REGULAR MEETING
Wednesday, May 4, 2022, 3:10 p.m.
Zoom
Minutes

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

All Senators were present except: Lucinda Carnell, Wendie Castillo, Eric Cheney, Cesar Garcia, and Thomas Long

Guests: Rose Spodobalski Brower, Jeff Dippmann, Ediz Kaykayoglu, Rebecca Lubas, Gail Mackin, Rachel Medalia, Mark Meister, Jeff Stinson, Sydney Thompson, Carolyn Thurston, Arturo Torres, Teri Walker, Coco Wu, Jason White, Ian Loverro, Bernadette Jungblut, and Andy Piacsek

CHANGES TO AND APPROVAL OF AGENDA - Approved

MOTION NO. 21-41(Approved): APPROVAL OF MINUTES of April 6, 2022

COMMUNICATIONS - None

SENATE CHAIR REPORT – Chair Lyman reported that there are still some vacancies to fill for next year's committees, including a College of Arts and Humanities (CAH) position on the Semester Exploration Ad-Hoc committee, two College of Education and Professional Studies (CEPS) positions on the Curriculum Committee, and two senator positions on the Bylaws and Faculty Code Committee (BFCC). As a reminder, per faculty code, senators and alternates or if any faculty has served as a senator or alternate in the past ten years are eligible for the BFCC. A call for committees will again go out soon so please encourage faculty in your areas to apply.

Chair Lyman provided an update regarding senate's evaluations of administrators. Per Faculty Code, the Evaluation and Assessment committee (EAC) sends out surveys of administrators on a biennial basis. The EAC is proposing an adjustment to the schedule as you'll see in Exhibit E, which may go into effect next year if approved by Senate and the Board of Trustees (BOT). Administrators can utilize the constructive feedback from this process as a formative tool to assess performance and work on continuous improvement.

Dr. Kandee Cleary's office will be sending out the survey in mid-May so please keep an eye out for that. If you would like to see a summary of the past climate survey please reach out to Chair Lyman or Dr. Cleary.

Chair Lyman provided some context to the BFCC motions on the agenda today. As a reminder to those of you who were Senators last year, and to introduce new Senators to the status, Faculty Senate voted to suspended policy around the administration of the General Education program at the March 3rd 2021 meeting. When the General Education program began in fall 2019, two MOUs were developed regarding funding for the General Education Director position and the Pathway Coordinator positions. Those MOUs ended in spring 2021 and were not renewed. Thus the goal of suspending policy in these areas was to start

the consultative process of finding sustainable ways for the General Education program to be administered. One avenue where this is progressing is the Dean of Undergraduate Studies position, which is slated to house the administration of General Education, as well as other programs. The other avenue that is progressing is the proposed changes in code, bylaws, and policy that senate agreed to work on this year. The language changes that you see in today's agenda have been approved by both the General Education Committee (GEC) and BFCC, and have been reviewed by the Provost and President. Also as a reminder, these changes do not pertain to the General Education framework or curriculum, only the administration of the program. Further structural details will be developed as the undergraduate dean position continues along with full senate consultation.

As we get closer to the end of the academic year, please consider attending commencement. Students really enjoy seeing their professors attending and celebrating their accomplishments. As always please reach out to Chair Lyman or any member of the Executive Committee with questions or concerns.

FACULTY ISSUES
1. Senator Goerger reported that a colleague has expressed that 12**%** of the students in their course can't purchase the $20 textbook because they cannot afford it and asked if there any resources or emergency funds for students who find themselves in this situation. Senator Goerger reached out to Joy Stochosky, Director of the Office of Case management to inquire about options available. There are a couple ways faculty can help: one is to communicate to students that they can contact the Financial Aid office and request "Cost of Attendance" adjustments, the second is to submit a "Behaviors of Concern" in myCWU directed towards Case Management and a case manager from Joy's team will reach out to the student to inquire about circumstances. Joy also outlined a variety of ways that they can help, so please contact her or a member of her team if you would like further information.
     Joy Stochosky, OCM Director: joy.stochosky@cwu.edu
     Gretchen Geltemeyer, Senior Case Manager: gretchen.geltemeyer@cwu.edu
     Sara Stubbs, Case Manager: sara.stubbs@cwu.edu

2. Senator Weber brought forward a concern as we develop the new website for CWU. Currently, if you do a simple search for the College of Business in Seattle, CWU doesn't show up. When you do a search of universities in Seattle, CWU doesn't not show up. A concern was expressed about the potential of recruitment of students, especially on the Westside. This concern is certainly broadly shared, and we are hopeful that the new website initiative will solve this problem. The website will be brand-new and CWU has contracted with BarkleyREI to develop the site and make the transition. I've heard that the target launch will be in 2023. If you'd like further information please reach out to the Public Affairs office.

3. Alternate Henry Williams indicated that two weeks ago the newspaper on campus is not reaching all students. Many students are not getting the newspapers and wants to know how the newspapers are distributed on campus. Senator Wattam added in the chat that this is referring to the Central Today newsletter. Chair Lyman reached out to Public Affairs, but unfortunately I don't have any answers or updates for you today. I'll provide feedback once I hear more, and you are also welcome to contact the public affairs to discuss with them directly.

Alternate Tim Lawless brought forward a concern for the policy to increase in class size maximum from 25 to 30. We were just told this was a change they were making and there wasn't any discussion. Not sure if it is just in their department or university side. Senator Amos indicated that this is happening in CEPS.

Senator Bisgard reported that the computers email from the COTS Dean indicated that there was $1,000 available for replacement computer with certain tag numbers due to age. Computer support services MAC desktop is over $1700, which is $700 above what is available. Anything additional would have to be covered by faculty development money. If there is a cheaper option, why cannot that be purchased? Senator Perez indicated that the computer replacement program went away in 2019. Computer replacement got moved into the college and it varies from college to college. Some are allowing to use department funds and some are not.

Senator McNeillie reported that there was a gas leak in Nicolson/Purser yesterday. They were not allowing people to enter and Michaelson was evacuated. Why was there not a notification or alert of any kind? Alternate Feeney indicated that individuals in Michaelson were told to evacuate and the fire alarm would be pulled, but wasn't. They called Shane Scott and he is reaching out to Chief of Police to find out why there wasn't an alert.

STUDENT REPORT – Rachel reported that Dr. Owen Dugmore residence hall has been subject to multiple instances of vandalism, property destruction and theft. Therefore, there has been a strong police presence in the residence hall since before spring quarter. Students have brought concerns before the student senate that include not being able to watch media peacefully in shared rooms, being questioned multiple times a day, being questioned in the middle of the night, and more.

Chief Jason and a few other officers will be attending their next student senate meeting on Monday, to share some backstory into the police presence, and speak with the senate regarding our questions.

Recently, one of the student senators brought up the subject of a student Green Fee again. Historically, this has been a fee that both student government and the environmental club has advocated for. This is a very recent development, and the student senate has yet to pass an opinion regarding this fee.

Rachel reported that Brady Smith will be next year's ASCWU Senate Speaker. He is hear with me today. Brady transferred to CWU this year and has participated as Senator for Transfer Students throughout the year. He has been recognized multiple times for superior work both by myself and the Transfer Center. He will make an excellent Senate Speaker next year.

Rachel will be serving as next year's ASCWU President. It is an honor to continue to serve the students and work with both the faculty and the administration of our institution.

A representative from the New York Times reached out to ASCWU to request a meeting to discuss the possibility of a University subscription to the New York Times. This would allow students to access NYT articles to reference in their projects, assignments, etc. in their coursework. While I understand that there is access already provided to students for scholarly reports, etc., I am considering reaching out to our student population to gauge interest in this

idea. Rachel would like to hear from faculty as well. What are your concerns with this issue? Do you think this would be helpful to you and your constituents? To your students learning?

OLD BUSINESS - None

REPORTS/ACTION ITEMS

SENATE COMMITTEES:

Executive Committee
Motion No. 21-42(Approved 45 yes, 1 abstention): Ratify 2022-2023 committee nominees as outlined in Exhibit A.

Motion No. 21-43(Approved 46 yes): Ratify Bernadette Jungblut, Political Science as the Faculty Legislative Representative 2022-2025.

Academic Affairs Committee
Motion No. 21-44(Approved 46 yes): Recommend amending CWUP 5-90-040 (24) and CWUR 2-90-040(35 Scholastic Standards and add CWUP 5-90-040(33) and CWUR 2-90-040(34) Academic Standing as outlined in Exhibit B.

Motion No. 21-44a (Approved 45 yes): Senator Palmquist moved to amend CWUP 5-90-040(35) (A) 2. to add the words "or higher" after 2.0 in the last sentence & add the following sentence at the end of the paragraph: "Students on Academic Probation whose quarterly GPA is 2.0 or higher will be placed on Academic Warning."
Seconded by Senator Goerger.

Motion No. 21-45(Approved 44 yes): Recommend amending CWUP 5-90-050(5) Application for Graduation, CWUP 5-90-050(6) Commencement Participation, and CWUP 5-90-050(7) Graduation with Distinction as outlined in Exhibit C.

Motion No. 21-45a(Approved 44 yes): Senator Palmquist moved to amend CWUP 5-90-050(6)(C) last sentence to read "Students must apply for fall graduation and petitions must be submitted to the commencement committee by the graduation application deadline for summer quarter". Seconded by Mark Samples.

Motion No. 21-46(Approved 43 yes): Recommend amending CWUP 5-90-040(3) Academic Advising and Orientation as outlined in Exhibit D.

Motion No 21-46a(Approved 43 yes): Senator Samples move to amend CWUP 5-90-040(3) (C) to add the word "additional" between own and required. Seconded by Senator Martell.

Bylaws and Faculty Code Committee
Motion No. 21-37(Second reading of three): Recommends amending the Faculty Code Section IV.D.1.e. as outlined in Exhibit E.

Motion No. 21-38(Second reading of three): Recommends amending the Faculty Code Section IV.E.8 & 9 as outlined in Exhibit F

Motion No 21-39(Approved 41 yes, 1 abstention): Recommends amending the Faculty Senate Bylaws Section III.B.1.a & b, C.2 & 4 as outlined in Exhibit G.

Curriculum Committee
Motion No. 21-47(Approved 42 yes, 1 no 1 abstention): Recommend approval of a new Alternative Route to Teacher Certification and Master of Arts for Teachers in Elementary Education Type D certificates outlined in Exhibit H.

Motion No. 21-48(Approved 41 yes, 1 no, 3 abstentions): Recommend approval of a new Alternative Route to Teacher Certification and Master of Education in Elementary Education Type D certificate as outlined in Exhibit I.

Motion No. 21-49(Approved 41 yes 1 no 3 abstentions): Recommend approval of a new Alternative Route to Teacher Certification: Elementary Education Type D certificate and approve the certificate to be over credit as outlined in Exhibit J.

Motion No. 21-50(Approved 43 yes, 1 no, 1 abstention): Recommend approval of a new Teacher Certification MAT, Elementary Education as outlined in Exhibit K.

Motion No. 21-51Approved 43 yes): Recommend approval of a new Child Development and Family Science MS, Child Life Specialization as outlined in Exhibit L.

Motion No. 21-52(Approved 44 yes, 1 abstention): Recommend approval of a new Child Development and Family Science MS, Family Science Specialization as outlined in Exhibit M.

Evaluation and Assessment Committee – See written report attached to minutes
Motion No. 21-55(Approved 43 yes, 1 abstention): Recommend amending CWUP 5-9-040(47) Student Evaluation of Instruction (SEOI) as outlined in Exhibit P.

General Education Committee - See written report attached to minutes
Motion No. 21-53(41 yes, 1 no, 1 abstention): Recommend amending CWUP 5-100 General Education policy as outlined in Exhibit N.

Motion No 21-53a(Approved 38 Yes, 2 No, 2 abstentions): Senator Goerger moved to amend CWUP 5-100-20 (2) to read "Any general education curriculum program changes (including course additions, deletions, or revisions)" Chair-Elect Samples seconded.

Motion No. 21-54(Approved 42 yes): Recommend amending General Education Committee procedure manual as outlined in Exhibit O.

PRESIDENT – President Wohlpart thanked the Senators who attended the Campbell & Co branding presentation. The President asked Senators to send any feedback to him. They will continue to work on better transparency regarding budget, supplemental budget and capital budget over the next biennium. They are currently working on the operations funding request. Some of the things they will be requesting FAFSA/WASFA completion initiative; financial literacy initiative; engaged learning programs and projects; comprehensive wellbeing (food insecurity, mental health); graduate program and graduate assistant

support; and science and art equipment replacement. President Wohlpart would appreciate any feedback on these budget requests. There are currently several searches happening: VP Student Engagement and Success; Institutional Effectiveness, Research, and Planning; and Chief of Staff. He hopes to have someone selected for the Chief of Staff position by the end of May, first part of June. President Wohlpart asked for thoughts about the future direction of Operations with the resignation of Andreas Bohman, Vice-President of Operations.

PROVOST – Provost DenBeste reported that they have received more than 50 applications for the Undergraduate Dean search. The search committee is working on Zoom interviews the next few weeks and hope to have candidates on campus before the end of the quarter. Graduation will be in person this year. The Provost encouraged faculty to attend commencement for their students. Regalia is available for rent through the Wildcat Shop. If faculty did not register for commencement, please reach out to your Dean. The NWCCU accreditation team was here last week. There was nothing surprising, but we have a lot of work ahead. They commended Centrals work around diversity and equity. They accreditation team appreciated the reorganization of advising and the continued improvement. Advising still needs to be assessed. They noted progress on course and program assessment. The Provost indicated appreciation for all the work that has been done, and we will be continuing to work on assessment that is sustainable and ties in well with our work on vision, mission, and strategic planning.

CHAIR-ELECT – Chair-Elect Samples noted that there will be an open Executive Committee meeting on Wednesday, May 18, 2022 from 3:00 – 4:00 p.m. both via Zoom and in-person at the Grupe Center.

 NEW BUSINESS
   Mission/Vision Feedback – The President has asked for feedback on some potential changes to the draft Mission and Vision.

   Vision: Central Washington University will build a learning community of equity and belonging. OR Central Washington will be a model learning community of equity and belonging.

   Mission: As a model for equity and belonging, Central Washington University nurtures culturally sustaining practices [OR] curriculum, pedagogy, practices, and systems that expand access and success to all learners [OR] students. We are committed to fostering high impact practices, sustainability, and authentic community partnerships that are grounded in meaningful relationships.

   Discussion from the chat thread:
   Senator Robison - will be a model resonates with me.
   Senator Lupton - will be a model resonates as well....
   Senator Eklund - agree with will be a model
   Senator Ahn - will be a model resonates with me more because you need to build first to be a model.
   Senator Rehkopf - will be a model!
   Alternate Lawless - model
   Senator Lindsey - will be a model!
   Senator Hunt - I like the word "build" as it suggests a work in progress, which this effort will be

Senator Douglas - will be a model
Senator Takei - will be a model
Senator Weber - It is tricky given the mission says we are a model
Senator Divine - will build. . work in progress
Senator Perez - I agree with Kathryn. It is more aspirational for the "will be a model" version
Senator Tenerelli - I prefer build.
Alternate Plugge - As a construction management professor I like build.
Senator Dang - If build, maybe remove the word "will"
Senator Divine - I like will build. . . keep working
Senator Amason - I agree with my colleagues' comments regarding "build." I think "build" is more where we are at. Perhaps when we revise (which is part of this process long-term) we can revisit this.
Senator Klosterman - Ditto on build... implies that its always a work in progress, which is true
Senator Martell - Vision means what we want to be in the future…not where we are now.
Senator Robison - I still like the reiteration of Model
Senator Amason - Note that this is for the vision. Even so, I think "will build" is still more visionary than reality. In the distant future we can perhaps aspire to being a model.
Senator Easley - I agree that we can't both be a model and aspire to be one.
Senator Amason - Personally "building" is what I think we need to focus on rather than modeling for a broader community.
President Jim Wohlpart - If folks like the aspirational "model," we could edit the Mission. Let's not let that hold us up.
Senator Perez - What is the goal of a mission statement in comparison to the vision statement?
Senator Ambrosio - I like the "will build" because its success is not measured comparatively. The "model" presumes comparison with others. The "will build" is independent.
Senator Ahn - I suggest editing the mission statement if the word model is a problem
President Wohlpart - Vision -- is aspirational and future oriented. Mission is how, what, why, who
Senator Norris - I wonder if we could add the word "strive"—e.g., "will strive to be a model learning community."
Senator Douglas - Vision is very big, global, where we aspire to be down the road.
Senator Ahn - Because vision is the overarching goal for the future, I believe that "build" may sound a bit too passive.
Senator Douglas - Mission is more action oriented.
Senator Pichardo - why can't we do both
Senator Trumpy - Strive to …..
Senator McNeillie - I like Lisa's suggestion of "strive to be...."
Senator Lisa Norris - I like the idea of combining that Nelson suggests—e.g., "will build a model learning community…"
Teresa Walker - will build a model
Senator Easley - "will be a learning community..."
Senator Amason - Sen. Martell's explanation has perhaps won me over to "will be a model." I like it more now. Even so, I would like to center our aspirations on our actions not what we represent to others.
Senator Rehkopf - practices

Senator Easley - Prefer "curriculum..."
Senator Pichardo - I like the specific language
Senator Amos - Prefer the latter.
Senator Lindsey - Curriculum, pedagogy, practices, and Systems!
Senator Hunt - Prefer curriculum....system.
Senator Lupton - curriculum, pedagogy, practices, and systems
Senator Dang - prefer the latter
Teresa Walker - The latter is more comprehensive and actionable.
Senator Hunt - And all learners....
Senator Radeke - I agree with Michael.
Senator Robison - While building a model for equity and belonging, CWU will nurture culturally sustaining curriculum, pedagogy, practices and systems.....
Senator Kasselis - I agree with Michael as well.
Senator Lupton - success to all learners
Senator Tenerelli - I'm indifferent on both.
Senator Norris - You could keep practices and use parentheses around the rest—e.g., "practices (e.g., curriculum, pedagogy, and systems"). I'm just trying to reduce the noun clutter.
Senator Bisgard - Learners!
Senator Dang - Learners
Senator Amason - Learners is more inclusive.
Senator Perez - learners
Teresa Walker - Learners
Senator Radeke - "…to all learners"
Senator Lindsey - Learners!
Senator McNeillie - Learners
Senator Kasselis - Learners
Senator Takei - learners
Senator Rehkopf - learners
Senator Weber - Learners
Senator Ahn - learners
Senator Divine - learners
Teresa Walker - We are all learners
Senator Pichardo - students are our population
Senator Klosterman - "Practices". The latter option is cluttered
President Wohlpart - In order to build a community of equity and belonging, CWU....
Senator Perez - more inclusive
Senator Klosterman - Learners
Senator Easley - I like the President's suggestion.
Senator Weber - I like it as well
Senator Amason - I think that is a good suggestion.
Senator Rehkopf - me too
Senator Lindsey - I also like the president's suggestion!
Senator Pichardo - yes
Senator Robison - I like what Hope said how learners ties to community
Senator Divine - yes!
Senator Douglas - Yes
Senator Robison - I like what Jim said
Senator Hunt - I agree with the president, too
Senator McNeillie - Yes to that change

President Wohlpart - CWU will build a model learning community of equity and belonging.
Senator Robison - yes
Senator Easley - Again, agree with the President.
Teresa Walker - Now if we are building in the mission we can build toward a model in the vision.
Senator Douglas - Yes.
Senator Martell - I like it.
Senator Klosterman - Like the combined "build" and "model"
Senator Rehkopf - Yep
Senator Amason - I like using model as an adjective instead of as a noun.
Senator Hunt - Yes to the president, again
Senator Divine - yes to presidents suggestion
Senator Kasselis - I really like it as well.
President Wohlpart - Very rarely will there be so much agreement with the president. We should preserve this chat.
Teresa Walker - Yes, I think that is what Nelson was suggesting.
Senator Bisgard - An existence proof is not a universal proof.
Senator Martell - Great minds?

Meeting was adjourned at 5:01 p.m.

Exhibit A

Committee	Faculty Member	Department	Term
Academic Affairs Committee			
1 CB vacancy	Tennecia Dacass	Economics	6/15/22 – 6/14/25
Bylaws and Faculty Code			
2 faculty senator vacancies	2 vacant positions		
Curriculum Committee			
2 CEPS faculty vacancies	2 vacant positions		6/15/22 – 6/14/24 6/14/22 – 6/14/25
Antiracism, Diversity, and Inclusivity Ad Hoc Committee			
1 CAH faculty vacancy	Lily Vuong	Philosophy & Religious Studies	6/15/22 – 6/14/23
1 CEPS faculty vacancy	Astrid Vidalon Shields	Family and Consumer Sciences	6/15/22– 6/14/23
1 COTS faculty vacancy	Hannah Shamloo	Geological Sciences	6/15/22– 6/14/23
1 CB faculty vacancy	Erica Holley	Management	6/15/22 – 6/14/23
1 LIB faculty vacancy	Ping Fu	Library	6/15/22 – 6/14/23
Member-At-Large	Christina Torres Garcia	LLAS	6/15/22 – 6/14/23
Semester Exploration Ad Hoc Committee			
1 CAH faculty vacancy	Vacant		6/15/22 – 6/14/23
1 CEPS faculty vacancy	Casey Mace Firebaugh	Health Sciences	6/15/22– 6/14/23
1 COTS faculty vacancy	Kevin Archer	Geography	6/15/22– 6/14/23
1 CB faculty vacancy	Cassie Koefod	Economics	6/15/22 – 6/14/23
1 LIB faculty vacancy	Sydney Thompson	Library	6/15/22 – 6/14/23

Exhibit B

Number (if applicable):

5-90-040 (34) Undergraduate Scholastic Standards
New section: 5-90-040-(35) Academic Standing
2-90-040-(33) Undergraduate Scholastic Standards
New Section: 2-90-040-(34) Academic Standing

Title of Section: Scholastic Standards and Academic Standing

New ☐   **Revision** ☒

Summary of changes:

Undergraduate Scholastic Standards
- Policy and procedure involving academic standing has been removed from the policy defining control of academic standards and placed in their own sections.

Academic Standing
- The amount of time that a student can spend in academic warning has been extended by one quarter.
- All students on academic warning or probation will have required advising.
- Students on Warning or Probation will not be allowed to enroll in more than 18 credits per quarter.
- Procedure and process regarding suspension has been clarified.

Justification of changes:

The charge given to us by the EC is as follows:

AAC21-22.03 Continue revisions to warning/probation/suspension policy/procedure and craft modifications of policy/procedure to reflect these revisions. **Timeline**: Fall quarter
Progress was made last year regarding working with stakeholders to create a policy proposal. From AY20-21 AAC charges: Inconsistencies exist between the warning/probation/suspension policy and our graduation policy. It is technically possible to be in good enough standing to graduate, but also considered to be on academic warning/probation/suspension. In addition, wording and administration of warning/probation/suspension, and the procedures for students to re-enter good standing appear to be barriers for retaining students. Examine warning/probation/suspension policies of other state higher education institutions to see how others have addressed this issue.

We consulted with the stakeholders from the registrar's office, the academic advising council, student success, and financial aid as we developed these policy changes. In working on the changes, we determined that although the current academic standing is housed under "undergraduate scholastic standards," the areas covered by each policy heading are distinct enough to warrant separation. We extended the amount of time that a student can spend on

academic warning in order to give students more time to succeed. Similarly, the addition of required advising for students on warning or probation will help students be more successful in their work.

Budget implications:

This will likely impact the person hours required for advising, however we believe that these hours are necessary to help assist with student retention and success. This expense could be offset by the retained tuition of students who successfully complete their degree program.

CWUP 5-90-040 Undergraduate Scholastic Standards

(34) Undergraduate Scholastic Standards

(A) Academic standards are established by the faculty. ~~The Dean of Student Success has responsibility for implementing these standards.~~

~~1. Good Standing: A student is in good standing when both the quarterly and cumulative grade point averages (GPA) are 2.0 or higher.~~

~~2. Academic Warning: A student who has been in good standing will be placed on academic warning when the GPA for the previous quarter is below 2.0.3. Academic Probation: A student who has been on academic warning will be placed on academic probation if either the quarterly or cumulative GPA for the previous quarter is below 2.0.4. Academic Suspension: A student who has been on academic probation will be placed on academic suspension if the GPA for the previous quarter is below 2.0.~~

~~A. If the GPA for the previous quarter is 2.0 or above, but the cumulative GPA remains below 2.0, the student will remain on academic probation.~~

~~B. If previous quarter GPA is below 2.0, immediately after grade reports are prepared, the Dean of Student Success reviews the academic files of all suspended students. A letter will be sent to the student informing him/her of one of the following three decisions:~~

~~1. The student may be allowed to register for one more quarter with an academic standing of probation.~~

~~2. The student may be allowed to submit a petition presenting evidence of circumstances beyond the student's control which adversely affected the student's performance during the preceding quarter(s). If the petition presents convincing evidence of such extenuating circumstances, the student will be referred to the academic standing committee. The committee will hear the student's case and may decide to allow the student to enroll for one more quarter on academic probation.~~

~~3. The student may be denied enrollment for up to one year, following which a written petition for readmission must be presented to the Dean of Student Success. Readmission is not guaranteed.~~

(35) Academic Standing

(A) A student's academic standing appears on the quarterly grade report. ~~Following are standard designations of academic standing~~ There are four designations of academic standing:

1. Good Standing: A student is in good standing when both the most recent quarterly grade point average (GPA) and the cumulative GPA are 2.0 or higher.

2. Academic Warning: A student who has been in good standing will be placed on academic warning when the GPA for the previous quarter is below 2.0. Students on academic warning whose quarterly GPA is ~~above~~ 2.0 or higher, but whose cumulative GPA is below 2.0, will remain on academic warning. Students on academic probation whose quarterly GPA is 2.0 or higher will be placed on academic warning.

A. Students on academic warning will have required advising and shall develop an academic improvement plan in consultation with an academic advisor.

B. Students on academic warning may not enroll in more than 18 credits and may be advised to reduce their course loads.

3. Academic Probation: A student will be placed on academic probation if their quarterly GPA is below 2.0 for two consecutive quarters and their overall GPA is below 2.0.

A. Students on academic probation will have required advising and shall revise their academic improvement plan in consultation with an academic advisor.

B. Students on academic probation may not enroll in more than 18 credits and may be advised to reduce their course loads.

4. Academic Suspension: A student will be placed on academic suspension for up to one academic year if their quarterly GPA is below 2.0 while the student is on academic probation.

A. The academic files of all suspended students will be reviewed and students that have been placed on academic suspension will be denied enrollment for one academic year.

B. Students may appeal the suspension by presenting evidence of circumstances beyond the student's control which adversely affected the student's performance during the preceding quarter(s). The appeal will be reviewed by the academic standing committee, which makes a final determination regarding the length of suspension.

1. A student who successfully appeals their suspension will stay on academic probation and enroll in classes.

C. A student on academic suspension must apply for readmission to the university. Readmission to the university is not guaranteed and is contingent on demonstrating the ability to succeed at CWU.

1. A student will be placed on academic warning upon returning to CWU from academic suspension.

CWUR 2-90-040
(33) Undergraduate Scholastic Standards

No procedures

Academic Standards. The academic deans are responsible for implementing academic standards.

(34) Academic Standing

(A) College advising offices and other advising structures will develop processes for requiring advising and creating academic improvement plans relevant to their students' needs.

1. No procedure

2. The office of student success will inform students and their professional/faculty advisors when they enter academic warning.

3. The office of student success will inform students and their professional/faculty advisors when they enter academic probation.

4. No procedure

A. The dean of student success will review the files of all students entering academic suspension and inform each student and their professional/faculty advisors of their suspension status.

B. Students appealing suspension will follow the process established by the dean of student success. The academic standing committee will review suspension appeals before the beginning of the subsequent quarter.

C. No procedure.

D. Students must meet with a professional/faculty advisor to develop an academic improvement plan after being readmitted.

Exhibit C

Central Washington University
LEARN. DO. LIVE.

Number and Title of Sections:

CWUP 5-90-050 (5)   Application for Graduation
CWUP 5-90-050 (6)   Commencement Participation
CWUP 5-90-050 (7)   Graduation with Distinction

New ☐   **Revision X** ☐

Summary of changes:

- The change to 5 (C) adds language that makes clear that students are ultimately responsible for meeting graduation requirements.
- Changes to Sections 6, 7 and 8 were made to enable students graduating after Summer or Fall quarter are able to receive honors during the commencement ceremony. The registrar will use end-of-winter GPAs when making the calculations for commencement honors for all students participating in the ceremony, regardless of whether they are graduating at the end of the Spring, Summer, or Fall quarter.
- The change to 7(A) and 7(C)(3) clarify that only graded courses completed by matriculated students at CWU are used to calculate honors for commencement purposes. This brings our policy into alignment with other institutions.

Justification of changes:

These changes are made to clarify language regarding applying for graduation and regarding qualifying for honors presented at the commencement ceremony

The registrar currently uses winter quarter GPA to calculate which Spring graduates qualify for honors at commencement. We believe that using the same calculation for Summer and Fall graduates provides a practical way for CWU to celebrate the work of those students. Although some students may qualify for honors based on their Winter GPAs and then subsequently lose those honors, we believe that adding Summer and Fall students will not increase that number significantly. This is because Summer students usually take just one or two classes and the only Fall students who are allowed to participate in Spring commencement ceremonies are those completing ungraded internships or student teaching.

Budget implications:

None Anticipated

16

CWUP 5-90-050 Graduation Requirements for Bachelor's Degrees

(5) Application for Graduation

(A) Application for the bachelor's degree must be filed by the established deadline during the quarter prior to the quarter at the end of which the student expects to graduate.

(B) Exceptions to university graduation requirements must be petitioned to registrar services. Approval of exceptions must be obtained from the general education committee, department or program chair, and responsible dean where appropriate.

(C) Final responsibility for meeting graduation requirements and deadline dates resides with the student.

(6) Commencement Participation

(A) Students who have met graduation requirements during the current academic year, summer through winter quarters, and those expecting to meet the requirements during the current spring may register to participate in the spring graduation ceremony. Registration must be completed by the commencement ceremony deadline.

(B) Candidates for summer graduation who wish to participate in the spring commencement ceremony prior to issuance of a degree must submit an application for graduation prior to the spring quarter deadline.

(C) Candidates who are completing student teaching or a full-time internship in the following fall may petition the commencement committee with the approval of the major advisor and dean to participate in spring commencement. Petitions must be submitted to registrar services on or before the graduation application deadline for summer quarter.

(

(D) Students participating in commencement exercises must wear commencement regalia approved by the commencement committee.

(E) Exceptions to commencement procedures must be approved by the commencement committee.

(7) Graduation with Distinction

(A) Baccalaureate honors are awarded to recipients of a first bachelor's degree as a matriculated student, according to the following cumulative GPA:
3.500 to 3.699 - cum laude

3.700 to 3.899 - magna cum laude
3.900 to 4.000 - summa cum laude

The cum laude, magna cum laude, and summa cum laude honor will be noted on the recipient's diploma and university transcript.

(8) Other distinctions:

(A) President's Scholars: President's Scholars are those students who, in the current academic year, have cumulative GPA's in the top 1% of their respective school or college class. GPA is calculated by existing university policy.

(B) Dean's Scholars: Dean's scholars are those students who, in the current academic year, have a cumulative GPA in the top 5% of their respective school or college class (but not including the top 1%). GPA is calculated by existing university policy. Eligible individual study majors will be determined by the Provost or designee.

(C) The following conditions must be met in order to be considered for graduation with distinction:

1. At least forty-five (45) of the credits required for the degree must be earned at Central Washington University in courses taken on the A-F graded basis.

2. Credits earned by course challenge, CLEP® and other national examinations, military experiences or courses, prior learning assessments, non-college courses and industrial experience will not be allowed toward the 45 credits required for eligibility.

3. Honors shall be based on the GPA of all A-F graded college-level credits earned at Central.

(D) For commencement purposes, the Office of the Registrar will calculate the top percentage for declared graduates based on the end-of-winter quarter data for spring, summer, and eligible fall graduation candidates. .
(E) Final determination of honors will be based on final grades the term the degree is conferred.

Exhibit D

CWU | Central Washington University

LEARN. DO. LIVE.

Number (if applicable): 5-90-40 (3)

Title of Section: Advising

New ☐   **Revision** ☒

Summary of changes:

The Academic Advising Council developed a set of recommendations to improve undergraduate advising. There are two main goals for these changes: 1) to ensure that students receive appropriate advising throughout their academic careers, and 2) to reduce the number of holds that students receive which prevent them from enrolling in classes in a timely fashion. The bulk of the changes below introduce required advising checkpoints. These checkpoints can consist of a number of advising activities, ranging from group advising sessions to one-on-one meetings with advisors. The activities required for each checkpoint will be determined by the relevant set of advisors.

In addition to the changes involving required advising, the Academic Affairs Committee also proposes removing existing policy involving "pre-majors," since with the end of RCM budgeting, this concept is no longer relevant.

Justification of changes:
The changes are needed to improve advising and to prevent unnecessary holds from preventing students from enrolling in classes in a timely fashion.

Budget implications:

The changes will likely involve an increase in the number of person hours needed for advising.

AAC21-22.01 Consider revisions to policy and/or procedure regarding required advising, to align with the Academic Advising Council's endorsed recommendations. **Timeline**: Fall Quarter
The Academic Advising Committee endorsed recommendations regarding required advising/academic holds last spring. Further consultation should occur with this committee and the General Education Committee. The goal is to streamline advising processes. Please consult with the Academic Advising Committee and Associate Vice Provost Gail Mackin.

CWUP 5-90-040(3)

(3)   Academic Advising:(A) All students are expected to seek, and the university will provide, appropriate advising resources. These resources may include (but are not limited to) specific faculty advisors, special program advisors, career development counselors, advising seminars, advising workshops, and advising publications. (B) The Academic Advising Council is responsible for establishing and maintaining required advising practices and procedures. The Academic Advising Council will work with other university stakeholders to assess the impact of required advising on student enrollment, retention, and success.1. Required advising will occur according to check points that determine when a necessary connection between a student and an

advisor should occur. At a minimum, required advising should happen at the following check points:

a. Incoming First-Year Student Advising: All new incoming first-year students (students with fewer than 45 credits earned) will have required advising before they enroll for their first quarter at CWU.

b. Current First-Year Student Advising: All current first-year students (students with fewer than 45 credits earned) will have required advising every quarter.

c. Transfer Student Advising: All transfer students (students with at least 45 credits earned) will have required advising before they enroll in their second quarter at CWU.

d. Undeclared Student Advising: All students with 75 credits or more and who have not declared a major will have required advising every quarter.

e. Graduation Preparation Advising: All students will have required advising the quarter after they earn 120 credits.

(C) Colleges, departments, and programs (including the General Education Program) may define their own required advising check points.

(D) Students on academic warning or probation, or who are otherwise considered to be in academic jeopardy may have required advising checkpoints assigned to them.

(B)(E) A major or pre-major advisor will be assigned at the point at which a student is admitted into a major or pre-major program.

(C)

(D)

Exhibit E

Title of Section: Faculty Code Section IV.D.1.e.

New   Revised X

Summary of Changes:
The Evaluation and Assessment Committee (EAC) and the BFCC proposes a revised schedule of academic administrators' assessments to occur biennially on a rotating schedule. Existing language in the Faculty Code states that all academic administrators (President, Provost, Vice Provost, College Deans, Library Dean, and Dean of Undergraduate Studies) be evaluated on a biennial basis. Senate and EC assessments are to be evaluated on an annual basis. The proposed language would evaluate academic administrators on a rotating (even/odd years) biennial basis, Senate and EC assessments to remain on an annual review cycle.

Justification of Changes:
This proposed rotating biennial schedule will spread the assessments more evenly from year to year in order to reduce the biennial assessment fatigue that occurs with the current schedule.

Budget Implications:
No known budget implications.

Proposed language change for Faculty Code:
Faculty Code Section IV.D.1.e.

The Evaluation and Assessment Committee shall be concerned with assessment tools affecting faculty or requiring faculty input. It shall receive, review, initiate, and make recommendations or proposals for assessment tools used for the biennial faculty assessment of academic administrators on a rotating basis (even years: President, Vice Provost, Library Dean, and Dean of Graduate Studies; odd years: Provost, College Deans, Dean of Undergraduate Studies) and the annual ~~, the biennial~~ Senate and EC ~~Executive Committee~~ assessments, and do such other similar things as charged by the EC ~~Executive Committee~~, coordinating its efforts with other individuals, groups or committees as necessary or appropriate.

Exhibit F

Title of Section: Faculty Senate Code, Section IV.E.8 and 9.

New   Revised X
Summary of changes:
See below.

Justification of Changes:
These changes reflect the current organization and procedures of the General Education
Committee. Faculty Code language changes were approved by the GEC committee on 3/7/2022.

Budget Implications:
Unknown

Proposed language change for Faculty Code:
IV. Faculty Senate

**Faculty Code Section IV E. Assigned Time and Workload for Senate Officers and
Activities**

8. Senate Committee Chair
   Workload units for the position of chair of a Senate committee 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.

9. 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 the Senate Office
   to determine a specific estimate for the upcoming year.

Exhibit G

Title of Section: Faculty Senate Bylaws:
    III.B.1 and 2;
    III.C.2.a, b, c, d;
    III.C.4.d. a

New   **Revised X**

Summary of changes:
See below.

Justification of Changes:
These changes reflect the current organization and procedures of the General Education Committee. Bylaws language changes were approved by the GEC committee on 3/7/2022.

Budget Implications:
Unknown.

Proposed language change for Faculty Senate Bylaws:

III. Senate Standing Committees

B. Organization and Procedures

1. Each year, standing committees shall elect their own chairs from among the members of the committee. Each chair will serve as the liaison to the Executive Committee. If not a Senator, the chair becomes an ex officio member of the Senate without vote.

2. Standing committees shall report on their activities at each full Senate meeting monthly to the Senate or as otherwise directed by the Executive Committee.

3. Standing committees shall normally concern themselves with policy matters. These committees may refer general policy questions or issues relating to specific cases to the Executive Committee for consideration by any standing committee or committees or other interested groups or individuals. The committees will act on charges as presented by the Executive Committee. In addition, committees may initiate their own activities as desired, with approval by the Executive Committee.

4. Early in the fall quarter of each year, each standing committee, except Academic Affairs, Curriculum and General Education, shall determine its schedule of meetings for that entire academic year. The schedule may be determined either at the committee's first meeting, or via communication between the committee members prior to the first meeting. Once the year's meeting schedule is determined, the chair shall ensure that the schedule is forwarded to the Senate Office. Academic

Affairs, Curriculum and General Education committees will meet according to the established meeting day and time. The first meeting of each committee shall ordinarily occur before October 31st.

5. Any standing committee member who, in a single academic year, is absent for three (2) committee meetings, or for two (2) consecutive committee meetings, shall inform the committee chair of the reason for the absences. If the member in question does not provide such a reason, or if the chair deems the reason inadequate or if the member does not provide assurance that the absences will cease, the chair may ask the Executive Committee to move to have the member removed from the committee. Before making this request of the Executive Committee, the committee chair shall first endeavor to inform the member, in writing, of the chair's intention to request the removal of the member. The Executive Committee will inform the member of the decision to remove them from the committee. The member will have ten (10) working days to respond to the Executive Committee. If there is no resolution to restore the member to the committee, then the seat shall be declared vacant. The Senate chair shall then inform the member's department(s) in writing of their removal.

6. If the committee's work is blocked or impaired by a member, the committee may take a secret ballot vote to decide if removal is recommended. This recommendation would be submitted in writing, with a detailed justification, to the Executive Committee for approval. In cases where the member in question is the committee chair or for reasons that would preclude a committee vote, any committee member may request the Executive Committee to investigate the situation and oversee a committee vote, if necessary. The Executive Committee will inform the member of the decision to remove them from the committee. The member will have ten (10) working days to respond to the Executive Committee. If there is no resolution to restore the member to the committee, then the seat shall be declared vacant. The Senate chair shall then inform the member's department(s) in writing of their removal.

7. If the Executive Committee recommends removal of the member in question, that member may appeal that removal to the full Senate. Senate may override the decision of the Executive Committee and restore membership.

B. Membership
   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, two (2) faculty members from each academic college and one(1) faculty member from the library;

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

    c. Provost designee, ex officio, non-voting.

    d. Registrar designee, ex officio, non-voting

3. 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. 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. tProvost designee, 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.

5. 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. Alternates should comment on their level of involvement in Faculty Senate when they apply.

6. 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.

7. 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 H

Alternative Route to Teacher Certification & Master of Arts for Teachers in Elementary Education

Alternative Route Core Requirements

These courses will be taken by all the students in the program. Total credits - 24 cr. EDBL 535 and EDSE 535 are cross-listed.

EDSE 535 Teaching Diverse Learners (5)
  OR
EDBL 535 Teaching Diverse Learners (5)

EDU 572 Clinical Practice I (1)
EDU 573 Clinical Practice II (1)
EDU 574 Clinical Practice III (1)
EDU 575 Legal Issues in Education (3)
ELEM 470 Since Time Immemorial Curriculum Seminar (1)
ELEM 510 Elementary Education Methods I: Humanities (4)
ELEM 511 Elementary Education Methods II: STEAM (5)
HPE 555 Elementary Education Methods III: PE & Health (3)

Emphasis I: English Language Learners Requirements

These courses will be taken by students who select the English language learners emphasis. Total credits - 12 cr.
EDBL 514 Introduction to Linguistic Diversity in Education (3)
EDBL 530 Sheltering in Mainstream I: Methods (3)
EDBL 531 Sheltering in Mainstream II: Assessment and Resources (3)
EDBL 550 Advanced Literacy Development with Linguistically Diverse Students (3)

Emphasis II: Special Education Requirements

These courses will be taken by students who select the special education emphasis. Total credits - 13 cr
EDSE 520 Behavioral Management and Interventions for Students with Exceptionalities (3)
EDSE 522 Collaboration, Consultation and the Inclusive Environment (3)
EDSE 524 Curriculum, Instruction and Assessment for Students with Exceptionalities (4)
EDSE 531 Program Management for Students with Exceptionalities (3)

MAT Requirements

These courses are required to complete the MAT in elementary education degree including 6 credits of elective courses. Students will choose either EDBL or EDSE 700 and will take 6 credits of elective courses. Total credits: 9
EDBL 700 Master's Thesis, Project Study, and/or Examination (1-6)
  OR
EDSE 700 Master's Thesis and/or Project Study (1-6)

Elective courses

Total Program Credits: 45-46 credits

Exhibit I

Alternative Route to Teacher Certification & Masters of Education in Elementary Education

Alternative Route Core Requirements

These courses will be taken by all the students in the program. Total credits - 24 cr. EDBL 535 and EDSE 535 are cross-listed.

EDSE 535 Teaching Diverse Learners (5)
     OR
EDBL 535 Teaching Diverse Learners (5)

EDU 572 Clinical Practice I (1)
EDU 573 Clinical Practice II (1)
EDU 574 Clinical Practice III (1)
EDU 575 Legal Issues in Education (3)
ELEM 470 Since Time Immemorial Curriculum Seminar (1)
ELEM 510 Elementary Education Methods I: Humanities (4)
ELEM 511 Elementary Education Methods II: STEAM (5)
HPE 555 Elementary Education Methods III: PE & Health (3)

Emphasis I: English Language Learners Requirements

These courses will be taken by students who select the English language learners emphasis. Total credits - 12 cr.
EDBL 514 Introduction to Linguistic Diversity in Education (3)
EDBL 530 Sheltering in Mainstream I: Methods (3)
EDBL 531 Sheltering in Mainstream II: Assessment and Resources (3)
EDBL 550 Advanced Literacy Development with Linguistically Diverse Students (3)

Emphasis II: Special Education Requirements

These courses will be taken by students who select the special education emphasis. Total credits - 13 cr
EDSE 520 Behavioral Management and Interventions for Students with Exceptionalities (3)
EDSE 522 Collaboration, Consultation and the Inclusive Environment (3)
EDSE 524 Curriculum, Instruction and Assessment for Students with Exceptionalities (4)
EDSE 531 Program Management for Students with Exceptionalities (3)

Pathway I: ME.d & English Language Learners Endorsement Requirements

Total credits - 20-24. Students will choose one option to complete the degree: exam (2 cr), project (4 cr), or thesis (6 cr).
EDBL 514 Introduction to Linguistic Diversity in Education (3)
EDBL 530 Sheltering in Mainstream I: Methods (3)
EDBL 531 Sheltering in Mainstream II: Assessment and Resources (3)
EDBL 550 Advanced Literacy Development with Linguistically Diverse Students (3)
EDBL 536 Understanding research methods (3)
EDBL 537 Designing and writing research (3)
EDBL 700 Master's Thesis, Project Study, and/or Examination (1-6)

Pathway III: ME.d & Special Education Endorsement Requirements

Total credits - 21-25. Students will choose one option to complete the degree: exam (2 cr), project (4 cr), or thesis (6 cr).

EDSE 520 Behavioral Management and Interventions for Students with Exceptionalities (3)
EDSE 522 Collaboration, Consultation and the Inclusive Environment (3)
EDSE 524 Curriculum, Instruction and Assessment for Students with Exceptionalities (4)
EDSE 531 Program Management for Students with Exceptionalities (3)
EDSE 536 Understanding Research Methods (3)
EDSE 537 Designing and Writing Research (3)
EDSE 700 Master's Thesis and/or Project Study (1-6)

Total Program Credits: 56-62 Cr

The total program credits of the Alternative Route to Teacher Certification & Masters of Education in Elementary Education program are 56-62 credits depending on which emphasis and which pathway they take.

Exhibit J

Alternative Route to Teacher Certification: Elementary Education

Alternative Route Core Requirements

These courses will be taken by all the students in the program. Total credits - 24 cr. EDBL 535 and EDSE 535 are cross-listed courses.

EDSE 535 Teaching Diverse Learners (5)
  OR
EDBL 535 Teaching Diverse Learners (5)

EDU 572 Clinical Practice I (1)
EDU 573 Clinical Practice II (1)
EDU 574 Clinical Practice III (1)
EDU 575 Legal Issues in Education (3)
ELEM 470 Since Time Immemorial Curriculum Seminar (1)
ELEM 510 Elementary Education Methods I: Humanities (4)
ELEM 511 Elementary Education Methods II: STEAM (5)
HPE 555 Elementary Education Methods III: PE & Health (3)

Emphasis I: English Language Learners Requirements

These courses will be taken by students who select the English language learners emphasis. Total credits - 12 cr.
EDBL 514 Introduction to Linguistic Diversity in Education (3)
EDBL 530 Sheltering in Mainstream I: Methods (3)
EDBL 531 Sheltering in Mainstream II: Assessment and Resources (3)
EDBL 550 Advanced Literacy Development with Linguistically Diverse Students (3)

Emphasis II: Special Education Requirements

These courses will be taken by students who select the special education emphasis. Total credits - 13 cr
EDSE 520 Behavioral Management and Interventions for Students with Exceptionalities (3)
EDSE 522 Collaboration, Consultation and the Inclusive Environment (3)
EDSE 524 Curriculum, Instruction and Assessment for Students with Exceptionalities (4)
EDSE 531 Program Management for Students with Exceptionalities (3)

Total Program Credits: 36-37 Cr

The total program credits of the alternative route to teacher certification: elementary education is 36-37 credits.

Exhibit K

Teacher Certification, MAT, Elementary Education Specialization

Teacher Certification, MAT Core

This Masters program is intended for candidates seeking Washington State Residency Teacher Certification and a Masters degree. It consists of five quarters of study, combining online/hybrid coursework and a year-long clinical experience in a K-12 classroom. In order to receive a Washington State Teaching Credential, candidates must meet all requirements of the Teacher Certification Program for Washington State Teacher Certification, including passing of the edTPA. Applicants include paraprofessionals, career switchers, and teachers currently employed under emergency credentials.

Core Requirements

These core classes will be taken by all teacher certification MAT candidates.

EDBL 505 Principles and Practices of Educating Linguistically Diverse Students (3)
EDU 503 Adolescent Development and Learning for Teachers (4)
EDU 504 Since Time Immemorial (4)
EDU 532 Multicultural Education for Equity, Access and Social Justice (4)
EDU 551 Assessment (3)
EDU 561 Methods and Models Instruction (3)
EDU 563 Technologies for Teaching and Learning (4)
EDU 582 Seminar I (4)
EDU 583 Seminar II (4)
EDU 584 Seminar III (5)
EDU 585 History and Philosophy in Education (3)

Total Core Credits: 41

Elementary Education Specialization

Required Courses

EDSE 502 Equitable Differentiated Instruction (3)
EDU 531 Culturally Responsive Management of the Learning Environment (3)
EDU 542 Social Studies Methods for an Evolving (3)
EDU 543 Culturally Responsive Elementary Literacy Methods (3)
EDU 572 Clinical Practice I (1)
EDU 573 Clinical Practice II (1)
EDU 574 Clinical Practice III (1)
EDU 575 Legal Issues in Education (3)
EDU 700 Thesis, Project and/or Examination (1-6)
    (Must be taken for 3 credits)
ELEM 452 Teaching Elementary Mathematics Upper Grades (4)

Total Specialization Credits: 25

Total Credits: 67

Exhibit L

Child Development and Family Science MS, Child Life Specialization

Child Development and Family Science Core Credits: 36-40
- FCL 501 Research Methods (5)
- FCL 502 Statistics (4)
- FCL 532 Family Interaction (4)
- FCL 534 Therapeutic Applications of Child Development (4)
- FCL 547 Families and Poverty (4)
- FCL 592 Family and Child Life Practicum (1-6)
    (Must be taken for 12 credits.)
- FCL 595 Graduate Research
    (Must be taken for 1 credit.)
- FCL 700 Master's Thesis, Project Study, and/or Examination
    (Must take 2 credits of Examination or 4 credits of Project Study, or 6 credits of Thesis.)

Child Life Specialization Credits: 20
- FCL 514 Coping with Grief and Loss (4)
- FCL 515 Therapeutic Play (4)
- FCL 516 Child Life I: Child Life Scope of Practice (4)
- FCL 517 Pediatric Diagnoses and Medical Terminology (4)
- FCL 518 Child Life II: Impact of Child Hospitalization (4)

Total Credits: 56-60

Exhibit M

Child Development and Family Science MS, Family Science Specialization

Child Development and Family Science Core Credits: 36-40
        FCL 501 Research Methods (5)
        FCL 502 Statistics (4)
        FCL 532 Family Interaction (4)
        FCL 534 Therapeutic Applications of Child Development (4)
        FCL 547 Families and Poverty (4)
        FCL 592 Family and Child Life Practicum (1-6)
          (Must be taken for 12 credits.)
        FCL 595 Graduate Research (1-10)
          (Must be taken for 1 credit.)
        FCL 700 Master's Thesis, Project Study, and/or Examination (1-6)
          (Must take 2 credits of Examination or 4 credits of Project Study, or 6 credits of
          Thesis.)

Family Science Specialization
        Required Course Credits: 8
                FCL 533 Family Life Education (4)
                FCL 539 Families and Public Policy (4)

        Elective Course Credits: 8
                CDFS 536 Diversity in Families (4)
                CDFS 538 Attachment Theory and Practice (4)
                FCL 503 Family Communication (4)
                FCL 514 Coping with Grief and Loss (4)
                FCL 582 Curriculum Development (1-5)
                IDS 405 Essentials of Project Funding in the Social Sciences (5)
        Total Specialization Credits: 16

Total Credits: 52-56

Exhibit N

Number (if applicable):

5-90-100 General Education

Title of Section:

New ☐   **Revision** ☒

Summary of changes:
- Changes are being to update policy to remove references to the General Education Director and Pathway Coordinators.
- Changes are being made to clarify the General Education change process.
- Changes are being made to clarify the General Education assessment process.
- A new section is being added regarding transfer students and General Education requirements.

Justification of changes: This policy is being updated to remove the references to the General Education Director and Pathway Coordinators as part of the year-long discussion about the administration of the General Education program.

The Curriculum Committee has provided some suggested language changes regarding changes to the General Education program that were accepted by the General Education Committee (GEC).

The changes to the assessment process are the result of committee discussion to develop the GE Assessment Plan.

Committee charge 21-22.04GEC: Consider developing an MOU or a permanent process regarding transfer students and GenEd requirements when university closures occur, and students are in need of immediate transfer.

Budget implications: Budget savings will be realized with the removal of a General Education Director and Pathway Coordinator.

CWUP 5-100-010 General Education Committee

(1) As with all curriculum, Central Washington University's general education program is owned and maintained by its faculty. The faculty senate general education committee (GEC) oversees the general education program and reports to the faculty senate.

(2) In order to ensure the coherence, consistency, academic integrity, intellectual quality and transparency of the program the GEC assumes the following responsibilities:

(A) Decision making authority regarding:

1. Student petitions (CWUP 5-100-50);

2. Exceptions to the general education program requirements;

3. Strategic planning;

4. Pathway coordination;

5. Assessment and program improvement

6. Oversight of the general education program's elements as described in 5-100-020.

7. Committee member position descriptions.

(B) Recommendations to the faculty senate concerning the following:

1. Policies regarding the general education requirements;

2. Criteria for the addition and deletion of courses and program changes to the general education program;

3. Section CWUP 5-100 of the CWU policies manual;

4. General education program revision; and

(C) Communication regarding the general education program philosophy and requirements to students and other stakeholders, including:

1. Public relations plan/materials coordination and approval;

2. Review of pertinent advising materials; and

3. Coordination with faculty and advising staff for general education requirements

(D) Coordination with FSCC on relevant curriculum changes.

(E) Provide direction for workshops and other forms of faculty development related to general education

CWUP 5-100-020 Definitions of General Education Terms

(1) The general education program structural elements include the guiding philosophy, program goals, framework, knowledge area, outcomes, pathway criteria, and rules.

(A) The guiding philosophy articulates the program's philosophical underpinnings. The other program elements must be consistent with the guiding philosophy.

(B) The program goals make clear what students can expect to gain through participation in the program.

(C) The framework indicates the structure of the program including required areas of study and the sequence of the program.

(D) Knowledge areas encompass the conceptual content and skills that serve as a foundation for general education.

1. The knowledge area outcomes define the scope of concepts, skills, or other content that will be examined in program assessment. These outcomes drive the pedagogy within the knowledge area.
(E) The pathways constitute the themes that knowledge area courses are taught through and provide opportunity for students to explore and make connections

1. The pathway criteria align with the guiding philosophy and introduce competencies to be learned within a particular theme.

(F) The rules govern the implementation of the general education program.

(2) Curriculum refers to the individual courses approved to populate the general education framework, and is distinct from the framework outcomes and criteria of the program.

(3) Pathway coordination refers to pathway oversight ensuring coherence, appropriate breadth, and timely resolution of concerns among participating departments.

CWUP 5-100-030 General Principles for General Education

(1) General Education Approval Effective Date
The electronic catalog is the official compilation for all curriculum. The electronic catalog will become available by the end of spring quarter of each year. General education requirement changes will become effective in the fall quarter following publication in the official electronic catalog.

(2) Changes to the general education program will be implemented in the fall quarter following publication in the official electronic catalog. Courses added to the program may be used by students regardless of the student's program year, as long as the student takes the course after it is added to the general education program. Courses moved between general education components will be applied to the student's academic requirements report based on student's program year.

(3) General Education Deadlines
The GEC, in consultation with the Faculty Senate Executive Committee, will establish annual deadlines for general education course submissions. Once a year, GEC will review submissions and prepare a program change proposal, which must be submitted to the FSCC by the established curriculum deadlines (CWUP 5-50-030(2)).

CWUP 5-100-040 General Education Changes

(1) Structural Changes to the Program
Structural changes to the general education program that do not require inclusion in the online electronic catalog or integration into PeopleSoft are addressed in this section. Structural changes to the general education program will have broad impact on university constituents. The program will be flexible enough to implement reasonable and justifiable improvements to its structure, but the known and reasonably anticipated benefits of a proposed change must be weighed against the known and reasonably anticipated costs, both quantifiable and less quantifiable. Faculty are invited and encouraged to suggest improvements to the program using the process outlined in CWUP 5-100-040 (A), (B), (C), and (D).

(A) Initiation of Structural Changes. Proposals to recommend changes to the general education program may originate from any faculty member. Proposals must use the form provided by the GEC to outline proposed changes, their justification and a summary of potential impacts on departments, faculty and students.

(B) Review of Structural Changes. The GEC will review proposed changes, work with a Budget and Financial Affairs representative and the Senate Budget and Planning Committee to develop, discuss and evaluate anticipated costs and benefits, and decide whether to propose the change to the faculty senate for approval. The GEC may invite proposal originators and other interested constituents to a committee meeting to discuss proposals. GEC reserves the right to engage in broader faculty consultation (i.e., a faculty forum, surveys, etc.) prior to deciding whether to forward proposed changes to the faculty senate.

(C) Approval of Structural Changes. The GEC will recommend structural changes through a formal motion at a faculty senate meeting. Structural changes must be approved by a simple majority vote of those present and voting at the meeting during which it is read for the second time.

(D) Timeline for Structural Changes. Proposals must follow the general education deadlines posted by the GEC. Structural changes cannot be implemented sooner than the subsequent fall.

(2) General Education Curriculum Changes
Any general education curriculum changes (including course additions, deletions, or revisions) program changes that require inclusion in the online electronic catalog or integration into PeopleSoft (including changes to academic requirements, course additions, course deletions, and the program narrative) are addressed in this section.

(A) Initiation of General Education Curriculum Changes. Faculty proposing general education curriculum changes will submit a completed general education proposal through Curriculog. Depending on the type of proposal (e.g., existing course with changes, new course, or existing course with no change), additional curriculum forms may be required. Proposals must follow the catalog deadlines posted by the FSCC and the general education deadlines posted by the GEC. All proposals will be reviewed by the GEC.

(B) At least once per year, in accordance with curriculum deadlines, the GEC will prepare a program change proposal that includes all curriculum changes approved by the GEC. The proposal will follow the established procedures in CWUR 2-50-040.

(C) Timeline for Curriculum Changes. Proposals must follow the catalog deadlines posted by the FSCC and the general education deadlines posted by the GEC. If proposals do not require clarification and revision, they must proceed through the process immediately. The proposal originator is responsible for tracking the proposal's progress through Curriculog. Curriculum proposals must not remain in any campus office longer than the established number of calendar days, up to GEC and Faculty Senate review. Proposals that require clarification and/or revision will be returned to the originator, who then must resubmit by the established deadline.

  (D) Campus Review of Curriculum Changes. All structural and curriculum proposals approved by the GEC will be published on a log for campus review for a period of two weeks. Any member of the academic community may request a hold on GEC action by submitting a completed hold petition form.

1. The hold petition form requires a justification for the hold, including the impacts of course addition or deletions on departments; a list of the affected department(s); and written, dated

proof of notification of affected department(s) and dean(s). The form must be submitted to the faculty senate office one week prior to the next GEC meeting.

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

CWUP 5-100-050 Petition for Exception to the General Education Requirements

(1) In accordance with CWUP 5-90-030, a student who has completed a direct transfer agreement (DTA) or already has a bachelor's degree (from a regionally accredited institution) has fulfilled their general education requirements.

(2) All students other than those described in (1) must complete the general education requirements for the catalog year in which the student was admitted to Central Washington University, in accordance with CWUP 5-90-040(10).

(3) For a transfer student without a DTA, the registrar will evaluate the fit of transfer (non-CWU) courses with the requirements of the CWU general education program. A student may appeal the registrar's decision regarding transfer courses to the GEC, who will consult with relevant academic departments before making a decision as to the appeal.

(4) A student readmitted to the university and with three or fewer general education courses, remaining in their original general education program may petition to complete the general education requirements under the catalog for the year when they were first admitted to CWU, even if the catalog has expired.

(5) Prior to applying for graduation, a current CWU student may (based on extenuating circumstances and with documented support of an academic advisor) petition the registrar regarding exceptions to a general education requirement.

(A) The registrar and GEC maintain a record of previously approved general education course exceptions for consistency in decision-making.

(B) For students using a catalog for years prior to academic year 2019-2020, CWU courses that are not already approved writing (W) courses may not be petitioned to meet the general education writing requirement.

(C) A student may appeal registrar decisions to the GEC, with the support of an academic advisor and strong, documented justification.

(6) It is the purview of the GEC to grant substitutions and other exceptions to the general education requirements in cases of appeal of registrar decisions. Requests must be submitted with supporting documentation, and exceptions will only be considered when the GEC determines the student will still have the opportunity to meet general education program and component outcomes.

(A) On rare occasions, the faculty senate executive committee may render decisions on general education appeals when the GEC is not available for regularly scheduled meetings, such as during the summer term.

[Responsibility: Faculty Senate; Authority: Cabinet/UPAC; Reviewed/Endorsed by: Cabinet/UPAC; Review/Effective Date: 07/2009; 2/20/2019; Approved by: James L. Gaudino, President]

CWUP 5-100-060 General Education Program Assessment

(1) Responsibility for Assessment

Responsibility for assessment of the general education program falls to the GEC and to the faculty teaching courses in the general education program. Multiple campus stakeholders have an interest in ensuring accurate and meaningful assessment data are available; thus, the GEC will share information regarding current and intended assessment practices, strategies, and tools with the academic community. Formal opportunities for faculty and administrator input regarding assessment practices, strategies, and tools will be offered annually, and may include a faculty forum or brief surveys, etc.

(2) Collection of Assessment Data

Departments and programs who offer courses for the general education program are responsible for providing the data used to evaluate the courses and program. Pathway coordinators are responsible for collecting data from departments and programs and sending it to the GEC. The GEC will analyze the data and produce reports on an annual basis.

The general education assessment report for each year will be delivered to the faculty senate as an information item as well as to administrative units (e.g., associate provost's office) responsible for assessment.

(3) Levels of Assessment

General education assessment ensures alignment with the general education guiding philosophy, goals, knowledge area outcomes, and pathway criteria. The general education program will be assed at three levels: program, course and student.

(A) Program assessment takes into account course assessment and student assessment, but it also evaluates other areas such as class size, facilities, staffing, and ratios of full- to part-time faculty. Program assessment will follow the guidelines used for other academic programs (e.g., self-study guidelines and template from the associate provost's office).

(B) Course assessment evaluates the alignment of individual courses with general education program and knowledge area outcomes and pathway criteria (where applicable). Course assessment may include evaluation of course syllabi, course assignments, a sample of graded assignments, other artifacts as appropriate, and a summary of how the course continues to address outcomes/ criteria of its knowledge area and/or pathway(s). Course accepted to and offered in the general education program shall undergo continuous review to ensure they address learner outcomes.

1. Consequences of determination of a course's inadequate performance. If a course does not address approved outcomes, the general education committee will notify the department of needed changes and work with the department faculty to ensure outcomes are being addressed. The course will be assessed again the next quarter it is offered. If the course fails to address approved outcomes in the subsequent review, the GEC may remove the course from the general education program (effective the next catalog year) or extend the assessment period.

2. Timeframe in cases of inadequate course performance. All decisions will be communicated to the offering department and dean within 15 days. If the assessment period is extended, the GEC will communicate with the department and/or faculty member to help ensure successful re-review.

(C) Student assessment will be based on course and program outcomes. Design of assessment will be determined by the GEC in collaboration with the office of the associate vice provost. Assessments will be designed to evaluate student achievement. Students will also be surveyed regarding perceived value of general education, perceived opportunities to address program goals, and other variables related to academic retention and success.

(4) Assessment Cycle

Assessment for the general education program will operate on a seven-year cycle.

(A) The first six years of the assessment process will constitute two rotations of student- and course-level assessment by knowledge area:

1. Year 1: First-Year Experience (184) and three (3) knowledge areas

2. Year 2: Academic Writing I and three (3) knowledge areas

3. Year 3: Quantitative Reasoning, Culminating Experience, and two (2) knowledge areas

(B) Starting Year 4, the assessment cycle will repeat:

1. Year 4: First-Year Experience (184) and three (3) knowledge areas

2. Year 5: Academic Writing I and three (3) knowledge areas

3. Year 6: Quantitative Reasoning, Culminating Experience, and two (2) knowledge areas

(C) Year 7 will emphasize program-level assessment.

(5) Assessment Criteria and Activities

The GEC in collaboration with the associate vice provost's office is responsible for developing criteria and activities for use in the three levels of general education assessment.

CWUP 5-100-070 General Education Rules

(1) All general education courses taken at CWU must be for a letter grade with the exception of culminating experience courses having the option to be graded with Satisfactory/Unsatisfactory (S/U) or other General Education credits earned with a grade of Emergency Pass (EP) shall count towards program requirements. [See Emergency Pass/Fail (EP/EF) Grades policy 5-90-040 (20)]

Exhibit O

Faculty Senate General Education Committee Procedures

Purpose of the Faculty Senate General Education Committee as Defined by the Faculty Code. The General Education Committee shall be concerned with the study, development, and improvement of the General Education Program. The committee shall review and recommend courses, programs and policies of general education in close cooperation with appropriate academic administrators. It shall perform other duties as may be requested or approved by the Executive Committee.

Responsibilities of the Committee.
- The Faculty Senate General Education Committee (GEC) receives charges from the Faculty Senate Executive Committee.

- The GEC reports to the Faculty Senate Executive Committee and to the Faculty Senate.
- Responsibility for assessment of the general education program falls to the GEC and to the faculty teaching courses in the general education program.
- Review and approve student exception petitions.
- Review and approve course articulations.
- Review and approve general education proposals.
- Review and approve general education structural changes.

Election of Chair

- Nominations. Nominations shall be requested prior to the final meeting of winter quarter of each academic year. Nominations may be made in writing before the meeting or in person at the meeting.
- Election. A chair shall be elected by majority vote the first meeting of spring quarter. The term of the chair shall be one year.

- Replacements and terms of absence (e.g. sabbatical, medical leave, and other reasons).
  - o Individuals who are taking leave should seek a replacement to serve during their leave time, and provide the name of the potential substitute to the GEC.
  - o Substitutes will be voted on by the GEC.
  - o Terms of absence do not change original term dates.

Responsibilities of the Chair
- Call meetings
- Set the agenda
- Management committee work
- Ensure that the committee meeting minutes are forwarded to the Faculty Senate Office.
- Report on the work of the committee to the Senate.
- Present motions to the Senate Executive Committee for Senate consideration.
- Work in collaboration with other Senate and University Committee chairs, as needed.
- Prepare and present committee's Annual Report to the Faculty Senate Executive Committee.
- Prepare and present the annual assessment report to the Faculty Senate Executive Committee.
- Preparing for re-review of General Education classes.
- Prepare evaluative letters of committee members regarding participation.

Responsibilities of the Committee Secretary.
- Prepare minutes of each meeting, including dates and times of meetings; names of attending and absent committee members; and motions as approved by the committee.
- After committee approval, secretary shall forward minutes to Faculty Senate Office.

Responsibilities of Committee Members. Committee members shall attend committee meetings regularly. Failure to attend regularly may result, if the committee so decides, in expulsion from the committee.
- Committee members shall also participate actively in the work of the committee.

Exhibit P

Number (if applicable):

5-90-040 (47) Student Evaluation of Instruction

Title of Section:

New ☐   **Revision** ☒

Summary of changes: Added language regarding SEOIs in the event of a natural disaster or pandemic. Also added language about the focus of evaluations, especially when modality changes.

Justification of changes: Committee charge EAC21-08: Continue moving proposed language forward regarding SEOI policy during significant disruptions to instruction, such as natural disasters, pandemics, etc.

Budget implications: No budget implications were identified.

(47) Student Evaluation of Instruction (SEOI)

(A) Role of SEOIs in Evaluation of Teaching

SEOIs are one factor in the evaluation and assessment of faculty teaching effectiveness. Conclusions (formative or summative) based on SEOIs must be made with extreme care. Faculty should be encouraged to experiment with new teaching methods and should not be punished for methods that are in development. These guidelines are intended to ensure that SEOIs are used appropriately and consistently.

1. It is inappropriate for any department or unit to specify an absolute numerical threshold that determines effective or excellent teaching.

2. SEOI data are primarily intended for formative assessment. Formative assessment can inform and support instruction to improve learning and teaching.

a. In the event of a natural disaster, pandemic, or other occurrence that could significantly impact the ability to deliver quality instruction, SEOI data collected during the quarter of disruption will only be used formatively. Depending on its nature and impact, such a disruption will be declared by a College Dean, the University Provost, or the University President always in consultation with the Faculty Senate Executive Committee and United Faculty of Central. A quarter may be considered disrupted if the disruption starts within two weeks prior to the beginning of the term or occurs at any point in time during scheduled instruction. If the disruption persists beyond one term, exclusively formative assessment will stay in place up to one calendar year and be subject to re-evaluation and extension.

3. Limited summative conclusions can be based on SEOI data. Any such conclusions should be based on long-term patterns and/or trends and not rely on isolated examples. Summative assessment of teaching based on SEOI written comments to open-ended questions should reflect recurring ideas or themes present throughout the review period. SEOIs with low response rates do not show long-term patterns or trends, either positive or negative. Those evaluating should recognize that research shows gender and racial biases impact patterns in SEOIs.

4. Evaluations should focus on faculty attempts to address previous review recommendations instead of immediate faculty success in terms of SEOIs, especially with modality changes.

5. Faculty are encouraged to include in their personal statement examples of actions taken based on their SEOIs.

6. Grade incentives (e.g., extra credit or grade drops) for SEOI completion are prohibited. Grade incentives may include, but are not limited to, extra credit and grade drops.

7. SEOIs will be made available to faculty one (1) week after grades are due.

(B) Administration of SEOIs

It is the department's responsibility to pick an appropriate form for each course with five (5) or more students enrolled).

1. If no form is chosen, the default for non-online courses will be Form A. Online courses will default to Form W.

2. If a class has four (4) or fewer students, no SEOI is assigned, with the exception of classes combined for SEOI purposes. SEOIs can only be combined for sections within a course with the same instructor.

3. If a class has five (5) or more students enrolled and the class is numbered X9X, the department must choose a form type. Choosing no form is an option. If no response is received, the default is Form A.

4. If a class has five (5) or more students enrolled, and the class is not X9X, the department must choose a form type. The default is Form A.

REPORTS

Evaluation and Assessment Committee

Memo

Evaluation and Assessment Committee

To: Faculty Senate, Greg Lyman

From: Evaluation and Assessment Committee (EAC)

CC: Janet Shields

Date: April 27, 2022

RE: EAC Committee Report

___

General Comments:

EAC committee has filled its vacant positions and gladly welcomes Nancy Pigeon representing the COB and Tyler Ou our CWU student representative.

Administrator Evaluation:

For the 21/22 academic year the following administrators will be reviewed (odd years):

- Provost
- Library Deans

The Faculty Senate Executive Committee and Faculty Senate will also be reviewed (yearly). Below is the overall schedule for all administrators.

Evaluation Schedule of Administrative Groups:

Even Years	Odd Years	Yearly
President	Provost	Faculty Senate Executive Committee
Vice Provost	Library Deans	Faculty Senate
College Deans		

The committee during the **Winter/Spring** quarter has addressed the following charges:

EAC21-22.01 The committee continues to work with this charge and recognizes that this is a very large charge. The recommendations listed below will be further addressed in the Winter and Spring quarters.

- Explore alternative strategies to support faculty in improving their teaching while still allowing student voice.
- Examine how diversity and equity manifest in SEOI responses; examine bias that is discovered.
  See EAC21-22.02 for additional information.
- Conduct institutional discussion on replacing SEOIs in promotion/merit/tenure/retention with observation and using the qualitative component of the SEOI as a formative tool for department and college use.

The EAC will be making recommendations to the EC on replacing SEOIs in the promotion/merit/tenure/retention process and using the SEOI process as a formative tool for only faculty use.

The committee created sub committees, and has developed a survey questionnaire to address the following questions:

- Determine what impacts the pandemic and change in course delivery has had on SEOIs.
- Determine and execute strategies designed to hear from faculty who are also parents, or students who are parents, during COVID. How has the pandemic and change of course delivery affected SEOIs?

The survey was submitted for review to the EC, comments and suggestions were incorporated into the survey by EC. The EAC adjusted the survey per the comments by the EC and shortened the survey. The survey has been distributed to faculty and data is currently being collected. The EAC committee will collect, assess, and share their findings in the coming weeks.

EAC21-22.02 Discussions were held on addressing diversity and inclusivity into the SEOI process. Items that developed from this charge included the following:
- The EAC committee will be reaching out to DEI task force for assistance in getting a better sense of the language to address this charge.
- This would add to the number of questions asked in SEOI and would be difficult to draft questions to be able to address diversity and inclusivity for all course types.
- Questions which address diversity and inclusivity for all courses could be problematic for some faculty to address during reviews that would be fair to faculty while still allowing for student voice due to the fact that not all courses lend themselves to addressing diversity and inclusivity specifically within the course.
- A recommendation was suggested that the subject of diversity and inclusivity be addressed within a general education course that all students must take.

- Consultation with the President and Provost will take place during the Winter quarter to further address this charge.

Work is being conducted on the development of policy language to incorporate DEI information into SEOIs. The committee is putting this charge on hold until further guidance can be provided on the language regarding this charge by the DEI task force.

EAC21-22.04 The EAC continues to work on language for addressing inquiries regarding the modification, delivery, etc. of SEOIs. The EAC has created a procedure for this and is looking to identify someone to create a form to best handle the inquiries. The procedure would follow a stepwise process with approvals at various levels depending on the type of inquiry.

EAC21-22.07 This charge is similarly related to EAC21-04 and will be addressed in the procedures for handling changes to the SEOI process including access and removal as an option within the form.

EAC21-22.08 SEOI policy during significant disruptions to instruction.

The EAC committee submitted their recommendations to the BFCC to have policy set regarding the SEOI policies during significant disruptions to instruction.

EAC21-22.09 EAC will be acquiring the administrator surveys to review for inconsistences in the measurement metrics. EAC will get a copy of the Qualtrics survey and report back on their suggestions and improvements.

The EAC will be completing this charge during the Spring quarter in time for surveys to be distributed within the coming weeks.

General Education

General Education Committee Report to Faculty Senate May 04, 2022
Prepared by Teresa Walker, GEC Chair

Overview: The General Education Committee (GEC) has met five times this quarter, to date. The primary emphasis during Spring 2022 has been working on policy and procedure revision recommendations, working with Trista Drake-Jones to complete the new General Education website, and beginning the re-review process classes within year 3 assessment component area elements (Quantitative Reasoning, K3 Creative Expression, K8 Science & Technology, and Culminating Experience.

The GEC continues progress to address charges, as additionally detailed by topic, below:

TOPIC	GEC CHARGES from Faculty Senate Executive Committee
Ongoing Responsibilities	*GEC21-22.06 Review and approve proposals to add courses to or remove courses from the General Education program. Timeline: End of Fall quarter Consistent with the mission and purpose of the Faculty Senate General Education Committee, the committee will review course proposals for inclusion in the General Education Program. For courses selected to be in the General Education Program, please adhere to curriculum committee deadlines to ensure a program change can be submitted on time for their implementation and inclusion in the Fall 2022 course catalog.*
	The GEC addressed course changes to courses within the General Education program and will consider a course change process for future use. Responded to faculty requests as needed.
	GEC21-22.07 Review student petitions to courses from the General Education program. Timeline: Ongoing Consider exploring options for streamlining the petitions approval/denial process.
	No petitions have been presented for GEC consideration this quarter, to date.
	GEC21-22.13 Continue to review transfer articulations that relate to the General Education program. Timeline: Throughout year as needed Work with the registrar to continue building transfer articulation agreements between regional institutions with a focus on our general education program. Please also consult with Megan McConnell, Transfer Center Director.
	No transfer articulations have been presented to the GEC for consideration to date.
Curricular Integrity	*GEC21-22.01 Consider developing a process to define how and when a course can change Knowledge areas or from First year to a Knowledge area or vice versa Timeline: Fall quarter – High Priority Please refer to Appendix A. Consider revisions to policy stating that courses cannot move knowledge areas without changing the course number (as one option).*
	Addressed Fall 2021.
	GEC21-22.05 Review existing S/U policy and consider revisions. Timeline: Spring Quarter Existing policy has a potential impact on GenEd integrity and may need revision or improved clarity. Develop draft revisions then consult with the Academic Affairs Committee to move the policy forward through the senate process.
	Addressed Fall 2021.
	GEC21-22.08 Review, seek broad input, and make decisions about proposed General Education Program framework and rules changes. Timeline: End of Fall quarter, in order that they appear on winter quarter Faculty Senate agenda. This year the GEC may consider proposals for changes to the framework and rule of the General Education Program. The committee should solicit broad input and follow policy outlining the program change process as listed in CWUP 5-100-040. In addition, please adhere to curriculum committee deadlines to ensure any program changes can be submitted on time for implementation and inclusion in the Fall 2022 course catalog.

	Solicited considerations/recommendation from General Education Instructors teaching a class or classes in with in the year-3 assessment cycle, pending continued submission and review.
Assessment	***GEC21-22.09 Collaborate with the General Education Assessment Coordinator, Dan Martin, on developing assessment indicators, drafting procedures, and collecting data for the general education program assessment plan. Communicate an assessment product with stakeholder appropriate reporting. Timeline: Winter quarter. GEC previously created an assessment timeline. However, there is still work to do regarding the overall assessment plan.***
	General Education year 3 assessment for student achievement and class re-review are ready for faculty submission. Communication with departments continues. Provost DenBeste attended the April 18, 2022 GEC meeting to discuss next steps for GE assessment.
Diversity, Equity, & Inclusion (DEI)	***GEC21-22.02 Continue working with the ADI ad-hoc committee on policy language about the antiracist and/or a race and ethnicity graduation requirement for undergraduate students Timeline: Fall Quarter A proposal for an ADI graduation requirement was passed by faculty senate in June 2021. As the ADI ad-hoc committee develops a model for this new graduation requirement, please work with the committee on how GenEd fits into this requirement.***
	The ADI Task Force work is continuing to progress. No GE action needed at this time. The GEC was reminded of ADI forum schedule and how to review/respond to ADI learner outcomes.
Access	***GEC21-22.03 Consider mapping paths within the existing GenEd framework for online-only students to be able to complete GenEd requirements. Creating GEC approved paths for completion of GenEd requirements for online-only programs will assist students in CWU centers and online degrees. Please consult with Lauren Hibbs, Executive Director of Extended Learning and Outreach.***
	Primary work was accomplished Fall 2021.
	GEC21-22.04 Consider developing an MOU or a permanent process regarding transfer students and GenEd requirements when university closures occur, and students are in need of immediate transfer. Timeline: Winter Quarter Consult with Megan McConnell, Transfer Center Director, and Associate Vice Provost Gail Mackin.
	After input from Associate Vice Provost Gail Mackin and Transfer Center Director Megan McConnell, introduced policy language for consideration.
Logistics	***GEC21-22.10 Investigate how GenEd course changes affect students' Academic Requirements reports and the issues that arise. Timeline: Spring Quarter. Please consult with Lidia Anderson and Emma Alter in Information Services.***
	Communication is on-going as needed. This quarter the GEC addressed PHIL 111 AR issues.
	GEC21-22.11 Continue exploring options on how GenEd milestones are displayed on students' transcripts. Timeline: Spring Quarter. Progress was made on this last year but may not be fully completed yet. Please consult with Rose Spodobalski-Brower in the Office of the Registrar.
	Began by clarifying with Mike Gimlin the current pathway structure, no further action to date.
Program Oversight	***GEC21-22.12 Continue analyzing the implications and options regarding organizational placement of the General Education Program and its operation as an independent unit. Timeline: Ongoing General Education curriculum, policy, and committees are governed and owned by the Faculty Senate. However, resources specific to program operation have historically been distributed by the Provost's Office. Curriculum in the program is contributed by departments across campus. GEC should continue exploring options for potential reorganization, streamlining, and program efficiencies.***
	-Continued work to identify structural issues. -Completed new GE website and initial revision as needed. There are still some areas to address.