

**REGULAR MEETING**  
**Wednesday, May 5, 2021, 3:10 p.m.**  
**Zoom**  
**Minutes**

Called to order at 3:10 p.m.

**ROLL CALL: All senators, or their alternates, were present except:** Peter Dittmer,

**Guests:** Brandy Wieggers, Rachel Medalia, Erin Cone, Brooke Writer, Kevin Archer, Rose Spodobalski-Brower, Kandee Cleary, Tim Englund, Mike Harrod, Heidi Henschel-Pellett, Jill Hernandez, Bernadette Jungblut, Ediz Kaykayoglu, Madeline Koval, Rebecca Lubas, Gail Mackin, Mark Meister, Becky Pearson, Maria Sanders, Bret Smith, Jeff Stinson, Sydney Thompson, Arturo Torres, Coco Wu

**CHANGES TO AND APPROVAL OF AGENDA –** Agenda was approved.

**MOTION NO. 20-50(Approved): APPROVAL OF MINUTES** of April 7, 2021

**COMMUNICATIONS**

**OUR SOURCE –** Brandy Wieggers – Brandy indicated that the brochures will be sent out after the meeting. Brandy went over how SOURCE 2021 will work. Students will create presentation slides or posters and a video/audio recording of themselves discussing their project. Last year SOURCE was put together very quickly to adapt to the online format. This year May 16- May 22 will be dedicated to student scholarship. Each college will be “highlighted” during one of the days during the week. At the end of the day there will be a college happy hour. There will also be a CWU student presentation day. Faculty can support SOURCE by volunteering to judge and provide student feedback. Brand asked that faculty encourage students to watch the presentations and to be involved with the Happy Hour events. Please also share the information with your alumni. Research fundraising will be going on during the event. They are working on plans for SOURCE 2022 as an in-person event. They will be doing an event on the Westside 1 day and Ellensburg will be a 2 day event. They are considering some pre-recorded components.

**CHEMICAL INVENTORY POLICY –** Katie Litzenberger will be rescheduled.

**SENATE CHAIR REPORT –** Chair Delgado reported that the Executive Committee and Faculty Senate standing committees have been working diligently to amend policies and procedures, which have come to the Faculty Senate. Several of the motions previously approved by the Faculty Senate during fall, winter and the beginning of spring quarter have now been approved by the Provost Council and the President’s Cabinet and will be discussed on the next University Policy Advisory Committee meeting on June 16<sup>th</sup>.

Chair Delgado gave an update on opening plans for fall 2021. With several other universities, including WSU and UW, stating they intend to require vaccines for students in the fall, CWU

continues to monitor and track the situation. This effort includes working with the governor's office to understand if a statewide mandate for vaccines at higher education institutions is forthcoming. In addition, work is underway to outline health and safety guidelines for students, faculty, and staff. Once those are developed, they will be shared with all. In addition, information about cleaning protocols in classrooms, offices, and common areas as well as air circulation is being compiled and will be shared with faculty and staff.

CWU's vaccination campaign, #SleeveUpCWU, is underway and messaging has started going out to students, faculty, and staff. CWU encourages all faculty, staff, and students to sign up for their vaccination appointments if they haven't yet done so. Faculty are also encouraged to share this information about vaccinations with students, where appropriate. The more we can increase the number of individuals in the CWU community who are vaccinated, the more open our campus can become. #CWUTogether

The Faculty Senate Executive Committee would like to remind everyone of the crisis taking place in India and other parts of the world as a result of the COVID pandemic. The Executive Committee is deeply troubled by this situation. We recognize that we have many students and colleagues with family ties in India and Brazil who have been affected by this crisis. To our colleagues and students who have been impacted by this crisis directly or indirectly, we want you to know that we acknowledge the distress this situation is causing in your personal lives and to your loved ones. We stand by you!

The Faculty Senate Executive Committee reviewed the applications submitted for the General Education Assessment Coordinator position. We interviewed the candidates and selected a finalist. I would like to announce that the new General Education Assessment Coordinator is Dr. Dan Martin from the Department of English. He will work closely with the Executive Committee and other stakeholder groups at CWU to begin assessing GenEd courses in preparation for our mid-cycle accreditation report due in February 2022.

Chair Delgado reminded senators that the Board of Trustees will meet on May 13<sup>th</sup> and 14<sup>th</sup>. The meeting will be held from 1:00 to approximately 3:30 p.m. on Thursday, May 13<sup>th</sup> and from 9:00 a.m. to 12:00 p.m. on Friday, May 14<sup>th</sup>, in the Mary Grupe Faculty Center. The board meeting will be streamed live at [media.cwu.edu](http://media.cwu.edu). This will be the first in-person board meeting of the full board since February of 2020. Each board member is fully vaccinated and only staff who are required for board business and who have been fully vaccinated will attend the meeting in person. The meeting has been planned in coordination with the Kittitas County Public Health officer and in compliance with CDC guidelines. An agenda will be posted on the Board of Trustees' webpage. Pursuant to SHB 2313, the CWU Board of Trustees will provide time for public comments at each meeting. Please remember that the deadline for individual sign up to speak at regularly scheduled board meetings is by close of business three days prior to the scheduled business meetings. The rules explaining the basic parameters for public comments can be found on the Board of Trustees' webpage.

During spring quarter, the Antiracism, Diversity and Inclusivity committee has met with campus constituents, and reviewed relevant documentation (such as Senate Bill 5227, survey results from the Office of Diversity and Inclusivity's 2018 Campus Climate Survey, and the Diversity and Equity Center's Antiracism Workshop). The committee also created the listening session schedule, scripts, and slides for different constituent groups, and a survey for faculty/staff, and one for students. There were two listening sessions for the following stakeholders: Students, Faculty, Open session; and three listening sessions for Staff. A total of 186 participants attended the listening sessions. As of May 4, there are 267 responses to the

Faculty/Staff Survey and 151 responses to the Student Survey. The survey closes tomorrow, May 6<sup>th</sup>. The committee will now work on preliminary analysis of all the data and collaborate with Academic Affairs to craft a motion for consideration at the June 2, 2021 meeting.

The Faculty Senate Curriculum Committee submitted a memo addressing an incident that took place during the Faculty Senate meeting held on April 7, 2021. Chair Delgado summarized some of the main points of the memo.

At the April 7<sup>th</sup> Senate meeting, when a curriculum proposal came up for a vote, a faculty member from a department outside of the originating department voiced an objection, which included outlining the reasons for objecting the proposal itself. The Curriculum Committee would like to address errors of facts stated during this objection. Specifically, the Curriculum Committee has two primary concerns related specifically to the curriculum process.

The first correction is the curriculum summary log. The curriculum summary log was distributed to the entire campus on March 9, two weeks prior to spring break, via Central Today and campus-wide email notification.

Second, the way this objection was raised made many senators feel as if the Senate meeting had become a curriculum hold hearing, but one in which only one party had the opportunity to prepare their argument and no procedures were in place to guide the process. A hold hearing is normally conducted by the FSCC after a hold is placed on a curriculum proposal and the two parties are not able to resolve the issue. Both parties are given the opportunity to submit written materials to the committee in advance of the hearing. During the hearing, both parties have equal time to present their arguments, respond to the other party, and answer questions from the committee. The FSCC deliberates and votes. When this process is bypassed and an objection to a proposal is delayed until it reaches the Senate floor, this disadvantages the party presenting the proposal. The entire Senate votes immediately, without having had the chance to review relevant material, hear a prepared argument from both parties, or consider any input from the FSCC, whose job it is to thoroughly review such objections.

The FSCC understands and supports the right of faculty members to voice their opinions regarding motions on the Senate floor, and to vote as they wish. The FSCC has made every effort to create a process and environment that allows disagreements over curriculum proposals to be carefully and thoughtfully considered, with input from both parties, before the proposals reach the floor. The Curriculum Committee has urged the Faculty Senate to emphasize the importance and value of following the curriculum procedure, which is designed to handle disagreements over curriculum in a spirit of fairness, respect, and collegiality. The memo including the statement from the FSCC memo was included on today's agenda.

Chair Delgado expressed that he too was disheartened by what happened on the Faculty Senate floor at the April meeting. He reminded Senators that when the senate floor is open for discussion, Senators should focus on addressing issues or concerns about the characteristics of the motion in question by sticking to the facts. Do not use this time to attack the integrity and character of a colleague. This is not acceptable. Everyone should treat fellow senators and guests with dignity and present your opinion in a collegial and respectful manner.

## **FACULTY ISSUES**

### UPDATES:

During the April 7<sup>th</sup>, Senate meeting, Senator Erdman expressed concern over the class cancellation policy (CWUP 2-20-30) that was updated in June 2019. She stated that this policy

has impacted 100-200 level courses negatively because they get cancelled with fewer than 24 students. This policy affects students who need to scramble to find courses as well as NTT faculty and programs.

Related to the issue brought by Senator Erdman, Senator Lubinski indicated that there is a practice in some colleges to hide the existence of certain course sections until other sections are filled. He stated that this practice has longer term effects on offerings.

Finally, and also related to the course cancelation issues, Senator Hennessey indicated that the date courses are cancelled is also problematic because students have issues with holds, which is why they don't enroll earlier.

I spoke with Associate Dean of the College of the Sciences, Dr. Mike Harrod, the Registrar, Arturo Torres, and Provost DenBeste about these issues.

Just as a reminder, item 2 of CWUP 2-20-30 states "Classes with fewer enrollments than that listed below may be offered only with approval of the appropriate College dean, in consultation with the department chair."

Based on the interpretation of this policy, Dr. Harrod stated that each college deals with course cancelations differently within their parameter of the existing rules. It is a philosophical approach depending on what the College feels will be the best for them based on the specific circumstances. This strategy includes hiding courses. It can be argued that, perhaps, it would be better to have everything open and then collapse course down should the need arise. Conversely, it can also be argued that the opposite can be done with similar results – that is, to hide course and then open as the need arise. Again, this decision is different depending on the needs of the college. Along these lines, Dr. Harrod indicated that last spring 2020 was the exception where COTS decided to hide sections. However, COTS Chairs have decided not to hide courses collectively in fall 2021.

Relatedly, Mr. Torres stated that it has to be a fair balance. There should be a way to cancel courses in a way that is not too early or too late. The administration needs to decide what the right number is. On the one hand, you cancel the class by the policy deadline, but the problem is that students are affected because they don't have a lot of time to find another class or they don't have enough financial aid support.

In terms of holds, Provost DenBeste stated that they are aware of the problems with holds. They are working on it to find the best solution in a timely fashion.

**New Faculty Issues** – Senator Weber expressed concern about how a textbook is being listed. A faculty member was startled to see their textbook, which is \$50, but had a listing of \$999.99. It was an unusual situation and they are not doing an eBook rental. There is a concern that this is a student facing site, so this creates an issue. Chair Delgado indicated that Steve Wenger will be addressing Senate in June.

Senator Eklund brought forward a concern that the budget looking okay and the university has not indicated how they are going to spend the \$24 million federal funds. Faculty were denied their raises under financial exigency. It seems that the funds are now available and that these raises should be restored.

Senator Belay brought forward a request that the university look to find a way for faculty to have help paying publication fees or raise the faculty development funds to allow faculty to use those funds for publication fees. Senator Belay also asked that access to needed software be available to faculty and grad students.

Senator Lubinski asked that CWU administration rethink not having a vaccination policy. Maybe there could be a reward system of not having to do the daily health check if you are vaccinated. President Gaudino indicated that has never been the case of not thinking of not having a vaccination policy, but how to have one. WSU and UW have announced their policy. They jumped the gun with the announcement, but we're waiting for the Governor's office to clarify some of the process of data gathering and process. There will be a lot of details to work out.

Senator Norris has heard some concern about new the new verifications of identity. Faculty are having to use their own equipment such as phones to verify their identity. If you use equipment for university purposes that the university can claim that equipment as their own. There needs to be some answers to those questions. Class cancelation minimum number is set in a policy, but this should not be set just by administration and should include some faculty voice in those decisions.

**STUDENT REPORT** – Leadership based scholarship deadline is May 7<sup>th</sup>. Opportunity for students to apply for scholarships that are from \$500-\$1500. ASCWU had money rolled over from last year to add to these scholarships. The link for the scholarship is under the ASCWU website. They are working to encourage students to be engaged in both virtual and in-person events coming up. S&A is asking for \$25000 for student legal services for students to get legal advice. Student Senate production of videos will start mid-May. Rachel Medalia will be the student speaker next year. The students are waiting to see how the vaccine statement will be worded.

**OLD BUSINESS** - None

## **REPORTS/ACTION ITEMS**

### **SENATE COMMITTEES:**

#### **Bylaws and Faculty Code Committee**

**Motion No. 20-39: (Approved 47 yes, 2 abstain):** Recommends amending the Faculty Senate Bylaws to amend Section III. C. Membership as outlined in Exhibit A.

**Motion No. 20-51(First reading of two):** Recommends amending the Faculty Senate Bylaws to amend Section as outlined in Exhibit B.

#### **Curriculum Committee** - See written report.

**Motion No. 20-52(Approved 49 yes, 1 abstain):** Recommend approval of a new Biochemistry Major, BA as outlined in Exhibit C.

**Motion No. 20-53(Approved 49 yes, 1 no):** Recommend approval of a new Spanish Major, BA with three specializations as outlined in Exhibit D.

**Motion No. 20-54(Approve41 yes, 3 abstain ):** Recommend approval of amendments to CWUP 5-50-040 and CWUR 2-50-040 Programs as outlined in Exhibit E.

**Motion No. 20-54a(Approved 45 yes, 1 no and 2 abstentions):** Senator Bisgard moved to amend CWUR 5-50-040 (E) 3 To read: “If the proposal remains at any step longer than one month, the FSCC chair will confer with the appropriate parties.”

**Evaluation and Assessment Committee** – See written report.

**General Education Committee** - See written report.

**Faculty Legislative Representative** - See written report.

**PRESIDENT** – No report

**PROVOST** – No report.

**CHAIR-ELECT** – Chair-Elect Lyman reported that Dr. Bret Smith has submitted his resignation as the Faculty Legislative Representative (FLR). The Senate office will be sending out a call for applications. The next Open Executive Committee meeting will be May 12 from 3:00 – 4:00 p.m..

**NEW BUSINESS** - None

Meeting was adjourned at 4:24 p. m.

## **Exhibit A**

### **Title of Section: III. Senate Standing Committees C. Membership**

**New X          Revision**

**Summary of changes:** Adding language to Faculty Senate committees to clarify when a Faculty Senate Executive Committee member can serve on a Faculty Senate committee.

**Justification of changes:** The language applies to all standing committees, and placement in the bylaws makes it more visible. The proposed language protects the Executive Committee and Faculty Senate in the long term, by making standing committee membership specific and straightforward. Language such as this can assist in clarity of policy in instances of turnover

### III. Senate Standing Committees

#### C. Membership

1. ~~1.~~ Executive Committee Membership on Faculty Senate committees shall be as follows:

a. An Executive Committee member may not be a member of any other standing committee aside from the one with which they liaise.

b. Standing committees may not have more than one Executive Committee member at any given time unless specified in the Faculty Senate Bylaws.

c. Once a senator is elected to the EC, that senator shall step-down from any Faculty Senate standing committees on which they serve.

i. If the loss of a member negatively impacts the standing committee, the Executive Committee Chair will work with the standing committee chair to mitigate the impact.

2. The membership of the General Education Committee shall consist of:

a. GE Curriculum and Assessment Subcommittee:

i. one (1) faculty member from each academic college and one(1) faculty member from the library;

ii. General Education Chair;

iii. one (1) student selected by ASCWU, non-voting; and

iv. the Associate Provost designee, ex officio, non-voting.

v. Registrar designee, ex officio, non-voting

b. GE Coordination and Management Subcommittee:

i. seven (7) faculty members elected as general education pathway coordinators;

ii. General Education Chair; and

iii. one (1) student selected by ASCWU, ex officio, non-voting.

3.2. The membership of the Academic Affairs Committee shall consist of:

a. two (2) faculty from each college with the exception of the Library,

b. one (1) student selected by ASCWU,

c. one (1) ex officio non-voting representative of the provost, and

d. one (1) ex officio non-voting representative of the registrar, and

e. the chair of the Academic Department Chairs Organization (ADCO) as an ex officio non-voting member.

4.3. The membership of the Curriculum Committee shall consist of:

a. two (2) faculty from each college,

b. one (1) faculty from the Library,

c. one (1) student selected by ASCWU,

d. the Director of Academic Planning, ex officio, non-voting,

e. the Registrar (or a designee), ex officio, non-voting, and

f. the Dean or Associate Dean from CAH, COB, CEPS, COTS and the Library, ex officio, non-voting.



54. The membership of the Bylaws and Faculty Code Committee shall consist of five (5) current or recent past senators, as follows:

- a. the chair of the committee shall be a current senator;
- b. one member (but not the chair) shall be the Senate chair-elect; and
- c. each of the other three (3) members shall be either a current senator, or a faculty member who has been a senator (not just an alternate) within the previous ten years.

65. The membership of the Evaluation and Assessment Committee shall consist of five (5) faculty members (one from each college plus one from the library), nominated and ratified to staggered terms. One (1) student selected by ASCWU, non-voting.

76. The membership of the Budget and Planning Committee shall consist of:

- a. two (2) faculty each from CAH, COTS, CEPS, CB,
- b. one (1) faculty from the Library,
- c. one (1) senior lecturer faculty member,
- d. two (2) Academic Department Chairs Organization (ADCO) representatives as ex officio voting members, and
- e. two (2) Faculty Senate Executive Committee representatives as ex officio voting members.

## Exhibit B

### Title of Section: III. Senate Standing Committees C. Membership

New                      Revision X

**Summary of changes:** The new proposed language changes the make-up of the BFCC committee to allow for greater participation by all. The wording changes does the following:

- Three members of the committee can be a senator OR alternate who have served within the last ten years (as opposed to language that states members must be a current senator not an alternate, within the past ten years)
- If alternates apply to be on committee, they should comment on their Faculty Senate experience.

**Justification of changes:** This change allows for greater participation by present OR past senators and alternates. This opens up more opportunity for faculty to engage in service and involvement in Faculty Senate.

### III. Senate Standing Committees

#### C. Membership

4. ~~The membership of the Bylaws and Faculty Code Committee shall consist of five (5) current or recent past senators/alternates, as follows:~~ The membership of the Bylaws and Faculty Code Committee shall consist of five (5) senators or alternates, as follows:
- a. the chair of the committee shall be a current senator;
  - b. one member (but not the chair) shall be the Senate chair-elect; and
  - c. each of the other three (3) members shall be either a current senator, a current alternate, or a faculty member who has been a senator or alternate within the previous ten years. ~~each of the other three (3) members shall be either a current senator or alternate, or a faculty member who has been a senator (not just an alternate) within the previous ten years. Alternates should comment on their level of involvement in Faculty Senate when they apply.~~

## Exhibit C

### Biochemistry Major, BA

#### Required Courses

CHEM 181 General Chemistry I (4)  
CHEM 181LAB General Chemistry Laboratory I (1)  
CHEM 182 General Chemistry II (4)  
CHEM 182LAB General Chemistry Laboratory II (1)  
CHEM 183 General Chemistry III (4)  
CHEM 183LAB General Chemistry Laboratory III (1)  
-OR-  
CHEM 193LAB General Chemistry III Honors Laboratory (1)  
CHEM 361 Organic Chemistry I (3)  
CHEM 361LAB Organic Chemistry Laboratory I (2)  
CHEM 362 Organic Chemistry II (3)  
CHEM 363 Organic Chemistry III (3)  
CHEM 363LAB Organic Chemistry Laboratory II (2)  
BIOL 181 General Biology I (5)  
BIOL 182 General Biology II (5)  
BIOL 183 General Biology III (5)  
MATH 172 Calculus I (5)  
CHEM 332 Quantitative Analysis (3)  
CHEM 332LAB Quantitative Analysis Laboratory (2)  
CHEM 431 Biochemistry I (3)  
CHEM 431LAB Biochemistry Laboratory (2)  
CHEM 432 Biochemistry II (3)  
CHEM 433 Biochemistry III (3)  
CHEM 433LAB Biochemistry Lab II (2)  
CHEM 488 Colloquium (1)  
PHYS 111 Introductory Physics I with Laboratory (5)  
-OR-  
PHYS 121 Introductory Physics for Life Sciences I (5)  
-OR-  
PHYS 181 General Physics I with Laboratory (5)  
PHYS 112 Introductory Physics II with Laboratory (5)  
-OR-  
PHYS 122 Introductory Physics for Life Sciences II (5)  
-OR-  
PHYS 182 General Physics II with Laboratory (5)

#### General Chemistry and Laboratory Credits: 15

CHEM 181 General Chemistry I (4)  
CHEM 181LAB General Chemistry Laboratory I (1)  
CHEM 182 General Chemistry II (4)  
CHEM 182LAB General Chemistry Laboratory II (1)  
CHEM 183 General Chemistry III (4)  
CHEM 183LAB General Chemistry Laboratory III (1)  
AND  
CHEM 193LAB General Chemistry III Honors Laboratory (1)  
OR

#### Organic Chemistry Credits: 13

CHEM 361 Organic Chemistry I (3)  
CHEM 361LAB Organic Chemistry Laboratory I (2)  
CHEM 362 Organic Chemistry II (3)

CHEM 363 Organic Chemistry III (3)  
CHEM 363LAB Organic Chemistry Laboratory II (2)

### General Biology Credits: 15

BIOL 181 General Biology I (5)  
BIOL 182 General Biology II (5)  
BIOL 183 General Biology III (5)

### Introductory or General Physics Credits: 10

PHYS 111 Introductory Physics I with Laboratory (5)  
PHYS 112 Introductory Physics II with Laboratory (5)  
OR  
PHYS 121 Introductory Physics for Life Sciences I (5)  
PHYS 122 Introductory Physics for Life Sciences II (5)  
OR  
PHYS 181 General Physics I with Laboratory (5)  
PHYS 182 General Physics II with Laboratory (5)

### Calculus Credits: 5

MATH 172 Calculus I (5)

### Additional Required Chemistry Courses Credits: 19

CHEM 332 Quantitative Analysis (3)  
CHEM 332LAB Quantitative Analysis Laboratory (2)  
CHEM 431 Biochemistry I (3)  
CHEM 431LAB Biochemistry Laboratory (2)  
CHEM 432 Biochemistry II (3)  
CHEM 433 Biochemistry III (3)  
CHEM 433LAB Biochemistry Lab II (2)  
CHEM 488 Colloquium (1)

### Electives Credits: 10

Some courses in this section contain additional prerequisites. Students are encouraged to work closely with their advisors to develop a plan for completion of this requirement.

CHEM 350 Inorganic Chemistry (3)  
CHEM 381 Physical Chemistry (Thermodynamics) (5)  
CHEM 382 Physical Chemistry (Quantum Chemistry) (3)  
CHEM 382LAB Integrated Physical/Inorganic Laboratory I (2)  
CHEM 395 Research (1-6)  
CHEM 495 Senior Research (1-6)  
CHEM 452 Instrumental Analysis Lecture (3)  
-AND-  
CHEM 452LAB Instrumental Analysis Laboratory (2)  
CHEM 492 Laboratory Experience in Teaching Chemistry (2)  
BIOL 321 Genetics (5)  
BIOL 323 Microbiology (5)  
BIOL 425 Molecular Biotechnology (5)  
BIOL 426 Medical Microbiology (3)  
-AND-  
BIOL 426LAB Medical Microbiology Laboratory (2)  
BIOL 430 Cell Biology (5)  
PHYS 322 Molecular Biophysics (4)  
PHYS 323 Experimental Biophysics (4)

### Total Credits: 87

## **Exhibit D**

### **Spanish Major, BA**

#### Shared Core

Second-year Spanish Credits: 15

SPAN 251 Second-year Spanish (5)

SPAN 252 Second-year Spanish (5)

SPAN 253 Second-year Spanish (5)

OR

Spanish for Heritage Speakers Credits: 15

SPAN 261 Spanish for Heritage Speakers I (5)

SPAN 262 Spanish for Heritage Speakers II (5)

SPAN 263 Spanish for Heritage Speakers III (5)

Literature and Cultures Credits: 10

SPAN 301 Introduction to Spanish and Latin American Literature (5)

SPAN 310 Hispanic Civilizations and Cultures (5)

Composition and Grammar I Credits: 5

SPAN 341 Spanish Composition and Grammar I (5)

OR

SPAN 345 Composition and Grammar for Heritage Speakers I (5)

Culminating Experience Credits: 2

WLC 487 Culminating Experience (2)

Total Credits: 32

Elective Courses Credits: 20

Students must select a minimum of 20 credits from the following.

SPAN 342 Spanish Composition and Grammar II (5)

SPAN 343 Spanish Conversation (5)

SPAN 346 Composition and Grammar for Heritage Speakers II (5)

SPAN 385 Spanish Phonetics (5)

SPAN 398 Special Topics (1-6)

SPAN 414 Language Variation and Corpus Linguistics (5)

SPAN 442 Spanish Translation and Interpretation (5)

SPAN 443 Advanced Spanish Translation (5)

SPAN 446 Hispanic Cinema (5)

SPAN 449 Spanish Golden Age Literature (5)

SPAN 454 Medical and Legal Spanish for Translators and Interpreters (5)

SPAN 456 The Spanish and Latin American Short Story (5)

SPAN 492 Practicum in Spanish Translation and Interpretation (5)

SPAN 496 Individual Study (1-6)

WL 483 Sociolinguistics (4)

WL 490 Cooperative Education (1-12)

WLC 243 Target Language Discussion Section (1)

WLC 250 Language and Power (5)

WLC 482 Second- and Foreign Language Acquisition (5)

**Total Credits: 52**

### **Applied Linguistics Specialization**

**Shared Core Credits: 32**

**Applied Linguistics Specialization Required Courses Credits: 20**

SPAN 414 Language Variation and Corpus Linguistics (5)

WL 483 Sociolinguistics (4)

WLC 243 Target Language Discussion Section (1)

WLC 482 Second and Foreign Language Acquisition (5)

WLC 250 Language and Power (5)

OR

WL 490 Cooperative Education (1-12)

(Must be taken for a total of 5 credits)

**Total Credits: 52**

### **Translation and Interpretation Specialization**

**Shared Core Credits: 32**

**Translation and Interpretation Required Courses Credits: 20**

SPAN 442 Spanish Translation and Interpretation (5)

SPAN 443 Advanced Spanish Translation (5)

SPAN 454 Medical and Legal Spanish for Translators and Interpreters (5)

SPAN 492 Practicum in Spanish Translation and Interpretation (5)

OR

WL 490 Cooperative Education (1-12)

(Must be taken for a total of 5 credits)

**Total Credits: 52**

## **Exhibit E**

**Number (if applicable): CWUP 5-50-040 and CWUR 2-50-040**

**Title of Section: Curriculum Change**

**New X          Revision**

**Summary of changes:** Currently there is not a process for creating new curriculum prefixes. This has caused individuals to put holds on courses or programs if they do not agree with a new prefix. This process will allow for full consultation with faculty.

Program Discontinuation is being added to add clarity and a process for how a program may be discontinued. This policy and procedure has been back and forth between Senate and Provost Council since 2018. A Work Group was put together with members from both the Faculty Senate Curriculum Committee and Provost Council. Language was agreed upon; however, it was requested in April, 2021 to delay the language for additional clarification. The Curriculum Committee took the feedback received and made some wording changes.

**Justification of changes:**

There is currently no formal process for creating new course prefixes. Adding prefix to the existing curriculum process allows for full transparency and an opportunity for campus consultation.

There was previous program discontinuation policy language that was removed approximately 10 years ago. Currently there is no policy and procedure language regarding program discontinuation process. This policy and procedure ensures that when there is disagreement over a proposed program discontinuation, all parties have the opportunity to present their concerns.

**Budget implications:** There may be budget implications with individual programs, but does not appear to be with the policy itself.

## CWUP 5-50-040 Curriculum Change

(1) The official process for curriculum (new or updated) will be the electronic curriculum process called Curriculog. The submission process begins at the program or department level.. The FSCC only considers proposals launched using Curriculog. Specific guidelines are provided on the proposals for each type of curriculum change (See CWUR 2-50-040 for specific procedures).

### (2) Program Discontinuation

(A) Purpose. The purpose of this policy is to establish guidelines and standards for the discontinuation of academic programs.

#### (B) Definitions

1. Academic Program: A sequence of courses leading to a degree, minor, and/or certificate. Academic programs covered by this policy include undergraduate and graduate degree programs, specializations, minors, and credit and non-credit certificate programs.

2. Program Discontinuation. After discontinuation, no additional students can declare the program as their program of study. The program will end upon completion of the program by students enrolled at the time of the discontinuation decision and who remain continuously enrolled, or after two academic years. The program will be removed from the official CWU catalog as soon as the decision to discontinue is approved.

#### (C) Principles Guiding Program Discontinuation.

1. The decision to discontinue a program is based on a holistic assessment of the:  
a. importance of the program to the mission, strategic plan, and core values of the university,  
b. academic quality, rigor, and value of the program, and  
c. cost effectiveness and demand for the program.

2. All factors must be considered and no one factor should drive the final decision. The final recommendation from the Provost to the board of trustees must indicate how various factors were weighted or considered in making the recommendation.

3. While the administration maintains management rights with regard to program discontinuation, Central Washington University is dedicated to shared governance and recognizes the importance of faculty consultation in academic decision making. Therefore, program discontinuation proposals should formally solicit and consider the input of all impacted programs and the university at large.

#### (D) Initiation of Program Discontinuation



A program may be discontinued by mutual agreement of the program faculty, the department chair, programs whose curriculum is directly impacted by the change, the academic college dean(s), provost (or designee), and board of trustees. A program deletion form will be submitted to the faculty senate curriculum committee indicating that the program is being discontinued and a teach-out plan will be completed. A discontinuation review is not necessary if all parties are in agreement.

#### (E) Discontinuation Review

1. The discontinuation review process is designed to enable all parties impacted by the discontinuation to formally provide feedback and give input with regard to the program discontinuation. Beginning the official discontinuation review process assumes prior discussion and consultation with the impacted parties has already taken place.

2. Program discontinuations have impacts on the entire academic community at CWU. The proposal and all attachments will be made available to the university community. Reviewers at each level will have access to the full proposal, with any modifications, as well as the recommendations and reviews from all previous levels of review.

3. The timeline for review at each level will be no more than one month (not including breaks/holidays or summer quarter). **If the proposal remains at any step longer than a month, the FSCC chair will confer with the appropriate parties.**

#### (F) Teach-Out

All program discontinuations must implement a teach-out plan in compliance with federal law and the requirement of the [Northwest Commission on Colleges and Universities \(NWCCU\)](#). The originator of the program discontinuation proposal must work with the [NWCCU accreditation liaison officer](#) to complete a substantive change request submission to the NWCCU which will include a detailed teach-out plan. [See NWCCU Teach-Out Policy](#).

*[Responsibility: Faculty Senate; Authority: Provost/VP for Academic & Student Life; Reviewed/Endorsed by Provost's Council 08/09/2016; Cabinet/UPAC; Review/Effective Date: 10/21/2016; Approved by: James L. Gaudino, President]*

#### CWUR 2-50-040 Curriculum Change

(1) Initiation of General Education Requirement Changes. Individuals proposing general education curriculum, will submit a completed general education rationale proposal through Curriculog to the general education committee (process will go through normal approvals). After the general education committee acts on the proposal and, if approved, the chair of the general education committee completes a program change proposal and submits it through Curriculog to the FSCC chair.

If a proposed addition is a new course or an existing course with changes, the initial approval for the individual course first rests with the faculty senate curriculum committee. After the course has been approved, the originating department attaches the general education rationale proposal and description of the proposed change to the general education committee. After the general education

committee acts on the proposal and, if approved, the chair of the general education committee submits a general education program change proposal and submits it through Curriculog it to the FSCC chair.

The FSCC lists the general education program change in the curriculum summary log. The academic community has two weeks to respond to the curriculum summary log. Following the two weeks, the FSCC acts on the proposal, the chair adds a memo documenting curriculum committee action, and he/she sends it to the general education committee chair to be placed on the faculty senate agenda for action. The faculty senate chair then submits the faculty senate action to the provost.

(2) Timeline.

(A) Provided that proposals do not require clarification and revision, they should proceed through the process without delay in one quarter or less. Extended time may be needed for proposals which must be reviewed by teacher education executive council, the general education committee, graduate council, the faculty senate, and the BOT. The originator has the responsibility to track the progress of the curriculum movement through Curriculog. Curriculum proposals should not remain in any campus office more than 10 working days.

(B) Proposals should follow the catalog deadlines posted by the FSCC for the next academic year.

(3) Review Process. The process must include checks for

(a) consistency of course/program with department goals,

(b) academic integrity,

(c) clarity of student learning outcomes and assessment plans and

(d) availability of sufficient funds. New degree programs are forwarded to the associate provost for review of completeness according to NWCCU requirements.

If additional information is required, the proposal will be returned to the dean. If the proposal is complete and ready to submit, the department will launch the new program through Curriculog and will follow appropriate approval steps. All curriculum proposals are forwarded to registrar services. The proposals are checked for availability of course number, clarity and accuracy of course description, title, credits, cross listings, and arithmetic. If errors have been identified the proposals are returned to the originator to make corrections or additions. When appropriate, registrar services send the proposal to teacher education executive council and/or to the graduate office. Upon approval by the graduate office and/or teacher education executive council, the proposal is sent to the associate provost's office. The associate provost's office prepares a curriculum summary log and/or an agenda for review by the FSCC. Once reviewed, the log/agenda is distributed electronically to the academic community before action by the FSCC and/or the faculty senate. New degree program proposals are reviewed by the board of trustees. Rejected proposals will be returned to the originator with an explanation.

[\(4\) Creation of new prefixes. A new prefix must be approved by the FSCC and the faculty senate before any course using that prefix can be used.](#)

(54) Any member of the academic community can request a hold on FSCC action by submitting a completed hold petition form.

The hold petition form requires a justification for the hold, a list of the affected department(s), and written, dated proof of notification of the affected department(s) and dean(s). The form must be submitted to the academic planning office by the Monday prior to the next FSCC meeting.

The party originating the hold must notify the affected department(s) of the justification for the hold. A memo of resolution must be submitted to the FSCC within two weeks after the hold has been recorded. If a resolution has not taken place, a representative for the department(s) involved will appear before the FSCC for a decision at the next scheduled FSCC meeting.

(65) Curriculum summary logs/agendas, which are compiled in the associate provost's office, will be used to notify the academic community.

(76) Items appearing on the curriculum summary log (except those requiring approval by the faculty senate) will be approved automatically on the proposed approval date unless a completed hold petition has been received according to 2-50-040(4). The proposed approval date, assigned in the provost's office, is the date of the FSCC meeting immediately following the day the committee first reviews the log (notification date on the log). The time between the notification date and the proposed approval date will be at least two weeks. If concerns are raised, approval may be delayed while the curriculum committee contacts the originator of the proposal and concerned departments.

(87) Emergency Approval Process. A curriculum proposal received during the summer that has been reviewed by the appropriate steps in Curriculog (e.g., teacher education executive council, graduate studies, international studies, etc.) AND has an explanation of the need for an emergency approval, will be considered by the FSCC. If the FSCC chair determines that emergency review is appropriate, the members of the FSCC will receive an email notification from the faculty senate office and the Curriculog proposal. Available committee members will review the proposal and return a vote to approve or disapprove to the faculty senate office. A minimum of three votes must be received. If the proposal is approved notification will be sent to the department and registrar services.

Emergency approvals are temporary and will expire at the conclusion of the academic year.

(98) Implementation. Curriculum changes will be implemented by registrar services as follows:

(A) New programs will be implemented upon approval by the BOT and NWCCU.

(B) Changes to existing programs, and general education requirements will be implemented in the fall quarter following publication in the official electronic catalog.

(C) Individual course changes will be implemented upon approval. Once registration has begun, course changes involving prefix, number, title, credit, pre-requisites, and/or grade options will be activated the subsequent quarter unless a later period is specified.

(D) New courses will be implemented upon approval by the FSCC.

(E) New specializations, minors, ~~and~~ certificates, and prefixes will be implemented upon approval by the faculty senate.

(F) Curriculum policy changes shall not be applied retroactively.

(G) Changes to curriculum policy and procedures shall take effect the following catalog year. The faculty senate may grant exceptions to this policy when the faculty senate determines that immediate implementation of a policy change is warranted.

(10) Program Discontinuation

(A) Proposals to delete or discontinues a program must outline the reasons for the discontinuation and be launched in Curriculog by October 1 to take effect for the following academic year.

(B) The program discontinuation review process will begin if (a) the proposal is rejected at any step in Curriculog prior to FSCC review or (b) a petition to hold the program is submitted to the faculty senate curriculum committee while the proposal is under review by the university community. The faculty senate curriculum committee chair will notify the faculty senate executive committee chair and the provost that there are objections to the proposed program discontinuation and the discontinuation review process will begin.

1. The FSCC will contact all departments and programs whose curriculum is directly impacted by the discontinuation and invite them to an FSCC meeting to discuss those impacts. Upon completion of this meeting, the chair will attach a memo to the discontinuation proposal outlining any and all impacts on existing curriculum.

2. After completion of FSCC review, faculty senate will place the discontinuation proposal on the senate agenda for discussion. The faculty senate executive committee will then attach a recommendation to the proposal outlining the faculty senate discussion and making a recommendation for or against the program discontinuation.

3. After completion of the Senate review, the discontinuation proposal will be sent to the provost. In consultation with the president, academic deans, and the provost council, the provost will then make a final recommendation for against the discontinuation proposal. The provost will attach their recommendation to the proposal.

4. The timeline for review at each level will be no more than one month (not including breaks/holidays or summer quarter). **If the proposal remains at any step longer than a month, the FSCC chair will confer with the appropriate parties.**

5. The discontinuation proposal will be sent to the board of trustees (BOT), which will make the final decision regarding the discontinuation of the program. If the BOT approves, the teach-out plan will be implemented.

#### (C) Teach-Out

All program discontinuations must implement a teach-out plan in compliance with federal law and the requirement of the Northwest Commission on Colleges and Universities (NWCCU). The originator of the program discontinuation proposal must work with the NWCCU accreditation liaison officer to complete a substantive change request submission to the NWCCU which will include a detailed teach-out plan. **See** [NWCCU Teach-Out Policy](#).

*[Responsibility: Faculty Senate; Authority: Provost/VP for Academic & Student Life; Reviewed/Endorsed by Provost's Council 08/09/2016; Cabinet/UPAC; Review/Effective Date: 10/21/2016; 4/17/2019; Approved by: James L. Gaudino, President]*

# Communication

## Memorandum

To: Faculty Senate Executive Committee  
From: Faculty Senate Curriculum Committee  
Date: April 26, 2021

Dear Dr. Delgado and Members of the Executive Committee,

The Faculty Senate Curriculum Committee would like to express its concern about an incident that happened during the Faculty Senate meeting held on April 7, 2021. When the proposal for a new Applied Cultural Competencies Certificate came up for a vote, a faculty member from a department outside of the originating department voiced an objection. The faculty member outlined reasons for objecting to the proposal itself, as well as recounting their interpretation of the history between the two departments. We have two primary concerns related specifically to curricular process.

First, the faculty member raising the objection stated they could not have placed a hold on the proposal in question because the curriculum log containing the proposal was distributed during spring break. This is false. This log was distributed to the entire campus on March 9, two weeks prior to spring break, via Central Today and campus-wide email notification. We were unable to respond to this claim in the moment because we wanted to research it first. We would like this inaccuracy to be noted and corrected.

Second, the way this objection was raised had the effect of a hold hearing, but one in which only one party had the opportunity to prepare their argument and no procedures were in place to guide the process. A hold hearing is normally conducted by the FSCC after a hold is placed on a curriculum proposal and the two parties are not able to resolve the issue. Both parties are given the opportunity to submit written materials to the committee in advance of the hearing. During the hearing, both parties have equal time to present their arguments, respond to the other party, and answer questions from the committee. The FSCC deliberates and votes. When this process is bypassed and an objection to a proposal is delayed until it reaches the Senate floor, this disadvantages the party presenting the proposal. The entire Senate votes immediately, without having had the chance to review relevant material, hear a prepared argument from both parties, or consider any input from the FSCC, whose job it is to thoroughly review such objections.

The FSCC understands and supports the right of faculty members to voice their opinions regarding motions on the Senate floor, and to vote as they wish. We have made every effort to create a process and environment that allows disagreements over curriculum proposals to be carefully and thoughtfully considered, with input from both parties, before the proposals reach the floor. We urge the Executive Committee to emphasize the importance and value of

following this procedure, which is designed to handle disagreements over curriculum in a spirit of fairness, respect, and collegiality.

Sincerely,

Maria Sanders  
Chair, Faculty Senate Curriculum Committee

# Reports

## FSCC Chair's Report

May 5, 2021

In addition to continuing to review curriculum and work with originators, the FSCC has addressed two charges:

*In response to EC charge CC20-21.08:*

*Continue revising program discontinuation policy (CWUP 5-50-100) and procedure (CWUR 2-50-100) based on changes suggested by the Provost Council.*

The FSCC has continued to work on language for the program discontinuation policy and procedure that has been under review for several years. We voted and sent a draft to the Provost's Council, who had concerns about where the language was situated in policy and the inclusion of language regarding the pausing of enrollment in a program once a Curriculum proposal for discontinuation has been launched. In response to these concerns, we withdrew the motion for a Senate vote in April and revisited the language. We moved the policy language into the Curriculum Change section of policy and removed from the associated procedure any reference to stopping enrollment in a program. We decided this would best be handled at the discretion of the program's leadership.

We sincerely hope the program discontinuation policy and procedure language is passed at today's Senate meeting. This policy protects programs, faculty and students from arbitrary and immediate discontinuation of programs without any input from stakeholders. It guarantees that when there is an objection to a proposal to discontinue a program, the voices of impacted faculty will be heard, the issue can be discussed on the Senate floor, and the Executive Committee will be able to make a recommendation based on a thorough assessment of all factors.

*In response to EC charge CC20-21.10:*

*Consider drafting policy and procedure to address the creation of new prefixes.*

The committee discussed this important issue, which has been raised more than once by faculty. New prefixes can have impacts on other departments or programs that may not be immediately apparent, such as a similarity to an existing prefix. New prefixes are sometimes also indicators of a new program in development, and transparency about this would allow impacted programs and faculty to express concerns sooner rather than later. The committee drafted language that would require new prefixes to go through a similar curricular process as new programs: approval by relevant administrators, review by the FSCC, a campus review, and approval by the Senate.

Lastly, please note that on 4/26/21 the FSCC sent a memo to the EC in response to an objection to a new program that was raised in the last Senate meeting. We wanted to correct

an error of fact stated during that discussion and emphasize the importance and value of using the established procedure for objecting to curriculum proposals. That memo is included in this meeting's packet.

Thank you.

Maria Sanders  
FSCC Chair



## Faculty Senate Report – May 5, 2021

### Faculty Senate Evaluation and Assessment Committee

The committee is grateful for getting our COTS representative, Sara Toto.

The committee has worked on the following charges:

1. *Consider the creation of assessment strategies during the COVID-19 pandemic.*

**Timeline:** *Fall quarter.*

The committee has continued working on revising policy recommendations for use during disruptions to instruction. We are finalizing language and placement in CWU policy.

2. *Continue working with Information Services to improve/modify SEOI delivery systems, students' notifications and form types.* **Timeline:** *Winter Quarter.*

Information Services has determined it is possible to withdraw an individual student's SEOI after SEOIs have been administered. There is currently a policy for withdrawing a student's SEOIs for academic dishonesty violations. A procedure for this withdrawal is necessary. The committee has recommended this be a high priority charge for next year.

The committee has received information concerning administrative access to SEOIs. It has recommended to the Faculty Senate Executive Committee that an annual audit of this access be conducted.

3. *Consider additions or modifications to the existing policies and procedures regarding the role of SEOIs in teaching assessment.* **Timeline:** *Winter Quarter*

The committee has developed a potential policy update related to required modality changes. We are finalizing language and placement in CWU policy.

4. *Conduct assessment of academic administrators. This is a biennial charge.* **Timeline:** *Spring quarter.*

Faculty assessment of academic administrators is being conducted. The President, Provost, and Associate Provost assessments have been completed. The college deans and Library Dean surveys are open now. Faculty Senate Executive Committee and Faculty Senate assessment surveys will be forthcoming to faculty.

Respectfully submitted,  
Terry Wilson (Chair)

Report Date: May 5, 2021

## ***General Education Committee report to Faculty Senate***

### **Committee status**

Until June 15, 2021, the General Education Committee continues to operate as constituted, with its two subcommittees working together on a set of final charges. After that date, the committee will be dissolved and reconstituted with a membership for the upcoming term based on recruiting already happening.

### **Student petitions and course articulations**

The GEC continues to work on petitions and articulations as needed, and will be complete with the list of required course articulations as of our May 17 meeting.

### **Other continuing work**

The current committee is working closely with IS and Advising partners to ensure student-focused, priority efforts remain a focus and can be brought to fruition by June 15, or as nearly so as possible. These include work related to reconciling AR report information to include all options available to students based on courses approved; work to finalize the availability of transcript milestones for students completing 5 or more courses in a pathway; and other tasks needed to make outreach and structure congruent. Finally, the committee is tasked with producing a transition document to support the incoming committee and other partners to move forward with Gen Ed-related institutional effort.



LEARN. DO. LIVE.

TO: Faculty Senate  
FROM: Bret Smith, Faculty Legislative Representative  
DATE: May 5, 2021  
RE: Faculty Legislative Representative update

Dear colleagues,

The legislative session adjourned on schedule April 25, with a number of things gaining speed and wrapping up in the last days. The main event of the “long” sessions in odd years is to produce biennial Operating, Capital, and Transportation budgets. You can find the documents here: <http://fiscal.wa.gov> and with a little patience and clicking, you can find summaries and the full bills.

Overall, the budget process was characterized by increasing optimism about state revenue forecasts, and the result was fear of cuts turning into maintenance of expected budget levels, turning into new spending (and a new tax to support it). You have probably followed the partisan politics, but with majorities in both chambers and the Governor’s office, the budgets reflect Democrat party priorities.

Here is a very brief summary from my point of view:

- Operating Budget. This is the “base” funding that higher education institutions receive from the state, which is combined with tuition/fees, auxiliary income (e.g. housing), grants, etc. to support the University overall. In addition to our general funding being about the same as we are used to (with no furloughs or salary decreases), several special requests were funded. These include funding for a Computer Science bachelor’s degree at the Des Moines center, increased funding for mental health counselors, and funding related to diversity, equity, inclusion, and anti-racism training as required by SB 5227. We also saw the prior funding for remote supervision of student teachers (on hold due to pandemic) reappear. The joint request for a Center for Cultural Innovation, with the other regional universities, was not funded; the mental health counselor positions were retained, however.
- CWU also did well on the Capital side—this is the budget for buildings, infrastructure, maintenance, etc. The Health Education (Nicholson) and Nutrition Science proposals were funded, and were among the largest allocations to our sector overall. We will receive funding for design-stage work for the Humanities building as replacement for

Farrell and L&L. We also were funded to replace the aging chiller and various minor works—not super-exciting, but very necessary.

We were also following a number of policy bills:

- [HB 1028](#) Concerning evaluation and recommendation of candidates for residency teacher certification. This bill had an interesting path: it was passed unanimously in policy, fiscal, and floor in the House, but essentially gutted in the Senate, and then the House did not concur, and the House version passed by a narrow margin. Pending Governor’s signature, the edTPA may likely be removed as a certification requirement.
- [HB 1051](#) Adding a faculty member to the board of regents at the research universities. This bill has enjoyed fairly strong support. This bill did not advance to a floor vote in the house.
- [SB 5227](#) This bill requires annual diversity, equity, and inclusion training for all faculty, staff, and students, as well as annual campus climate surveys. Passed with various amendments, and funded in the budget. Awaiting Governor’s signature.
- [HB 1119](#) Notifying students of courses with low-cost instructional materials and open educational resources at the four-year institutions of higher education. Passed, awaiting Governor’s signature
- [HB 1273](#) Concerning menstrual products in schools. This bill is also in committee in the Senate. Passed and funded in the budget. Awaiting Governor’s signature.

As I usually do, I refer you to the Council of Presidents’ bill tracker [here](#). It has direct links to many bills and you can see how they fared. For you data-visualization fans, you can spend many moments absorbed in this animated graphic of the legislative process—I warn you, it’s addictive! <http://legex.org/wa/process> . Click the ‘play’ button and watch it go...

It has been a profound pleasure and great learning experience for me to represent you in Olympia. The Council of Faculty is looking for ways to increase our visibility and impact in the process by forging some new partnerships and strengthening relationships with individual legislators. I invite you to become part of this if you are interested—faculty provide a unique perspective on the higher education endeavor, and it is important that we share that.

Very best wishes for a great Spring and Summer,

Bret