

REGULAR MEETING
Wednesday, March 2, 2016, 3:10 p.m.
BARGE 412
Minutes

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

ROLL CALL All senators or their alternates were present except: Vanessa Hunt, Ben Glasgall, Robert Pritchett, Teresa Sloan, Tim Sorey, and Katharine Whitcomb

Guests: Hauke Harfst, Aimee Quinn, Ginny Blackson, Sarah Swager, Carolyn Thurston, Mindy Diu, Mike Harrod, Anne Cubile, Julia Stringfellow, Lindsey Brown, Teri Walker, Thomas Harms, Laila Abdalla, Julia Moreno and McKenzie Lakey.

CHANGES TO AND APPROVAL OF AGENDA - Approved as presented

MOTION NO. 15-25(Approved): APPROVAL OF MINUTES of February 3, 2016

COMMUNICATIONS - None

FACULTY ISSUES – Senator Harper read a statement on why NTT faculty senators will be voting no on General Education program. The RCM model will increasingly require departments to use the cheapest labor possible (i.e. NTT faculty) to teach General Education classes. There is no established budget line for NTT faculty. NTT faculty salaries for the academic year are now to be paid out of summer profits, largely created by the use of NTT faculty to teach summer courses. The Funding of General Education will become increasingly intertwined with the employment of NTT faculty, creating an unsustainable budget model. The NTT Faculty Senators will vote against any new General Education curriculum until such time as there is a dedicated and transparent revenue stream for NTT Faculty and established budgetary support for the General Education Program and urge the Faculty Senate to consider the linkage between proposed General Education programs and the funding of NTT Faculty when voting on General Education curriculum.

Senator Dormady brought forward a concern some faculty starting exams before the time scheduled for exams and it causing problems for students.

PRESIDENT: No report.

PROVOST: Provost Hulbert reported that Dr. Bernadette Jungblut, Associate Provost for Accreditation, Academic Planning and Assessment, is on board. Sigrid Davison, Institutional Effectiveness, will be moving to the Associate Provost office to work with SPOL. Charlene Andrews and Faculty 180 have moved to the Provost office. Provost Hulbert indicated he is moving faculty issues back within the academic side of the institution. He is finishing up with post-tenure review. Provost Hulbert, with the help of the Deans, has been having coffee hour with faculty.

STUDENT REPORT – Hauke reported that the past few weeks have been busy. The publicity posters for SAS senators have been completed and they will be delivering them to departments this week. The Veteran's memorial task force has met and hit a few speed bumps. The ideal site location is potentially problematic. They had an all-day event on inclusion and diversity on college campuses and developed a collective memorandum of understanding. Hauke addressed the article regarding the recall election. The students have decided that is not in the best interest of the upcoming student government election. They are working to resolve the differences and move forward in a positive manner.

OLD BUSINESS – Chair Pedersen reminder Senators that the deadline is today at 5:00 to provide any responses to the proposal for the CEPS reorganization and create a School of Education. Dean Ballard has consulted within the college and with other college deans. Faculty Senate also sent an Early Alert

survey to provide feedback and suggestions on the Early Alert process. The statement of support Muslim students, faculty and staff is posted on the Faculty Senate website.

REPORTS/ACTION ITEMS

SENATE COMMITTEES:

Executive Committee

Motion No. 15-26(Approved): Ratify 2015-16 committee vacancies as outlined in Exhibit A.

Motion No. 15-14(Approved as amended): Recommends the addition of D. Faculty Consultation to Section I Faculty Rights and Responsibilities of the Faculty Code as outlined in Exhibit B.

Motion No. 15-14a(Approved): Recommend amendments as outlined in Exhibit B in color. Approved

Motion No. 15-27(Approved, 3 nay): Recommends the General Education proposal, Motion No. 15-30, be approved only by a super-majority vote (at least 2/3 yes votes).

Motion No. 15-28(Failed 11 yes, 4 abstain, 33 nay): Take a "sense of the Senate" vote to assess the level of support for the General Education proposal.

Discussion: Dr. Schaefer spoke on behalf of the 6 chairs of the social science departments. There are certain courses and departments in the proposal that have not been in the social and behavior science categories before and they do not fit traditional social science. General education is more than outcomes and needs to follow a philosophy of liberal education. Senator Dormady indicated the History department was not persuaded by the Curriculum Committee response. By not allowing a process where individual courses could be eliminated that didn't fit the category, it has created a general hodge podge of courses and there are excessive courses allowed in that area. The committee interpreted the outcomes too broadly and the History department cannot support the proposal as it is. Senator Perez indicated that HEAMS department would like to commend the Task Force, Curriculum Committee and the Executive Committee's tireless work to put this proposal forward. These committees are made up of competent individuals and the courses that are part of the proposal are based on the outcomes. Students depend on faculty to make good decisions and they have heard the arguments. Senator Bartlett indicated that there is a concern with Religions and Philosophies of the World breadth area. Two courses have been added to this breadth area that do not have anything to do with Religion or Philosophy. Senator Bartlett urged that the titles of the areas be taken into account as well as the outcomes. Senator Johnson indicated that the outcomes have a heavy emphasis on global culture as well as religion and philosophy. Senator Hickey indicated a concern over basic skills requirement that some studies come in and go straight into calculus. Will there be a waiver or will they need to take a class that they don't need. Senator Pinkart asked if the Q course is a requirement or a suggestion. The way it is worded currently could be taken as a suggestion rather than a requirement and suggested it be reworded. Senator Johnson reported that the World Language department received poor communication from the General Education committee and General Education Task Force regarding their submitted courses for the proposal. The department feels how the courses were reviewed was unfair to the department. Chair Pedersen indicated that the proposal will now go back to the Task Force with suggestions for amendments to see if they can revise the proposal and bring it back to Senate in April. Senator Braunstein brought forward a concern about online courses within General Education. Central now has online majors and we need to make sure we offer courses in each of the areas online.

Motion No. 15-29(Tabled): Recommends that Motion No. 15-30 is taken as an up or down vote with no modification.

General Education Committee

Motion No. 15-30(Tabled): Recommends changes to the General Education program as outlined in Exhibit E.

Motion No. 33(Approved, 3 nay): Senator Rajendran moved to table 15-29 and 15-39 (Approved 3 nay)

Academic Affairs Committee

Motion No. 15-31(Approved): Recommends changes to CWUP 5-90-040(31) Scholastic Standards as outlined in Exhibit C.

Motion No. 15-32(Approved, 1 abstention as amended): Recommends the addition of CWUP 5-90-060 Reorganization of Academic Units as outlined in Exhibit D.

Motion No. 15-32a(Approved): Ruthi moved to add “h. Other additional costs”. Motion was seconded.

Budget & Planning Committee - The Budget & Planning Committee first met on Thursday, January 14, 2016. Thirteen of the fourteen committee members attended along with several visitors from last year’s task force that helped set the agenda for this new committee. Lene Pederson summarized the earlier task force’s work and the committee discussed its charges from the EC. Kathy Temple, Mathematics, volunteered to co-chair and Aimée Quinn, Library, agreed to co-chair alongside. The committee has been meeting as a whole on the first and third Thursdays of the month, and organized four sub-groups that are meeting on the second and third Thursdays. The current groups are:

- a. Indirect ASL funding (working in collaboration with the ASLC task force): This subgroup has been looking at possible funding models for units such as Student Success, the DHC, Graduate Studies and Research, OISP, and the Library. The ASLC task force is presenting a final report soon.
- b. RCM model: This group has been looking at budgeting models in general, and also has been preparing a survey for ADCO to gather information about the effects of the current budgeting model on chairs, departments, and students.
- c. Summer funding and base funding: This group has been considering questions around summer funding (and, in particular, the growing reliance of departments on summer funds). This group is currently at the stage of figuring out what the right questions are to ask, before they gather data and information.
- d. Overhead: This group is working on getting data in order to be able to look at the categories usually described as “overhead” in the RCM model.

Since the beginning of the quarter, developments in budgeting at the ASL level have made the RCM picture less clear, so the committee has spent some time discussing what information we have about the current budget model and how it is being applied.

The committee will also vote on finalized committee procedures at the first meeting in March.

Evaluation & Assessment Committee - The Faculty Senate Evaluation and Assessment Committee meet approximately every other week on Friday from 1:00 to 3:00. The members of the committee for 2015-2016 are: James Bisgard, (co-chair), John Hudelson (away on sabbatical in winter), Deepak Iyengar (co-chair), and Nicole Stendell-Hollis. Our CAH representation is currently vacant.

(1) Evaluation and Assessment Committee needs a representative from CAH!

(2) We have reviewed and approved some publicity items for winter quarter SEOIs.

(3) Student Academic Senate is working to create an informational video, which will hopefully be available in time to be shown before spring quarter SEOIs. Our committee is working with Student Academic Senate on this video. They are currently seeking information to include in this video. In particular, they would like examples of how SEOIs have led to improvements in your classes, and why you think that SEOIs are important. In addition, they are looking for faculty volunteers who are willing to appear in the SEOI informational video. Please contact Student Academic Senate at ascwuacademic@cwu.edu with your examples and/or if you're interested to appear in their video.

(4) We are working with Tom Henderson (Director of Academic Assessment) to develop a list of "good practices" that appears to have the potential to increase SEOI response rate.

Faculty Legislative Representative – Steve invited faculty to come to Olympia and see the process. The Council of Faculty representatives are looking at setting up a phone town hall. UW attempt of having some kind of faculty representation on board of trustees or board of regents was short circuited. They will be reintroducing the bill next year. The teacher shortage will continue to be a topic in Olympia. Central should have initiatives or policies for teacher preparation.

CHAIR: Chair Pedersen thanked the General Education committee, General Education Task Force and the Curriculum Committee for the work they put in to the proposal. This is still movement in the right direction for general education. We need to continue this momentum and get broad based buy-in for general education reform at Central.

CHAIR-ELECT: Chair-Elect Rajendran reported that there will be an open Executive Committee meeting on Wednesday, March 9th at 3:10 p.m. in the Grupe Faculty Center. The next Faculty Friday will be April 8th from 5:00-7:00 p.m.. There is a good pool of applications for the Provost search. They received close to 50 applications. The committee has narrowed down the pool to 10 candidates and will be doing Skype interviews. The committee hopes to invite finalists to campus in April. It is a very diverse candidate pool.

NEW BUSINESS - None

Meeting adjourned at 4:54 p.m.

Exhibit A

Committee	Name	Department	Term
Curriculum Committee			
1 CAH vacancy	Michael Goerger	Philosophy & Religious Studies	6/15/15 – 6/14/18
Evaluation & Assessment			
1 CAH vacancy	Vacant		6/15/15 – 6/14/17

Exhibit B

Faculty Code Section I Faculty Rights and Responsibilities

D. Faculty Consultation.

1. When consultation with faculty senate is sought, the initiator (e.g. an administrator or representative of a decision-making unit) will submit a request to the Faculty Senate Executive Committee. The request initiator's request should include:

- a) a succinct written summary of the matter
- b) preliminary identification of faculty bodies that might be impacted or for whom this might be relevant.
- c) an assessment of potential positive AND negative impacts on colleges, departments, faculty, or other entities as relevant

Depending on scope, the request may be submitted in the form of electronic or paper communication.

2. The Executive Committee will:

- a) Verify the list of faculty bodies that might be impacted.
- b) Propose a procedure for faculty consultation and input, usually consisting of the following mechanisms:
 - 1) "Committee Review": Send the proposal to a Senate Committee or Task Force for review. NOTE: Senate Committees are responsible for representing faculty and may also, as part of their deliberations, need to solicit broader faculty input, as outlined below.
 - 2) Solicit representative faculty input using one or more of the following procedures:
 - i) "Faculty Input": Solicit input via the system of senator representatives. This may include an oral presentation of the issue in Senate that includes a written communication via the Senate to faculty senators. This communication will include open-ended questions that solicit a range of concerns or ideas that might pertain to the issue. The communication should provide an end date for feedback (no less than 2 weeks). The Executive Committee will help compile the ideas in preparation for the next step(s).
 - ii) "Faculty Survey": Administer a survey to the faculty via the Senate office. If the initiators do not have expertise in survey design, they must consult with those with such expertise to ensure a valid survey (e.g., is not leading or pre-determined).
 - iii) "Faculty Vote": Give faculty the opportunity to participate in a confidential vote (online or in paper) over a specified time period (no less than 2 weeks). NOTE: The faculty vote can precede or follow solicitation of broader faculty input.

NOTE: Faculty input will usually be an iterative process, such that a proposal that builds on the input will be sent back to faculty for fine-tuning and further feedback.

3) Gather data to gain an understanding of the issues pertaining to the topic or initiative in one or both of the following ways:

- i) "Focus group": Invite a representative sample of potentially impacted parties to a focus group. If the initiators do not have expertise in focus group design or facilitation, they must secure help from those with such expertise.
- ii) "Faculty forum": Invite all faculty to a forum to convey information and solicit feedback.

4) In most cases, no one mechanism, alone, can be considered an adequate opportunity for input. Also, the following in isolation do not constitute valid "consultation with faculty": consultation only with the Senate Executive Committee, Senate Chair, or other individual members representative of a Senate Committee; or representation by one or several faculty on a committee. Moreover, consultation with faculty through Faculty Senate does not preclude consultation with other units, with which consultation may be required or advised (e.g. UFC or ADCO).

3. After consultation the initiator:

a) Will submit documentation of the process to the Executive Committee and how the input was incorporated in the decision-making.

~~b) May formulate their decision as a formal motion to be voted on in Senate.~~

Exhibit C

5-90-040 Academic and General Regulations

(31) Scholastic Standards

~~(A) Academic standards are established by the faculty. The Dean of Student Success has responsibility for implementing these standards. Academic standards are established by the faculty and ultimately enforced by the dean of student success. In all cases involving low scholastic performance, students must meet with either a major advisor or academic advising. These standards are in place to ensure that students who are consistently earning low grades will examine their objectives carefully before continuing enrollment. In some cases, students will be suspended from the university.~~

~~(B) A student's academic standing appears on the quarterly grade report. Student academic standing is determined at the end of each quarter and is based only on the GPA for the credits attempted at CWU. A student's academic standing appears on the student's unofficial online transcript. Questions regarding academic standing should be directed to the office of the dean of student success. The following are standard designations of academic standing:~~

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

~~2. Academic Warning: A student who has been in good standing will be placed on academic warning when the GPA for the previous quarter is below 2.0. A warning is issued to a first-quarter first year student or a first-quarter transfer student (who has not previously attended CWU) whose grade point average is below 2.0. A warning is also issued to any continuing student who was previously in good academic standing but has a quarterly grade point average below 2.0 and a cumulative grade point average of 2.0 or above. Students placed on academic warning must meet with either a major advisor or academic advising.~~

~~3. Academic Probation: A student who has been on academic warning will be placed on academic probation if either the quarterly or cumulative GPA for the previous quarter is below 2.0. Students will be placed on academic probation if they are currently on academic warning and the quarterly GPA falls below 2.0. Students currently on academic probation will continue on academic probation until their cumulative GPA is 2.0 or higher.~~

~~Students placed on academic probation must meet with either a major advisor or academic advising and are limited to 14 credits per quarter. These students are strongly encouraged to register for UNIV 102, 'Strategies for College Success.'~~

~~A student who begins the quarter on probation must earn at least a quarterly grade point average of 2.0 to avoid academic suspension.~~

~~4. Academic Suspension: A student who has been on academic probation will be placed on academic suspension if the GPA for the previous quarter is below 2.0. A student will be suspended from the university if the student begins a quarter on probation and earns a quarterly grade point average below 2.0.~~

~~A. A student who has been placed on academic suspension may submit a petition to the office of the dean of student success documenting evidence of circumstances beyond the student's control, which adversely affected the student's performance during the preceding quarter(s). The board of academic appeals and academic standing committee will hear the student's case and may decide to allow the student to enroll for one more quarter on academic probation.~~

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

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

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

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

B. A student who has been suspended once may apply for readmission after two quarters have elapsed (excluding summer quarter). After a second suspension, one academic year must elapse before the student may apply for readmission. After the third suspension, five academic years must elapse before the student may apply for readmission.

C. Reinstatement.

Students who have been academically suspended and want to return to CWU prior to the suspension deadlines above may petition the dean of student success. Many times students who succeed in gaining reinstatement have earned strong grades in coursework taken since dismissal, established strong study skills, overcome personal challenges that previously interfered with their studies and have clearly defined, realistic academic goals.

Exhibit D

CWUR 5-90-060 Creation and Reorganization of Academic Units

(1) Initiation of a proposal to rename or reorganize an academic unit or academic units.

This policy applies to all academic units including colleges, schools, and departments, and includes proposals for the creation of new colleges or schools, reorganization of existing colleges or divisions including the shifting of departments or other academic units from one college to another, from one school to another or from one school to a college; the partial or complete merger of two or more departments; creation of new departments; dissolution of departments; and changes of college, school and department names. The initiator of the proposal, or their designated representative, shall act as the principal advocate for the proposal throughout subsequent discussions and review. Proposals may be withdrawn at any point in the process by the initiator.

(2) Principles guiding the creation, reorganization or renaming of an academic unit or academic units.

(A) Creation, reorganization or renaming involving academic units must support the mission and strategic plan of the university and of the colleges or departments impacted. The faculty, staff, and administration of Central Washington University are dedicated to shared governance and recognize the necessity of faculty knowledge and participation in academic decision making. All reviews and deliberations should be conducted in a collegial and constructive way. Any proposal should seriously consider disciplinary and interdisciplinary relationships and shall also investigate impacts on stakeholders in non-academic units.

(B) Academic administrators and faculty must actively solicit and consider the concerns of affected faculty, staff, and students while developing proposals, and must give these groups adequate notice, information, and time to enable them to evaluate those proposals and make their concerns known. The impacts on budget, personnel, other departments and offices, non-academic units, accreditation, and the curriculum must be in writing and available at all levels of review.

(C) In extreme cases (e.g., financial exigency as defined in the CBA Article 25 or other financial crisis), the President may request a reorganization. In this eventuality, the President should consult with the affected groups to the greatest extent possible following the process outlined in this policy.

(3) Preparing a proposal for review of a creation, reorganization or renaming plan.

(A) A proposal must include the following items:

1. rationale for the proposed creation, reorganization or renaming
2. goals and objectives of the proposed creation, reorganization or renaming
3. centrality of the unit(s) to the mission of the university, college, and department
4. alignment of the unit(s) to the strategic plan of the university, college, and department
5. a detailed financial cost/benefit analysis of the creation, reorganization or renaming
6. impact on resources (e.g., positions, space, equipment, time, computer systems, facilities)
 - a. cost of positions required;
 - b. cost of remodeling space;
 - c. cost of purchasing furniture and other equipment;
 - d. cost associated with moving;
 - e. cost of new promotional and recruitment materials;
 - f. website design costs and other related costs
 - g. cost of faculty and staff time in working out the creation, reorganization or renaming
 - h. other additional costs
7. impact on the curriculum and programs across the university
8. criteria used to select the unit(s) for reorganization
9. before and after organizational chart for all units affected
10. implementation plan and timeline
11. potential impacts on tenure/promotion/review processes
12. impacts on students, faculty, and staff
13. impact on quality of degree programs, student retention, and graduation rates
14. impact of affected unit(s) on other units and programs
15. impact on external constituents
16. impact on accreditation

(B) For renaming proposals, 5-90-060(3)(A) 8 and 9 may be omitted.

(4) Creation, Reorganization or Renaming proposal review

(A) The review of proposals requesting creation, reorganization or renaming of an academic unit or units will resemble the timing of the

curriculum review process. However, at each level of review there must be a recommendation, vote, and comments recorded about the merits and weaknesses of the proposal. This review and final action will be recorded on the form. Once a proposal has been submitted, an announcement will be made to the campus community to solicit feedback on the proposal and the merits and weaknesses of the proposal.

(B) In the case of a reorganization proposal review being conducted due to a financial emergency as described in 5-90-060(2), the above process should still be followed, however, the timing of each level of review could be expedited. In the event that such a reorganization leads to the termination of employees, the CBA (Article 25) will serve as the guide for policies and procedures to follow.

(C) The timeline for review for each level will be no more than a month, with an overall timeline of not more than six months. (The timeline does not include breaks/holidays, or summer term.) Any changes made will not go into effect until after the next CWU catalog deadline.

(5) Review Sequence for Requests to Create, Reorganize or Rename Academic Units

(A) The order will be:

1. person/group submitting proposal
2. all affected faculty within a department/program at the rank of senior lecturer or higher
3. all affected dean(s)
4. faculty senate and ADCO concurrently, Student Academic Senate (SAS) if applicable
5. provost; it is the provost who will give final approval on these proposals

(B) A submission/transmittal form will accompany the proposal.

(C) The reviewer(s) at each stage will have access to the full proposal, as well as all solicited comments and feedback from the campus community. The reviewer(s) must make a recommendation, list the number of votes for/against and record comments about the merits and weaknesses of the proposal. Choosing 'neutral' is also an option, but the number of votes still must be included. The person/group that submitted the proposal has the option to withdraw it at any stage (i.e., after a no vote at a level). Appeals to the provost's decision may be made to the President.

Responsibility: Faculty Senate; Authority: Stephen Hulbert, Provost/VP for Academic & Student Life; Reviewed/Endorsed by Provost's Council XXXX; Cabinet/UPAC; Review/Effective Date: XXXX; Approved by: James L. Gaudino, President]

Exhibit E

General Education Mission

In alignment with Central Washington University's mission, the General Education Program helps to prepare graduates to become responsible citizens, to explore and understand the natural world, and to become independent learners to lead enlightened and productive lives. The responsibility of the General Education Program is to offer students multiple and varied opportunities to engage with, inquire about, and interrogate ideas to liberate and enrich our students' greatest potential as human beings. Through the General Education curriculum, students will be introduced to an intellectual legacy that includes the best ideas, methodologies, and accomplishments in the broad areas of the natural sciences, the social and behavioral sciences, the humanities, and the arts. In addition, students will develop through repeated praxis the habits of mind and modes of expression essential to leading enlightened and productive lives in their local and global communities.

Basic Skills Requirements. All students must satisfy the following requirements in basic academic and intellectual skills:

Academic Advising Seminar: Only required of students who enter Central with fewer than 45 credits.

UNIV 101 (1) Academic Advising Seminar

Academic Writing: (a minimum grade of C- is required in Academic Writing before taking Academic Writing and the Research Paper or any Writing intensive (W) course

English 101 (4) Composition I: Critical Reading and Responding

Academic Writing and the Research Paper: A grade of C- or higher is required in ENG 101 before ENG 102 may be taken.

English 102 (4) Composition II: Academic Writing and the Research Paper

Computer Fundamentals:

Select from the following:

BUS 102 (4) Business Computer Skills

CS 101 (4) Computer Basics

IT 101 (3) Computer Applications

Foreign Language Requirement: Required—2 years of one high school foreign language or 1 year of college. (One year of college or university study of a single foreign language or two years of high school study of a single foreign language.)

Basic Quantitative Skills: Students must pass a Basic Quantitative Skills course or achieve a minimum established score on a Quantitative Literacy Assessment Exam to fulfill the Basic Quantitative Skills requirement.

Select from the following:

ADMG 271 (4) Business Math Applications

ECON 130 (5) Foundations for Business Analytics

FIN 174 (5) Personal Finance

MATH 101 (5) Mathematics in the Modern World

Quantitative Literacy course requirement: Note: Students are urged to take a quantitative literacy (Q) class that is also a breadth requirement course or a quantitative literacy (Q) course in their selected major.

Critical Thinking course requirement:

Select from the following:

CS 105 (4) Logical Basis of Computer

CS 112 (4) Foundations of Computer Science

MATH 102 (5) Mathematical Decision Making

PHIL 150 (5) Critical Thinking

All students must have these basic education requirements by the end of the quarter in which they complete 75 credits. (This does not include the foreign language basic skills requirement, which may require more time to complete.) Students who do not meet this standard will have a hold placed on further course registration. To remove the hold, the student must meet with an advisor and submit a program of study to plan successful completion of this requirement. The student's progress will then be monitored by an assigned academic advisor.

Students in the William O. Douglas Honors program should check with their advisor regarding the General Education requirements.

Three (3) of the courses taken to fulfill the breadth requirement must have the writing designation (W) in the list below. A grade of C- or better is required in ENG 101 before taking any of the courses in this category.

BREADTH AREAS

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

Literature and the Humanities. A grade of C- or better is required in ENG 101 before taking any of the courses in this category.

ENG 105 (5) (W) The Literary Imagination: An Introduction to Literature

ENG 247 (5) (W) Multicultural Literature

ENG 347 (5) (W) Global Perspectives in Literature

HUM 101 (5) (W) Exploring Cultures in the Ancient World

HUM 102 (5) (W) Exploring Cultures from 16-19th Centuries

HUM 103 (5) (W) Exploring Cultures in Modern and Contemporary Societies

The Aesthetic Experience.

ART 103 (4) Art Appreciation

FVS 250 (5) Introduction to Film & Video Studies

MUS 101 (5) History of Jazz

MUS 102 (5) Introduction to Music

MUS 103 (5) History of Rock

PED 161 (4) Cultural History of Dance

TH 101 (4) Appreciation of Theatre & Film

TH 107 (4) Introduction to Theatre

Religions and Philosophies of the World.

ART 333 (4) Art & Popular Culture

PHIL 101 (5) (W) Introduction to Philosophy

PHIL 102 (5) (W) Knowledge, Mind & Reality

PHIL 103 (5) (W) What is Enlightenment?

PHIL 104 (5) (W) Moral Controversies
PHIL 105 (5) (W) The Meaning of Life
PHIL 106 (5) (W) Asian Philosophy
RELS 101 (5) (W) World Religions
RELS 102 (5) (W) Religion and Morality
WL 200 (4) World Cultures & Globalization

SOCIAL AND BEHAVIORAL SCIENCES GENERAL EDUCATION – Students must take at least one course from each of the three groups. No more than one class from a single department may be counted toward this requirement.

Perspectives on the Cultures and Experiences of the United States.

ABS 110 (5) Expressive African American Culture
COM 202 (5) Communication Ethics & The First Amendment
ECON 101 (5) Economic Issues
ECON 201 (5) Principles of Economics, Micro
EDEL 120 (4) Educating America
ETS 101 (5) (W) Ethnic Awareness
HED 209 (3) Consumer Health
HED 210 (3) Drugs and Health
HIST 143 (5) (W) US History to 1865
HIST 144 (5) (W) US History since 1865
LAJ 102 (5) Introduction to Law & Justice
POSC 210 (5) (W) American Politics
SHM 101 (4) Evolution of Workplace Safety and Health
SOC 101 (5) (W) Social Problems
SOC 305 (5) (W) American Society
WGS 201 (5) (W) Introduction to Women's & Gender Studies
WGS 250 (5) (W) Intro to Queer Studies

Perspectives on World Cultures.

ANTH 130 (5) (W) Introduction to Cultural Anthropology
AST 102 (3) Introduction to Asian Studies
ATM 351 (4) Socio-Cultural Aspects of Apparel
COM 302 (4) (W) Intercultural Communication
ECON 102 (5) World Economic Issues
GEOG 101 (5) World Regional Geography
HED 317 (3) Global Health
HIST 101 (5) (W) World Civilization to 1500
HIST 102 (5) (W) World Civilization 1500-1815
HIST 103 (5) (W) World Civilizations since 1815
HIST 323 (5) (W) Food & Drink in Global History
POSC 270 (5) Introduction to International Relations
PSY 310 (4) Multicultural Issues in Psychology

Foundations of Human Adaptations and Behavior.

ADMG 372 (4) Leadership and Supervision
ANTH 107 (5) General Anthropology
ANTH 120 (5) Introduction to Archaeology
EDEL 130 (4) Relationship Development Across the Lifespan
FS 337 (4) Human Sexuality
GEOG 108 (5) Introduction to Human Geography
HED 230 (3) Foundations of Public Health

POSC 101 (5) Introduction to Politics
PSY 101 (5) General Psychology
PSY 205 (5) Psychology of Adjustment
PSY 346 (4) Social Psychology
SCED 305 (5) (W) The Story of Science

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

Fundamental Disciplines of Physical and Biological Sciences

BIOL 101 (5) Fundamentals of Biology
CHEM 111 (5) (Q) Introduction to Chemistry/Lab
CHEM 181 (5) (Q) General Chemistry/Lab
GEOL 101/101Lab (5) Physical Geology
GEOL 103/101Lab (5) Geology of Washington
PHYS 106 (5) (Q) Physics Inquiry
PHYS 111/Lab (5) (Q) Introductory Physics

Patterns and Connections in the Natural World

ANTH 110 (5) Introduction to Biological Anthropology
BIOL 200 (5) (W) Plants in the Modern World
BIOL 201 (5) Human Physiology
BIOL 300 (5) Introduction to Evolution
ENST 201 (5) Earth as an Ecosystem
GEOG 107 (5) Our Dynamic Earth
GEOL 106 (5) Earth Science Inquiry
GEOL 107 (5) Volcanoes, Earthquakes, and Civilizations
GEOL 302 (4) Oceans and Atmosphere
HED 320 (3) Environmental Health
PHYS 101 (5) Introductory Astronomy I
PHYS 102 (4) Introductory Astronomy II

Application to Natural Sciences

ANTH 314 (4) Human Variation and Adaptation in Living Populations
BIOL 106 (5) Life Science Inquiry
BIOL 302 (5) Human Ecology
CHEM 101 (5) Contemporary Chemistry/Lab
CHEM 106 (5) (Q) Chemistry Inquiry
ENST 202 (5) Environment & Society
ENST 310 (5) Energy & Society
GEOG 273 (5) Geography of Rivers
GEOL 108 (5) Introduction to Environmental Geology
NUTR 101 (5) Introduction to Human Nutrition
PHYS 103 (5) (Q) Physics of Musical Sound
*STEP 101 (2) (W) (Q) Science Seminar I
*STEP 102 (2) (W) (Q) Science Seminar II
*STEP 103 (1) (W) (Q) Science Seminar III

*NOTE: Only open to freshman students enrolled in STEP program, and all three courses must be completed with passing grade to receive credit for Application of natural Science breadth, the (W) and (Q).

Courses not in General Education but meets the writing (W) or quantitative literacy (Q) requirement.

Quantitative Literacy (Q)

GEOL 305 (4) (Q) Quantitative Reasoning for Geoscientists

MATH 130 (5) (Q) Finite Mathematics

MATH 311 (5) (Q) Statistical Concepts and Methods

MATH 314 (5) (Q) Probability and Statistics

Writing Requirement (W)

GEOL 306 (4) (W) Communicating Geoscience

GEOL 384 (4) (W) Ocean, Atmosphere and Climate Interactions