

REGULAR MEETING
Wednesday, February 07, 2024, 3:10 p.m.
Draft Minutes

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

All Senators were present except: Eric Cheney, Jared Dickinson, Vanessa Hunt, Thomas Long, Kate Reynolds, Francesco Somaini, Thomas Tenerelli

Guests: Teresa Walker, Christina Bistricean, Brian McGladrey, Charles Johnson, Joy Fuqua, Benjamin White, Christina Denison, Christina Barrigan, Elvin Delgado, Rose Spodobalski Brower, Nolan Watt, Arturo Torres, Sydney Thompson, Tim Englund, Faiza Khoja, Liz Fountain, Sathy Rajendran, Yoshiko Takahashi

CHANGES TO AND APPROVAL OF AGENDA

MOTION NO. 23-20: APPROVAL OF MINUTES of January 10, 2024

ITAM NAME CHANGE – Brian McGladrey and Liz Fountain – Brian and Liz gave a brief overview of the reasons behind the name change. IT and Administrative Management has been on a journey to clarify their identity and part of that is a name change. They are dropping the word Administrative from their department name. They will be Information Technology Management (ITM) if the request is approved. This will include curricular changes that are in the process.

COMMUNICATIONS - None

SENATE CHAIR REPORT – Chair Eklund reported that there are numerous Faculty Senate Committee positions available for the upcoming academic year. Engaging in these committees allows faculty to actively shape decisions regarding academic policies, curriculum development, and the overall campus environment for faculty. We encourage faculty to consider applying to engage in these important issues and help satisfy your university service in your workload. For detailed information on committees, please contact the Faculty Senate office. It was announced in a recent email from President Wohlpart and Lucinda Carnell, Interim VP of Diversity, Equity, and Inclusion that the DEI Tier One training is now available. It is located on the Employee dashboard under training in My CWU. This required training is one of many steps in CWU’s commitment to becoming a model learning community of equity and belonging, and meets the Washington State legislation for diversity, equity, inclusion, and antiracism training. The “DEI for the Workplace” foundational online training is applicable to both current and new employees. For those seeking more in-depth, interactive, and sustained professional development, consider exploring optional Tier Two trainings, which will be communicated through Central Today by HR and the Center for Excellence in Teaching and Learning. Thank you to those who worked tirelessly to create and launch this important educational opportunity. For questions about the training please reach out to the Diversity, Equity, and Inclusion office. During the last Senate meeting, Amber Darting provided information on our new advising platform, Inspire. They have incorporated the feedback that was received and there is now a direct link to Inspire within your Canvas courses. It is located under the help tab in the left side navigation bar in Canvas.

FACULTY ISSUES –

Senator Bisgard had a question about swapping final exam times for morning MWF/Daily classes and T/TH. I reached out to the Registrar and inquired how they created their final exam schedule, and the suggested changes to the schedule.

The Office of the Registrar advised that they create the final exam matrix to avoid students having more than 2 finals in a single day and to avoid final exam conflicts for the almost 3000 sections of courses each

quarter. There have been a few changes over the last couple of decades to accommodate study day and to decrease the number of finals on Friday. The 8 am finals time in question allows the last final of the day to be finished by 8pm. Also, flipping one block pairing would likely need to follow suit with all other block pairings, moving other prime hour finals into the evening, which may not be popular as well.

The final exam calendars through 25/26 are set to publish and the next review of the finals schedule is for 26/27.

New Issues

Senator Lewis read the following statement: "I am accustomed to CWU administrations making large claims. These currently relate to an institutional commitment to caring, respect, and community.

But, these lofty goals always founder on the disconnect between aspiration and application. If they cared, I think that the folks who run this place would be shocked at the numerous ways that faculty, staff and students feel disregarded and unvalued by the people who make decisions.

In Art + Design, our departmental secretary chose not to return after maternity leave because her salary was so low that daycare would have nearly exceeded her salary. Perhaps we could have cared enough to have been paying her a fairer wage?

So, for some months my department has been without a secretary. Despite being in the current College budget, control of that line (along with the two other secretarial lines in the College) has been arrogated upstairs to the control of the Executive Leadership Team. They have failed to act on our request for another hire despite it being on their agenda across several meetings. Perhaps they were too distracted by the expensive warp-speed hire of another Ceremonial Provost? Does anyone upstairs ever wonder how exceptionalist decisions like this affect the morale of faculty and staff?

By the way, one of the very first links on the front page of our rickety new website is to the Leadership Team—salient information, apparently—but two links below, if you put a faculty member's full name into the Directory search bar, there is no result. So if a student or staff or community members needs to find my email or office number they cannot do so by typing my full name. How many people will realize the dubious logic of that search is to put in either a first or a last name and then pore over the longer list that appears? Does this promote access, and the appearance of caring? Does it even signal competence?

So currently my department office is closed. No student or community member can walk in and ask a question. Students cannot be expected to understand the structure of the university. The office is there to help direct them where they need to go; whether to a classroom, the library or the Registrar's Office. Are we respecting and retaining our majors by giving them nowhere to stop by and connect with the department? Is that the way to build community?

Currently my Chair is performing his many duties and trying—far beyond his job responsibilities – to create new content for the entire department's administratively-decimated webpage. Now he must also regularly check and respond to both department phone messages and emails; to say nothing of having to repeatedly try to justify filling the position. This is demoralizing and disrespectful to a hard-working and dedicated Chair.

We have no office phones in my department because we cannot afford them. A staffed office is the only way for someone to call the department and leave a message or make an inquiry. A staffed office is also the only way for students to be able to drop assignments off to instructor mailboxes. Because office supplies are not being ordered, the other day a colleague couldn't present online material because the classroom mouse needed new batteries! This is demoralizing.

Finally; my department runs on student lab fees assigned to individual studio areas such as Ceramics, Sculpture, Drawing, etc. Since the university does not trust faculty with Pro-cards for these dedicated

accounts, numerous (and often time-sensitive) supply orders must be placed by the departmental secretary. They must also maintain charge accounts at Ace Hardware and Jerrols. In the absence of a secretary, the Ace account is currently suspended, and I will need to buy some supplies for the next assignment out-of-pocket. As an employee I LOVE subsidizing the institution, it makes me feel especially respected. Without someone to place orders and maintain those budgets, we cannot operate. As an interim solution the Dean has offered to have a staff member in his office do that work – which is not in her job description. She has been doing a wonderful job; but do we respect a staff member by significantly increasing their workload indefinitely?

This just scratches the surface of the number of ways that the department, faculty, staff, and students suffer from the center of the department being hollowed out. We have the right to expect the Executive Leadership Team to take a few minutes to either approve a hire or create a workable, sensible, functional alternative. Then they can go back to their customary tasks of evaluating platitudes into jargon and hiring more of their own.”

Senator Bisgard indicated that the new budget model is a values-based budgeting. One thing in terms of morale, the budget reflects things that are important, and it is sending the message that some are not that important. DFW rates and what faculty can do about that? Has there been any type of survey about what faculty think could be done about this?

Senator Harper indicated that they tried to look at MyCWU. This is under a tab for current student resources on the website. That was the correct place, but don't understand why employees can't have an accessible way to view their paycheck.

Senator Bowen reported that a colleague indicated that they have had a recurrent issue of not enough textbooks available the first day of class. Others are indicating that is the same with other classes as well.

STUDENT REPORT – Charles Johnson reported that ASCWU is currently discussing options presented by President Wohlpart and the capital projects team regarding the multicultural center. The students main concern with an expansion of the DEC is that they will not see the designs for the stand alone building brought to fruition in the future. In response to student concerns over the lack of faculty involvement in online classes, a culmination of best practices will be sent out to faculty. Students do have concerns over what is being done to hold faculty accountable when the facilitation of online classes does not meet CWU standards. Currently there is no way to directly hold faculty accountable for not being present in online classes. The ASCWU Office retreat was February 2. The new orientation fee of \$225 will be utilized for materials and set-up for Orientation. The ESC Lip Sync Battle is March 2nd, Lobby Day will be February 8-9. A statement from ASCWU regarding the Palestine/Israel conflict is being published in the Observer. Sweezy Day will be May 23rd.

OLD BUSINESS – FSCC motion delayed at the last meeting will be delayed longer.

REPORTS/ACTION ITEMS

SENATE COMMITTEES:

Executive Committee

Motion No. 23-21(Approved): Ratify 2024-2025 committee nominees as outlined in Exhibit A.

Academic Affairs Committee

Motion No. 23-22(Approved): Recommends adding CWUP 5-90-080 and CWUR 2-90-080 Student Behavior in Academic Settings as outlined in Exhibit B.

Bylaw and Faculty Code Committee

Motion No. 23-13(Approved): Recommends amending Faculty Code section IV.F.4 as outlined in Exhibit C.

Curriculum Committee – see written report

Evaluation and Assessment Committee – see written report

General Education Committee – see written report

Motion No. 23-23(Approved): Recommends approving the 2024-2025 General Education program change as outlined in Exhibit D.

Faculty Legislative Representative – Charles Johnson reminded you have the opportunity to sign in on legislation. Dr. Jungblut reminded faculty are not allowed to use CWU email and cannot utilize university computer. There are 10 bills that are important to faculty and are in the written report.

PRESIDENT – The President was out of town.

PROVOST – Academic Affairs Strategic Plan is now with ADCO. Feedback will be incorporated and then will have open forums before finalizing the plan. The MAS degree type and MAS CERM degree are going to the BOT next week. Once those are locked in, the next step will be to notify NWCCU. Working on a strategic enrollment plan. There will be a process by which we determine, change or alter the way we interact with potential students. How do we recruit students, let them know about CWU, etc.? There is a committee working on this. Retention is the other side that needs to be worked on. CWU is now at 68% retention. We would like to find out why that is happening. There doesn't appear there is one single reason. Food security, housing insecurity, employment, family, health, etc. are just some of the potential reasons. CWU is looking at what we can do for students to make the decision to stay here and finish their degree. Putting together a strategic recruitment plan. It is an aggressive plan that our admissions staff will implement. This will start in 2024 and operate through 2026. Increase the number of first year students, transfer students, undergraduate Hispanic, indigenous student? Equity and Evaluation committee met yesterday for the first time. Took a look at the report and talked about how to proceed. CWU is responsible to identify 8-10 peer institutions that are similar to Central. CWU is currently in the process of choosing these institutions. List was vetted by EC and have received feedback from them. ADCO has also been asked to provide feedback.

CHAIR-ELECT – Chair-Elect Klosterman reported that the next open EC meeting will be in Grupe next Wednesday from 3:00 – 4:00 p.m. Let's Do Lunch Faculty Friday lunch will be February 9 from noon – 1:30 p.m. in the Grupe Center.

NEW BUSINESS - None

Meeting was adjourned at 4:02 p.m.

Exhibit A

Committee	Faculty Member	Department	Term
Academic Affairs Committee			
1 CEPS faculty vacancy	Vacant		6/15/24 - 6/14/27
1 COTS faculty vacancy	Vacant		6/15/24 - 6/14/27
1 CAH faculty vacancy	Kendra Wheeler	Music	6/15/24 - 6/14/27
1 CB faculty vacancy	Vacant		6/15/24 - 6/14/27
Antiracism, Diversity, & Inclusivity Committee			
2 faculty vacancies	Mohammad Amin Mansouri	History	2/1/24 – 6/14/25
	Vacant		2/1/24 – 6/14/25
Budget and Planning Committee			
1 CAH faculty vacancy	James Reddan	Music	6/15/24 - 6/14/27
1 CEPS faculty vacancy	Duane Dowd	Family & Consumer Sciences	6/15/24 - 6/14/27
1 CB faculty vacancy	Keke Wu	Management & Marketing	6/15/24 - 6/14/27
1 Library Faculty vacancy	Maureen Rust	Library	6/15/24 - 6/14/27
Curriculum Committee			
1 CEPS faculty vacancy	Vacant		6/15/24 - 6/14/27
1 CB faculty vacancy	Vacant		6/15/24 - 6/14/27
1 Library faculty vacancy	Elizabeth Brown	Library	6/15/24 - 6/14/27
Evaluation and Assessment Committee			
1 COTS faculty vacancy	Sahadeb Upretee	Mathematics	6/15/24 - 6/14/27
General Education Committee			
1 CEPS faculty vacancy	Vacant		6/15/24 - 6/14/27
1 COTS faculty vacancy	Vacant		6/15/24 - 6/14/27
1 CAH faculty vacancy	A.I. Ross	English	6/15/24 - 6/14/27

Exhibit B

Bylaw/Code/Policy or Procedure Section

Title of Section: CWUP 5-90-080, CWUR 2-90-080 Student Behavior in Academic Settings

New **Revision**

Summary of changes and/or additions:

CWUP 5-90-080 and CWUR 2-90-080 do not currently exist in academic policy.

Non-substantive edits were made by AAC to the draft policy and procedure provided by Senate EC (11 September 2023). Only inconsistencies in names and wording within each section of the policy were edited. All changes were tracked.

Rationale for changes and/or additions:

As indicated in the CWUP 5-90-80 policy preamble, “Disruptive behaviors in all academic settings hinder the educational environment for all students.”

CWUP 5-90-080 Student Behavior in Academic Settings

Preamble

(1) Purpose and Scope of this Policy

- (A) ~~Disruptive behaviors in all academic settings hinder the educational environment for all students.~~
- (B) When disruptive behavior occurs in the academic setting, the instructor will make a reasonable effort to address the disruption with the student, preferably in private. Toward that end, the instructor and student may consult with the department chair (or program director) or Office of Student Rights and Responsibilities.
- (C) Student conduct is prescribed by the Central Washington University (CWU) Student Conduct Code (WAC 106-125). The purpose of this policy is to clarify what constitutes disruptive behavior in academic settings; what actions faculty, department chairs, and college deans may take in response to disruptive conduct; what responsibilities and rights students have regarding disruptive behavior concerns, and the role of the Office of Student Rights and Responsibilities ~~to~~ regarding disruptive conduct.
- (D) Programs may have contractual agreements that govern behavior. In such cases, those contracts supersede this policy.
- (E) Nothing in this policy prohibits a call to CWU Police or 911 for immediate assistance or supersedes public safety policies and procedures.

~~(1)~~(2) Definitions

- (A) Academic Setting: An academic setting is a classroom or other meeting place selected by an instructor as a location for course-related activities, including but not limited to classrooms, labs, faculty and department offices, the library, and other settings for field trips, internships, study abroad opportunities, or class-related group work. Academic settings include any online course environment selected by the instructor.
- (B) Disruptive Behavior: Disruptive Behavior in an academic setting is behavior that interferes with the ability of faculty to teach and students to learn. Examples of disruptive behavior may include, but are not limited to:
 - 1. Creating excessive noise or talking when the instructor or others are speaking.
 - 2. ~~Leaving and entering class frequently in the absence of notice to instructor of illness or other extenuating circumstances.~~ Leaving and entering class frequently without notice to instructor of illness or other extenuating circumstances.
 - 3. Making or receiving personal phone calls.
 - 4. Persisting in disruptive personal conversations with other students.
 - 5. Refusing to comply with instructor directions, including directions to correct disruptive behavior.
 - 6. Using obscene or vulgar language.
 - 7. Interfering with class discussion, including but not limited to failure to respect the rights of other students to express their viewpoints.

8. Verbally or physically abusing or threatening the instructor or other students (e.g., personal insults, taunts, or intimidation).

~~(2)~~(3) Maintaining a Positive Learning Environment

- (A) Students, faculty, and staff share responsibility for maintaining a positive environment in academic settings. ~~Unprofessional and disruptive behaviors in all academic settings hinder the educational environment for all students.~~
- (B) Faculty have the right and the authority to guide discussion and to set limits on the manner in which students express opinions in academic settings.
- (C) Students who fail to adhere to such reasonable limits ~~will~~may be subject to disciplinary action(s).

~~(3)~~(4) Professional Behavior: Establishment of Standards

- (A) Faculty are expected to model the behavior they expect from their students.
- (B) Students are expected to engage in ~~respectful and~~ professional behavior towards faculty, staff, and other students.
- (C) Academic colleges, departments, and programs may establish specific standards relevant to the discipline or profession. Students will be notified of these standards upon entry into an academic program.
- (D) Some violations of professional behavioral standards are not disruptive. Disruptive behavior does not include violations of professional or academic behavior standards that are addressed through academic assessment, such as coming to class unprepared, failing to submit an assignment, failing to study for an exam, or refusing to accept instructor feedback on an assignment. ~~Civil expression of disagreement with the course instructor, during times when the instructor permits discussion, is not in itself disruptive behavior and is not prohibited by this policy.~~ Civil expression of disagreement with the course instructor, during times when the instructor permits discussion, is not disruptive behavior or prohibited by this policy.

~~(4)~~(5) In cases that originate outside of an academic college, the Office of Student Rights and Responsibilities will facilitate the review and appeal processes and involve relevant staff, faculty, departments, and colleges as appropriate.

~~(5)~~(6) Consequences of Disruptive Behavior in Academic Settings

- (A) The faculty member is authorized to take action to ensure that a positive learning environment in academic settings is not compromised by disruptive student behavior. There are 3 progressive levels of actions that can be taken (see Procedure 2-90-80):
 1. Warning. Faculty may warn students that their behavior is disruptive and that if the behavior is not improved, they can be directed to leave the academic setting.
 2. Immediate dismissal from the academic setting. Faculty may direct students who engage in disruptive behavior to leave the academic setting for the remainder of the class meeting. The dismissal ~~will~~may be considered an unexcused absence, and as such, students may suffer academic sanctions in accordance with the course syllabus. ~~The student is allowed to return to that academic setting at the next regularly scheduled~~

~~meeting time.~~ The student can return to that academic setting at the next regularly scheduled meeting time.

- a. Faculty may also delete disruptive content from online course components. ~~Deleted work can be considered incomplete for the purposes of assessment.~~ Deleted work can be considered incomplete for assessment purposes.
- b. Similarly, when students engage in disruptive behavior in academic settings not affiliated with a course or program (for example, in computer labs, the library, or other shared academic spaces), the student may be similarly removed from the setting by the faculty or staff supervising the setting.

3. If the student engages in disruptive behavior repeatedly and the faculty and student cannot resolve the matter, the faculty member will consult with the appropriate department chair or program director to determine one of two options:

- a. Exclusion from the academic setting(s) for the remainder of the quarter.

1. The student will remain enrolled in the course but ~~will~~may have restrictions concerning academic settings. This may result in a failing or an incomplete grade. The instructor and department chair (or program director) should make a reasonable effort to find a path for the student to complete the course requirements.

- ~~1.~~2. Upon exclusion from a course or academic setting and until a resolution has been reached, a student will not be allowed to return to that course or setting for any reason. The student will continue to have access to all written and online course materials available to other students in the course. However, the faculty may remove the disruptive student from interactive course elements such as discussion threads or similar activities. Faculty will only respond to communication from the student directly related to the course content.

- ~~2. If possible, instructors should attempt to find a reasonable path for the student to have the opportunity to complete the requirements of the course.~~

3. Expulsion from the course with an immediate grade of F. The decision to expel a student from a course must follow the procedure outlined in CWUR 2-90-80(6C).

(B) Removal from program. If a student exhibits disruptive behavior and/or violates the college, department, or program standards of professional behavior in egregious or multiple instances, the department chair or program director may recommend to the ~~d~~Dean's ~~O~~office that the student be removed from the program of study (i.e., major, minor, or certificate).

(C) All course dismissals and exclusions, and program removals must follow the procedure outlined in CWUR 2-90-080.

(D) Other sanctions, including expulsion, are the authority of the Office of Student Rights and Responsibilities and are outlined in WAC 106.125.

- (A) Students have the right to appeal course exclusions, course expulsions, and program removals to the Board of Academic Appeals/Academic Standing Council.
- (B) Faculty have the right to appeal decisions made by department chairs or program directors to the cCollege Dean's Office.
- (C) Faculty have the right to appeal decisions made by the cCollege Dean's Office to the Board of Academic Appeals/Academic Standing Council (CWUP 5-90-40(2)).
- ~~(D) All appeals must be requested within three business days of the decision notification.~~
- ~~(E) Decisions made by the Board of Academic Appeals/Academic Standing Council are final.~~

~~(7) Documentation~~

- ~~(A) Faculty should keep notes of the dates, times, witnesses and details of the incidents of disruption, and the impact of the disruption on those present, as these may be important in any future proceedings. Appeals require written documentation containing factual and descriptive information. The student is entitled to see this documentation.~~

CWUR 2-90-080 Student Behavior in Academic Settings Procedure

- (1) No Procedures
- (2) No Procedures
- (3) No Procedures
- (4) Professional Behavior: Establishment of Program, Department, and College Standards.
 - (A) No Procedures
 - (B) No Procedures
 - (C) Program, department, and college standards of professional behavior will be approved by relevant faculty members, department chairs, and academic deans, as well as the Provost and the ADA Compliance Officer.
 1. Approved standards will be posted on relevant program, department, and college websites; and in relevant advising materials.
 2. Standards will be referenced in course syllabi.
 - (D) No Procedures

~~(5) No procedures.~~

~~(5)(6) _____~~

- ~~(6) Consequences of Disruptive Behavior in Academic Settings. Faculty are empowered to make decisions regarding the consequences of disruptive behavior while a class is in progress. _____~~
 - ~~(A) Warnings. Instructors should document the warning in their files. Faculty should keep notes of the dates, times, warnings, witnesses and details of the incidents of disruption, and the impact of the disruption on those present, as these may be important in any future proceedings. Appeals require written documentation containing factual and descriptive information. The student is entitled to see this documentation during the appeals process.~~
 - (B) Immediate Dismissal from the academic setting.
 1. The instructor shall submit a Behaviors of Concern notification to the Office of Student Rights and Responsibilities.
 2. The instructor shall send a follow-up e-mail within 24 hours of the dismissal to the student, and copy the appropriate department chair, detailing the disruptive behavior, the

consequences, and expectations for classroom behavior going forward. The instructor should make clear that the student is welcome to come back to class at the next class meeting, but that repeated instances of disruptive behavior may result in course exclusion or course expulsion.

(C) Exclusion from the academic setting.

1. The instructor must provide written notification within 24 hours of the decision to exclude a student from an academic setting.
2. The Office of Student Rights and Responsibilities will act as consultant and mediator to assist the faculty and student in reaching a resolution whereby the faculty will permit the student to resume attendance in the classroom or academic setting.

(7) Removal from program. The decision to remove a student from a program rests with the dean. Within 2 days of a program removal decision, the dean should inform the department chair or program director. The department chair or program director ensures that the student is removed from the program, informs the student of the decision, and informs the student of their right to appeal the decision.

~~(8) No procedures~~

~~(9) No procedures~~

Exhibit C

Code Section IV.F.4.

Title of Section: Senate Hearing

Revision

Summary of changes and/or additions:

Clarification of the purpose and procedure for Senate hearings.

Rationale for changes and/or additions:

Code Section IV.F.4 required rewording for clarification.

Proposed Senate hearing language:

Code Section IV.F.4. Senate Hearing (Bylaws VII.D.1)

1. ~~The purpose of a Senate hearing is to allow faculty who are non-senators to bring matters of concern to the Senate. This could include presenting at Senate, requesting Senate action, or proposing policy changes on any matter within Senate jurisdiction. A Senate hearing is not appropriate for filing a complaint; procedures for filing a complaint should follow Code Section IV.G.1. Petitions for Senate hearings must be sent to the Senate Chair in written form and supported as a petition signed by at least Any ten (10) eligible faculty (as defined in Section IV.F.3) (TT/T, full-time NTT, and/or senior lecturers). Members may, by written petition filed with the Senate Chair, secure any opportunity, as a body or by selected representatives, to address the Senate in order to convey information, request Senate action, or propose policy changes on any matter over which the Senate has the power to act. The petitioners~~ **Faculty may file the petition themselves or select a representative to do so on their behalf. Faculty who are not Senators** do not, however, have the power to advance motions (which resides only with members of the Senate) or to compel the Senate to act on any matter that they raised. If requested, the Senate Chair will attempt to keep petitioners anonymous, though a anonymity cannot be guaranteed.

Exhibit D

Dear Faculty Senate Chair Eklund,

The Faculty Senate Curriculum Committee (FSCC) reviewed the General Education program change proposal during its meeting on January 18, 2024. After some discussion, the FSCC voted to send the proposal out to campus for the standard two-week review period. Having not received any concerns from the academic community, the FSCC voted to approve the General Education program change proposal during its meeting on February 1, 2024.

This e-mail serves as official notification to the Faculty Senate Executive Committee that the FSCC recommends that the Faculty Senate approve the program change proposal to the General Education program.

Sincerely,

Benjamin D. White

2023-2024 Chair of the Faculty Senate Curriculum Committee

Benjamin D. White, PhD

Associate Professor of Physics

23-24 FSCC Chair

400 East University Way

Ellensburg, WA 98926-7422

509-963-1631

benjamin.white@cwu.edu

General Education at CWU

General Education Program Guiding Philosophy

The General Education program prepares you for success at CWU and as a citizen in our dynamic, diverse, and global society. The program fosters integrated learning, enhancing your ability to make connections across courses and disciplines and to apply a breadth of knowledge to real-world problems. It will help you develop skills in critical thinking, clear communication, creative leadership, ethical decision-making, and complex problem solving. Combined with your major, the General Education program will cultivate curiosity, empower personal development, strengthen understanding of and respect for diverse perspectives, and build a foundation for life-long learning.

General Education Program-Level Goals

Explore: You will explore a breadth of knowledge, methods of inquiry and reasoning, and fundamental questions. That process will cultivate curiosity, facilitate the understanding of diverse perspectives, empower personal development and growth, and build a foundation for life-long learning.

Engage: As you engage with new knowledge, people, and perspectives, you will assume responsibility for your learning. In the process, you will develop enhanced communication—written and spoken—and critical thinking skills grounded in logic, reason, analysis, and synthesis. Combining these skills will enable you to employ multiple approaches to complex and real-world problems. As an engaged citizen, you will bring intellectual creativity and curiosity into your personal, civic, and professional life.

Connect: You will discover how disciplines, societal challenges, and cultures are interconnected. This process links coursework and community, local and global issues, past and present. Your ability to integrate learning will lead to new ways of thinking, analyzing, and interacting with our dynamic and diverse world.

Create: Your knowledge and skills will empower you to ask innovative questions and envision unique projects. This process of creative engagement will enable inquisitiveness and original thinking. It will provide you with agility for success in your career and life.

Empathize: Your General Education will facilitate open-mindedness and enable you to better understand and imagine others' experiences. As you become more knowledgeable and curious about the world, you will develop respect for diverse points of view, engage in ethical decision-making, and demand and demonstrate compassionate leadership.

Engage: First Year Experience

Students are required to take in course in each row (First Year Experience, Academic Writing I and Quantitative Reasoning, approximately 13-14 credits) during their first year.

PADstone (Practice and Discovery)

PADstone will help students transition to college by introducing them to a scholarly approach to problem solving and methods of inquiry. Small classes will emphasize mentorship and focus on special topics developed by faculty. These courses will incorporate writing, critical thinking, oral communication, and information literacy.

CWU 184 PADstone (Practice and Discovery) (4) Students will register for a section of this course under a specific department prefix ABC 184. Each section will be a different topic.

Transfer students who have not completed their General Education requirements, and who have not transferred at least 45 credits, must complete this course if they have not completed equivalent coursework (courses with equivalent outcomes as determined by the GEC and/or Office of the Registrar).

Academic Writing I: Critical Reading and Responding

Academic Writing I prepares students with the skills necessary for critical reading and academic writing, including summarizing, reading sources critically and responding to them, synthesizing multiple perspectives, and using academic writing conventions, including grammar and mechanics.

Academic Writing I courses must have a pre-requisite of “Students must take an appropriate assessment before enrolling in an Academic Writing I course.” Students may enroll in ENG 101A after self-assessment or if they did not achieve the appropriate assessment. For ENG 101B Stretch, the pre-requisite is completion of ENG 101A with a D- or higher. If taking ENG 101A and ENG 101B Stretch, a student must complete both A and B. In order to enroll in Academic Writing II, students must complete Academic Writing I or ENG 101B with a C- or higher.

DHC 102 Articulating Honors: Research Writing in the Twenty-First Century (5)

ENG 101 Composition I: Critical Reading and Responding (5)

ENG 101A/B* Stretch Academic Writing A & B: Critical Reading and Responding

PHIL 110 Beyond Belief? Exploring the Fringe and the Paranormal (5)

PHIL 111 Writing and Power: Authority, Oppression, and Resistance (5)

Quantitative Reasoning

Courses in this category focus on quantitative reasoning and its application. Students will explore various quantitative and statistical processes in order to evaluate and interpret data. Students will develop the ability to identify, analyze, and apply different principles and empirical methods to concrete problems.

Students must achieve an appropriate math assessment resulting in eligibility for MATH 101 or successfully complete MATH 100B with a grade of C or higher.

BUS 221 Introductory Business Statistics (5)

CS 109 Quantitative Reasoning Using Python (4)

ECON 130 Foundations for Business Analytics (5)

FIN 174 Personal Finance (5)

IT 165 Seeing Through the Data (4)
MATH 101 Mathematics in the Modern World (5)
MATH 102 Mathematical Decision Making (5)
MATH 103 Mathematics for Social Justice (5) (Pending Curriculum Committee approval)
MATH 130 Finite Mathematics (5)
MATH 152 Functions & Reasoning (5)
MATH 153 Pre-Calculus Mathematics I (5)
MATH 154 Pre-Calculus Mathematics II (5)
MATH 155 Applied Precalculus (5)
MATH 164 Foundations of Arithmetic (5)
MATH 172 Calculus I (5)
MATH 211 Statistical Concepts and Methods (5)
[PHYS 111 Introductory Physics I w/Lab \(5\)](#)
PHYS 181 General Physics I w/ Lab (5)
PSY 362 Introductory Statistics (5)
SOC 326 Demography of Contemporary World Populations (5)

I. Explore and Connect

These courses can be taken any year. Students are required to take at least 3 courses in the same pathway. In order to fulfill the Pathway part of the General Education requirement, no more than 2 classes from a single department** or interdisciplinary program may be counted toward this requirement. That is, a student may take courses from the same department or interdisciplinary program in no more than 2 knowledge areas. Students must take one courses in each of the Knowledge Areas (Academic Writing II; Physical and Natural World; Science and Technology; Individual and Society; Community, Culture, and Citizenship; Global Dynamics; Creative Expression; and Humanities).

****NOTE: Please keep in mind when selecting classes that some departments have multiple prefixes in General Education. Below is a list of departments that have multiple prefixes in General Education:**

[Curriculum, Supervision and Educational Leadership = ASP, EFC](#)
[Education, Development, Teaching and Learning = EDLT, EDBL](#)
[Engineering Technologies, Safety, and Construction = CMGT, EET, ETSC, SHM](#)
[English = ENG, HUM](#)
[Environmental Studies = ENST, SUST](#)
[Family & Consumer Sciences = ATM, CDFS, CTE, FCS](#)
[Geography = GEOG, IEM](#)
[Health Sciences = EXSC, NUTR, PUBH](#)
[Information Technology and Administrative Management = ADMG, IT](#)
[Management Department = BUS, ENTP, HRM, MGT, MKT](#)
[Sport and Movement Studies = DNCE, HED](#)
[Science and Mathematics Education = SCED, STP](#)
[World Languages Department = CHIN, FR, GERM, KRN, RUSS, SPAN, WLC](#)

K1: Academic Writing II: Reasoning and Research

The Academic Writing II courses prepare students with skills in research-based academic argument through assignments involving evaluation, analysis, and synthesis of multiple sources. Individual sections will be linked to specific pathway topics.

Students must achieve a C- or better in Academic Writing I prior to taking Academic Writing II.

ADMG 285 Sustainable Decision Making (4) – P5: Sustainability

DHC 270 Integrated Learning (4) – P6: Ways of Knowing

ENG 102 Composition II: Reasoning and Research (5) – P4: Social Justice

ENG 103 Academic Writing II: Reasoning and Research on Health and Current Issues (5) – P2: Health and Well-Being, P3: Perspectives on Current Issues

ENG 104 Academic Writing II: Reasoning and Research on Sustainability and Civic Engagement (5) – P1: Civic & Community Engagement, P5: Sustainability

ENG 111 Writing in the Sciences (5) – P6: Ways of Knowing

HIST 302 Historical Methods (5) – P6: Ways of Knowing

ENTP 200 Tactical Skills for Business Professionals/MGT 200 Essential Skills for Business Professionals (5) – P1: Civic and Community Engagement, P2: Health and Well-Being

PHIL 151 Arguments about Life and Death (5) – P3: Perspectives on Current Issues

PHIL 152 Arguments about Healthcare (5) – P2: Health and Well-Being

PHIL 153 Arguments about Social Issues (5) – P1: Civic and Community Engagement

K2: Community, Culture and Citizenship

The community, culture, and citizenship perspective engages students with historic and contemporary political, ethical, cultural, socioeconomic, and other emerging issues affecting society. By grappling with the intersection of social concerns, students will learn how societies are created and how to contribute to them as effective citizens.

ABS 210 Intro to the African American Odyssey: Socio-Economic and Political Forces Shaping Black Experience (5) – P1: Civic and Community Engagement, P3: Perspectives on Current Issues, P4: Social Justice

AIS 103 Contemporary American Indian Experience (5) – P3: Perspectives on Current, P4: Social Justice Issues, P6: Ways of Knowing

ANTH 137 Race, Power and the American Dream (5) – P1: Civic and Community Engagement, P3: Perspectives on Current Issues, P4: Social Justice,

ART 333 Art, Design and Popular Culture (4) – P1: Civic and Community Engagement, P3: Perspectives on Current Issues, P6: Ways of Knowing

BUS 241 Legal Environment of Business (5) – P6: Ways of Knowing

COM 202 The First Amendment: Rights and Responsibilities (5) – P1: Civic and Community Engagement, P3: Perspectives on Current Issues, P4: Social Justice

DHC 260 Cultural Studies I (4) – P6: Ways of Knowing

ECON 101 Economic Issues (5) – P1: Civic and Community Engagement, P2: Health and Well-Being, P4: Social Justice

EDBL 250 Ethnic and Cultural Minorities in American Education: Past and Present (4) – P3: Perspectives on Current Issues, P4: Social Justice

EFC 250 Introduction to Education (4) – P1: Civic and Community Engagement, P4: Social Justice, P6: Ways of Knowing

ENG 243 Talking Back: Power, Diversity, and Social Justice (5) – P1: Civic and Community Engagement, P3: Perspectives on Current Issues, P4: Social Justice

ENST 360 Environmental Justice (5) – P2: Health and Well-Being, P4: Social Justice

FR 200 Introduction to French Culture (5) – P1: Civic and Community Engagement, P4: Social Justice

GEOG 250 Resource Exploitation and Conservation (4) – P1: Civic and Community Engagement, P2: Health and Well-Being, P5: Sustainability

HIST 143 United States History to 1865 (5) – P2: Health and Well-Being, P5: Sustainability

HIST 144 United States History Since 1865 (5) – P3: Perspectives on Current Issues, P4: Social Justice

LAJ 102 Introduction to Law and Justice (5) – P1: Civic and Community Engagement, P3: Perspectives on Current Issues, P6: Ways of Knowing

LAJ 210 Latinos, Law and Justice (4) – P2: Health and Well-Being, P4: Social Justice

LIS 245 Research Methods in the Digital Age (4) – P3: Perspectives on Current Issues, P4: Social Justice

LLAS 102 An Introduction to Latino and Latin American Studies (5) – P3: Perspectives on Current Issues, P4: Social Justice

LLAS 302/WGSS 302 Chicana/Latina Feminist Voices in the US (5) – P1: Civic and Community Engagement, P3: Perspectives on Current Issues, P4: Social Justice

LLAS 303 La Lucha Sigue: Latinx Student in U.S. Education (5) – P3: Perspectives on Current Issues

[LLAS 405 Race, Latinidad & the Economy in the United States & Latin America \(5\) – P4: Social Justice](#)

MKT 360 Principles of Marketing (5) – P5: Sustainability, P6: Ways of Knowing

PHIL 107 Political Philosophy and Social Democracy (5) – P1: Civic and Community Engagement

[PHIL 108 Race and Justice \(5\) – P4: Social Justice](#)

[PHIL 311 Philosophy of Education \(5\) – P3: Perspectives on Current Issues, P6: Ways of Knowing](#)

POSC 210 American Politics (5) – P1: Civic and Community Engagement, P3: Perspectives on Current Issues

PSY 310 Multicultural Psychology and Social Justice (4) – P4: Social Justice

PUBH 311 Cross Cultural Practices for Health and Medicine (4) – P1: Civic and Community Engagement, P4: Social Justice

PUBH 351 Community Building Strategies for Public Health (4) – P1: Civic and Community Engagement

RUSS 200 The Art of the Protest: Censorship and Resistance in Russian Culture (5) – P1: Civic and Community Engagement, P3: Perspectives on Current Issues, P4: Social Justice

SOC 109 Social Construction of Race (5) – P1: Civic and Community Engagement

SOC 305 American Society (5) – P1: Civic and Community Engagement

SUST 301 Introduction to Sustainability (4) – P1: Civic and Community Engagement, P4: Social Justice, P5: Sustainability

WGSS 201 Introduction to Women's, Gender, and Sexuality Studies (5) – P1: Civic and Community Engagement, P3: Perspectives on Current Issues, P4: Social Justice

YESS 102 Social Science and Community Engagement (4) – P1: Civic & Community Engagement, P3: Perspectives on Current Issues, P6: Ways of Knowing

K3: Creative Expression

The creative expression perspective allows students to explore aesthetic expression and artistic perspectives on common themes in the literary and fine arts.

ART 103 Art Appreciation (4) – P1: Civic and Community Engagement, P3: Perspectives on Current Issues, P6: Ways of Knowing

CHIN 301/AST 301 Chinese Literature in Translation (5) – P6: Ways of Knowing

COM 250 Introduction to Public Speaking (4) – P6: Ways of Knowing

DHC 150 Aesthetic Experience I (5) – P6: Ways of Knowing

DNCE 161 Cultural History of Dance (4) – P2: Health and Well-Being, P3: Perspectives on Current Issues, P6: Ways of Knowing

EDLT 219 Storytelling Across Disciplines (4) – P1: Civic and Community Engagement, P4: Social Justice, P6: Ways of Knowing

[ENG 263 Introduction to Creative Writing \(5\) – P6: Ways of Knowing](#)

ENG 264 Introduction to Creative Writing and the Environment (5) – P1: Civic and Community Engagement, P5: Sustainability, P6: Ways of Knowing

ENG 265 Introduction to Creative Writing as “Mindfulness, Health and Well-Being” (5) – P2: Health and Well-Being

FILM 150 Film Appreciation (5) – P2: Health and Well-Being, P4: Social Justice, P6: Ways of Knowing

FR 201 Appreciation of French Cuisine (5) – P2: Health and Well-Being

MUS 101 History of Jazz (5) – P3: Perspectives on Current Issues, P4: Social Justice

MUS 102 Introduction to Music (5) – P6: Ways of Knowing

MUS 103 History of Rock and Roll (5) – P3: Perspectives on Current Issues, P4: Social Justice, P6: Ways of Knowing

TH 101 Appreciation of Theatre and Film (4) – P6: Ways of Knowing

TH 107 Introduction to Theatre (4) – P6: Ways of Knowing

K4: Global Dynamics

The global dynamics perspective focuses on how individuals, groups, communities, and nations function in a global society. Students will gain a cultural awareness and sensitivity that prepares them for citizenship in a diverse, global society by developing an understanding of how culture shapes human experience, an appreciation for diverse worldviews, and an awareness of the complexity of the interactions among local, regional, national, and global systems.

ACCT 284 Global Tax Environments (5) – P3: Perspectives on Current Issues, P4: Social Justice, P5: Sustainability

ANTH 130 Cultural Worlds (5) – P3: Perspectives on Current Issues, P4: Social Justice, P6: Ways of Knowing

AST 102 Introduction to Asian Studies (5) – P3: Perspectives on Current Issues, P6: Ways of Knowing

COM 302 Intercultural Communication (5) – P3: Perspectives on Current Issues, P4: Social Justice, P6: Ways of Knowing

DHC 261 Cultural Studies II (4) – P6: Ways of Knowing

ECON 102 World Economic Issues (5) – P1: Civic and Community Engagement, P2: Health and Well-Being, P4: Social Justice

ECON 202 Principles of Economics Macro (5) – P3: Perspectives on Current Issues, P5: Sustainability, P6: Ways of Knowing

EDLT 217 Global and International Children’s/Adolescent Literature (4) – P3: Perspectives on Current Issues, P4: Social Justice, P6: Ways of Knowing

ENG 347 Global Perspectives in Literature (5) – P3: Perspectives on Current Issues, P4: Social Justice

ENST 310 Energy and Society (5) – P2: Health and Well-Being, P5: Sustainability, P6: Ways of Knowing

GEOG 101 World Regional Geography (5) – P2: Health and Well-Being, P3: Perspectives on Current Issues, P4: Social Justice

GEOG 303 Water Wars (5) – P2: Health & Well-Being, P4: Social Justice, P5: Sustainability

GERM 200 Introduction to German Culture (5) – P1: Civic and Community Engagement, P3: Perspectives on Current Issues, P6: Ways of Knowing

HIST 101 World History to 1500 (5) – P2: Health and Well-Being, P6: Ways of Knowing

HIST 103 World History Since 1815 (5) – P3: Perspectives on Current Issues, P4: Social Justice

IDS 343 Origins and Results of Food Technology: The Gluttonous Human (5) – P2: Health and Well-Being, P3: Perspectives on Current Issues

IEM 330 Introduction to Energy and Science Inquiry (5) – P1: Civic and Community Engagement, P3: Perspectives on Current Issues, P4: Social Justice

KRN 311 Korean Cinema and Visual Culture (5) – P3: Perspectives on Current Issues, P4: Social Justice, P6: Ways of Knowing

MGT 384 Introduction to International Business (5) – P3: Perspectives on Current Issues, P5: Sustainability

[MSL 101 Foundations of Officership \(1\) and MSL 102 Basic Leadership \(2\), and MSL 103 \(2\) Advanced Leadership – P3: Perspectives on Current Issues, P4: Social Justice, P6: Ways of Knowing](#) * [All three (3) courses must be taken and receive passing grade to receive credit]

MUS 105 Introduction to World Music (5) – P3: Perspectives on Current Issues, P4: Social Justice, P6: Ways of Knowing

PHIL 106 Asian Philosophy (5) – P2: Health and Well-Being, P5: Sustainability

POSC 270 International Relations (5) – P3: Perspectives on Current Issues, P4: Social Justice

PUBH 317 Global Health Issues and Solutions (4) – P2: Health and Well-Being, P3: Perspectives on Current Issues

RELS 103 World Mythologies (5) – P6: Ways of Knowing

WGSS 340 Gender and Sexuality in a Global Context (5) – P3: Perspectives on Current Issues, P4: Social Justice

WLC 311 Popular Cultures of the World (5) – P3: Perspectives on Current Issues, P4: Social Justice, P6: Ways of Knowing

K5: Humanities

The humanities perspective focuses on helping students interpret their world, culture, and perspectives through the study of philosophical, literary, and historical forms.

ABS 110 Expressive Black Culture: African American Literary Traditions from Folklore to Rap (5) – P1: Civic and Community Engagement, P3: Perspectives on Current Issues, P4: Social Justice

AIS 102 American Indians in the Contact Period (5) – P3: Perspectives on Current Issues, P4: Social Justice, P6: Ways of Knowing

DHC 140 Humanistic Understanding I (5) – P6: Ways of Knowing

ENG 105 –The Literary Imagination: An Introduction to Literature (5) – P6: Ways of Knowing

ENG 106 Literature and The Environment (5) – P1: Civic and Community Engagement, P5: Sustainability

ENG 107 Literature, Health, and Well-Being (5) – P2: Health and Well-Being

ENG 108 Literature and Social Justice (5) – P4: Social Justice

ENG 109 Science Fiction vs Science Fact: Literature, Science, and Technology (5) – P3: Perspectives on Current Issues

HIST 102 World History: 1500-1815 (5) – P2: Health and Well-Being, P5: Sustainability, P6: Ways of Knowing

HIST 301 Pacific Northwest History (5) – P3: Perspectives on Current Issues, P5: Sustainability

HUM 101 Exploring Cultures in the Ancient World (5) – P3: Perspectives on Current Issues, P4: Social Justice, P6: Ways of Knowing

HUM 102 Exploring Cultures from 16th through 19th Centuries (5) – P3: Perspectives on Current Issues, P4: Social Justice

HUM 103 Exploring Cultures in Modern and Contemporary Societies (5) – P3: Perspectives on Current Issues, P4: Social Justice, P6: Ways of Knowing

LAJ 215 Law in American History (4) – P1: Civic and Community Engagement, P6: Ways of Knowing

LLAS 388 Mexican Cultural Studies (5) – P3: Perspectives on Current Issues

MGT 395 Leadership in Business Organizations (5) – P2: Health and Well-Being, P4: Social Justice

PHIL 101 Philosophical Inquiry (5) – P6: Ways of Knowing

PHIL 103 What is Enlightenment? (5) – P4: Social Justice

PHIL 104 Moral Controversies (5) – P3: Perspectives on Current Issues, P4: Social Justice

PHIL 105 The Meaning of Life (5) – P2: Health and Well-Being

POSC 280 Introduction to Western Political Thought (5) – P4: Social Justice

RELS 101 World Religions (5) – P6: Ways of Knowing

RELS 102 Food, Sex and the Other: Everyday Religion and Morality (5) – P3: Perspectives on Current Issues, P4: Social Justice, P5: Sustainability

TH 382 Diverse Experiences in American Drama (4) - P1: Civic & Community Engagement, P4: Social Justice

WLC 250 Language and Power (5) – P1: Civic and Community Engagement, P2: Health and Well-Being,

WLC 341 Spells of Enchantment: Re-Interpreting the Fairy Tale (5) – P3: Perspectives on Current Issues, P6: Ways of Knowing

K6: Individual and Society

The individual and society perspective focuses on the relationship between people and their socialization. Students will be exposed to connections between behaviors, perspectives, psychology, and influences affecting everyday life.

AIIS 101 American Indian Culture Before European Contact (5) – P5: Sustainability

ANTH 107 Being Human: Past and Present (5) – P2: Health and Well-Being, P5: Sustainability

ANTH 180 Language and Culture (5) – P1: Civic and Community Engagement

ASP 305 Accessibility and User Experience (4) – P2: Health and Well-Being, P4: Social Justice

ATM 281 Socio-Cultural Aspects of Apparel (4) – P3: Perspectives on Current Issues, P4: Social Justice, P6: Ways of Knowing

BUS 389 Sustainable Business (5) – P5: Sustainability

COM 222 Media Literacy in the Digital Age (5) – P2: Health and Well-Being, P3: Perspectives on Current Issues, P6: Ways of Knowing

DHC 250 Social and Behavior Dynamics I (4) – P6: Ways of Knowing

ECON 201 Principles of Economics Micro (5) – P3: Perspectives on Current Issues, P5: Sustainability, P6: Ways of Knowing

CDFS 101 Skills for Marriage and Intimate Relationships (4) – P2: Health and Well-Being, P6: Ways of Knowing

CDFS 234 Contemporary Families (4) – P3: Perspectives on Current Issues, P4: Social Justice

CDFS 237 Human Sexuality (4) – P6: Ways of Knowing

CDFS 310 Family Issues in the 21st Century (4) - P3: Perspectives on Current Issues

GEOG 208 Our- Human World (5) – P4: Social Justice, P6: Ways of Knowing

GEOG 273 Geography of Rivers (5) – P1: Civic and Community Engagement, P2: Health and Well-Being, P5: Sustainability

HED 101 Essentials for Health Living (4) – P2: Health and Well-Being, P3: Perspectives on Current Issues, P5: Sustainability

HRM 381 Management of Human Resources (5) – P2: Health and Well-Being, P4: Social Justice

IDS 357 Race, Drugs, Law and Policy: What makes drug use criminal? (5) – P1: Civic and Community Engagement, P3: Perspectives on Current Issues, P4: Social Justice

LAJ 202 Policing in Contemporary Society (5) – P3: Perspectives on Current Issues

LAJ 216 Race, Gender and Justice (4) – P3: Perspectives on Current Issues, P4: Social Justice

LLAS 301 Urban Society in Latin America (5)– P1: Civic and Community Engagement

MATH 120 Mathematics as a Mirror: Cultural and Historical Approaches (4) – P6: Ways of Knowing

MGT 380 Organizational Management (5) – P1: Civic and Community Engagement, P3: Perspectives on Current Issues, P6: Ways of Knowing

MGT 386 Principles of Organizational Behavior (5) – P4: Social Justice

MGT 389 Business and Society (5) – P3: Perspectives on Current Issues

POSC 101 Introduction to Politics (5) – P2: Health and Well-Being, P4: Social Justice, P6: Ways of Knowing

POSC 260 Comparative Politics (5) – P1: Civic and Community Engagement, P3: Perspectives on Current Issues

PSY 101 General Psychology (5) – P2: Health and Well-Being, P6: Ways of Knowing

PSY 205 Psychology of Adjustment (5) – P2: Health and Well-Being, P6: Ways of Knowing

PSY 242 Psychology of Video Games (4) – P3: Perspectives on Current Issues

PSY 333 Social Justice: The Psychology of Stereotyping, Prejudice, and Discrimination (4) – P4: Social Justice

PUBH 209 Consumer Health (4) – P2: Health & Well-being, P3: Perspectives on Current Issues. P4: Social Justice

SCED 305 The Story of Science (4) – P5: Sustainability, P6: Ways of Knowing

SOC 101 Social Problems (5) – P3: Perspectives on Current Issues, P4: Social Justice

SOC 107 Principle of Sociology (5) – P3: Perspectives on Current Issues, P4: Social Justice, P6: Ways of Knowing

SOC 307 Individual and Society (5) – P6: Ways of Knowing

SOC 322 Sociology of Food (5) – P5: Sustainability

SOC 327 Health and Society (5) – P2: Health and Well-Being, P3: Perspectives on Current Issues, P4: Social Justice

STP 201 Inquiry Approaches to Teaching (2) and STP 202 Inquiry Based Lesson Design (2) – P1: Civic and Community Engagement, P4: Social Justice * [Both courses must be taken and receive passing grade to receive credit]

STP 300 Inquiry Approaches to Teaching and Lesson Design (4) – P1: Civic and Community Engagement, P4: Social Justice

TH 377 Staging Gender (5) – P1: Civic & Community Engagement, P4: Social Justice

WGSS 250 Introduction to Queer Studies (5) – P3: Perspectives on Current Issues, P4: Social Justice, P6: Ways of Knowing

YESS 101 YESS Social Science Perspectives and Research (4) – P1: Civic and Community Engagement, P3: Perspectives on Current Issues, P6: Ways of Knowing

K7: Physical and Natural World

This Physical and Natural World perspective introduces the core practice of science: generating testable explanations. Students will be introduced to fundamental scientific concepts and will engage in scientific practices.

ANTH 110 Bones, Apes, and Genes: Exploring Biological Anthropology (5) – P3: Perspectives on Current Issues, P5: Sustainability, P6: Ways of Knowing

ANTH 314 Human Variation (5) – P1: Civic & Community Engagement, P2: Health & Well-being, P4: Social Justice

BIOL 101 Fundamentals of Biology (5) – P2: Health and Well-Being, P3: Perspectives on Current Issues, P6: Ways of Knowing

BIOL 200 Plants in the Modern World (5) – P1: Civic and Community Engagement, P4: Social Justice, P5: Sustainability

CHEM 111/111Lab Introduction to Chemistry (4) and Introductory Chemistry Laboratory (1) – P6: Ways of Knowing

CHEM 113/113Lab Introduction to Biochemistry (4) and Introduction Biochemistry Laboratory (1) – P2: Health and Well-Being

CHEM 181/181Lab General Chemistry I (4) and General Chemistry I Laboratory (1) – P6: Ways of Knowing

DHC 180 Physical and Biological Systems I (4) – P6: Ways of Knowing

ENST 201 Earth as an Ecosystem (5) – P3: Perspectives on Current Issues, P5: Sustainability, P6: Ways of Knowing

EXSC 154 Science of Healthy Living (5) – P2: Health and Well-Being

GEOG 107 Our Dynamic Earth (5) – P3: Perspectives on Current Issues, P5: Sustainability, P6: Ways of Knowing

GEOL 101 Introduction to Geology (4)– P6: Ways of Knowing

GEOL 107 Earth's Changing Surface (4) – P3: Perspectives on Current Issues, P4: Social Justice P5: Sustainability

IEM 103 Introduction to Energy and Science Inquiry (5) – P3: Perspectives on Current Issues, P5: Sustainability, P6: Ways of Knowing

PHYS 101 Introductory Astronomy I (5) – P3: Perspectives on Current Issues, P6: Ways of Knowing

PHYS 103 Physics of Musical Sound (5) – P6: Ways of Knowing

PHYS 106 Physics Inquiry (5) – P1: Civic and Community Engagement, P6: Ways of Knowing

PHYS 109 Physics of Dance (4) – P2: Health and Well-Being

SCED 101 Integrated Life Science (5) – P1: Civic and Community Engagement, P5: Sustainability

SCED 102 Integrated Earth and Space Science (5) – P3: Perspectives on Current Issues, P5: Sustainability

STEP 101 (2), 102 (2), 103 (1)* Scientific Perspectives and Experimentation I, II, III [All three courses must be taken and receive passing grade to receive credit] – P3: Perspectives on Current Issues, P5: Sustainability, P6: Ways of Knowing

K8: Science and Technology

The science and technology perspective focuses on scientific inquiry, intersections with technology, mathematical applications, and connections to the world around us

ACCT 301 Accounting Skills for Non-Business Majors (5) – P2: Health and Well-Being, P6: Ways of Knowing

ANTH 120 Archaeology: Science of the Past (5) – P2: Health and Well-Being, P5: Sustainability, P6: Ways of Knowing

BIOL 201 Human Physiology (5) – P2: Health and Well-Being, P3: Perspectives on Current Issues, P4: Social Justice

BIOL 204 The Science and Practice of Growing Plants (5) – P1: Civic and Community Engagement, P5: Sustainability

BIOL 205 Microbes and Mankind (5) – P2: Health and Well-Being, P3: Perspectives on Current Issues, P6: Ways of Knowing

BIOL 300 Introduction to Evolution (5) – P1: Civic and Community Engagement, P6: Ways of Knowing

BIOL 302 Sustainability and Environmental Changes (5) – P4: Social Justice, P5: Sustainability

CHEM 101 Chemistry and Planet Earth (5) – P5: Sustainability

CS 102 Health and Technology (4) – P2: Health and Well-Being

CS 105 The Logical Basis of Computing (4) – P6: Ways of Knowing

CS 107 Make a Game with Computer Science (4) – P3: Perspectives on Current Issues

DHC 280 Physical and Biological Systems II (4) – P6: Ways of Knowing

EET 101 Everyday Electronics (4) – P4: Social Justice, P6: Ways of Knowing

ENST 202 Environment and Society (5) – P3: Perspectives on Current Issues, P4: Social Justice, P5: Sustainability

ETSC 101 Modern Technology and Energy (5) – P3: Perspectives on Current Issues, P6: Ways of Knowing

FIN 101 Financial Literacy (5) – P2: Health and Well-Being, P3: Perspectives on Current Issues, P6: Ways of Knowing

GEOG 111 The Power of Maps (4) – P3: Perspectives on Current Issues, P4: Social Justice, P6: Ways of Knowing

GEO 108 Earth and Energy Resources (4) – P3: Perspectives on Current Issues, P4: Social Justice, P5: Sustainability

GEO 302 Oceans and Atmosphere (4) – P2: Health and Well-Being, P3: Perspectives on Current Issues, P6: Ways of Knowing

IEM 302 Energy, Environment and Climate Changes (4) – P3: Perspectives on Current Issues, P5: Sustainability, P6: Ways of Knowing

IT 105 Protecting Your Online Identity (4) – P2: Health and Well-Being, P3: Perspectives on Current Issues

IT 111 Your Digital Footprint and the Web (4) – P3: Perspectives on Current Issues, P6: Ways of Knowing

IT 202 Change Ready: Technology Skills for Civic & Community Leaders (4) – P1: Civic & Community Engagement

MATH 210 Statistics, Society and Decisions (5) – P3: Perspectives on Current Issues, P6: Ways of Knowing

NUTR 101 Introduction to Human Nutrition (5) – P2: Health and Well-Being, P3: Perspectives on Current Issues, P6: Ways of Knowing

PHYS 304 Astrobiology: Origins and Search for Life in the Universe (4) – P3: Perspectives on Current Issues

PUBH 320 Environmental Health (4) – P5: Sustainability

SCED 103 Integrated Physical Science (5) – P1: Civic & Community Engagement, P5: Sustainability

SHM 102 Occupational Health (5) – P2: Health and Well-Being, P5: Sustainability

III. Connect, Create, and Empathize: Culminating Experience

Students will be required to complete one of the culminating experience options during their junior or senior year. Culminating experiences may be part of students' major requirements.

ADMG 424 Administrative Management Policy (4)

ADMG 471 Leading Change (4)

ADMG 479 Project Management Maturity (4)

ANTH 458 Anthropology Senior Comprehensive Survey (4)

ART 495 Studio Project (2)

ASP 485 Accessibility Studies Capstone (2-3)

AST 401 AST/Pacific Studies Capstone (2)

ATM 487 Fashion Merchandising Exit Assessment (1)

[AVM 450 Aviation Management Capstone \(1\)](#)

[AVP 470 Professional Pilot Capstone \(1\)](#)

BIOL 487 Senior Seminar (2)

CAH 400 Arts and Humanities Capstone (2)

CAH 489 Senior Portfolio Capstone (1)

CHEM 488 Colloquium (1)

CMGT 481 Construction Management Capstone (4), CMGT 495A Construction Management Competition Preparation – Fall (2), CMGT 495B Construction Management Competition Preparation – Winter (2) - * [All courses must be taken and receive passing grade to receive credit]

CMGT 481B (2) Construction Management Capstone (2) [CMGT 481A & 481B must both be taken and receive passing grade to receive credit]

COM 489 Portfolio Assessment (1)

CRBW 487 Craft Brewing Capstone (2)

CS 481 Capstone Project (4)

CS 489 Senior Colloquium (1)

CWU 400 Culminating Experience – This is a non-major specific course to allow students who do not have a culminating experience course in their major to be able to fulfill their General Education requirements.

DHC 310 Honors Seminar: Elements of Research (3)

BUAN 406 Business Analytics (5)

[EDCS 492 Practicum \(1-15\)](#)

EDEC 432 Theories in Child Development (3)

EDSE 499 Seminar (2)

EET 487/487Lab Senior Project Management and Lab (2+2), EET 488/488 Lab Senior Project Quality and Lab (2+2), EET 489 Senior Technical Presentations (2) * [All courses must be taken and receive passing grade to receive credit]

EFC 460 Pedagogy Capstone (2)

[EFC 480 Student Teaching \(16\)](#)

ELEM 471 Elementary Education Capstone (2)

[ENG 488 Teaching Portfolio \(2\)](#)

ENG 489 Senior Colloquium (2)

ENST 487 End-of-Major Capstone (1)

ENTP 489 Entrepreneurship and Business Development (4)

ETSC 485 Industrial Engineering Technology Capstone (4)

ETSC 490 Cooperative Education (4)

EXSC 495B Practicum: Clinical (2)

[EXSC 495D Practicum: Laboratory Assessment \(2\)](#)

CDFS 419 Research in Family and Child Life (5)

FCS 405 FCS Exist Assessment (1)

FILM 489 Film Career Seminar (1)

GEOG 489 Geography Capstone (2)

GEOL 487 End-of-major Review Seminar (1)

GEOL 489 Geologic Field Methods (6-12)

GEOL 493 Field Methods in Environmental Geology (4)

HIST 481 Senior Thesis (4)

HTE 419 Applied Research and Evaluation (3)

IDS 489 Senior Portfolio Project (2)

IT 470 Database and the Web Capstone (4)

IT 482 Cybersecurity Capstone (4)

IT 483 Applied Predictive Analytics for IT Managers (4)

IT 486 Critical Issues in Information Technology (4)
IT 487 Networking Capstone (4)
LAJ 489 Senior Seminar in Law and Justice (4)
MATH 306 Middle-level Mathematics Capstone (3)
MATH 321 Mathematics BA Capstone (3)
MATH 489A Actuarial Senior Seminar: Predictive Analytics and Actuarial Modeling (3)
MATH 499D Data Science Senior Seminar (4)
MATH 499S Senior Seminar (2)
MET 489A Senior Project I (4), MET 489B Senior Project II (4), MET 489C Senior Project III (4) * [All courses must be taken and receive passing grade to receive credit]
MGT 489 Strategic Management (5)
MUS 300 Recital Performance (1), MUS 400 Recital Performance (1)* [All courses must be taken and receive passing grade to receive credit]
MUS 420 Composition 4 (3)
MUS 495 Senior Project (2)
NUTR 445 Experimental Food Research (1)
PESH 401 International Service Learning: Civic Engagement and Youth Development (4)
[PESH 438 Practicum and Seminar 3 \(3\)](#)
PFP 480 Financial Planning Capstone (5)
PHIL 495 Undergraduate Thesis (3)
PHIL 497 Honors Thesis (3)
PHYS 495 Undergraduate Research (1-2)
POSC 489 Senior Assessment (2)
PSY 489 Senior Assessment Capstone (2)
PUBH 488 Culminating Experience in Public Health (3)
RELS 495 Undergraduate Thesis (3)
RELS 497 Honors Thesis (3)
RMT 467 Retail Management (4)
SCED 422 Advanced Teaching Strategies in K-8 Science (4)
SCM 480 Supply Chain Strategy (5)
SHM 485 Safety and Health Management Capstone (3)
SHM 490 Cooperative Education (6)
SOC 489 Senior Seminar (1)
STP 406 Project-based Instruction (3)

TH 495 Senior Research Project (3)

WLC 487 Culminating Experience (2)

ITAM Name Change

TO: Sathy Rajendran
Dean, College of Education and Professional Studies

From: Brian McGladrey
Interim Chair, Department of ITAM

RE: Proposal: department name change

Dean Rajendran,

In keeping with CWUP 5-90-060, the faculty and staff of the Department of Information Technology and Administrative Management (ITAM) hereby propose that the Department's name be changed to Information Technology Management. After a lengthy, consultative process within the Department, the following is offered consistent with the above referenced policy's section 3(A):

- 1. Description of the recommended change.** Change the name of the Department of Information Technology and Administrative Management to the Department of Information Technology Management.
- 2. Rationale for the recommended change.** This proposal is rooted in the desire to align the department's name more accurately with its academic and professional focus. This change aims to emphasize the department's commitment to information technology and its growing significance in the field, thereby better serving the educational and career aspirations of students.
- 3. Goals and objectives of the proposed change.** Renaming the CWU Department of Information Technology and Administrative Management to Information Technology Management is a strategic decision aimed at reinforcing the department's commitment to information technology education and its alignment with industry demands. The proposed name change will better reflect the department's core offerings and specializations, enhance its competitiveness, and ensure that it remains at the forefront of preparing students for careers in the dynamic and ever evolving field of information technology management. Finally, it also meets the request by CWU leadership to focus on IT.
- 4. Method for evaluating achievement of goals and objectives.** N/A
- 5. Relation of the change to the mission and strategic plan of the university.** N/A
- 6. Impacts on academic programs across the university.** The new name provides clarity to students, faculty, and external stakeholders about the department's primary focus. It also helps create a distinct brand identity for the department, setting it apart from other CWU programs and departments with a broader scope.
- 7. Impacts on students, faculty, and staff.** The field of information technology is evolving rapidly and has become integral to the operations of organizations across sectors. The proposed name change reflects the importance of this field, both academically and professionally, and will help the department stay aligned with the everchanging demands of the industry.
- 8. Impacts on quality of degree programs, student retention, and graduation rates.** Market Competitiveness: Renaming the department to Information Technology Management makes the programs offered more appealing to prospective students who are seeking specialized education in IT. This will enhance the department's competitiveness in attracting students interested in IT careers.
- 9. Impacts on non-academic units, external constituents, and accreditation.** The name change requires change in catalog language to ensure consistency. The department will work with the registrar's office and via Curriculog, as needed, to ensure changes are processed accurately and in a timely fashion.

10. Impacts on shared governance, including tenure/promotion/review processes. N/A

11. Before and after organizational chart for all units affected. N/A

12. Cost/benefit analysis, including financial and non-financial resources. N/A

13. Implementation plan and timeline. There are curricular changes specific to Department programs that are in-progress. Once this proposal is approved, changes to the Department's website, promotional materials, and signage would begin immediately. Catalog changes would be effective with the 2024-2025 academic catalog.

Note: Of department faculty and staff, 22 of 27 voted in favor of the proposed name change.

**Faculty Senate Curriculum Committee Report
February 7, 2024**

Charge #	Timeline	Charge/task	Progress	Action
CC23-24.01	Fall	Identify an approval timeline for curriculum policy and procedure changes that ensures policy is prioritized for timely senate review and approval	A timeline was presented and agreed upon at the 10/5/23 FSCC meeting. This timeline is stored in the FSCC Teams folder for use by all committee members.	Completed during Fall Quarter
CC23-24.02	Fall	Meet with Graduate Council Curriculum Committee (GCCC) to acquaint new members and identify how GCCC interacts/communicates with FSCC.	The FSCC chair met with Graduate Council Curriculum Committee Co-Chairs, Roger Schaefer and Roxanne Easley, on 10/20/23 from 12:00-1:30 pm. We coordinated meeting dates so proposals approved by GCCC one week will be able to move to the FSCC review step during the next week. The GCCC will also add notes to proposals within Curriculog so that FSCC reviewers will know what issues the GCCC may have addressed or discussed regarding proposals reviewed at their step.	Completed during Fall Quarter
CC23-24.03	Continuous	Review and approve curriculum proposals	The curriculum committee has completed reviews of 248 Curriculog proposals since the start of the academic year (15 on 10/5/23, 16 on 10/19/23, 18 on 11/2/23, 52 on 11/16/23, 51 on 12/7/23, 52 on 1/4/24, and 44 on 1/18/24). The committee will also conduct a review of 53 proposals during its upcoming 2/1/24 meeting.	In progress
CC23-24.04	Fall	Consider revising CWUP 5-50-010 language in response to feedback from Provost's Council.	The curriculum committee discussed revisions to CWUP 5-50-010 during its 10/5/23 and 10/12/23 meetings. Revisions were made and approved, after receiving feedback from the executive committee, during the 11/9/23 FSCC meeting. The FSCC filed a motion to Faculty Senate to approve these changes, but the motion was postponed to allow for additional revisions. The policy was resubmitted as a motion for the 1/10/24 senate meeting. After substantial discussion about some of the language in CWUP 5-50-010, Senate referred this policy back	In progress

			to committee. The curriculum committee made revisions to 5-50-010 during its 1/11/24 meeting (including re-organizing CWUP 5-50 so that the curriculum jurisdiction section will become CWUP 5-50-020 instead of 5-50-010). Additional revisions are being considered before sending the revised policy back to the Faculty Senate.	
CC23-24.05	Fall	Review policy on processing internships with regard to standardization of placements and contracts. Make policy or procedure recommendations as appropriate.	Toni Burvee (Director of Business Services), Katrina Whitney (Director of Career Services), and Dale Larson were guests at the FSCC meeting on 11/2/23. They met with the curriculum committee for about 40 minutes. This included a brief presentation concerning how contracts for off-campus internships and field experiences are currently handled. There was also time for committee questions and discussion. The curriculum committee has gathered information on all current policy that governs this process and will be reviewing it to see if any policy and/or procedure recommendations can be developed to standardize it.	In progress
CC23-24.06	Fall	Approve the calendar for curricular deadlines for the 2025-2026 academic year	The curriculum committee discussed the curriculum proposal deadlines for the 2025-2026 catalog during its meeting on 11/9/23. In addition to agreeing upon deadlines, the committee made some revisions to the document to make it easier to read/interpret. The calendar and curricular deadlines were approved by the FSCC during its 11/9/23 meeting.	Completed during Fall Quarter
CC23-24.07	Fall	Complete work on defining “program” in policy and standardize implementation across campus.	The committee began conversations about how to tackle this challenge during its 10/12/23 meeting. The committee continued this discussion of defining “program” during its 1/25/24 meeting. The committee plans to address this charge while making revisions to the Definition of Curriculum Terms section of CWUP 5-50 (this is currently CWUP 5-50-020 in policy).	In progress
CC23-24.08	Fall	Revise policy and procedure regarding the creation of new degree types.	The curriculum committee discussed revisions and additions to CWUR 2-50-070, pertaining to the procedure for approving new undergraduate and graduate degree types, during its 11/9/23 and 1/11/24 meetings. The new	In progress

			language was approved by a vote during the 1/25/24 committee meeting. The committee needs to consider additional language to address the procedure for approving other degree types (such as associates).	
CC23-23.09	Winter	Rearrange CWUP 5-50 and CWUR 2-50 from alphabetical to progressive order of importance and hierarchy.	Each time the curriculum committee has worked on revisions to any segment of CWUP 5-50 or CWUR 2-50, we have included rearranging the order of that segment's content as part of our work.	In progress
CC23-23.10	Winter	Identify modality options in CurricuLog to include hybrid options.	The curriculum committee has scheduled a visit from Mark Oursland and Peter Klosterman during its upcoming 2/22/24 meeting. Mark and Peter will tell the committee about an issue that is affecting students enrolled in the STEM Masters Program. This information will provide the context the committee needs to start work on this charge.	Not started
CC23-23.11	Winter	Consider the inclusion of certificates on transcripts.		Not started
CC23-24.14	Continuous	Continue working with the Registrar's Office to address any Curriculog issues that impact faculty and the curriculum submission process.	This is an on-going task that requires occasional action by the committee.	In progress

Additional Information

The Faculty Senate Curriculum Committee (FSCC) has sixteen charges to consider during the 2023-2024 academic year. A substantial portion of the committee's workload is associated with just one of those charges – to review and approve curriculum proposals. However, the committee is doing its best to prioritize implementing revisions to policy and procedure as well. The FSCC has organized its work for the year around addressing its charges; however, the committee is also committed to responsively handling any unforeseen and urgent curriculum matters that were not included among those charges.

During the Fall quarter, the FSCC revised its proposal review form. The proposal review form is used to provide meaningful feedback from the committee to proposal originators when changes to a proposal are requested. The updated version of the form includes text fields that allow the originator to respond directly to committee feedback within the form. This means that the conversation between committee reviewers and originators can be archived in one place (as opposed to within a collection of e-mails as had previously been the case). Furthermore, this review form can be attached to the proposal within Curriculog. These revisions to the review form should lead to increased transparency in the curriculum review process.

The FSCC has reviewed 248 Curriculog proposals so far during the 2023-2024 academic year (and will review 53 additional proposals during its 2/1/24 meeting). During this academic year, the curriculum committee has reviewed a proposal for one new program, Cultural and Environmental Resource Management, MAS, which required a new degree type. The Master of Applied Science (MAS) degree type was approved by the FSCC in May and policy language describing it was included as motion 23-15 on the 11/29/23 Faculty Senate meeting agenda. The new graduate program, Cultural and Environmental Resource Management, MAS, was included as motion 23-19 on the 1/10/24 Faculty Senate meeting agenda. Both of these motions passed.

The FSCC reviewed the proposal for the General Education program change during its meeting on 1/18/24. After some discussion, the FSCC voted to send the proposal out to campus for the standard two-week review period. The FSCC will vote on approval of the General Education program change proposal during its meeting on 2/1/24.

The FSCC has also reviewed 11 proposals this academic year for programs to be deleted or placed on reserve. Program deletion proposals include:

- Ethics Minor
- Professional Sommelier Certificate

Proposals for programs to be placed on reserve include:

- Mathematics Major, BS (Large Plan)
- Mathematics Major, BS (Small Plan)
- Information Technology and Administrative Management BS, Network Administration and Management Specialization
- Information Technology and Administrative Management BS, Retail Technology Management Specialization
- Physical Activity and Recreation Programming Minor
- Teaching English to Speakers of Other Languages (TESOL) Certificate
- Human Centered Digital Systems Minor or Certificate
- Retail Technology Management Minor or Certificate
- Educating Highly Capable Learners Minor

**Evaluation and Assessment Committee Report
February 2, 2024**

Charge #	Timeline	Charge/task	Progress	Action
EAC23-24.01	Fall	<p>Propose revisions to the dean survey so that it better aligns with the current job description of a dean at CWU.</p> <ul style="list-style-type: none"> • Consult with deans on survey questions for faculty pertaining to their position description, duties, and interaction with departments/faculty. • Obtain deans job description from HR. 	<p>Acquired all position descriptions and reviewing them in comparison with the job descriptions. Once this is complete the members of the committee will consult with various deans on the questions.</p> <p>Committee agreed to set up meetings with their respective deans to identify survey questions they feel would be meaningful to evaluate with respect to their position as dean.</p> <p>A list of diversity terms was generated to present to the EC to ask Administration to help define, these are needed to continue with charge.</p> <p>A Qualtrics survey has been generated and has been reviewed by the committee and submitted to EAC for review</p>	Continued
EAC23-24.02	Fall	<p>Consider the addition of adding associate dean review to code.</p> <ul style="list-style-type: none"> • Research purpose and demand for associate dean review. • Consult with associate deans on applicable survey questions for faculty pertaining to their position description, duties, and interaction with faculty. • If the addition of an associate dean review is recommended, propose draft survey language for review. 	<p>As the committee reviews the Dean reviews, they will consult with associate deans to develop an applicable survey that fits their job duties.</p> <p>Committee agreed to set up meetings with their respective associate deans to identify survey questions they feel would be meaningful to evaluate with respect to their position as dean. Prior to this meeting the committee would develop questions based off of deans questions and then review with associate dean</p>	Continued

EAC23-24.03	Fall	Identify barriers to student completion of SEOI and create SEOI fact sheet for faculty use in classes to increase SEOI completion rates.	Committee identified challenges in addressing definitions of diversity terms to be placed on fact sheet. Requested administration for further clarification. Will move forward with crafting a tip sheet with information that is known and incorporate DEI language at later date. Need further language to use when talking with students and why they are important to students.	Discussed
EAC23-24.04	Fall & Winter	Identify current process and documentation of peer review of in-person teaching across colleges and departments. Make recommendations for a university wide standard process based on best practices and in response to current practice. <ul style="list-style-type: none"> Review EAC research completed in 2010 and 2014. 	Committee is gathering information to address the charge and will discuss in the coming meetings.	Started
EAC23-24.05	Winter	Update RCM/ABB question in Faculty Senate survey. <ul style="list-style-type: none"> Update question to new Value Based Budgeting Model. 	Committee discussed the change or update to the budget question, this will be addressed. This was pushed back to EAC for review due to the fact that there was no language regarding RCM/ABB, EAC needed further clarification and determined this was already updated. The committee needs all other surveys that address this charge to update and verify the right information is within the question.	Continued
EAC23-24.06	Winter	Identify who should have access to faculty SEOI's, create policy, and update CWUP 5-90-040(48). <ul style="list-style-type: none"> Currently SEOI administrator has no guidance on who has access to evaluations. Need to create policy 	A request for a list was made, this charge continues.	Continued

		to assure department chairs and those using SEOI's for specific faculty development can request SEOI's.		
EAC23-24.07	Winter	Identify best practices to avoid bias in student evaluations and make recommendations. <ul style="list-style-type: none"> • Work with DEI committees to understand the issues on bias associated with instruction. 		Not started
EAC23-24.08	Spring	Update president's evaluation survey to better align with current job description. <ul style="list-style-type: none"> • Consult with president's office on current job description and current presidential evaluations for consistency. 		Not started
EAC23-24.09	Spring	Conduct annual assessment of Faculty Senate and Faculty Senate Executive Committee.		Not started
EAC23-24.10	Spring	Conduct biennial assessment of administrators as described in Faculty Code. <ul style="list-style-type: none"> • Odd year of administrative assessment. 		Not started

EAC23-24.11	Spring	Review committee procedures manual through an equity lens, including committee functions, processes, and membership. <ul style="list-style-type: none"> Identify existing procedures that incorporate equity and update procedures to align with CWU's mission of equity and belonging. 		Not started
EAC23-24.12	Spring	Review committee procedures manual and update as required.		Not started

Date	Meeting Summary
10/13/2023	Discussion of charges.
10/20/2023	Position Descriptions for Deans and other Administrators and SEOI Fact Sheet
11/03/2023	Reviewed Position Descriptions and Survey to Propose Changes
11/16/2023	Ranked Dean Survey Questions and Discussed. Reviewed EAC Report
12/1/2023	Reviewed and discussed Dean Survey Questions strategy for meetings with the Deans
01/5/2024	Further Reviewed and Refined Dean Survey for Presentation to EC
01/19/2024	Discussed and reviewed DEI issues around completion of SEOIs by students

**GEC Committee Report
2.07.2024**

Charge #	Timeline	Charge/task	Progress	Action
EAC22–23.01 If task and not charge put n/a here	Fall	<i>Copy and paste charge or write up task here</i>	Details of committee progress on charge/task	<i>Choose one:</i> Not started In progress Submitted Approved at FS Date
GEC 23-24.01	Fall	Review and approve proposals to add courses to or remove courses from the General Education program.	Complete (awaiting FS Meeting 2.07.2024)! The committee reviewed 21 new proposals. Files submitted. Review of Course Revisions has begun.	In Progress.
GEC23-24.02	Fall	Create component-based General Education program level outcomes. <ul style="list-style-type: none"> Review Recommended General Curriculum Outcomes. 	In tandem with GEC23-24.07, GEC23-24.06, and GEC23-24.02. Meeting held with Dean Takahashi and Kurt Kirstein on 11.20.2023. Several robust conversations. Meeting with Assessment Committee on 1.05.2024. Dean Takahashi made final presentation to GEC on 1.08.2024. Pathways Faculty and Staff Survey has been created. Awaiting final amendments and committee approval.	In Progress.
GEC23-24.03	Fall	Draft guidelines for the review of new General Education courses to avoid ableist and other biased language in course documentation, including learner outcomes. <ul style="list-style-type: none"> Consult with Lucinda Carnell and Disability Services to develop guidelines. 	In tandem with GEC23-24.04. Initial consultation has occurred with Lucinda Carnell, Wendy Holden, Naomi Peterson, Cynthia Pengilly, and A.I. Ross regarding the definition and contextual application of Ableist Language. Review process has begun in tandem with Ableism specialists and the GEC. GEC reviewed PADStone 184 Learner Outcomes and Assessments. AWI and QR are next.	In Progress.

		<ul style="list-style-type: none"> Guidelines should apply to newly submitted courses. 		
GEC23-24.04	Fall	<p>Review Gen Ed program documents (program policies and rules) for ableist and biased language and make recommendations for revisions.</p> <ul style="list-style-type: none"> Consult with Lucinda Carnell and disability services. 	<p>In tandem with GEC23-24.04.</p> <p>Initial consultation has occurred with Lucinda Carnell, Wendy Holden, Naomi Peterson, Cynthia Pengilly, and A.I. Ross regarding the definition and contextual application of Ableist Language.</p> <p>Review process has begun in tandem with Ableism specialists and the GEC. GEC reviewed PADStone 184 Learner Outcomes and Assessments. AWI and QR are next.</p>	In Progress.
GEC 23-24.05	Ongoing	Review student petitions to courses from the General Education Program.	One submission. More TBA.	In Progress.
GEC23-24.06	Ongoing	<p>Collaborate as needed with the Dean of Undergraduate Studies on collecting data for the General Education assessment plan.</p> <ul style="list-style-type: none"> As of this year, program assessment will be completed by the assessment committee led by the Dean of Undergraduate Studies, and a report will be submitted to the committee on an annual basis. 	<p>In tandem with GEC23-24.07, GEC23-24.06, and GEC23-24.02.</p> <p>Meeting held with Dean Takahashi and Kurt Kirstein on 11.20.2023.</p> <p>Several robust conversations.</p> <p>Meeting with Assessment Committee on 1.05.2024.</p> <p>Dean Takahashi made final presentation to GEC on 1.08.2024.</p> <p>Pathways Faculty and Staff Survey has been created. Awaiting final amendments and committee approval.</p>	In Progress.
GEC23-24.07	Continuous	Analyze assessment reports provided by Undergraduate Studies office and make recommended updates to General Education Program as appropriate.	<p>In tandem with GEC23-24.07, GEC23-24.06, and GEC23-24.02.</p> <p>Meeting held with Dean Takahashi and Kurt Kirstein on 11.20.2023.</p> <p>Several robust conversations.</p> <p>Meeting with Assessment Committee on 1.05.2024.</p>	In Progress.

			<p>Dean Takahashi made final presentation to GEC on 1.08.2024.</p> <p>Pathways Faculty and Staff Survey has been created. Awaiting final amendments and committee approval.</p>	
GEC23-24.08	<p>Winter (in order that they appear on Spring Quarter FS Agenda)</p>	<p>Review, seek broad input, and make decisions about any proposed General Education Program framework and rules changes.</p> <ul style="list-style-type: none"> The GEC may consider any proposals for changes to the framework and rules 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 2025 course catalog. 	<p>In tandem with GEC23-24.07, GEC23-24.06, and GEC23-24.02.</p> <p>Meeting held with Dean Takahashi and Kurt Kirstein on 11.20.2023.</p> <p>Several robust conversations.</p> <p>Meeting with Assessment Committee on 1.05.2024.</p> <p>Dean Takahashi made final presentation to GEC on 1.08.2024.</p> <p>Pathways Faculty and Staff Survey has been created. Awaiting final amendments and committee approval.</p> <p>.</p>	In Progress.
GEC23-24.09	<p>Spring (by 2nd committee meeting of Spring Quarter)</p>	<p>Review committee procedures manual and update as required.</p> <ul style="list-style-type: none"> Update procedures responsibility of committee bullet three (3) on 		Not started.

		<p>responsibility of assessment of gen ed program.</p> <ul style="list-style-type: none"> • Update chair bullet nine (9) on annual assessment report. 		
GEC23-24.10	Spring	<p>Monitor the mapping of paths within the existing General Education Program framework for online-only students to be able to complete Gen Ed requirements.</p>	<p>Dean Takahashi made final presentation to GEC on 1.08.2024.</p> <p>Pathways Faculty and Staff Survey has been created. Awaiting final amendments and committee approval.</p>	In Progress.
GEC23-24.11	Spring	<p>Monitor how General Education course changes affect students' Academic Requirements reports and the issues that arise.</p>	<p>Dean Takahashi made final presentation to GEC on 1.08.2024.</p> <p>Pathways Faculty and Staff Survey has been created. Awaiting final amendments and committee approval.</p>	In Progress.
GEC23-24.12	Spring	<p>Review committee procedures manual through an equity lens, including committee functions, processes, and membership.</p> <ul style="list-style-type: none"> • Identify existing procedures that incorporate equity and update procedures to align with CWU's mission of equity and belonging. 		Not started.

Additional Information

MEMORANDUM

TO: Faculty Senate

FROM: Bernadette M.E. Jungblut, Ph.D., Faculty Legislative Representative

DATE: 6 February 2024

RE: Washington Legislative Session Update

The Faculty Legislative Representatives have been tracking 10 bills this session. If there are questions about any of the bills summarized below, I hope you will not hesitate to contact me. Thank you again for this opportunity to serve the faculty of Central Washington University.

The following four (4) bills are still in play:

- [Substitute House Bill 2214-S: Permitting beneficiaries of public assistance programs to automatically qualify as income-eligible for the purpose of receiving the Washington college grant.](#)
 - This bill would expand the eligibility criteria for the [Washington College Grant \(WCG\)](#) to Washingtonians who receive (or whose families receive) benefits via the [Supplemental Nutritional Assistance Program \(SNAP\)](#) (known as [Basic Food](#) in Washington) while in the 10th, 11th, or 12th grade in high school.
 - Research has demonstrated that completing applications for student financial aid is a barrier to going to college. The process can be confusing, burdensome, and time-consuming.
 - Rather than requiring students to complete the [Free Application for Federal Student Aid \(FAFSA\)](#) or the [Washington Application for State Financial Aid \(WASFA\)](#) to find out if they are eligible for the WCG, if HB 2214-S becomes law, students receiving (or whose families receive) Basic Food benefits will be told – up front – that they will receive the WCG.
 - This would reduce uncertainty about financial aid status and the wait time attendant with the lengthy FAFSA process.
 - Students would still be encouraged to, and supported in, completing the FAFSA to access federal financial aid (e.g., the Pell grant and federal loans).
 - I testified on a panel of Faculty Legislative Representatives in support of this bill before the [House Postsecondary Education and Workforce Committee](#). My role was to remind the committee of our state’s low college-going rate, our low FAFSA completion rate, and how much federal financial aid Washington State residents forego by not completing the FAFSA. Here is my testimony (one typically has one minute or less to testify):
 - Thank you, Chair Slatter, Ranking Member Ybarra, and members of the committee. For the record, I am Bernadette Jungblut, Faculty Legislative Representative at Central Washington University here to speak in strong support of HB 2214. Washington State has the one of the lowest college-going rates in the country — with only 50% of high school students enrolling within one year of graduation. Washington State also has one of the lowest FAFSA completion rates — at 37.7% — or 49th in the country. In 2022, this meant Washington State left more than \$50 million federal financial aid dollars on the table. Telling students they are eligible for significant state financial aid before they attempt the

burdensome process of completing the FAFSA has the potential to increase both our state's college-going rate, our FAFSA completion rate, and help our students obtain significant additional federal financial aid.

- This bill passed the House Postsecondary Education and Workforce Committee and the [House Appropriations Committee](#). The bill is currently in the [House Rules Committee](#) and a representative will need to 'pull' it from Rules for the bill to be brought to a full House vote. I will be contacting various representatives to advocate for moving this bill to a floor vote.
- HB 2214-S has a companion bill, [Substitute Senate Bill 6300-S: Permitting beneficiaries of public assistance programs to automatically qualify as income-eligible for the purpose of receiving the Washington college grant](#). The Senate bill includes students with Apple Health Coverage and a family income at or below 210 percent of the federal poverty line while in the 10th, 11th, or 12th grade in high school on the list of eligible participants. SB 6300-S passed the [Senate Higher Education and Workforce Development Committee](#) and had a public hearing in the [Senate Ways & Means Committee](#) on 3 February. As of 6 February, it was not scheduled for execution session (i.e., a vote) in the Senate Ways & Means Committee.

- [SB 5904: Extending the terms of eligibility for financial aid programs.](#)
 - This bill would increase Washington College Grant eligibility from 125% of time to degree completion (or five years) to 150% (or six years).
 - This would bring the WCG into alignment with federal financial aid programs including the Pell grant.
 - The Washington Student Association is strongly in favor of this bill, and the Faculty Legislative Representatives testified in support of this bill in the Senate Higher Education and Workforce Development Committee.
 - This bill passed the Senate Higher Education and Workforce Development Committee, had a public hearing in the Senate Ways & Means Committee, was passed in executive session (i.e., a vote) in the Senate Ways & Means Committee on 5 February, and is currently in the Senate Rules Committee. Similar to HB 2214-S above, to move to a Senate floor vote, SB 5904 will need to 'pulled' from the Senate Rules Committee by a senator. I will be contacting various senators to advocate for moving this bill to a floor vote.

- [SB 6035: Concerning the public service loan forgiveness program.](#)
 - This bill would require Washington state agencies to certify employment for current or previous employees seeking public service loan forgiveness. CWU is considered a state agency.
 - Specifically, the bill clarifies that: "Certifying employment' means either completing the employer sections of the public service loan forgiveness form, completing the employer information requested through the federal public service loan forgiveness online help tool, or sharing data directly with the United States Department of Education that corresponds to the information required for the public service loan forgiveness form."
 - After the Faculty Legislative Representatives expressed concern about how part-time academic employees' certification for public loan forgiveness would be calculated, the bill was amended as follows: "For the purpose of determining whether a part-time academic employee at an institution of higher education is considered full time for certifying employment for the public service loan forgiveness program, duties performed in support of, or in addition to, contractually assigned in-class teaching hours must be included. To calculate this, each hour of in-class teaching time ~~((shall))~~ must be multiplied by at least 3.35 hours. This section shall not supersede any calculation or

adjustment established by a collective bargaining agreement or employer policy for additional work done outside of in-class teaching for any purposes other than certifying employment for the public service loan forgiveness program. An institution of higher education shall not treat any adjusted total hours worked differently from hours worked without an adjustment when determining whether an employee is full time.”

- The Senate Higher Education and Workforce Development Committee passed this bill; the Ways & Means Committee passed this bill on 5 February; and the bill is currently in the Senate Rules Committee. Similar to Substitute HB 2214-S and SB 5904 above, to move to a Senate floor vote, SB 6035 will need to ‘pulled’ from the Senate Rules Committee by a senator. I will be contacting various senators to advocate for moving this bill to a floor vote.
- [Substitute SB 6053: Improving equitable access to postsecondary education.](#)
 - This bill would require the [Washington Student Achievement Council \(WSAC\)](#) and higher education institutions to enter into data-sharing agreements with the [Office of the Superintendent of Public Instruction \(OSPI\)](#) so that high school students’ directory information (i.e., names, addresses, email addresses, and telephone numbers of the students and their parents or legal guardians) would be made available so students could be informed about postsecondary financial aid and educational opportunities in Washington State.
 - Having access to this directory information should make it easier for CWU to contact, recruit, and admit students to our institution.
 - This bill has passed the Senate, has now moved to the House, and has been referred to the House Postsecondary Education and Workforce Committee. I anticipate testifying in favor of this bill at that House committee’s public hearing.

The following six (6) bills are no longer in play but some or all of them will likely reappear in the 2025 legislative session:

- [House Bill 2077: Concerning participation in the Washington guaranteed admissions program.](#)
 - This bill would have expanded the [Washington Guaranteed Admissions Program \(WAGAP\)](#) to all WA school districts. At present, not all school districts participate in WAGAP.
 - Currently, if students have a 3.0 cumulative GPA, meet (or are on track to meet) all [College Academic Distribution Requirements \(CADRS\)](#), and their school district has an agreement with the public, four-year colleges and universities (the Evergreen State College, Eastern Washington University, Central Washington University, Western Washington University, Washington State University, and the University of Washington-Tacoma), students are guaranteed admission to these institutions.
 - HB 2077 would have required all school districts to participate in WAGAP by creating data-sharing agreements to provide 11th and 12th grade student WAGAP eligibility data.
 - In my opinion, this could have been a good bill for CWU. It would provide access to contact information for more high school students who meet the WAGAP criteria. This could potentially help us recruit and admit more Washington State students.
 - There have been multiple discussions with the bill sponsor (including one I had with her), and she wants to bring this bill back next session with several amendments to address various issues raised by the Council of Presidents and the Council of Faculty. If you are interested in the details of those possible amendments, please do not hesitate to contact me.

- [Substitute HB 2309-S: Establishing the Washington 13 free guarantee.](#)
 - This was another complex bill with a lot of moving parts. The primary purpose was to provide up to 45 credits of tuition free community or technical college, to be earned within two academic years, for eligible students regardless of income.
 - This bill did not include Washington’s public, four-year colleges and universities.
 - Funding for this bill would have come from the overage in the Washington State [Guaranteed Education Tuition \(GET\) fund](#) – the state’s 529 pre-paid college tuition plan.
 - The Washington Student Association was not in favor of this bill. They prefer funding to expand the Washington College Grant.
 - While this bill passed the House Postsecondary Education and Workforce Committee, it did not receive a hearing in the House Appropriations Committee and so died. It is possible the bill sponsor may seek funding for an expanded pilot program through a budget proviso. If you are interested in how the budget proviso process works, please do not hesitate to contact me.

- [HB 2374: Establishing the Washington promise program.](#)
 - This was yet another complex bill with a lot of moving parts. The primary purpose was to provide two years of free college tuition and wraparound support services at Washington State’s community and technical colleges.
 - Like Substitute HB 2309-S, this bill did not include Washington’s public, four-year colleges and universities.
 - Again, the Washington Student Association was not in favor of this bill. They prefer funding to expand the Washington College Grant.
 - This bill was scheduled for executive session in the House Postsecondary Education and Workforce Committee; however, the committee opted not to vote, and so this bill died.

- [Substitute HB 2242-S: Supporting sexual assault survivors at institutions of higher education.](#)
 - This was a complex bill with a lot of moving parts. The primary purpose was to provide additional support to survivors of sexual assault.
 - There was one section specific to the type of support faculty would be required to provide. It read as follows:
 - “(1) In addition to all other rights provided in law, a student at an institution of higher education in Washington who is a survivor of sexual assault, sexual harassment, and gender-based violence has the right to: (g) Academic accommodations to prevent academic harm. A confidential advocate must be available to a survivor to assist with the accommodation request. Survivors must be permitted to attend class through alternate means including through online access. Once an accommodation is requested under this subsection, the requesting survivor's instructors shall record classes and lectures when feasible for playback at a later date. Accommodations must be available to sexual assault survivors regardless of whether the student requesting accommodations has made a formal report through Title IX. Students shall not be required to disclose sexual assault to faculty in order to receive academic accommodations under this subsection.”
 - The Faculty Legislative Representatives suggested amended language as follows:
 - “(g) Academic accommodations to prevent academic harm. A confidential advocate must be

available to a survivor to assist with the accommodation request. Survivors must be permitted to ~~attend class~~ *participate in academic activities* through alternate means ~~including through online access~~. Once an accommodation is requested under this subsection, the ~~requesting survivor's confidential advocate shall collaborate with instructors or supervisors to identify the means of accommodation that best preserves the benefits of the academic activity for the survivor~~ *shall record classes and lectures when feasible for playback at a later date*. Accommodations must be available to sexual assault survivors regardless of whether the student requesting accommodations has made a formal report through Title IX. Confidential advocates ~~Students shall not be required to disclose any information regarding the survivor's experience~~ *sexual assault* to faculty in *the course of negotiating* ~~order to receive~~ academic accommodations under this subsection."

- That section of the bill was ultimately amended as follows:
 - "(1) In addition to all other rights provided in law, a student at an institution of higher education in Washington who is a survivor of sex-based violence and harassment has the right to: (g) Academic adjustments to prevent academic harm. Title IX staff or a confidential advocate must be available to a survivor and that survivor's instructors or supervisors to assist with the adjustment request. Survivors must be permitted to participate in academic activities through alternate means where feasible. Once an adjustment is requested under this subsection, the confidential advocate shall collaborate with instructors or supervisors to identify the means of adjustment that best preserves the benefits of the academic activity for the survivor. Adjustments must be available to sexual assault survivors regardless of whether the student requesting adjustments has made a formal report through Title IX. Confidential advocates may not disclose any information regarding the survivor's experience to faculty in the course of negotiating academic adjustments under this subsection."
- The Faculty Legislative Representative from the University of Washington and I had prepared testimony for the public hearing on this bill on Tuesday, 16 January. Unfortunately, the committee's agenda was very full, and we did not get to deliver our testimony in full. The gist of the testimony I was able to deliver was that: a) survivors of sexual assault should receive support; and b) faculty want to support all our students, including survivors of sexual assault.
- The [Council of Presidents](#) (which represents Washington's public, four-year colleges and universities) and Title IX administrators from Eastern Washington University, Washington State University, and Western Washington University testified on Tuesday, 16 January, as "other." (There are three options when testifying on a bill: "pro," "con," or "other"). They suggested amendments to this bill.
- This bill passed the House Postsecondary Education and Workforce Committee but did not receive a hearing in the House Appropriations committee and so died.
- The [Washington Student Association \(WSA\)](#) was strongly in favor of this bill so I expect a version of this bill to reappear in the 2025 session.
- [SB 5999: Expanding financial aid eligibility.](#)
 - This bill would have increased eligibility for the Washington College Grant so that students with 70% of Washington State's median family income adjusted for family size (approximately \$73,000 currently for a family of four) would receive the maximum amount.
 - Currently, students with 65% of median family income receive the full amount; however, subject to

new legislation in the 2025 session, that amount will return to 55% of median family income for academic year 2025-26 (as per the original statute).

- This bill would also have prorated the WCG based on percentages of median family income as follows:
 - 71-80% = 50% of the maximum WGC
 - 81-90% = 25% of the maximum WGC
 - 91-100% = 10% of the maximum WGC
- I testified on a panel of Faculty Legislative Representatives in support of this bill before the Senate Higher Education and Workforce Development Committee. My role was to emphasize how the WCG supports students from groups traditionally under-represented in higher education. Here is my testimony (as noted above, one typically has one minute or less to testify):
 - Thank you, Chair Nobles and members of the committee. For the record, I'm Bernadette Jungblut, Professor of Political Science at Central Washington University and Central's faculty legislative representative. Like my colleagues, Sam and Jake, I'm also a member of the Council of Faculty. I'm here in support of Senate Bill 5999.
 - At Central and at APOYO, a local non-profit organization serving Kittitas and Grant counties, I have the opportunity to work with numerous CWU students who are the first in their family to go to college and students who are members of traditionally underserved groups. They tell me that without the Washington College Grant, they would not be in college. So, as Sam said, not only is the Washington College Grant expanding opportunity for low- and middle-income students, it is also supporting first generation in college students and students of color — and increasing the diversity of Washington State's workforce.
 - Modifying the grant as proposed in Senate Bill 5999 would continue to expand educational opportunities for students and enhance our state's workforce.
- This Senate Higher Education and Workforce Development Committee passed this bill; however, it died in the Senate Ways & Means Committee.
- This bill is the priority legislation for the Washington Student Association so it will likely return for the 2025 session.

- [SB 6254-S: Providing student navigational supports to increase postsecondary enrollment.](#)
 - This bill would have created a pilot program for financial aid completion and postsecondary enrollment for every Washington State [Educational Service District \(ESD\)](#).
 - Community and technical colleges would have been selected to participate in the pilot program and would have been required to hire "outreach and enrollment specialists" at a ratio of one (1) for every 600 high school students in a given ESD.
 - Four-year institutions would have been responsible for having a representative (likely via the Council of Presidents) "collaborate in preparing a training program for outreach and enrollment specialists."
 - This bill passed the Senate Higher Education and Workforce Development Committee but died in the Senate Ways & Means Committee.