

REGULAR MEETING
Wednesday, February 6, 2008, 3:10 p.m.
BARGE 412
MINUTES

Senators: All senators or their alternates were present except: Dan Beck, Scott Calahan, Jeffrey Dippmann, Boris Kovalerchuk and Dieter Ullrich

Visitors: Sheryl Grunden, Kevin Nemuth, Ethan Bergman, David Gee and Tracy Pellett

CHANGES TO AND APPROVAL OF AGENDA – Chair Snedeker asked to move Motion 07-33 up to between 07-24 and 07-25 and Curriculum committee withdrew Motions No's 07-27, 07-28 & 07-29. Senator Ogen moved to approve agenda as amended. Motion was seconded and approved.

MOTION NO. 07-22(Approved): APPROVAL OF MINUTES of January 9, 2008

COMMUNICATIONS - None

Ethan Bergman – Athletics – Ethan Bergman reported on what he does as the Faculty Athletic Representative. Dr. Bergman provided a handout (available for review in the Faculty Senate Office) on his role as the Faculty Athletic Representative as well as how the student athletes have done so far this academic year. Dr. Bergman reported that on average the student athletes have a higher average GPA than the regular student body as well as a higher graduation rate.

FACULTY ISSUES: Senator Čuljak is revising the Douglas Honors College (DHC) program curriculum. This will be coming to the Faculty Senate fairly soon for consideration. Part of the program will be focused on interdisciplinary studies classes based on the General Education learner outcomes. She will be soliciting faculty proposals for courses during the spring quarter.

PRESIDENT: President McIntyre gave an update on what is happening in the legislature. The request for emergency support is morphing in different committees, with each of them coming up with different proposals from funding for mental health personnel, communication equipment to additional blue lights on campus. While all are worthy concerns, they have varied from the original intent of what the Governor asked for. One concern is that the six baccalaureates capital funding lists will now have to go through OFM for their ranking prior to being submitted to the legislature. OFM informally ranked the proposals prior to this, but there has now been a formal process put in place requiring this step. A bill that was proposed dealing with intellectual diversity has been withdrawn by Representative Holmquist. The Provost search is ongoing with the presentations this afternoon. The Focus the Nation program was a good evening and day of discussion. Most President's have signed a commitment to become carbon neutral by some date of each campuses determination. Was good discussion of some of the things Central is already doing and some of the challenges this would create with the equipment that is currently used.

PROVOST: Provost Denman opened the floor up to questions. No other report.

OLD BUSINESS

Motion No. 07-14(Approved, 1 nay, 2 abstentions): "That the Program Assessment and Student Learning Outcome Assessments Plan Preparation Forms be approved as presented in Exhibit R."

Motion No. 07-18(Withdrawn): "That the Curriculum policy manual section 5-10.2.13 be amended to read as outlined in Exhibit S."

Senator Čuljak indicated that the Curriculum Committee heard and listened to the discussion at the last Senate meeting. The curriculum committee is working on redefining specialization that suites both undergraduate and graduate programs. Request that the motion is withdrawn.

REPORTS/ACTION ITEMS

SENATE COMMITTEES:

Executive Committee:

Motion No. 07-12(Approved, 1 abstension as amended): "That the CWU Academic Code be amended to

add Emeritus Professor to Section II as outlined in Exhibit A”

Motion No 07-13a (Approved): Senator Ogden moved to amend Motion No. 07-13 to delete from 3.b., “except leaves of absence for military service”. Senator Chase seconded the motion.

Motion No 07-13b (Approved, 1 abstention): Senator Alsoszatai-Petheo moved to amend Motion No. 07-13 to delete from #5 “if the requirements of paragraphs A.1 and A.2 have been met.” Motion was seconded by Senator Čuljak.

Motion No 07-13c (Approved, 1 nay, 4 abstentions): Senator Braunstein moved to strike #3 in its entirety and renumber the current #4 & #5 to #3 and #4. Motion was seconded.

Motion No. 07-13(Assented): “That the CWU Academic Code be amended to add Section III. E Assigned Time and Workload Units for Senate Offices and Activities as outlined in Exhibit B.

Motion No. 07-23(Assented): “Ratification of 2008-09 Faculty Senate Standing Committee members attached as Exhibit C.”

Chair Snedeker pointed out that we still need four additional senators for the Code committee, one faculty member from CEPS for the Curriculum committee and one faculty member from COTS for the Evaluation and Assessment Committee. Please let Janet in the Faculty Senate office know if you or a colleague would be interested in any of these vacancies.

Academic Affairs Committee: No report.

Academic Code and Bylaw Committee: No report.

Curriculum Committee:

Motion No. 07-24(Assented, 1 abstention): “Recommendation to accept the increase in credits of the Theater Arts Bachelor of Arts degree over the maximum credit limit as outlined in Exhibit D. This increase will be allowed until the BFA in Theater Arts receives final NWCCU approval.”

Motion No. 07-33(Assented, 1 abstention): “Recommendation to accept new Bachelor of Fine Arts program in Theatre with specializations as outlined in Exhibit M.”

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

Motion No. 07-25a(Assented): Senator Ogden moved to table Motion No. 07-25. Motion seconded by Senator Chase.

Motion No. 07-26(Failed, 11 aye, 12 nay, 5 abstentions): “Recommendation to accept the increase in credits of the Chemistry: Teaching Bachelor of Arts degree over the maximum credit limit as outlined in Exhibit F.”

Motion No 07-26a (Failed): Senator Ogden moved to table Motion No. 07-26. Motion was seconded by Senator Chase.

Motion No. 07-26b (Failed): Senator Wellock moved to amend Motion No. 07-26 to add a two year time limit on the credit extension.” Motion was seconded.

Discussion: Chemistry 81 credits is pretty typical of the sciences. BA degree broadly based than a highly concentrated in one area. Physics has a 83 BA degree which is used for teachers. Biology has a BA that goes into 80 some credits but not used for teaching. Science Ed nobody disputes the content simply a numerical questions. Think it contravenes the spirit of what the BA degree is supposed to be. Science Ed Earth science educator – the newly minted endorsement requirements need to accomplish. We have had the lowest pass rate in chemistry, no way to reduce the credit limit because have lowest pass rate for the chemistry test now. Capstone a structured avenue to do their portfolios they have to do anyway that they receive no guidance and they get no credit currently. Able to have a structured assessment format get a lot of feedback of what worked and what they learned in the program. Ogden – what is deemed to be appropriate curriculum in any other matter? Have to second time that this degree has come to senate in the past two years to have an increase. This is in the academic policy and these we need to enforce them. Change the degree from a BA to a BS. Snedeker – conditional approval until they get the BS degree. Ogden – that was the agreement last time and they didn’t do it. Bransdorfer – concern about the conflict between the endorsement agencies that create competencies that the program must meet and the legislature that says time to degree issues. Čuljak – West B test competencies problems. Forier – a really good move on the department. Pellet – Callaghan – extension of teacher programs only when matter or addressing competencies or assessment of competencies. Look at policy and it’s limit. Definition of a credit limit especially with breadth of education classes that they are also taking, it is

more of a broad degree and in the spirit between the difference between BS & BA. Question the value of that to anybody involved. 15 in math, 15 in physics, a few in science ed, less chemistry than the. Ogden – Fairness issue a timing comment, are we doing something fair. Hour beyond the current term, I think this is something we will be asked about during accreditation, why aren't we aren't monitoring our own policies. John AP – if we are universally asked to add Cap stone courses. Why aren't they university courses but not each within each discipline. Culjak – discussion contextually the BA within teacher accreditation, discuss that issue within the committee. Braunstein – formalize a motion that this be brought before the committee.

Motion No. 07-27(Withdrawn): “Recommendation to accept the increase in credits of the Industrial Technology with Technical specialization Bachelor of Science degree over the maximum credit limit as outlined in Exhibit G.”

Motion No. 07-28(Withdrawn): “Recommendation to accept the increase in credits of the Biology Minor over the maximum credit limit as outlined in Exhibit H.”

Motion No. 07-29(Withdrawn): “Recommendation to accept the increase in credits of the Biology Teaching Secondary Minor over the maximum credit limit as outlined in Exhibit I.”

Motion No. 07-30(Approved): “Recommendation to accept new program Master of Science Nutrition as outlined in Exhibit J.”

Motion No. 07-31(Approved, 3 nay, 5 abstentions): “Recommendation to accept new Bachelor of Sciences program in Global Wine Studies as outlined in Exhibit K.”

Discussion: Kevin Nemuth answered various questions. There will be additional faculty hired and the program will be a self-support program. The current program coordinator has adjunct status in Family and Consumer Sciences. Any additional faculty would be hired through FCS. The terminal degree for a faculty member would be a Masters. Senator Dittmer asked that the program director speak with the Economics department about the courses they are planning on using from that department.

Motion No. 07-32(Approved, 1 abstention): “Recommendation to accept new Bachelor of Science program in General Science Teaching as outlined in Exhibit L.”

Motion No. 07-34(Approved 1 abstention): “Recommendation to accept new Bachelor of Science program in Environmental Sciences with specializations as outlined in Exhibit N.”

Motion No. 07-35(Approved): “Recommendation to accept new minor program in Middle Level Mathematics Teaching as outlined in Exhibit P.”

Motion No. 07-36(Approved): “Recommendation to accept new minor program in Middle Level Science Teaching as outlined in Exhibit O.”

General Education:

Motion No. 07-37(Approved): “That the General Education program be amended as outlined in Exhibit Q.”

Evaluation and Assessment Committee: Due to time limit, no report.

Faculty Legislative Representative: Due to time limit, no report.

CHAIR: Due to time limit, no report.

CHAIR-ELECT: Due to time limit, no report.

STUDENT REPORT: Due to time limit, no report.

NEW BUSINESS: Motion No. 07-38(Failed due to lack of quorum): Senator Braunstein moved to charge the Curriculum Committee to evaluate and make recommendations for credit hour limits in minors, Bachelor of Arts, Bachelor of Sciences and Bachelor of Fine Art degrees with attention to particular attention to mandates for competencies for teacher preparation programs.

Chair Snedeker indicated the Executive Committee will take this under advisement.

Meeting adjourned at 5:05 p.m.

Exhibit A

Academic Code—proposed change

Section II: OTHER FACULTY APPOINTMENTS

The specific rights and responsibilities of faculty working in special roles shall be delineated in the agreement and/or contract with the appointing authority, subject to the terms of the Collective Bargaining Agreement, e.g., interdisciplinary program director, academic program director within a department or graduate program director.

A. Emeritus Professor Appointments

1. Faculty members who are retiring from the university, may be retired with the honorary title of Emeritus Professor. The Emeritus title is recommended by departmental action for a faculty member whose teaching, scholarly, and service record is meritorious. The normal criteria for appointment to the emeritus faculty are ten (10) years of full-time service as a member of the teaching faculty. However, the Board of Trustees may grant emeritus status to any faculty member at their discretion.
2. Emeritus Professor status is a privilege and is subject to state ethics laws and the Washington State Constitution. University-related activities that are not part of any part-time employment at the university as described in the CBA are considered “volunteer hours.” These volunteer hours must be reported by the Emeritus Professor quarterly to the university payroll office for insurance purposes and for Department of Labor and Industries reporting.
- ~~3. The eligibility for Emeritus appointments includes these provisions:~~
 - ~~a. The ten (10) year service requirement may be fulfilled by noncontiguous periods of employment;~~
 - ~~b. Faculty members accrue service credit during professional leaves but not during leaves of absence without pay, except leaves of absence for military service.~~
3. The Emeritus rank provides listing of names of members in the university catalog, use of the library and other university facilities, and participation in academic, social and other faculty and university functions. In addition, Emeritus faculty:
 - a. Shall be issued staff cards and parking permits each year without charge;
 - b. Shall have the same library and computer services, including an email account, as regular faculty;
 - c. Shall receive university publications without charge;
 - d. Shall qualify for faculty rates at athletic and other events;
 - e. May be assigned an office, if space permits;
 - f. May have clerical support, if budget permits;
 - g. May serve on any committee in ex officio, advisory, or consulting capacity according to expertise and experience.
4. The Board of Trustees may grant the rank of emeritus professor posthumously to faculty members deceased during their term of service to the university if the requirements of paragraphs A.1 and A.2 have been met.

Executive Committee Rationale for Emeritus proposal

A description of the honorary title “Emeritus Professor,” similar to the one proposed was included in the old CWU Faculty Code. As the Collective Bargaining Agreement was constructed, sections of the Faculty Code were either moved to the CBA, to a new Academic Code, or removed altogether due to concern or confusion regarding where they might be placed. The section of Emeritus Professor was one that was removed because it did not prescribe conditions of employment or identify an academic responsibility. Still, the intent was to eventually find a place in policy to delineate this opportunity to confer this type of honor so it could continue to exist and be utilized fairly.

Currently, the only identification of “Emeritus Professor” appears in the CBA, listed without description in Section 8.1.3 as an honorary title. In Fall 2007, a group representing the administration, UFC, and the Faculty Senate met to decide where a full description of the purpose, eligibility, and selection procedures should appear. It was agreed that the best place is in the current Academic Code. The current proposal merely outlines the eligibility and process of selection, as well as the privileges granted to those who receive this honorary title.

Exhibit B

PROPOSAL FOR ACADEMIC CODE CHANGE

SECTION III.C.

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The Chair, Chair-Elect, and Faculty Legislative Representative shall receive reassigned time to perform their duties ACCORDING TO SECTION III.E (NEW). ~~This reassigned time shall be 50% and 25% respectively, and a percentage for the faculty legislative representative to be determined by the president.~~

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Section III. E (NEW). Assigned Time and Workload Units for Senate Offices and Activities

1. Workload units associated with Senate offices and activities are based on: 30 hours of time spent in meetings and in preparation for meetings = 1 workload unit. It is acknowledged that units assigned reflect an annual average that faculty may reasonably expect over a three-year term.
2. Senate Chair
 - A. The Senate Chair shall be relieved of eighteen (18) workload units of teaching for the academic year to perform their duties. The college in which the Senate Chair teaches will receive compensatory funds from the President.
 - B. The Senate Chair assumes certain duties and responsibilities in the summer, for which a stipend is negotiated with the President.
3. Senate Chair-Elect

The Senate Chair-Elect shall be relieved of nine (9) workload units of teaching for the academic year to perform their duties. The college in which the Senate Chair-Elect teaches will receive compensatory funds from the President.
4. Senate Executive Committee Member

Workload units for the position of Senate Executive Committee Member are three (3) for the academic year.
5. Faculty Legislative Representative (FLR)
 - A. The Faculty Legislative Representative shall receive release time from teaching as well as a travel allowance, negotiated each year with the President.
 - B. In the event that the FLR is also elected Chair of the Council of Faculty Representatives (FLRs of Washington universities), more release time, a higher travel allowance, and a summer stipend will also be negotiated.
 - C. Past allocations for these items will be available from the Faculty Senate Office.
6. Senator
 - A. Workload units for senators from academic departments, the library, and university centers (Ac Code B.1.a.1-3) are estimated at one (1) per academic year.
 - B. Workload units for non-tenure track senators (Ac Code B.1.a.4) shall be allocated each year in consultation with the Provost. Information on past allocations for these positions will be available from the Faculty Senate Office.
7. Senate Committee Chair

Workload units for the positions of chair of Senate committees are estimated at two to four (2-4) per academic year. When elected committee chairs configure their workload plans, they should contact the Senate Office to determine a specific estimate for the upcoming year.
8. Senate Committee Member (Non-Chair)

Workload units for the positions of non-chair members of Senate committees are estimated at one to two (1-2) per academic year. When ratified committee members configure their workload plans, they should contact with the Senate Office to determine a specific estimate for the upcoming year.

Executive Committee Rationale for Workload proposal

The intent of this proposal is to identify and clarify:

1. How Senate activities are treated with respect to estimated workload units
2. How Senate officers are to be relieved of responsibilities to accommodate their duties
3. What sort of accountability can be expected with respect to Senate and Senate committee participation in order to be fair to faculty, the Senate, and departments

This proposal accomplishes this by:

1. offering a formula based on CBA understanding of workload units assigned for teaching
2. preserving the existing Code arrangement for release time for Chair, Chair-Elect, and Faculty Legislative Representative, as well as compensatory funds for respective colleges
3. assigning estimated workload units for positions of Executive Committee, Senator, Senate Committee Chair, and Senate Committee member
4. maintaining some flexibility in its language such that workloads may vary a bit based on specific needs

The Senate Executive Committee does not presume that this proposal should serve as a model for all other university committees, but did base its estimates on the following data:

1. Executive Committee member: 2-hour EC or full Senate meeting per week plus 1 hour in preparation, communication, research, etc. between meetings (= 90 hours or three units)
2. Senator: 2-hour meeting x 9 meetings per year, plus 1+ hour preparation per meeting in reviewing agenda, reporting to department, etc. (= approx 30 hours or one unit)
3. Senate Committee Chairs/members: based on a survey of committee chairs in the 2006-07 academic year.

Exhibit C

Committee	Name	Department	Term
Academic Code & Bylaw Committee			
Need 5 current senators	Don Nixon	Management	6/15/08 – 6/14/11
Curriculum Committee			
COTS (Need 1)	Bruce Palmquist	Physics	6/15/08 – 6/14/11
CEPS (Need 1)			
Evaluation and Assessment Committee			
CAH (Need 1)	Roxanne Easley Robert Fordan	History Communication	6/15/08 – 6/14/11
CEPS	Rob Perkins	FCS	6/15/08 – 6/14/11
COTS (Need 1)			
COB	Lynn Richmond	Management	2/6/08 – 6/14/11
LIB	Patrick Owens	Library	2/6/08 – 6/14/11

Exhibit D

B.A. Theatre Arts

- Core increases from 51 to 55 credits.
- Specializations:

Design & Technology	Increases from 75 to 82 credits (including core)
Youth Drama	Increases from 75 to 84 credits (including core)
Theatre Management	Increases from 75 to 80 credits (including core)
Performance	Increases from 75 to 85 credits (including core)

Justification: Following the program review of 2005, the faculty revised the curriculum and matched each course to goals and outcomes established as a result of the review. At the time courses that were considered “activity courses” were established with the formula of 1 credit per 2 hours of class time. As a result of the recently adopted CBA, the administration asked the department to look at increasing credits to match hours of instruction. We have increased as much as possible, though not fully to an hour per hour model, and retaining the previously established curriculum, which has brought credits over the established 75 credit threshold.

The curriculum was kept intact for three reasons. First, the offerings are required to meet the goals and outcomes established by the department; and, second, the offerings fall within the standards set by the National Association of Schools of Theatre (NAST). Although we are not seeking accreditation at this time, we are using the standards to develop a new BFA program for Theatre Arts. And finally, as the department prepares to transition to a BFA model we felt it important to build the foundation required to make a smooth transition to the new program once it is approved.

Exhibit E

B.A. Biology

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

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

Exhibit F

B.A. Chemistry: Teaching

- Required course credits increase from 79 to 81 credits, caused by the addition of SCED 487 - Teaching Secondary Science Seminar.

Justification: The changes are recommended by the Science Education program to help students meet new State endorsement competencies in Chemistry. The changes will allow better end-of-major individual and program assessment.

Exhibit G

B.S. Industrial Technology with Technical specialization

- Required course credits in core increase from 109-111 to 110-112, caused by the change in credits for IET 385 from 3 to 4 credits.

Justification: This change contemporizes this course to meet the needs of technologists involved with project based organizations. Interdisciplinary development and product life cycles require an understanding of how each is related to organizational performance.

Exhibit H

Biology Minor

- The addition of the prerequisites for this minor increased the credits from 33 to 48

Informational:

Definition: A **minor** is a coherent program of study in a particular discipline that provides an area that complements or supplements the student's major. *A minor will consist of a minimum of 20 credits and a maximum of 44 credits.*

Exhibit I

Biology Teaching Secondary Minor

- The addition of the prerequisites for this minor increased the credits from 41 to 51

Informational:

Definition: A **minor** is a coherent program of study in a particular discipline that provides an area that complements or supplements the student's major. *A minor will consist of a minimum of 20 credits and a maximum of 44 credits.*

Exhibit J

Master of Science Nutrition

The MS in Nutrition is designed to prepare students for responsible citizenship, responsible stewardship of the earth, and enlightened and productive lives in concert with the Mission of Central Washington University. Graduates of the program may work in settings such as community health clinics working with clients who require change in their diets in order to improve the quality of their lives. Or graduates may work in a clinical setting, providing nutrition support to clients who require special nutritional assistance in the form of enteral or parenteral nutrition. As a graduate program, the MS in Nutrition seeks to develop partnerships between faculty and students to enable the student and faculty to extend scholarship to important areas of research and practice.

The proposed program has, in essence, been offered for over 20 years as a specialization within the MS in Family and Consumer Studies. The Nutrition program has been relocated from the Department of Family and Consumer Sciences (F&CS) to the Department of Health, Human Performance, and Nutrition (HHPN) in order to align the nutrition program with programs such as exercise science, public health, and physical education which have similar program goals. Placing nutrition with these similar programs will enhance collaborative research possibilities and course sharing.

Admission Requirements. Admission to the program requires at least three courses in chemistry including general chemistry, organic chemistry, and biochemistry. Also required for admission are courses in cell biology, microbiology, and human physiology. In addition, student will need to have a core of nutrition courses including at least nutritional biochemistry and medical nutrition therapy. Also an introductory course in statistics is required.

Students are required to submit Graduate Record Examination (GRE) results with their application.

Required Courses:

EXSC 556	Statistical Applications in Exercise Science and Nutrition	4
EXSC 557	Research Methods	3
NUTR 700	Master's Thesis (or option)	6
NUTR 540	Nutrition Education	3
NUTR 543	Advanced Nutrition and Biochemistry	3
NUTR 545	Advanced Studies in Developmental Nutrition.	4
NUTR 547	Nutrition Update	3
Approved Electives		19
Total		45

ENROLLMENT AND GRADUATION TARGETS

Year	1	2	3	4	5
Headcount	5	5	5	5	5
FTE	5	5	5	5	5
Program Graduates	3	2	3	2	3

Exhibit K

Bachelor of Science Global Wine Studies

Global Wine Studies is an innovative interdisciplinary program designed to provide students with a broad understanding of the complexities of the global wine trade. It serves as an integral element in support of CWU's goal to "Maintain and strengthen an outstanding academic and student life on the Ellensburg campus." The international perspective supports the university goal to "integrate international experiences and global education into curricular and co-curricular initiatives."

Global Wine Studies is housed in Family and Consumer Sciences, ~~the Office of Undergraduate Studies~~. Existing degree programs in the Office of Undergraduate Studies are Individual Studies and Interdisciplinary Studies including a B.A. in Humanities, a B.S. in Natural Science and a B.S. in Social Science.

The curriculum encompasses a broad area of disciplines. The first is a 45-credit core, in which students will participate in a rigorous course of study to acquire a broad base of skills and knowledge related to viticulture and enology, professional wine analysis, wine business issues, and the global wine industry. Included in the major is a required study abroad experience to one of the world's wine producing regions and an internship with a wine-related business. The degree program articulates with the current Wine Trade Professional Certificate Program and Wine Trade and Tourism Minor.

The degree will also require students to select and complete one of six minors. The minors include:

- 1) International Studies
- 2) Foreign Language
- 3) Tourism Management
- 4) Communications
- 5) Organizational Communications
- 6) Retail Management & Technology
- 7) Spanish
- 8) Administrative Management

This supports the CWU goal to "integrate existing undergraduate initiatives to bring greater coherence to the undergraduate experience."

Because the program is so unique, Global Wine Studies has the potential to become a flagship program for CWU. Global Wine Studies will support CWU's goal to "achieve regional and national prominence for the university and to be respected nationally for outstanding academic programs, global sensitivity and engagement."

Required Courses

Pre-admission Requirements:

These courses also satisfy a portion of the CWU General Education Basic and Breadth Requirements

CHEM 111 Introduction to Chemistry	4
CHEM 111LAB Chemistry Laboratory	1
HUM 103 Exploring Cultures in Modern & Contemporary Societies	5
GEOG 101 World Regional Geography	5

Pre-admission Requirements 15 credits

Required Core Courses:

GWS 302 Fundamentals of Viticulture and Enology	4
GWS 303 Major Wine Regions of the World	4
GWS 304 Wine Marketing and Branding	4
GWS 402 Issues in Viticulture and Enology	5
GWS 403 The Global Wine Industry	5
GWS 404 International Wine Trade	5
GWS 406 Professional Wine Analysis	3
GWS 408 Advanced Sensory Analysis	3
GWS 410 Wine Faults	3
GWS 490 Cooperative Education (Internship)	6
INTL 410 Agriculture, Field Experience (Study Abroad)	3
ACCT 301 Financial Accounting Analysis	5

Global Wine Studies Major Core Courses **50 credits**

Approved Minor **27 - 36 credits**

Total Credits **92 - 101**

ENROLLMENT AND GRADUATION TARGETS

Year	1 2008	2 2009	3 2010	4 2011	5 2012
Headcount	15	30	30	30	30
FTE	15	30 (20 new)	30 (20 new)	30 (20 new)	30 (20 new)
Program Graduates	0	15	20	20	20

Exhibit L

Bachelor of Science General Science Teaching

Part of Central Washington University's mission is to "work with community colleges to establish centers throughout the state and employ technology to extend the reach of its educational programs." This blends well with Edmonds Community College's Strategic Areas of Focus, to "create educational programs and services that are responsive and accessible to our community," and to "become a hub of math, science and engineering education and math/science teacher preparation." Central, as the state's largest teacher education institution, will provide the expertise and the direction for this cooperative effort to benefit Snohomish County and the state.

The B.S. General Science Teaching program would also help Edmonds "adopt schedules, services and technology that accommodate the needs of students and potential students," another of EdCC's Areas of Focus. Many of the students who go to a community college do so because they cannot take off from their lives to relocate to another city in order to continue their education. Family and work responsibilities can easily become more important than education in the lives of people of all ages. With the Bachelor of Science degree being offered in full at the College, they will more easily be able to continue with and finish their degree program.

Both institutions are committed to fulfilling but not altering their academic roles in this educational partnership. The mission of Edmonds Community College is to meet the academic transfer and workforce needs and adult basic education goals for citizens in the Snohomish and north King County region. They remain dedicated to maintaining their role in providing lower-division coursework that leads to an associates' degree, which articulates with CWU's upper-division baccalaureate program. This 2 + 2 arrangement successfully meets the role and mission of each institution to provide high quality, accessible educational programs.

The BS General Science Teaching is designed to meet the Washington State criteria for certification in secondary science. Students who complete this major and pass the WEST-E content exam will be endorsed in Science and either Chemistry or Biology at the secondary level. The major contains coursework in the four major disciplines in the natural sciences: biology, chemistry, geology, and physics. Students choose to emphasize either chemistry or biology through upper-division coursework. The major contains two new interdisciplinary science courses that focus on inquiry and community – two critical topics in the new state standards. Students must complete the Professional Education Program in the Department of Education.

Required Courses

Science Core	Credits
BIOL 110, 111, 112	15
CHEM 181, 181Lab, 182, 182Lab, 183, 183Lab	15
GEOL 101 or 102, 101Lab, 350, PHYS 101	14
PHYS 181, 181Lab, 182, 182Lab, 183, 183Lab or 111, 111Lab, 112, 112Lab, 113, 113Lab	15
SCED 324 Science Methods in the Secondary Schools	5
SCED 354 Science, Society and the Teaching Community	3
SCED 401 Interdisciplinary Science Inquiry in the Secondary Schools	5
SCED 487 Teaching Secondary Science Seminar	2
Total Core Credits:	74

Designated Science Endorsement Area (pick one)

Biology	
BIOL 321 - Genetics	5
BIOL 360 - General Ecology	5
BIOL 470 - Mechanisms of Evolution	3

OR

Chemistry

[CHEM 361 - Organic Chemistry](#) 3

[CHEM 361LAB - Organic Chemistry Laboratory](#) 2

[CHEM 362 - Organic Chemistry](#) 3

Select one of the following: 5

CHEM 431 & 431LAB - Biochemistry (5)

OR

CHEM 345 - Environmental Chemistry (5)

Total Science Emphasis Credits: 13

Total Credits: 87

ENROLLMENT

Number of Students	Year 1	Year 2	Year 3	Year N*
Headcount	15	25	25	25
FTE	15	25	25	25

Exhibit M

Bachelor of Fine Arts Theatre w/Specialization

The proposed B.F.A. degree will strive to meet the commitments of the CWU and College of Arts and Humanities mission by preparing students for “lifelong learning” in a “diverse and changing world.” By participation in this program, CWU students will develop “their powers of creativity, speaking, writing, and reasoning” and they will learn to use the “emerging technologies that extend those powers.” Performance students will “prepare for professional careers in many performance venues.” Students specializing in Design/Technical Areas will begin “lifelong learning in a diverse and changing world” through an interdisciplinary approach to the education and professional training. Musical Theatre specialists will benefit from hands-on contact with musical theatre professionals gaining knowledge in “creativity and speaking”, or in our case “speaking and singing”, as well as garnering perspective, or “writing and reasoning,” through classes such as History of Musical Theatre and Music Theory. Graduates of this program, with a strong ability to implement the various techniques required of the art form, will be a creative and “intellectual resource,” to the regional and global community, as called for in the CWU and Department mission statements.

With this program in place, the Department expects to prepare knowledgeable, skilled graduates who can compete at any and all levels of an intensely, and increasingly, competitive field of endeavor. They will also understand how to assess, explain, and interpret the multitude of roles and responsibilities inherent in the world of the professional theatre artist. They will also understand how they will can use the skills they have developed in other career paths related to their degree specialization.

Recognizing that both knowledge and the application of knowledge cross disciplinary lines, Central Washington University has identified interdisciplinary studies as a “Sphere of Distinction.” With its connection to the Art, Industrial and Engineering Technology, Communication, Music, Health, Human Performance (Dance), and Nutrition Departments, the B.F.A. is a wonderful model for the university’s desire to encourage the continuing development of interdisciplinary programs.

Implementation of the B.F.A Theatre Arts will not only strengthen the cultural and cross-curricular efforts that have become prevalent in the Department of Theatre Arts, but institutionalize them into the curriculum in a manner that will solidify current and future collaboration among departments. Strengthening departmental relationships by integrating coursework from these and other programs will be a welcome outcome. Students will benefit with this more culturally diverse, fully-rounded educational model.

Program:

All Theatre Arts majors complete a universal core. After the freshman year students will be encouraged to declare a specialization. Students may choose one of the specializations in this proposed major or may choose to pursue the established B.A. degree.

Required Courses:

Core:

TH 107	Introduction to Theatre	4
TH 166	Theory of Play Production	3
TH 244	Basic Acting: Fundamentals	3
TH 261	Costume Technology	3
TH 267	Scene Technology	3
TH 268	Lighting Technology	3
TH 363	Theatre History I	4
TH 364	Theatre History II	4
TH 365	Theatre History III	4
TH 393	Theatre Laboratory	3
TH 493	Theatre Laboratory	1

Production Component

Choose one of the following for total of	3
TH 301 Production Application (3)	
TH 401 Production Application (3)	

Theatre Core - Total Credits 35

Theatre Core (see above) 35

Performance Specialization 75

TH 245	Basic Acting: Movement (3)
TH 246	Basic Acting: Voice (3)
TH 248	Conditioning for the Actor (1 credit x 3) (3)
TH 329	Directing I (3)
TH 342	Stage Voice (3)
TH 344	Intermediate Acting (3)
TH 345	Intermediate Acting II (3)
TH 444	Acting Styles (4)
TH 445	Audition Techniques (3)
TH 475	Acting for the Camera (4)

Literature Component: Choose any of the following for total of 8 credits

TH 375	Asian Theatre (4)	TH 383	Contemporary World Drama (4)
TH 377	Staging Gender (4)	ENG 361	Shakespeare: Earlier Plays (4)

TH/ENG 381 British Drama (4)
TH 382 Ethnic Drama (4)

ENG 362 Shakespeare: Later Plays (4)

Performance Component: Choose any of the following for total of 15 credits

TH 202 Performance Studio (1-3)
TH 302 Performance Application (3)
TH 402 Performance Application (3)

Stage Movement Component: Choose any of the following for a total of 12 credits

TH 312	<u>Creative Dramatics (3)</u>	PED 201A	<u>Beginning Modern (1)</u>
TH 333	<u>Stage Combat (3)</u>	PED 202A	<u>Beginning Ballet (1)</u>
TH 335	<u>Movement for the Actor (3)</u>	PED 115	<u>Beginning Tap (1)</u>
PEID 120	<u>Fencing (1)</u>	PED 113B	<u>Intermediate Jazz (2)</u>
PEID 121	<u>Intermediate Fencing (1)</u>	PED 201B	<u>Intermediate Modern (2)</u>
PETG 113	<u>Intermediate Tumbling (1)</u>	PED 202B	<u>Intermediate Ballet (2)</u>
PEID 145	<u>Beginning Circus Acts (1)</u>	PED 122	<u>Intermediate Tap (2)</u>
PED 113A	<u>Beginning Jazz (1)</u>		

Special Skills Component: Choose any of the following for a total of 8 credits

TH 202	<u>Performance Studio (1-3)</u>	TH 433	<u>Advance Stage Combat (3)</u>
TH 243	<u>Singing for Actors (1)</u>	TH 481	<u>Kennedy Center Festival (1-3)</u>
TH 270	<u>Stage Makeup (3)</u>	TH 490	<u>Cooperative Education (1-12)</u>
TH 302/402	<u>Performance Application (3)</u>	TH 492	<u>Producing and Touring Theatre (1-12)</u>
TH 332	<u>New Play Production (2)</u>	COM 342	<u>NewsWatch Reporting (3)</u>
TH 334	<u>Period Movement (3)</u>	MUS 164	<u>Voice (1)</u>
TH 444	<u>Acting Styles (if content changes) (3)</u>		

Theatre Core (see above)

35

Design/Technical Specialization

73

TH 266 Theatre Drafting (3)
TH 340 Introduction to Theatre Design (3)
TH 360 Stage Management (3)
TH 366 Theatre Rendering Techniques (3)
TH 489 Career and Portfolio (3)
TH 495 Senior Research (3)

Literature Component: Choose any of the following for total of 8 credits

TH 375	<u>Asian Theatre (4)</u>	TH 383	<u>Contemporary World Drama (4)</u>
TH 377	<u>Staging Gender (4)</u>	ENG 361	<u>Shakespeare: Earlier Plays (4)</u>
TH/ENG 381	<u>British Drama (4)</u>	ENG 362	<u>Shakespeare: Later Plays (4)</u>
TH 382	<u>Ethnic Drama (4)</u>		

Production Component: Choose any of the following for total of 15 credits

TH 201	<u>Dance Production Application (1-3)</u>	TH 403	<u>Management Application (3)</u>
TH 301	<u>Production Application (3)</u>	TH 440	<u>Advanced Design Problems (3)</u>
TH 303	<u>Management Application (3)</u>	TH 492	<u>Producing and Touring Theatre (1-12)</u>
TH 393	<u>Theatre Lab (1)</u>	TH 493	<u>Theatre Lab (1)</u>
TH 401	<u>Production Application (3)</u>		

Drawing Component: Choose any of the following for total of 3 credits

TH 465 Costume & Fashion Drawing (3) ART 150 Drawing I (4)

Skills Component: Choose any of the following for total of 13 credits

TH 270	<u>Stage Makeup (3)</u>	TH 384	<u>Puppetry (3)</u>
TH 353	<u>Stage Properties (3)</u>	FCSA 355	<u>Consumer Textiles (4)</u>
TH 354	<u>Scene Painting (3)</u>	IET 160	<u>Computer Aided Design and Drafting (4)</u>
TH 356	<u>Stage Sound (3)</u>	IET 161	<u>Architectural Computer Aided Drafting (4)</u>

History Component: Choose any of the following for total of 8 credits

TH 452/FCSA 452	<u>Fashion History (4)</u>	ART 236	<u>Renaissance Through mid 19th C Art (4)</u>
FCSH 366	<u>History of Housing & Furniture I (4)</u>	ART 237	<u>Impressionism Through Post-Modern (4)</u>
FCSH 465	<u>History of Housing & Furniture II (4)</u>	ART 357	<u>African and Oceanic Art (4)</u>
ART 235	<u>Ancient and Medieval Art (4)</u>		

Advanced Technical Component: Choose any of the following for total of 6 credits

TH 361 Stage Costuming (3) TH 368 Stage Lighting (3)
TH 367 Stage Scenery (3)

Advanced Design Component: Choose any of the following for total of 4 credits

TH 461 Costume Design (4) TH 468 Lighting Design (4)
TH 467 Scenic Design (4)

Music Theatre Specialization

TH 215	Music Fundamentals for Musical Theatre (3)
TH 216	Music Fundamentals for Music Theatre II (3)
TH 217	Music Fundamentals for Music theatre III (3)
TH 243	Singing for Actors (1) 6 credits required
TH 245	Basic Acting: Movement (3)
TH 329	Directing I (3)
TH 343	Singing for Actors II (1) 3 credits required
TH 344	Intermediate Acting I (3)
TH 415	Musical Theatre History and Literature (3)
TH 416	Musical Theatre History and Literature II (3)
TH 417	Musical Theatre History and Literature III (3)
TH 443	Singing for Actors III (1) 4 credits required
MUS 154	Class Piano (1) 3 credits required

Literature Component: Choose any of the following for total of 4credits

TH 375	Asian Theatre (4)	TH 382	Ethnic Drama (4)
TH 377	Staging Gender (4)	TH 383	Contemporary World Drama (4)

Movement Component: Choose any of the following for a total of 12 credits

TH 248	Conditioning for the Actor (1)	PED 113B	Intermediate Jazz (2)
TH 312	Creative Dramatics (3)	PED 201B	Intermediate Modern (2)
TH 352	Stage Dance (3)	PED 202B	Intermediate Ballet (2)
PED 113A	Beginning Jazz (1)	PED 122	Intermediate Tap (2)
PED 201A	Beginning Modern (1)	PEID 121	Fencing (1)
PED 202A	Beginning Ballet (1)	PEID 145	Beginning Circus Acts (1)
PED 115	Beginning Tap (1)		

Performance Component: Choose any of the following for total of 15 credits

TH 202	Performance Studio (1-3)	TH 345	Intermediate Acting II (3)
TH 302/402	Performance Application (3)	TH 444	Acting Styles (3)
TH 332	New Play Production (2)		
TH 490	Cooperative Education (internship) (1-12)		

Program Total

108-110

ENROLLMENT AND GRADUATION TARGETS

Year	1	2	3	4	Year <i>n</i>
Headcount	18	36	54	72	96
FTE	18	36	54	72	96
Program Graduates	2	10	22	24	24

Exhibit N

Bachelor of Science Environmental Sciences with Specializations

The proposed B.S. program in Environmental Sciences embodies this aspect of Central Washington University's mission in that it will equip students with a solid understanding of both the natural and social science aspects of environmental issues. This knowledge, combined with critical thinking and communication skills, are the earmarks of responsible citizens and responsible earth stewards. These students will also be well prepared to serve the state and region in solving environmental problems.

Two years ago, the president of Central Washington University, Dr. Jerilyn McIntyre, began the Spheres of Distinction program, which created a process for reallocating internal funds to support "innovative and resourceful (programs that give) regional, national, or international prominence to Central Washington University". The funds would fall within several existing areas of distinction at the university. In 2007, 11 out of the 35 proposals submitted to the Spheres of Distinction program were funded. One of the recipients of this funding was a proposal to expand the scope and curriculum within the Environmental Studies program. This award provided base funding for a new faculty member and a part-time administrative assistant as well as one-time funding for a curriculum retreat. This budgetary commitment reflects the university's strong support for and prioritization of the Environmental Studies program because of its central role in the university's mission.

Required Courses

The requirements for the B.S. in Environmental Sciences have three parts: 1) Foundational courses in supporting disciplines. Some of these courses also serve as prerequisites for courses within the specializations. These courses must be completed before students take ENST 304. 2) A core requirement consisting of six interdisciplinary ENST courses, two upper level electives, and a capstone experience outside of the classroom (research, internship, service learning, or study abroad). 3) A specialization consisting of 6-8 courses that focus on one area of study.

Foundational courses

BIOL 101/101 Lab or BIOL 181/181 Lab or BIOL 200	5
CHEM 101/101 Lab or CHEM 111/111 Lab or CHEM 181/181 Lab	5
GEOG 101 or 107 or GEOL 101 or 102 or 108	5
ANTH 130 or GEOG 108	5
ECON 101 or 201	5
Subtotal Foundational Credits:	<u>25</u>

Core courses

ENST 201 Earth as an Ecosystem or ENST 202 Ecosystems, Resources, Populations, and Culture	5
ENST 210 The Global Environment from a Local Perspective	5
ENST 303 Environmental Management	5
ENST 304 Environmental Methods and Analysis	5
ENST 455 Environmental Literature	3
ENST 444 Environmental Policy Formulation	4
ENST 495 or other 495 Senior Research or ENST 480 Cooperative Education or UNIV 309 Service Learning or study abroad	3-5
Upper level electives	7-10

Select two of the following, these courses cannot be used to fulfill specialization requirements:

ANTH/GEOG 440 Ecology and Culture
ANTH 398 Anthropological Perspectives on the Environment
ANTH/GEOG 498 Native American Resource Issues
BIOL 302 Human Ecology
ECON 462 Economics of Energy, Resources, and Environment
GEOG 303 Introductory GIS
GEOG 343 Energy Resource Alternatives
GEOG 350 Resources, Population, and Conservation
GEOG 448 Resource and Environmental Analysis
GEOL 302 Oceans and Atmosphere
GEOL 380 Environmental Geology and Natural Hazards
CMGT 452 LEED in Sustainable Construction
HIST 454 American Environmental History
PHIL 306 Environmental Ethics

Subtotal Core Credits	37-42
Subtotal Foundational & Core Credits:	<u>62-67</u>

Select one of the following specializations:

Environmental Biology

33-34

BIOL 181/181 Lab and CHEM 181/181 Lab are required as foundational courses for this specialization.

BIOL 182/182 Lab Biology 2 (5)

BIOL 183 Biology 3 (5)

CHEM 182 and CHEM 183 and LABS General Chemistry (10)

BIOL 213 Quantitative Methods in Biology (4)

BOIL 360 General Ecology (5)

Choose 1 field course from: (4-5)

BIOL 362 Biomes of the Pacific Northwest

or BIOL 377 and LAB regional Natural History

or BIOL 462 Wildlife and Fisheries Ecology

or BIOL 463 Limnology

or BIOL 464 Terrestrial Plant Ecology

or BOIL 466 Conservation Biology

or BIOL 467 Biological Fields Methods

Environmental Chemistry

30

CHEM 181/181 Lab is required as a foundational course for this specialization.

CHEM 182/182 Lab and CHEM 183/183 Lab General Chemistry (10)

CHEM 332 Quantitative Analysis (5)

CHEM 345 Environmental Chemistry (5)

MATH 154 Precalculus II (5)

Select one from : (5)

GIOL 425 Environmental Geochemistry

or BIOL 220 Introductory Cellular Biology

or CHEM 452 Instrumental Analysis

Environmental Geology

32-34

GEOL 101 or GEOL 102 or GEOL 108 is required as a foundational course for this specialization.

GEOL 101 Lab Intro to Physical Geology Lab (1)

GEOL 200 Earth Evolution and Global Change (5)

GEOL 302 Oceans and Atmosphere (4)

GEOL 380 Environmental Geology and Natural Hazards (4)

GEOL 386 Geomorphology (5)

GEOL 445 Hydrogeology (5)

MATH 154 Precalculus II (5)

Choose 1 field course from: (3-5)

GEOL 210 Introductions to Geological Field Methods

or GEOL 377 and LAB Regional Natural History

or GEOL 410 Snow Sciences: The Physics of Avalanches

Physical Geography

29

GEOG 107 is required as a foundational course for this specialization.

GEOG 303/403 Introduction to GIS (5)

GEOG 361 Soils (5)

GEOG 382 Hydrology (5)

GEOG 386 Geomorphology (5)

GEOG 409 Quantitative Methods in Geography (5)

GEOG 450 Geography of Arid Lands,

or GEOG 451 Mountain Environments

or GEOG 452 Coastal Environments

or GEOG 470 Geography of the West (4)

Water and Air Quality

35

BIOL 181/181 Lab and CHEM 181/181 Lab are required as foundational courses for this specialization.

MATH 154 Precalculus II (5)

CHEM 182/182 Lab and CHEM 183/183 Lab General Chemistry (10)

CHEM 345 Environmental Chemistry (5)

BIOL 220 Introductory Cellular Biology (5)

BIOL 322 Introductory Microbiology (5)

GEOL 425 Environmental Geochemistry (5)

Total credits for major including specialization:

91-102

ENROLLMENT

Year	1	2	3	4	N
Headcount	7	10	15	20	30
FTE	2.3	4.2	7.2	10.2	15.0
Program Graduates	0	0	2	5	15

Exhibit O

Middle Level Science Teaching Minor

This minor is designed for students who wish to teach science at the middle level (grades 4-9). Completion of this minor results in a middle level science endorsement. The coursework provides experiences in science content and pedagogy including field experience and addresses the Washington State Competencies for Middle Level Science Teachers. This minor is open only to students working on or currently holding teaching endorsements in elementary education or in secondary biology, chemistry, earth science, physics, or mathematics. Students working on or currently holding an endorsement in Secondary Mathematics must complete SCED 324 prior to finishing this minor. Students must be admitted into the Teacher Preparation Program prior to acceptance into this minor. Students completing this minor are required to demonstrate knowledge, skill, and disposition proficiency through a program portfolio prior to student teaching. Students must pass the West-E exam for Middle Level Science to receive the Middle Level Science endorsement.

Required Courses:

Credits

BIOL 101 – Fundamentals of Biology	5
CHEM 101 – Contemporary Chemistry and Lab	5
PHYS 106 – Physics by Inquiry	5
GEOL 101/101Lab – Physical Geology and Lab OR	5
GEOL 102/101Lab – Geology of National Parks and Lab	
PHYS 101 – Introductory Astronomy	5
SCED 301 – Interdisciplinary K-8 Science Inquiry	5
SCED 323 – Teaching Middle School Mathematics and Science	3
EDEL 477 – Middle School Students and Their Environment	4
EDCS 482 – Instruction and Assessment for the Middle Level	3
SCED 354 – Science, Society, and the Teaching Community	3

Total Credits 43

Exhibit P

Middle Level Mathematics Teaching Minor

This minor is designed for students who wish to teach math at the middle level (grades 5-8). Completion of this minor results in a middle level math endorsement for Washington State. The coursework provides experiences in math content and pedagogy including field experience and addresses the Washington State competencies for Middle Level Math Teachers. This program is only open to students admitted to majors that are endorsable or currently hold a teaching endorsement for: elementary education, secondary math, chemistry, physics, earth science, or biology. Students must be admitted into the Teacher Preparation Program prior to acceptance into this minor. Students completing this minor are required to demonstrate knowledge, skill, and dispositions proficiency through a program portfolio prior to student teaching. Students must pass the WEST-E exam for Middle Level Mathematics to receive the Middle Level Math Endorsement.

Required Courses:

Credits

MATH 130	Finite Mathematics	5
MATH 164	Foundations of Arithmetic	5
MATH 250	Intuitive Geometry for Elementary Teachers	4
MATH 214	Functions for middle level teachers	5
MATH 274	Principles of calculus for middle level teachers	3
MATH 323	Teaching Middle School Mathematics and Science	3
EDEL 323	Teaching Elementary School Mathematics	4
EDEL 468	Problem-solving Techniques for Upper Elementary and Middle School Mathematics	3
EDEL 477	Middle School Students and Their Environment	4
EDCS 482	Instruction and Assessment for Middle Level	3
Total Credits		39

Exhibit Q

Perspectives on the Cultures and Experiences of the United States.

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

AIS 101 Precontact Period of American Indians (5)
AIS 102 Contact Period of American Indians: ~~AD 1492-1890~~ (5)
AIS 103 Emergence of Contemporary American Indians: ~~AD 1890 to Present~~ (5)
ECON 101 Economic Issues (5)
ECON 201 Principles of Economics Micro (5)
ETS 101(W) Ethnic Awareness (5)
HIST 144(W) U.S. History Since 1865 (5)
POSC 210 American Politics (5)
SOC 101(W) Social Problems (5)
SOC 305 (W) American Society (5)
WS 201(W) Introduction to Women Studies (5)

Patterns and Connections in the Natural World.

Those sciences that use a knowledge of basic scientific disciplines to examine large and complex physical and life systems.

ANTH 110 Introduction to Biological Anthropology (5) (Lab ANTH 110LAB is optional)
BIOL 200(W) Plants in the Modern World and Lab (5)
BIOL 201 Human Physiology (5)
BIOL 300 Introduction to Evolution (5)
ENST ~~304~~ 201 The Earth as an Ecosystem (5)
GEOG 107 Introduction to Physical Geography (5)
GEOL 102/101LAB Geology of National Parks and Lab (5)
GEOL 107 Earthquakes, Volcanoes and Civilization (5)
GEOL 302 Oceans and Atmosphere (4)
PHYS 101 Introductory Astronomy I (5)
PHYS 102 Introductory Astronomy II (4)

Applications of Natural Science

These courses explicitly treat social, economic, technological, ethical or other implications of natural phenomena, of human influence on natural systems, or of responsive scientific inquiry.

ANTH 314 Human Variation and Adaptation in Living Populations (4)
BIOL 302 Human Ecology (5)
CHEM 101 Contemporary Chemistry and Lab (5)
ENST ~~302~~ 202 Ecosystems, Resources, Population and Culture (5)
ENST 310(W) Energy and Society (5)
NUTR 245 Basic Nutrition (5)
GEOG 273 Geography of Rivers (5)
GEOL 108 Introduction to Environmental Geology (5)
IET 101 Modern Technology (5)
PHYS 103/103LAB Physics of Musical Sounds and Lab (5)
PHYS 108 Light and Color (4)
STEP 101(W) Science Seminar I: Research Experience (2)*
STEP 102(W) Science Seminar II: Interdisciplinary Research Theme (2)*
STEP 103(W) Science Seminar III: Current Topics (1)*

***Only open to freshman students enrolled in STEP program, and all three courses must be completed with passing grade to receive credit for Applications of Natural Science breadth area.**

Exhibit R

CWU Department/Program Assessment Plan Preparation Form

Department: _____

Program: _____

Department/Program Goals	Related College Goals	Related University Goals	Method(s) of Assessment (What is the assessment?)	Who/What Assessed (population, item)	When Assessed (term, dates)	Criterion of Achievement (Expectation of how good things should be?)
1.						
2.						
3.						
4.						

CWU Student Learning Outcome Assessment Plan Preparation Form

Department _____

Program _____

Student Learning Outcomes (performance, knowledge, attitudes)	Related Program/ Departmental Goals	Related College Goals	Related University Goals	Method(s) of Assessment (What is the assessment?)*	Who Assessed (Students from what courses – population)**	When Assessed (term, dates) ***	Standard of Mastery/ Criterion of Achievement (How good does performance have to be?)
1.							
2.							
3.							
4.							

*Method(s) of assessment should include those that are both direct (tests, essays, presentations, projects) and indirect (surveys, interviews) in nature

**Data needs to be collected and differentiated by location (Ellensburg campus vs University Centers – see NWCCU standard 2.B.2)

***Timing of assessment should be identified at different transition points of program (i.e., admission, mid-point, end-of-program, post-program)

Exhibit S

5-10.2.13 A **specialization** is a coherent, focused subfield within a degree program. A specialization can be distinguished from a new degree in that the full designation of the degree title – including level, type and major – does not change when a new specialization is added. In addition, there must be a shared core of courses that comprises no less than 30% and no more than 75% of the total credits needed for the undergraduate major or graduate program. A new specialization must be reported to the HECB as an informational item.