduates
2016-2017	5	15	15	0
2017-2018	10	20	20	15
2018-2019	15	25	25	20
2019-2020	15	30	30	25
2020-2021	15	30	30	30

\*We project that around half of the students who enroll in the child life minor will be students new to the department whereas the other students will be students who are currently enrolled or would have enrolled in the Family Studies minor. The financial projections are based on the new student enrollment projections in this table.

We project that we will enroll at least 15 students in the child development minor by Fall 2016 because several students currently enrolled in the family studies minor have indicated interest in a child development minor. There are also several students who are currently taking child development courses as electives, but are not currently enrolled in a minor because

there is not a child-focused minor available to them. We project steady increases in enrollment over the first three years of the program. By the fourth year, we project enrollment of at least 30 students in the minor. This is based on the fact that the minor will complement many majors on campus and our family studies minor has consistently maintained close to 60 students. The child development minor will have broad appeal to current and prospective CWU students who major in psychology, early childhood education, special education, sociology, social services, public health, physical and health education, recreation and tourism, and others. Therefore, the minor will likely attract new students to our department who wouldn't have been interested in majoring in family studies. Still, we anticipate that around half of the students who minor in child development would have minored in family studies, and therefore, aren't "new students" to our department. The new student projections were used to estimate program revenues.

**6. Program Personnel:**

Faculty:

Faculty Name	Degree	Rank	Part/Full Time	% Effort in Program	Total FTE
Amy Claridge	Ph.D.	Assistant Professor	Full time	33% (Child Development Minor Specific)	.33
Sabrina Enders	M.S.	Adjunct	Part time	27%	.27
Christina Becerra	M.S., CCLS	Adjunct	Part time	9%	.09
Anna Ahrens	M.A., CCLS	Adjunct	Part time	9%	.09
Stephanie Wilding	M.S, CCLS	Adjunct	Part time	9%	.09
Kristen Bishop	M.S., CCLS	Adjunct	Part time	9%	.09

Faculty will not be teaching any new courses, so there will not be any new faculty salary expense to offer this minor. All courses for the minor are already regularly offered by the instructors listed above. If the demand for the courses increases in the future because of the minor, additional sections of the courses may be offered and taught by adjunct instructors.

Program Administration & Staff:

Name	Title	Responsibilities	% Effort in Program	Total FTE
Amy Claridge	Assistant Professor Child Life Specialization Coordinator	Recruiting students for child development minor, advertising the minor, academic and career advising for students in the minor, course scheduling, and curriculum development.	9% (child life specialization coordination- no additional workload will be required for the new minor)	.09
Alex Lange	Administrative Staff	Processing student applications for admittance into the minor.	1%	.01

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

*This form must accompany your proposal.*

*Please address all questions. 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? Please document the demand.*

**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.**

**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 e reassigned from existing courses? Will the program impact enrollments in other departments or colleges, etc.?)*

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

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

If

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

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

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

**7. Program Expenses and Revenues**

Program Expenses

	Year 1	Year 2	Year 3	Year 4	Year n (full enrollment)
Administrative Salaries (#FTE)/Benefits	0	0	0	0	0
Faculty Salaries (#FTE)/Benefits	0	0	0	0	0
TA/RA Salaries (#FTE)/Benefits	0	0	0	0	0
Clerical Salaries (#FTE)/Benefits	0	0	0	0	0
Other Salaries (#FTE)/Benefits	0	0	0	0	0
Contract Services	0	0	0	0	0
Goods and Services	500	500	500	500	500
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)	0	0	0	0	0
Indirect (if applied to the program)	0	0	0	0	0
<b>Total Costs</b>	500	500	500	500	500

Program Revenues

	Year 1	Year 2	Year 3	Year 4	Year n (full enrollment)
General Fund: State Support	0	0	0	0	0
Tuition and Fees (total)	12250	34500	51750	51750	51750
Corporate Grants/Donations	0	0	0	0	0
Internal Reallocation*	0	0	0	0	0
Other Fund Source (specify)	0	0	0	0	0
<b>Total Revenue</b>	12250	34500	51750	51750	51750

\*If revenues are projected through internal reallocation, please attach a detailed explanation of the costs and impact the reallocation would have on other departments or programs. (Source of funds and % of budget)

Notes:

No additional salary expenses will be required. All courses included in the minor are already regularly offered.

Should the minor grow to a point to justify additional sections of courses, we will hire adjunct instructors.

Goods and Services: Promotional brochures and handouts will be printed to recruit students.

Tuition and Fees: Per student (see projected new student enrollment on attached summary page):

\$6900 full-time enrollment/ 2 = \$3,450 half-time enrollment in minor courses

# Exhibit D

## Accounting Certificate Type A

### New Major, Specialization, Minor or Certificate

Accounting

Department: Accounting Submission Date: 12/8/15

**For Majors Only:**

Degree Type: (B.A., B.S., etc.) \_\_\_\_\_

Major Title: \_\_\_\_\_

**For Specializations Only:** [Click here for specialization definition.](#)

Major Title: \_\_\_\_\_

Specialization Title: \_\_\_\_\_

**For Minors Only:** [Click here for minor definition.](#)

Title: \_\_\_\_\_

**For Certificates Only:**

Title: Accounting Certificate Type A

Type:  A  B  C [Click here for certificate definition.](#)

Implementation Quarter or Term: Spring 2016 Catalog Year: 2016/17

Is all or part of this program offered on-line?  Yes  No If yes, what percentage? 80 percent

Locations to be offered:  Hinkson  Des Moines  Lynnwood  Waukegan  Yakima  Moses Lake  
 Pierce County  Kent  Everett  Other \_\_\_\_\_

The following items MUST be submitted concurrently with this cover page:

1. Completed Summary Page [Click here for form.](#)
2. Electronic copy in Word
3. New Course Form(s), if applicable [Click here for form.](#)
4. Program narrative, admissions, and courses as it will be listed in the catalog.
5. Student Learning Outcome Assessment Plan [Click here for form.](#)

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

	Signature	Printed Name
Originator	<i>Marvin L. Bouillon</i>	Marvin L. Bouillon
Department Chair	<i>Marvin L. Bouillon</i>	Marvin L. Bouillon
College Dean	<i>K. Martell</i>	Kathryn Martell
Provost or Designee (MS 7503)	<i>Stephan Hubert</i>	Stephan Hubert
Registrar (for review - MS 7463)	<i>Stephan Hubert</i>	Stephan Hubert
Center for Teaching & Learning (Ed, if applicable - MS 7415)		
Graduate Studies (if applicable - MS 7510)		

12/8/15  
12/8/15  
1/6/16  
2/8/16

Approved: \_\_\_\_\_ Faculty Senate Approved: \_\_\_\_\_  
 NOT Approved: \_\_\_\_\_  
 File Affairs: \_\_\_\_\_ NWCCU Approved: \_\_\_\_\_  
 Registrar: \_\_\_\_\_

RECEIVED

FEB 11 2016

OFFICE OF THE ASSOCIATE PROVOST

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JAN 07 2016

Office of the Associate Provost

## Accounting Certificate

The accounting certificate provides students with an introduction to several key areas of accounting. Accounting certificates are available to all students. Declaration forms with instructions are available online and, in department and center offices. The accounting certificate requires that the student take five accounting courses, and earn a cumulative grade point average of 2.00 in them.

### Required courses:

ACCT 251 -Financial Accounting .....	5
ACCT 252 -Managerial Accounting .....	5
ACCT 350 -Intermediate Accounting I.....	5
Total Required Credits	15

### Elective courses:

Choose any two five-credit courses from the ACCT upper division prefix excluding; 301, 303, 490, 492 and 493.

Total Elective Credits	10
Total Credits	25

**Required Summary Page  
For All Proposed Majors, Minors, Specializations, and Certificates**  
*This form must accompany your proposal.*

*Please address all questions. 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. We have 15 to 20 post-bac students a year that come back to complete classes to sit for the CPA Examination.
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.
3. Please indicate how this new program will impact existing programs in your department/college and the university. It will not affect existing programs. It provides these students with a university certificate. We currently have additional space in our classes. In year 2, we may need to add an additional section of a class. In year 3 and 4, we may need to add two additional classes. I used the Senior Lecturer rate plus benefits for these additional sections.
4. Does this program include courses from outside the originating department?  Yes  No  
Has the affected department(s) agreed to allow course(s) to be used in program?  Yes  No If yes, please list those courses and attach a document (letter, email, etc.) that specifies that the department agrees to use of course(s) from all affected department chairs.
5. What are the Enrollment and Graduation Targets for the first five years? There would be about 15 students per year.
6. Who are the Program Personnel? Mary Bouillon, Chair and the rest of the faculty in the Accounting Department.

**7. Program Expenses and Revenues**

	Program Expenses				
	Year 1	Year 2	Year 3	Year 4	Year n (full enrollment)
Administrative Salaries (#FTE)/Benefits					
Faculty Salaries (#FTE)/Benefits		7,500	15,000	15,000	
TA/RA Salaries (#FTE)/Benefits					
Clerical Salaries (#FTE)/Benefits					
Other Salaries (#FTE)/Benefits					
Contract Services					
Goods and Services					
Travel					
Equipment (list equipment & cost)					
Lease or Acquisition					
Other (temp etc)					
Indirect (if applied to the program)					
<b>Total Costs</b>	0	0	0	0	0
	Program Revenues				
	Year 1	Year 2	Year 3	Year 4	Year n (full enrollment)
General Fund: State Support					
Tuition and Fees (total)					
Corporate Grants/Donations					
Internal Reallocation*					
Other Fund Source (specify)					
<b>Total Revenue</b>	50,000	75,000	100,000	100,000	100,000

\*If revenues are projected through internal reallocation, please attach a detailed explanation of the costs and impact the reallocation would have on other departments or programs. (Source of funds and % of budget)

**Accounting Certificate**  
**Learner Outcomes and Assessment Form**  
**2016 – 2017**

**Outcomes**

Demonstrate intermediate-level competency in practicing all phases of the accounting cycle.

Demonstrate intermediate-level competency in the accounting for specific topics designated for this first of a three-course intermediate sequence. These topics are:

- the demand for and supply of financial accounting information;
- financial reporting: its conceptual framework;
- review of a company's accounting system;
- the balance sheet and the statement of shareholders' equity;
- the income statement and the statement of cash flows;
- time value of money;
- cash and receivables;
- inventories: cost measurement and cost flow assumptions; and
- inventories: special valuation issues.

Identify ethical dilemmas that likely will confront the accounting professional.

**Assessment**

Student will prepare journal entries, postings, adjustments, financial statements, and closings. Competency will be assessed through in-class exercises, homework, quizzes, and exams.

Competency will be assessed through in-class exercises, homework, quizzes, and exams.

Competency will be assessed through case analysis and discussion.

# Exhibit E

## General Education Mission

In alignment with Central Washington University's mission, the General Education Program helps to prepare graduates to become responsible citizens, to explore and understand the natural world, and to become independent learners to lead enlightened and productive lives. The responsibility of the General Education Program is to offer students multiple and varied opportunities to engage with, inquire about, and interrogate ideas to liberate and enrich our students' greatest potential as human beings. Through the General Education curriculum, students will be introduced to an intellectual legacy that includes the best ideas, methodologies, and accomplishments in the broad areas of the natural sciences, the social and behavioral sciences, the humanities, and the arts. In addition, students will develop through repeated praxis the habits of mind and modes of expression essential to leading enlightened and productive lives in their local and global communities.

**Basic Skills Requirements.** All students must satisfy the following requirements in basic academic and intellectual skills:

**Academic Advising Seminar:** Only required of students who enter Central with fewer than 45 credits.

UNIV 101 (1) Academic Advising Seminar

**Academic Writing:** (a minimum grade of C- is required in Academic Writing before taking Academic Writing and the Research Paper or any Writing intensive (W) course

English 101 (4) Composition I: Critical Reading and Responding

**Academic Writing and the Research Paper:** A grade of C- or higher is required in ENG 101 before ENG 102 may be taken.

English 102 (4) Composition II: Reasoning and Research

### **Computer Fundamentals:**

Select from the following:

BUS 102 (4) Business Computer Skills

CS 101 (4) Computer Basics

IT 101 (3) Computer Applications

**Foreign Language Requirement:** Required—2 years of one high school foreign language or 1 year of college. (One year of college or university study of a single foreign language or two years of high school study of a single foreign language.)

**Basic Quantitative Skills:** Students must pass a Basic Quantitative Skills course or achieve a minimum established score on a Quantitative Literacy Assessment Exam to fulfill the Basic Quantitative Skills requirement.

Select from the following:

ADMG 271 (4) Business Math Applications

ECON 130 (5) Foundations for Business Analytics

FIN 174 (5) Personal Finance

MATH 101 (5) Mathematics in the Modern World

**Quantitative Literacy course requirement:** ~~Note: Students are urged to take a quantitative literacy (Q) class that is also a breadth requirement course or a quantitative literacy (Q) course in their selected major.~~ Students must take one quantitative literacy (Q) course. Courses may be taken from an existing breadth area requirement or a course within their major that is identified as a (Q) course.

**Critical Thinking course requirement:**

Select from the following:

CS 105 (4) Logical Basis of Computer

CS 112 (4) Foundations of Computer Science

MATH 102 (5) Mathematical Decision Making

PHIL 150 (5) Critical Thinking

All students must have these basic education requirements by the end of the quarter in which they complete 75 credits. (This does not include the foreign language basic skills requirement, which may require more time to complete.) Students who do not meet this standard will have a hold placed on further course registration. To remove the hold, the student must meet with an advisor and submit a program of study to plan successful completion of this requirement. The student's progress will then be monitored by an assigned academic advisor.

Students in the William O. Douglas Honors program should check with their advisor regarding the General Education requirements.

**Three (3) of the courses taken to fulfill the breadth requirement must have the writing designation (W) in the list below. A grade of C- or better is required in ENG 101 before taking any of the courses in this category.**

**BREADTH AREAS**

**ARTS AND HUMANITIES GENERAL EDUCATION – 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.

ENG 105 (5) (W) The Literary Imagination: An Introduction to Literature

ENG 247 (5) (W) Multicultural Literature

ENG 347 (5) (W) Global Perspectives in Literature

HUM 101 (5) (W) Exploring Cultures in the Ancient World

HUM 102 (5) (W) Exploring Cultures from 16-19<sup>th</sup> Centuries

HUM 103 (5) (W) Exploring Cultures in Modern and Contemporary Societies

**The Aesthetic Experience.**

ART 103 (4) Art Appreciation

[FVS FILM](#) 250 (5) Introduction to Film & Video Studies

MUS 101 (5) History of Jazz

MUS 102 (5) Introduction to Music

MUS 103 (5) History of Rock

PED 161 (4) Cultural History of Dance

TH 101 (4) Appreciation of Theatre & Film

TH 107 (4) Introduction to Theatre

**Religions and Philosophies of the World.**

ART 333 (4) Art & Popular Culture

PHIL 101 (5) (W) Philosophical Inquiry

PHIL 102 (5) (W) Knowledge, Mind & Reality  
PHIL 103 (5) (W) What is Enlightenment?  
PHIL 104 (5) (W) Moral Controversies  
PHIL 105 (5) (W) The Meaning of Life  
PHIL 106 (5) (W) Asian Philosophy  
RELS 101 (5) (W) World Religions  
RELS 102 (5) (W) Religion and Morality  
WL 200 (4) World Cultures & Globalization

**SOCIAL AND BEHAVIORAL SCIENCES GENERAL EDUCATION** – 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.**

ABS 110 (5) Expressive African American Culture  
COM 202 (5) Communication Ethics & The First Amendment  
ECON 101 (5) Economic Issues  
ECON 201 (5) Principles of Economics, Micro  
EDEL 120 (4) Educating America  
ETS 101 (5) (W) Ethnic Awareness  
HED 209 (3) Consumer Health  
HED 210 (3) Drugs and Health  
HIST 143 (5) (W) US History to 1865  
HIST 144 (5) (W) US History since 1865  
LAJ 102 (5) Introduction to Law & Justice  
POSC 210 (5) (W) American Politics  
SHM 101 (4) Evolution of Workplace Safety and Health  
SOC 101 (5) (W) Social Problems  
SOC 305 (5) (W) American Society  
WGS 201 (5) (W) Introduction to Women's & Gender Studies  
WGS 250 (5) (W) Intro to Queer Studies

**Perspectives on World Cultures.**

ANTH 130 (5) (W) Introduction to Cultural Anthropology  
AST 102 (3) Introduction to Asian Studies  
ATM 351 (4) Socio-Cultural Aspects of Apparel  
COM 302 (4) (W) Intercultural Communication  
ECON 102 (5) World Economic Issues  
GEOG 101 (5) World Regional Geography  
HED 317 (3) Global Health  
HIST 101 (5) (W) World Civilization to 1500  
HIST 102 (5) (W) World Civilization 1500-1815  
HIST 103 (5) (W) World Civilizations since 1815  
HIST 323 (5) (W) Food & Drink in Global History  
POSC 270 (5) Introduction to International Relations  
PSY 310 (4) Multicultural Issues in Psychology

**Foundations of Human Adaptations and Behavior.**

ADMG 372 (4) Leadership and Supervision  
ANTH 107 (5) General Anthropology  
ANTH 120 (5) Introduction to Archaeology  
EDEL 130 (4) Relationship Development Across the Lifespan  
[FS FCL 337 \(4\) Human Sexuality](#)

[GEOG 108 208 \(5\) Introduction to Human Geography Our Human World](#)

HED 230 (3) Foundations of Public Health

POSC 101 (5) Introduction to Politics

PSY 101 (5) General Psychology

PSY 205 (5) Psychology of Adjustment

PSY 346 (4) Social Psychology

SCED 305 (5) (W) The Story of Science

**NATURAL SCIENCES GENERAL EDUCATION** – 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.

### **Fundamental Disciplines of Physical and Biological Sciences**

BIOL 101 (5) Fundamentals of Biology

CHEM 111/Lab (5) (Q) Introduction to Chemistry

CHEM 181/Lab (5) (Q) General Chemistry

GEOL 101/101Lab (5) ~~Physical Geology~~ [Exploring Earth](#)

GEOL 103/101Lab (5) Geology of Washington

PHYS 106 (5) (Q) Physics Inquiry

PHYS 111/Lab (5) (Q) Introductory Physics

### **Patterns and Connections in the Natural World**

ANTH 110 (5) Introduction to Biological Anthropology

BIOL 200 (5) (W) Plants in the Modern World

BIOL 201 (5) Human Physiology

BIOL 300 (5) Introduction to Evolution

ENST 201 (5) Earth as an Ecosystem

GEOG 107 (5) Our Dynamic Earth

GEOL 106 (5) Earth Science Inquiry

[GEOL 107 \(4\) Volcanoes, Earthquakes, and Civilizations Earth's Changing Surface](#)

GEOL 302 (4) Oceans and Atmosphere

HED 320 (3) Environmental Health

PHYS 101 (5) Introductory Astronomy I

PHYS 102 (4) Introductory Astronomy II

### **Application to Natural Sciences**

ANTH 314 (4) Human Variation and Adaptation in Living Populations

BIOL 106 (5) Life Science Inquiry

BIOL 302 (5) Human Ecology

CHEM 101 (5) Contemporary Chemistry/Lab

CHEM 106 (5) (Q) Chemistry Inquiry

ENST 202 (5) Environment & Society

ENST 310 (5) Energy & Society

GEOG 273 (5) Geography of Rivers

[GEOL 108 \(4\) Introduction to Environmental Geology Earth and Energy Resources](#)

NUTR 101 (5) Introduction to Human Nutrition

PHYS 103 (5) (Q) Physics of Musical Sound

\*STEP 101 (2) (W) (Q) Science Seminar I\*

\*STEP 102 (2) (W) (Q) Science Seminar II\*

\*STEP 103 (1) (W) (Q) Science Seminar III\*

\*NOTE: Only open to freshman students enrolled in STEP program, and all three courses must be completed with passing grade to receive credit for Application of natural Science breadth, the (W) and (Q).

Courses not in General Education but meets the writing (W) or quantitative literacy (Q) requirement.

Quantitative Literacy (Q)

GEOL 305 (4) (Q) Quantitative Reasoning for Geoscientists

MATH 130 (5) (Q) Finite Mathematics

MATH 311 (5) (Q) Statistical Concepts and Methods

MATH 314 (5) (Q) Probability and Statistics

Writing Requirement (W)

GEOL 306 (4) (W) Communicating Geoscience

GEOL 384 (4) (W) Ocean, Atmosphere and Climate Interactions

# Exhibit F

## (Amended General Education Proposal)

### General Education Mission

In alignment with Central Washington University's mission, the General Education Program helps to prepare graduates to become responsible citizens, to explore and understand the natural world, and to become independent learners to lead enlightened and productive lives. The responsibility of the General Education Program is to offer students multiple and varied opportunities to engage with, inquire about, and interrogate ideas to liberate and enrich our students' greatest potential as human beings. Through the General Education curriculum, students will be introduced to an intellectual legacy that includes the best ideas, methodologies, and accomplishments in the broad areas of the natural sciences, the social and behavioral sciences, the humanities, and the arts. In addition, students will develop through repeated praxis the habits of mind and modes of expression essential to leading enlightened and productive lives in their local and global communities.

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UNIV 101 (1) Academic Advising Seminar

**Academic Writing:** (a minimum grade of C- is required in Academic Writing before taking Academic Writing and the Research Paper or any Writing intensive (W) course

English 101 (4) Composition I: Critical Reading and Responding

**Academic Writing and the Research Paper:** A grade of C- or higher is required in ENG 101 before ENG 102 may be taken.

English 102 (4) Composition II: Reasoning and Research

### **Computer Fundamentals:**

Select from the following:

BUS 102 (4) Business Computer Skills

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IT 101 (3) Computer Applications

**Foreign Language Requirement:** Required—2 years of one high school foreign language or 1 year of college. (One year of college or university study of a single foreign language or two years of high school study of a single foreign language.)

**Basic Quantitative Skills:** Students must pass a Basic Quantitative Skills course or achieve a minimum established score on a Quantitative Literacy Assessment Exam to fulfill the Basic Quantitative Skills requirement.

Select from the following:

ADMG 271 (4) Business Math Applications

ECON 130 (5) Foundations for Business Analytics

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MATH 101 (5) Mathematics in the Modern World

**Quantitative Literacy course requirement:** Note: Students are urged to take a quantitative literacy (Q) class that is also a breadth requirement course or a quantitative literacy (Q) course in their selected major. **Students must take one quantitative literacy (Q) course. Courses may be taken from an existing breadth area requirement or a course within their major that is identified as a (Q) course.**

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## **BREADTH AREAS**

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ENG 247 (5) (W) Multicultural Literature

ENG 347 (5) (W) Global Perspectives in Literature

HUM 101 (5) (W) Exploring Cultures in the Ancient World

HUM 102 (5) (W) Exploring Cultures from 16-19<sup>th</sup> Centuries

HUM 103 (5) (W) Exploring Cultures in Modern and Contemporary Societies

## **The Aesthetic Experience.**

ART 103 (4) Art Appreciation

FVS FILM 250 (5) Introduction to Film & Video Studies

MUS 101 (5) History of Jazz

MUS 102 (5) Introduction to Music

MUS 103 (5) History of Rock

PED 161 (4) Cultural History of Dance

TH 101 (4) Appreciation of Theatre & Film

TH 107 (4) Introduction to Theatre

## **Religions and Philosophies of the World.**

ART 333 (4) Art & Popular Culture

PHIL 101 (5) (W) Philosophical Inquiry

PHIL 102 (5) (W) Knowledge, Mind & Reality

PHIL 103 (5) (W) What is Enlightenment?

PHIL 104 (5) (W) Moral Controversies

PHIL 105 (5) (W) The Meaning of Life

PHIL 106 (5) (W) Asian Philosophy

RELS 101 (5) (W) World Religions

RELS 102 (5) (W) Religion and Morality

WL 200 (4) World Cultures & Globalization

WL 311 (5) Popular Cultures of the World

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HIST 102 (5) (W) World Civilization 1500-1815

HIST 103 (5) (W) World Civilizations since 1815

HIST 323 (5) (W) Food & Drink in Global History

POSC 270 (5) Introduction to International Relations

PSY 310 (4) Multicultural Issues in Psychology

## **Foundations of Human Adaptations and Behavior.**

~~ADMG 372 (4) Leadership and Supervision~~

ANTH 107 (5) General Anthropology

ANTH 120 (5) Introduction to Archaeology

~~EDEL 130 (4) Relationship Development Across the Lifespan~~

~~ES FCL 337 (4) Human Sexuality~~

~~GEOG 108 208 (5) Introduction to Human Geography Our Human World~~

HED 230 (3) Foundations of Public Health

POSC 101 (5) Introduction to Politics

PSY 101 (5) General Psychology

PSY 205 (5) Psychology of Adjustment

PSY 346 (4) Social Psychology

~~SCED 305 (5) (W) The Story of Science~~

**NATURAL SCIENCES GENERAL EDUCATION** – 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.

**Fundamental Disciplines of Physical and Biological Sciences**

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CHEM 111/Lab (5) (Q) Introduction to Chemistry  
CHEM 181/Lab (5) (Q) General Chemistry  
GEOL 101/101Lab (5) ~~Physical Geology~~ [Exploring Earth](#)  
GEOL 103/101Lab (5) Geology of Washington  
PHYS 106 (5) (Q) Physics Inquiry  
PHYS 111/Lab (5) (Q) Introductory Physics

**Patterns and Connections in the Natural World**

ANTH 110 (5) Introduction to Biological Anthropology  
BIOL 200 (5) (W) Plants in the Modern World  
BIOL 201 (5) Human Physiology  
BIOL 300 (5) Introduction to Evolution  
ENST 201 (5) Earth as an Ecosystem  
GEOG 107 (5) Our Dynamic Earth  
GEOL 106 (5) Earth Science Inquiry  
GEOL 107 (4) ~~Volcanoes, Earthquakes, and Civilizations~~ [Earth's Changing Surface](#)  
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**Application to Natural Sciences**

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CHEM 106 (5) (Q) Chemistry Inquiry  
ENST 202 (5) Environment & Society  
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GEOG 273 (5) Geography of Rivers  
GEOL 108(4) [Earth and Energy Resources](#)  
NUTR 101 (5) Introduction to Human Nutrition  
PHYS 103 (5) (Q) Physics of Musical Sound  
\*STEP 101 (2) (W) (Q) Science Seminar I\*  
\*STEP 102 (2) (W) (Q) Science Seminar II\*  
\*STEP 103 (1) (W) (Q) Science Seminar III\*

\*NOTE: Only open to freshman students enrolled in STEP program, and all three courses must be completed with passing grade to receive credit for Application of natural Science breadth, the (W) and (Q).

Courses not in General Education but meets the writing (W) or quantitative literacy (Q) requirement.

**Quantitative Literacy (Q)**

GEOL 305 (4) (Q) Quantitative Reasoning for Geoscientists  
MATH 130 (5) (Q) Finite Mathematics  
MATH 311 (5) (Q) Statistical Concepts and Methods  
MATH 314 (5) (Q) Probability and Statistics

**Writing Requirement (W)**

GEOL 306 (4) (W) Communicating Geoscience  
GEOL 384 (4) (W) Ocean, Atmosphere and Climate Interactions