

CENTRAL WASHINGTON UNIVERSITY  
FACULTY SENATE

**REGULAR MEETING**  
**Wednesday, November 28, 2007, 3:10 p.m.**  
**BARGE 412**  
**MINUTES**

**ROLL CALL:**

**Senators: All senators or their alternates were present except:** Scott Calahan, Elise Forier, Stephen Glasby, Boris Kovalerchuk, Robert McGowan and Michael Ogden

**Visitors:** Toni Čuljak, Sheryl Grunden and Bob Hickey

**CHANGES TO AND APPROVAL OF AGENDA** – Senator Donahoe moved to approve changes to the agenda. Motion was seconded and approved.

**MOTION NO. 07-11(Approved): APPROVAL OF MINUTES** of November 7, 2007

**COMMUNICATIONS** – Letter from Toni Čuljak, Curriculum Committee – Letter is available for review in the Faculty Senate Office. This letter has been circulated to the Provost and Registrar. A meeting is being worked on for January to meet about this situation. .

**FACULTY ISSUES:** None

**OLD BUSINESS**

**Motion No. 07-06(Approved, 1 abstention):** “To approve amendments to the Faculty Academic Code as outlined in Exhibit A.”

**Tim Dittmer’s Proposal Motion No. 07-16(Failed, 3 yea, 1 abstention):** Senator Donahoe spoke against the proposal. Senator Donahoe indicated that faculty needs to have input in curricular and academic matters, as they are the ones who are in touch with the students on a day-to-day basis. Senator Dittmer responded that the criticism that chairs are not as informed in curricular matters as he had thought is a justification that they should be involved with these since they are responsible for insuring that these policies are carried out. The chairs positions need to be reevaluated and revised due to the current workload expected of chairs. Senator Rawlinson expressed a concern for a potential lack of representation of faculty. However, this should serve as a genesis for getting some change at the chair level. Student Representative Howard expressed the students concern over no student representation either on the Senate or Senate committees. Toni Čuljak expressed concern over the policy manual not being updated since January 2005. The Provost indicated they are working on getting the changes made and had hoped they would be finished by the end of fall quarter. However, this is not happening and will be made by the end of the academic year. Senator Cutsinger stated that we are in the second year of a really big reorganization. This is the opportunity to reassess what the Senate can do and to look to the future. Senator Dittmer indicated that in talking with a colleague who has been teaching since the 1970’s indicated the Senate has indicated change, but continues to use a lot of resources and has for generations. President McIntyre encouraged the Senate to think about this issue some more. The curriculum and academic policy are the heart of the university and works best as the bottom up approach. The faculty needs to have a voice. She indicated that if presented with this proposal she would not support it.

**PRESIDENT:** President McIntyre wished Provost Soltz well about with his Presidency at Bloomsburg University. Melody Madlem has agreed to serve as chair of the search committee. There is not a lot happening regarding the legislature at the moment. The President’s holiday reception is Friday, December 6<sup>th</sup> from 4-6 p.m. The next Performing Arts and Presidential Speaker Series event is the Jazz Nutcracker on Sunday night. The Provost position will not be listed as interim. The Provost position serves at the pleasure of the President for as long as the President wants. She will be meeting with the search committee tomorrow. However, since the Provost is leaving the first part of January she will have to appoint an interim for several weeks while the search is under way.

**PROVOST:** Faculty development day is next Monday, December 3<sup>rd</sup>. An e-mail went out yesterday. There will be a brief presentation by Tracey Pellett and Ian Quitadamo and then five different breakout sessions will be presented. The day starts at 8:00 a.m. with a continental breakfast and the program is scheduled to end at 11:15. Faculty

development moved a little slower this quarter and with the Teacher/Scholar Center. They will be reopening the search for a director of the Teacher/Scholar Center with the goal to have someone selected by the end of winter quarter. The University Budget Advisory Budget Committee approved the Summer 2008 budget yesterday. Tuition and fees have typically been kept at the same percentage of increase as the regular academic year increases. The budget will be forwarded to the Board of Trustees at their December 6<sup>th</sup> meeting. The Assistant Vice President for Faculty Relations is in the final stages. The committee is current doing extensive background checks of two of the finalists. The interim COTS Dean process is moving along as well as the National search for the COTS Dean. The Provost indicated he has enjoyed working with the Faculty Senate the past 6-1/2 years. He is looking forward to his new career opportunity.

## REPORTS/ACTION ITEMS

### SENATE COMMITTEES:

#### Executive Committee:

**Motion No. 07-12(First reading):** "That the Faculty Senate Academic Code be amended to add Emeritus Professor to Section II as outlined in Exhibit B"

**Motion No. 07-13(First reading):** "That the Faculty Senate Academic Code be amended to add Section III. E Assigned Time and Workload Units for Senate Offices and Activities as outlined in Exhibit C.

**Academic Affairs Committee: No report**

**Academic Code and Bylaw Committee:** No report

#### Curriculum Committee:

**Motion No. 07-14(Tabled):** "That the Program Assessment and Student Learning Outcome Assessments Plan Preparation Forms be approved as presented in Exhibit D."

**Motion No. 07-14a(Approved):** Senator Bloodworth moved and Senator Folkestad seconded to table motion no. 07-14.

#### General Education:

**Motion No. 07-15(Approved):** "That the General Education program be amended as outlined in Exhibit E."

**Evaluation and Assessment Committee:** No report

**Faculty Legislative Representative:** Handout is available in the Senate office.

**CHAIR:** Chair Snedeker updated the Senate regarding the listing of non tenure-track faculty in the on-line catalog. He has spoken with Tracey Terrell, the information has been received and seems to be moving forward. Provost Soltz indicated the departments are currently vetting their lists and they will be included in the on-line version as soon as this is complete. There has been a tentative bargaining agreement that does put all non-tenure track in the catalog. A reminder to committee members and committee chairs that it is helpful if items being worked on by the committee is funneled through the Executive Committee as well. This is helpful in keeping track of what the committees are working on and making sure that paperwork does not get slowed down.

**CHAIR-ELECT:** Chair-Elect Manweller thanked Bob Hickey and his bargaining team as well as the administrative bargaining team for their marathon bargaining session this week. He also expressed gratitude for the agreement being hammered out prior to Christmas.

**STUDENT REPORT:** Student Representative Howard handed out a proposal for a student academic senate. This is just in the planning stages and they are looking for any feedback or suggestions. They hope to have a committee working on creating the specifics for this and hope to have it in place by spring quarter.

**NEW BUSINESS** - None

Meeting was adjourned at 4:47 p.m.

# Exhibit A

Faculty Senate Academic Code

# Exhibit B

## 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.
4. 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.
5. 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.

# Exhibit C

## 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.~~

### 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

Workload units for the position of Senator are one (1) per academic year.
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.

# Exhibit D

## CWU Programmatic & Student Learning Assessment Department/Program & Student Learning Outcome Plan(s) Explanation & Directions

All departments are expected to develop programmatic goals and student learning outcomes that are clearly defined and encompass all of its offerings. Evaluation of both departmental/program goals and student learning outcomes is an ongoing responsibility and cornerstone of the departmental continuous improvement process at Central Washington University. The following explanation/guide and examples are designed to assist departments in developing both departmental/programmatic and student learning assessment plans. The following elements should be included in both a departmental/ programmatic assessment plan and student learning assessment plan:

1. Goals
2. Methods of Assessment
3. Identification of who or what is assessed
4. Identification of time /place of assessment
5. Criterion of achievement/standard of mastery

**Departmental/Program Level Goals:** Planning and assessment flows from broader departmental/programmatic goals to more specific student learning outcomes. Departmental and programmatic goals are generally one in the same for departments offering only one program of study. All departmental/programmatic goals and student learning outcomes should be coherent and related to the mission and goals of the college and institution. Generally 5-8 departmental/programmatic goals are appropriate. Note that some departmental/ program goals extend beyond students. Some examples of departmental/program goals include:

1. Students will demonstrate the knowledge and skills to be successful in their field.
2. Students will be critical thinkers and problem solvers.
3. Students and faculty will be ethical and professional in their behavior.
4. Students, faculty, alumni, and community partners will openly communicate and collaborate.
5. Faculty will provide excellent advising services.

**Student Learning Outcomes** (performance, knowledge, attitudes): Program outcomes that relate specifically to student learning should be developed to provide information as to what students will know, do, and value at the end of the degree or certificate program. Although outcomes can vary with respect to specificity, they should be written in such a way to be measurable. Generally 5-10 programmatic student learning outcomes is appropriate. Programs that have specializations will have common outcomes and most likely one or two outcomes specific to the specialization. Note that many professional organizations provide lists of expected outcomes. These should serve as guides particularly for accredited programs. (*See NWCCU standards 2.A.3 & 2.B.2; HECB Policy C-2*)

### *Student Learning Outcome Example:*

Students will be able to demonstrate effective oral and written communication skills.

Students can recognize the legal and ethical issues surrounding financial activities.

Students can apply financial knowledge, concepts, theories, models, and valuation techniques to personal and business decision-making.

Students are committed to ongoing personal and professional development via participation in club activities, exchange programs, tours and field trips.

Students can use a variety of technologies to access, utilize, and disseminate knowledge.

Students will be able to demonstrate effective planning & preparation for developing a teaching plan.

Students can evaluate scientific literature to make evidence-based decisions that advance the profession.

*\*Related Goals:* The relationship between program and department, college, and university mission and goals is important to establish. This helps demonstrate programmatic and improvement processes that are clearly designed, related, and coherent. (*See NWCCU standards 2.A.3 & 2.B.1*)

**Method(s) of Assessment:** The most important factor related to method selection is whether information can be collected that indicates whether students are learning and developing in ways that program faculty and professional associations deem important. Methods should be related to learning goals and the activities that support these goals. Methods should ideally include direct and indirect approaches to provide as complete a picture as possible. Direct measures ask students to display knowledge and skill as they complete the task/instrument (i.e., tests, essays, projects, assignments, etc.). Indirect measures ask students to reflect on learning rather than demonstrate it (i.e., surveys, focus groups, interviews). (*See NWCCU policy 2.2*)

**Who/What Assessed:** The identification of specific populations or items involved in the assessment process is important in explaining context and in making sense of data that is collected. Collecting data from or being able to disaggregate data by various groups (e.g., gender, age, ethnicity, program location or delivery type) is necessary and helps demonstrate that students who complete

their programs, no matter where they are or how they are offered have achieved student learning outcomes. *(See NWCCU Standard 2.B.2)*

**When Assessed:** Assessment processes and collection should be regularized and systematic throughout the academic year. This will help programs determine the measure of change it brings about in students and obtain information that can be applied regardless of time of year. In addition, collecting information at natural program transition points (entry into program, mid-program and end-of program assessment) can provide information to determine possible “program added value” related to knowledge, skills, and dispositions. Although not all program goals have to be assessed every year, a regularized schedule is necessary for effective continuous improvement. *(See NWCCU Standards 2.B.2 & 2.B.3 and NWCCU policy 2.2)*

**Standard of Mastery/Criterion of Achievement:** All assessment methods should have clear standards of mastery (criterion) against which results will be assessed. This helps programs clearly distinguish student proficiency and helps faculty understand areas of programmatic strength and challenge regarding goal achievement and student learning. Clear criteria also provide feedback and information for programmatic change and improvement. Standards of mastery or criterion of achievement may change over time as assessment processes and systems mature and student performance improves. *(See NWCCU Standards 2.B.2 & 2.B.3 and NWCCU policy 2.2; HECB Policy C-2)*

## **CWU Programmatic & Student Learning Assessment Plan(s) Directions**

The following directions are intended to assist departments in completing both the programmatic and student learning assessment plans. Questions or suggestions regarding the assessment templates, contents, or directions should be directed to Dr. Tracy L. Pellett, Associate Vice President of Undergraduate Studies.

**General Directions:** Both programmatic and student learning assessment plans should be completed and current copies maintained at the departmental, college and academic affairs (Office of Undergraduate Studies) offices. Updated program and student learning outcome assessment plans should be attached to the following curriculum forms:

1. New Degree Proposal
2. New Specialization, Minor or Certificate Form
3. Major, Specialization, Minor or Certificate Change Form

**Step 1:** Complete Department/Program Goals Assessment Plan (see Dept./Program Template\*)

- Determine/Revise Departmental/Programmatic Goals
- Identify relationship between department/programmatic goals to college and university goals
- Identify methods of assessment for each department/programmatic goal
- Identify population or items assessed
- Identify timing/dates of assessment collection
- Identify a criterion of achievement or standard of mastery for each goal

**Step 2:** Complete Student Learning Outcomes Assessment Plan (see Student Learning Outcome Template\*)

- Determine/revise specific programmatic student learning outcomes (knowledge, skill, attitudinal)
- Identify relationship between student learning outcomes and department/programmatic goals
- Identify direct and indirect methods of assessment for each student learning outcome
- Identify student population assessed (specific courses, locations, etc.)
- Identify timing/dates of assessment collection
- Identify a criterion of achievement or standard of mastery for each student learning outcome

**Step 3:** Submit initial electronic version of Departmental/Program & Student Learning Outcome Assessment Plans to Dean and Associate Vice President of Undergraduate Studies by December 15, 2007.

**Step 4:** Submit Student Learning Outcome Assessment Report to Dean and Associate Vice President of Undergraduate Studies by June 13, 2008.

CWU Department/Program Assessment Plan Preparation Form

Department: \_\_\_\_\_

Program: \_\_\_\_\_

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

CWU Department/Program Assessment Plan Example

Department: Arctic Studies

Program: Bachelor of Science - Arctic Studies Major

<b>Department/Program Goals</b>	<b>Related College Goals</b>	<b>Related University Goals</b>	<b>Method(s) of Assessment (What is the assessment?)</b>	<b>Who/What Assessed (population, item)</b>	<b>When Assessed (term, dates)</b>	<b>Criterion of Achievement (Expectation of how good things should be?)</b>
1. Students will demonstrate the knowledge, skills, and attitudes to be successful in their field.	Goal 2- Provide students an in-depth knowledge of their discipline.	Goal 1 & 2 – “maintain and strengthen an outstanding academic and student life”	Capstone essay; igloo construction project; surveys (see SLO plan)	Students at admission, in courses (ARC 455, 476), exit, and alumni.	fall, winter, spring terms	All student learning outcomes that use direct measures meet established criterion levels (see SLO plan).
2. Faculty & students will show professional behavior.	Goal 3 - Provide each major a thorough understanding of the ethical nature of their discipline.	Goal 6 – “promote intellectual inquiry and encourage civility, mutual respect, and cooperation”	Academic referrals to chair or standards committee for student conduct. Faculty and student conference participation (attendance and presenter status) as determined by survey.	Students (i.e., majors) enrolled in any university course. Faculty and students enrolled in any state, regional, or national conference.	fall, winter, spring terms	Less than 10 students per quarter are referred to either chair or standards board from program. All faculty and at least 10% of majors attended a state, regional, or national conference. At least 50% of faculty and 30% of senior majors presented at a state, regional or national conference
3. Alumni and community partners will be actively involved in program activities and events.	Goal 5 – Develop a supportive and inclusive college community.	Goal 4 - “build mutually beneficial partnerships”	“Alumni buddies” program participation. Attendance at community seminars.	Alumni Citizens of surrounding counties	fall, winter, spring terms	Greater alumni participation numbers than previous year. At least a 20% growth in seminar attendance
4. Academic resources will be readily available and used by faculty and students.	Goal 6 – Improve the funding base for all college programs.  Goal 8 – Faculty will be provided support to excel in teaching, research and service activities.	Goal 1 & 2 – “maintain and strengthen an outstanding academic and student life”  Goal 3 – “strengthen infrastructure to support academic and student programs”	Alumni and corporate giving.  External grants received.  Faculty and student technology lab usage.	Alumni and corporate sponsors and donors  Faculty  Faculty and any student majors that access the campus technology lab.	fall, winter, spring terms   fall, winter, spring terms	Greater numbers giving and total \$ amount compared to previous years. Greater number of faculty applying for grants and greater \$ amount received compared to previous years. Greater number faculty reserving lab time for

<b>Department/Program Goals</b>	<b>Related College Goals</b>	<b>Related University Goals</b>	<b>Method(s) of Assessment (What is the assessment?)</b>	<b>Who/What Assessed (population, item)</b>	<b>When Assessed (term, dates)</b>	<b>Criterion of Achievement (Expectation of how good things should be?)</b>
						classes compared to previous years. Greater number of students log-ins at lab compared to previous years.

CWU Student Learning Outcome Assessment Plan Example

Department: Arctic Studies

Program: Bachelor of Science - Arctic Studies Major

<b>Student Learning Outcomes (performance, knowledge, attitudes)</b>	<b>Related Program/ Departmental Goals</b>	<b>Related College Goals</b>	<b>Related University Goals</b>	<b>Method(s) of Assessment (What is the assessment?)*</b>	<b>Who Assessed (Students from what courses - population)**</b>	<b>When Assessed (term, dates)***</b>	<b>Standard of Mastery/ Criterion of Achievement (How good does performance have to be?)</b>
1. Students will demonstrate knowledge of arctic tundra and its associated building standards.	Goal 1 – Students will demonstrate the knowledge and skills to be successful in their field.	Goal 2- Provide students an in-depth knowledge of their discipline.	Goal 1 & 2 – Maintain and strengthen an outstanding academic and student life.	Student capstone essay	ARC 455 (all sections)	spring & fall terms	90% of student essays need to obtain at least “met expectations” on a 3 pt. rubric (i.e., below expectations, met expectations, exceed expectations) for all essay components: tundra background, building considerations, and standards.
2. Students will be able to construct energy-efficient igloos.	Goal 1 – Students will demonstrate the knowledge and skills to be successful in their field.	Goal 4 – Provide students with critical thinking skills, labor skills, and problem solving skills.	Goal 1 & 2 – Maintain and strengthen an outstanding academic and student life.	Igloo construction project	ARC 476 – Igloo Internship	winter term	The igloo will be evaluated based on national standards for energy-efficient igloos, created by the International Arctic Studies Association (IASA). These standards are pass/fail and relate to the areas of igloo safety, warmth, and coloring (snow-like). 80% of students should pass all areas
3. Students demonstrate dispositions for employment in the Arctic.	Goal 3 - Faculty & students will show professional behavior.	Goal 3 - Provide each major a thorough understanding of the ethical nature of their discipline.	Goal 6 – “promote intellectual inquiry and encourage civility, mutual respect, and cooperation”	Survey of admitted students  Survey of graduates  Survey of alumni	Students admitted to program  Seniors applying for graduation (main office)  Two year alumni (via e-mail)	fall, winter, and spring terms  spring term spring term	A minimal expectation is that a majority of graduates and alumni will agree or strongly agree that they demonstrate five different dispositional or attitudinal areas (customs, attitudes, professional commitment, collegial communication, self-efficacy).

\*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 “ideally” be at different transition points of program (i.e., admission, mid-point, end-of-program, post-program)

# Exhibit E

## II. SOCIAL AND BEHAVIORAL SCIENCES

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

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

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

AIS 101 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)