

**REGULAR MEETING**  
**Wednesday, March 01, 2023, 3:10 p.m.**  
**Minutes**

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

All Senators were present except: Vanessa Hunt and Hideki Takei

Guests: Jeff Dippmann, Jason Knirk, Gail Mackin, Pam McMullin-Messier, Sathy Rajendran, Jeff Stinson, Yoshiko Takahashi, Arturo Torres, Maura Valentino, Claudia Dumitrescu, Astrid Vidalon Shields, Erica Holley, Brady Smith, Gail Mackin, Ediz Kaykayoglu, Charles Johnson, Rose Spodobalski Brower, Sydney Thompson, Warren Plugge, Joy Fuqua, Joseph Pearson, Francesco Somaini, Seve Wenger

**CHANGES TO AND APPROVAL OF AGENDA** Approved

**MOTION NO. 22-20(Approved): APPROVAL OF MINUTES** of February 1, 2023

**COMMUNICATIONS** - None

**Web policy** – Marty Romero, Director of Web Services indicated that the draft of policy will be the governing document for web pages. This is an opportunity to provide feedback around the website policy as well as the new website design. You can contact Mart at [Marty.Romero@cwu.edu](mailto:Marty.Romero@cwu.edu).

**Wildcat Shop** – Steve Wenger talked about the financial situation of the Wildcat Shop. They are currently not in a sustainable position. Steve talked through some options. One is to stay status quo. This would allow local control, on campus support for faculty and students, and convenience. However, this would mean the Wildcat Shop would need to be subsidized \$500,000 - \$650,000, continued pressure on staff to reduce costs, and continue pressure on revenue as students can purchase materials anywhere. Another potential solution is to outsource the store. The advantage of this option is that a third party assumes the risk and liability. However, some of the disadvantages are we lose control over pricing, staff, services. The student services are limited. We lose flexibility with sponsorships of academic and other initiatives. The square footage is tied up by the third party. The state has limitations on contracting and there is no guarantee that this option would cover deb service/admin fee. Steve also mentioned we could outsource course materials to an off-campus third party and re-allocate or re-think the square footage of the Wildcat Shop. Some of the advantages of this option would be reduced labor costs, creates an online inclusive shopping experience for students, creates new student experience/community spaces in the SURC, and some revenue from a third party. Some of the disadvantages are the add/drop changes could affect students adversely. Last minute, late faculty adoptions, or last-minute changes difficult to accommodate. New adoption process/software. Initial investment required for programmatic changes and doesn't solve financial problems. Steve also presented equitable access as a possible solution. This process would allow for academic freedom. It solves inequity among majors in course materials cost. It would give a predictable cost for incoming students and first day access for a majority of the materials. Steve asked for feedback on the different solutions.

**Syllabi Statement** – Jaeda Nelson, Wildcat Pantry Coordinator – Noah Dixon presented that students have brought up concerns that current syllabi contain outdated information and/or little no information on available resources to support them. This syllabus statement acts as a live document to provide the most up to date information regarding essential services on and off campus. It was developed by the Wildcat Essentials Coalition which is made up of 20 organizations, offices, and departments on campus working to amplify and elevate essential services for students. Many students do

not come to college on equal footing. It is important for CWU to recognize those experiences and normalize the use of resources to achieve great things at CWU. We encourage faculty to refer students to Case management when discussing available options.

#### Wildcat Essentials Syllabus Statement

Every CWU student should have access to resources that support their holistic well-being. If you need help with transportation, food access, a safe place to live, or any other circumstance that may affect your health and well-being, we invite you to engage with any of the following resources:  
Wildcat Essentials Resource Page

#### Welcome Survey

For those interested in integrating a tangible practice into your curriculum, we wanted to share about the Welcome Survey. This is completely optional and voluntary assignment for students to share the responsibilities they have outside of class, any concerns they may have going into class, and other information that may impact their ability to learn. Students decide to make it an anonymous submission or include their name. All answers are for faculty use. It does not need to be shared with anyone else. This can help create a sense of safety for students and knows they are valued. Also helps ensure professors are aware of the type of students they are teaching and are creating inclusive learning environments.

**SENATE CHAIR REPORT** - Chair Samples talked about General Education assessment. The Executive Committee (EC) is pursuing a new solution for the sustainable assessment of the General Education program. Where we would create a workgroup to college and analyze the assessment data. The workgroup would be administered by the Office of Undergraduate Studies, would include faculty in its membership, and would provide reports to the Faculty Senate General Education committee (GEC). The GEC would then use these reports to make recommendations for the improvement of the program. We have consulted with Dean Takahashi and the General Education committee on these changes and hope to have policy changes to Senate for consideration in spring quarter.

Mark reported that Provost DenBeste shared with the Executive Committee (EC) a new proposed process for discussing new academic programs so that we can have a more holistic picture of new programs across campus. For any faculty members who are considering proposing new programs, I would encourage you to talk with your chair and faculty department colleagues early on in the process.

The Shared Governance Group had its third meeting this past Monday, February 27. They are currently studying and discussing a series of AAUP documents on the role of faculty in shared governance. The discussions have been honest and beneficial and have fostered clarity around the principles of shared governance in universities, and at Central Washington University. One principle that has emerged in several AAUP statements is that faculty members require participation and the more faculty do participate in shared governance, the stronger our authority will be.

Please feel free to reach out to me as needed with questions or comments, or come to Open EC to share your questions, comments, or concerns.

#### **FACULTY ISSUES**

Here are some updates to faculty concerns that have been brought forward:

1. Senator Erdman brought up a concern from Non-Tenure-Track faculty about the persistence of being deadnamed in academic early alerts. Talked with James Jankowski and Ginny Tomlinson about this. Ginny shared the academic early alert has been updated to use the preferred names for students. Some systems have been updated to use preferred names. This project has been put on hold for now while IS moves to the cloud-based system.

2. Senator Beng noted that when faculty provide recommendations for students applying for a graduate program at CWU, neither the student nor the faculty member receive email notifications. I reached out to Rodrigo Renteria-Valencia, Associate Dean of Graduate Studies, about this issue. He told me that Senator Beng is correct, and that notifications do not currently go out. The long-term solution for this is a new communications system, Slate, which will send notifications to faculty and students. In the meantime, Graduate Studies is implementing a pop-up window in PeopleSoft confirming that the recommendation letter has been submitted. Students can also go into MyCWU to check application status, and faculty can reach out directly to Graduate Studies to confirm that their recommendations have been received.

## **New Issues**

Senator Erdman brought forward a concern around deadnaming. Individuals have indicated to her they are being hurt by the term “preferred name” and could we utilize something else.

**STUDENT REPORT** - Brady reported that Second Harvest was on campus from 11-3 today. They had about 250 family’s worth of food to pass out. They almost completely handed out what they had. What was left was taken to the Wildcat Pantry. In April they will be partnering with the Wellness Center Dare to Care for sexual assault resources for both on campus and off campus resources. CWU Mariners night is the end of April. There will be buses to transport students. The student board of directors have two meetings Monday in pit and Thursday in ASCWU office. Student Senate has been discussing advising concerns within academic colleges. Feedback from students in programs that layout what courses you should take every quarter to stay on track, but these courses are not always being offered those quarters causing students to get off track. Need to have departments update advisors of some of these changes so they can advise students more accurately. They have also been having conversations regarding artificial intelligence (AI) conversations. Concerns of faculty not knowing of the work of students is generated by AI or by the student and some may be punished because faculty can’t tell the difference. Any policies should keep some of that in mind.

**OLD BUSINESS** - None

## **REPORTS/ACTION ITEMS** (45 Minutes)

### **SENATE COMMITTEES:**

#### **Executive Committee**

**Motion No. 22-21(Approved):** Recommends ratification of Faculty Senate committee appointments as outlined in Exhibit A.

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

**Motion No. 22-14(Approved):** Amend Section IV.D.1.f Faculty Senate Standing Committees as shown in Exhibit B.

**Motion No. 22-22: (First reading of three):** Amend Section I.B.1. a., b., c Election and Removal of Department Chairs, as outlined in Exhibit C.

**Motion No. 22-23: (First reading of three):** Amend Section: IV.B.1.a.i and iv. Faculty Senate, Membership, voting members as outlined in Exhibit D.

#### **General Education Committee – written report**

**Motion No. 22-24(Approved):** Recommends amending the General Education rules as outlined in Exhibit E.

### Curriculum Committee – written report

**Motion No. 22-25(Approved):** Recommends approving the 2023-2024 General Education program change as outlined in Exhibit F.

**Motion No. 22-26(Approved):** Recommends approving the new Food and Agribusiness Innovation Minor/Type B certificate as outlined in Exhibit G.

**Motion No. 22-26a(Approved):** Senator Goerger moved to amend Motion No. 22-26 to include that this is also a minor as well as Type B certificate. Motion was seconded and approved.

**Motion No. 22-27(Approved):** Recommends approving the Construction Management Major, BS to increase credits and continue to be over credit as outlined in Exhibit H.

### Evaluation and Assessment – written report

### Anti-racism, Diversity, and Inclusivity Committee – written report

### Faculty Legislative Representative – written report

There are three bills listed on the written report being in the Rules committee that have moved out of that committee now. HB 1316 Expanding Access to Dual Credit Programs has moved out the House Rules committee and now the House can elect to put this up for discussion and potential vote or not. SB 5711 Extending the Terms of Eligibility for the Washington College Grant Program. This bill is to bring the state funding in line with federal funding. This is also out of the House Rules Committee. SB 5593 Improving Equity in the Transfer of Student Data between K-12 Schools and Institutions of Higher Education. Other bills still in committee include HB 1522 Addressing Sexual Misconduct at Scholarly or Professional Associations, HB1559 Establishing the Student Basic Needs at Public Postsecondary Institutions Act, SB 5736 Addressing High Demand Workforce Shortages, SB 4058 Eliminating College in the High School Fees, SB 5655 Creating the Washington Achievers Grant Program, SB 5670 Permitting 10<sup>th</sup> Grade Students to Participate in Running Start in Online Settings. A week from today is the cutoff deadline for bills to get out committee. March 29<sup>th</sup> is the cutoff for bills getting out of the opposite house.

**PRESIDENT** – The College in the High School is something we are very strongly supporting. It creates a pipeline of students and working with school districts to offer these courses. The funding from the state would be good for Central as well as draw on those students to potentially attend Central. Regarding Capital projects the Governor and the Senate supported the NAC and the multicultural center. The House on the other hand is opposite and they are supporting the Psychology building. Recently sent out an email about Student Engagement and Success (SES). We have hired a new VP of Student Engagement and Success that will start on June 1<sup>st</sup>. Included the draft structure of SES. Will be having additional conversations to make some final decisions on the structure. Starting to ramp up conversations about the NWCCU accreditation and self-study that will be in 2-1/2 years. Received several recommendations on assessment, strategic planning, and advising at the last accreditation visit. Reminder the values and strategic plan framework and the feedback on the three models is due by March 17<sup>th</sup>. President's Diversity Awards are tomorrow night in the SURC Ballroom.

**PROVOST** – SB 5277 after discussions we have decided to move forward, for this year only, with a CLA course on Microaggressions in the Workplace. This course takes approximately 28 minutes. All new faculty and staff will need to take this course. Training is required by the Senate Bill, and this course will fulfill this need, although not as well as we would like. We know we will need to work on planning a training for next year. We need to assure that not only new faculty and staff receive training but at least 80 percent of faculty and staff complete training every two years. There is also a student training component that we are starting to have conversations about. Provost talked about the new Associate of Arts degree proposal. Goal is to help students who have stopped out. This could help our first-generation students, some who feel that a four-year degree is not for them or is too long. This could help these students. Could help

students who stop out for a lot of life reasons. Would help them leave with at least a degree and hopefully they will return later to finish their four-year degree. Most of these students are already Central students. This would help recognize the effort they have put in.

**CHAIR-ELECT** – The next open Executive Committee meeting will be next Wednesday from 3:00-4:00 p.m. in the Grupe Center.

**NEW BUSINESS** - None

Meeting was adjourned at 5:05 p.m.

## Exhibit A

Committee	Faculty Member	Department	Term
<b>Academic Affairs Committee</b>			
1 CAH faculty vacancy	Francesco Somaini	Communications	6/15/23 – 6/14/26
<b>Budget and Planning Committee</b>			
1 CAH faculty vacancy	Gary Bartlett	Philosophy & Religious Studies	6/15/23 – 6/14/26
1 CEPS faculty vacancy	Samuel Pavel	Aviation	6/15/23 – 6/14/26
1 CB faculty vacancy	Ke Zhong	Accounting	6/15/23 – 6/14/26
1 Senior Lecturer vacancy	Lila Harper	CAH/Grad Studies	6/15/23 – 6/14/26
<b>Bylaws and Faculty Code</b>			
2 faculty senator vacancies	Nathan White	ITAM	6/15/22 – 6/14/24
<b>General Education Committee</b>			
1 CAH faculty vacancy	Vacant		6/15/23 – 6/14/26
1 CEPS faculty vacancy	Vacant		6/15/23 – 6/14/26
1 CB faculty vacancy	Janie Zencak (NTT)	Management	6/15/23 – 6/14/26
1 COTS faculty vacancy	Elaine Glenn (NTT)	Geography	6/15/23 – 6/14/26
<b>Evaluation and Assessment Committee</b>			
1 CAH faculty vacancy	Vacant		6/15/23 – 6/14/26
1 CEPS faculty vacancy	Warren Plugge	ETSC	6/15/23 – 6/14/26
1 LIB faculty vacancy	Vacant		6/15/23 – 6/14/26
<b>Antiracism, Diversity, and Inclusivity Ad Hoc Committee</b>			
2 faculty vacancies	Cynthia Pengilly	English	3/1/23 – 6/14/23
	Vacant		

## Exhibit B

### Bylaw and/or Code Section:

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

New                      Revision X

### Summary of changes and/or additions:

Removal of the following sentence from the Budget and Planning Committee description, "If the motion passes, the original recommendation shall be considered rejected or amended, and shall not be proposed by the BPC to the PBAC."

### Rationale for changes and/or additions:

Sentence is procedural and based on previous sentence, is redundant.

### Change:

Section IV. Faculty Senate

D. Committees

1. Standing Committees

- f. The BPC shall be concerned with the overall university budget, the implementation of and changes to the budgeting model, and the impact of the university budget on academics. The committee will facilitate a two-way flow of information between faculty at the department level and the President's Budget Advisory Council (PBAC). It shall make budgetary recommendations on behalf of faculty and as representatives of the faculty to the PBAC. Whenever possible, especially on matters of great importance, the BPC's recommendation must be voted upon by the Senate. Any senator may make a motion to reject or amend a proposed recommendation by the committee. ~~If the motion passes, the original recommendation shall be considered rejected or amended, and shall not be proposed by the BPC to the PBAC.~~ The BPC shall perform other duties as assigned by the EC.

## **Exhibit C**

**Bylaw and/or Code Section: Section I.B.1.a, b, c.**

**Title of Section:** Section I. Faculty, B. Other Appointments, 1. Election and Removal of Department Chairs, a. Election of Department Chairs, b. Removal or Replacement of Chairs, and c. Filling Temporary Chair Vacancies

**New                      Revision X**

**Summary of changes and/or additions:**

Change aligns Faculty Code with the CBA.

**Rationale for changes and/or additions:**

Aligning the Faculty Code with the CBA was required to ensure that Code reflects the most current version of the CBA. The EC felt that duplicating the CBA language rather than simply referencing the CBA strengthens the Faculty Code.

\*rather than identifying inconsistencies between Code and the CBA and in an effort to ensure an exact match, a complete substitution of the CBA language appears below.



## Section I. Faculty

### B. Other Faculty Appointments

The specific rights and responsibilities of faculty working in special roles shall be delineated in the agreement and/or contract with the appointing authority, subject to the terms of the CBA, e.g., interdisciplinary program director, academic program director within a department or graduate program director.

#### 1. Election and Removal of Department Chairs

##### a. Election of Department Chairs

- ~~i. Department chairs are appointed to a four-year term.~~
- ~~ii. Department chairs are appointed upon the joint recommendation of the appropriate dean and department based on the process described below.~~
- ~~iii. For internal searches, each department holds an election to select its chair at a meeting presided over by the appropriate dean. The election of a chair is subject to the approval of the dean, the Provost, the President, and the BOT.~~
- ~~iv. Only eligible faculty in a department shall vote. Eligible faculty include tenured and tenure-track faculty and nontenure-track faculty holding the title of assistant professor or senior lecturer as defined by the CBA. All eligible faculty shall be given a minimum of five (5) business days' notice of the meeting date. Reasonable effort should be made to include, by proxy vote or absentee ballot, eligible faculty who are in off-campus positions or on leave.~~
- ~~v. The election result shall be determined by simple majority vote of eligible faculty. Ballots must be cast in person, by certified proxy or by absentee ballot.~~
- ~~vi. In the case where three or more candidates are running, if no candidate receives a simple majority, there shall be a runoff vote for the candidates receiving the two highest votes.~~
- ~~vii. If two or fewer candidates are running and no candidate receives a simple majority, the election shall be considered a failed election and paragraph (viii) below shall govern.~~
- ~~viii. In cases where no candidate achieves a majority vote in an election, the dean, in consultation with the Provost, may appoint an acting chair or chairs for a period not to exceed two (2) years.~~

- ix. ~~In consultation with the department faculty (identified in paragraph iv. above) and the Provost, the appropriate dean may initiate an external search for a chair. An external search for a chair must follow university hiring policy and procedure.~~
- x. ~~Departments may elect an individual to serve as department chair or two individuals to serve as co-chairs. The latter may have varying responsibilities and terms within a calendar year (e.g., academic year chair and summer term chair). Department policies must specifically address and delineate which one has the responsibilities for department management decisions such as budget, personnel, and curricular matters.~~

Department chairs are appointed upon the joint recommendation of the appropriate Dean and department based on the process established in CBA (CBA section 12.2.1). Department chairs are appointed to a four-year term (CBA section 12.2.2).

- i. For internal searches, each department holds an election to select its chair using a process supervised by the appropriate Dean. The election of a chair is subject to the approval of the Dean and the Provost.
- ii. Unless approved in writing by the Provost, only tenured faculty are eligible to serve as department chair. iii. Only eligible faculty in a department shall vote. Eligible faculty include tenured faculty, tenure-track faculty, and senior lecturers with annual or multi-annual contracts teaching one-half time or more in that department. All eligible faculty shall be given a minimum of five (5) business days' notice of the ballot date. Reasonable effort should be made to include by proxy vote or absentee ballot, eligible faculty who are in off-campus positions or on leave.
- iv. The election result shall be determined by absolute majority of the votes cast by eligible voters. Ballots must be cast either in person, by certified proxy, or by absentee ballot.
- v. In the case where three or more candidates are running, if no candidate receives an absolute majority of the votes cast by eligible voters, there will be a runoff vote for the

candidates receiving the two highest vote totals. If two or fewer candidates are running and no candidate receives an absolute majority of the votes cast by eligible voters, the election will be considered a failed election. In such failed elections the Dean, in consultation with the Provost, may appoint an acting chair or chairs for a period not to exceed two (2) years.

- vi. In consultation with the department faculty eligible to vote and the Provost, the Dean may initiate an external search for a chair. An external search for a chair must follow university hiring policy and procedure.
- vii. Departments may elect an individual to serve as department chair or two individuals to serve as co-chairs. The latter may have varying responsibilities and terms within a calendar year (i.e., academic year chair and summer term chair). Prior to the election, roles and responsibilities of each co-chair will be delineated in consultation with the Dean and must specifically address and delineate which one has the responsibility for department management decisions such as budget, personnel, and curricular matters.

(CBA 2021 –2023, Section 12.3.1.)

b. Removal or Replacement of Chairs

- ~~i. At any time, a simple majority of eligible faculty within a department may petition in writing to the appropriate dean for a review of the chair's effectiveness.~~
- ~~ii. If after the review, the appropriate dean, in consultation with the Provost, determines that a vote to recall and/or remove a department chair is warranted, the dean shall assure that a vote is conducted by secret ballot. The chair shall not participate in the balloting. All eligible faculty shall be given a minimum of five (5) business days' notice of the ballot date. Reasonable effort should be made to include, by proxy vote or absentee ballot, eligible faculty who are in off-campus positions or on leave.~~
- ~~iii. The appropriate dean may remove a chair at any time after consulting with an considering input from the Provost, the chair and the eligible~~

~~faculty of the department if, in the judgment of the dean, removal is in the best interest of the department or the university.~~

- i. At any time, an absolute majority of faculty eligible to vote for department chair may petition in writing to the Dean for a review of the chair's effectiveness.
- ii. If after the review, the Dean, in consultation with the Provost, determines that a vote to recall and/or remove a department chair is warranted, the Dean shall assure that a vote is conducted by secret ballot. The chair shall not participate in the balloting. All eligible faculty shall be given a minimum of five (5) business days' notice of the ballot date. Reasonable effort should be made to include by proxy vote or absentee ballot, eligible faculty who are in off campus positions or on leave.
- iii. The Dean may remove a chair at any time after consulting with and considering input from the Provost, the chair, and the faculty eligible to vote for department chair, if in the judgment of the Dean, removal is in the best interest of the department or the University.

(CBA 2021 – 2023, Section 12.3.2.)

c. Filling Temporary Chair Vacancies

- ~~i. When a chair is to be absent from the campus for a quarter or more, including summer, the department shall elect an acting chair from within its ranks, in accordance with I.B.1 above, if for any reason the department is unable to elect an acting chair, the appropriate dean can appoint an acting chair for no more than one quarter.~~
- ~~ii. An elected acting chair may serve for a period of up to two (2) years.~~
- ~~iv. When the chair is to be on leave for more than two (2) academic years, the chair must resign and a new chair is elected.~~
- i. When a chair is to be absent from the campus for a period of less than a full academic year, the appropriate Dean, in consultation with the department faculty eligible to vote for department chair can appoint an acting chair. When a chair is to be absent from campus for a period of a

full academic year or longer, the department shall elect an acting chair, in accordance with Section I.B.1.a.

- ii. An elected acting chair may serve for a period of up to two (2) years.
- iii. When the chair is to be on leave for more than two (2) academic years, the chair must resign and a new chair be elected.

(CBA 2021 – 2023, Section 12.3.3.)

# Exhibit D

Bylaw and/or Code Section: IV.B.1.a.i and iv.

Title of Section: Faculty Senate, Membership, voting members

New                      Revision X

## Summary of changes and/or additions:

In an effort to clarify who is eligible for department senator alternates, a new section has been added.

## Rationale for changes and/or additions:

Clarification was needed.

## Proposed change:

Faculty Code Section IV. Faculty Senate

B. Membership

1. The Senate shall include:

a. Voting members

The following voting members are selected from faculty who hold no concurrent exempt appointment.

- i. One senator ~~and an alternate~~ elected by and from the Tenure Track/Tenured Faculty (TT/T) faculty from each academic department and the library.
- ii. One alternate elected by Tenure Track/Tenured (TT/T) faculty from the Tenure Track, Tenured, and full-time Senior Lecturer faculty from each academic department and the library.
- ~~iii.~~ iii. Additional senators, elected as directed in paragraph I above, allocated to departments as specified in the Senate Bylaws (Bylaws).
- ~~iii.~~ iv. One senator-at-large and an alternate from each of the university centers that have at least five full-time faculty. Also one senator-at-large and an alternate for the remaining centers with fewer than five full-time faculty. Senators-at-large and alternates may be full-time Non-Tenure Track Faculty (NTT), and are elected by the faculty at the respective center(s).
- ~~iv.~~ v. Two NTT senators ~~faculty members~~ and two alternates senators are elected from the NTT faculty in the spring quarter for the following year by those NTT faculty under contract in the preceding winter quarter. The senators and alternates shall serve for one academic year contingent on continued employment as NTT faculty at CWU. The EC shall oversee the election.

# Exhibit E

## General Education Program Rules

The following rules govern the main elements of the General Education Program (GEC), including the First Year Experience, Pathways, Knowledge Areas, and Culminating Experience Courses.

### Rules for Program Management

1. Each General Education course must address at least one of the basic skills: creative thinking, critical thinking, diversity awareness, information literacy, oral communication, professional competencies, quantitative reasoning, and written communication.

2. Online offerings must be provided such that online students are able to complete the Gen Ed program over the course of a full academic year.

### **First Year Experience**

#### **PADstone**

1. An approved **PADstone** (e.g., XYZ 184) may be offered with multiple subtopics as long as outcomes are still being met. Sub-topics are submitted to the General Education Committee for review and are shared with the campus community.
2. The **PADstone** classes will be capped at **twenty** (20) students.
3. Transfer students who have not completed their General Education requirements **and** who have not transferred at least 45 credits must complete **a PADstone** course if they have not completed equivalent coursework (courses with equivalent outcomes as determined by the GEC and/or Registrar).

#### Quantitative Reasoning

1. Quantitative reasoning (QR) courses are to be capped at a maximum of thirty-five (35) students. Every QR course must have a minimum pre-requisite of a placement resulting in eligibility for MATH 101 or successful completion of MATH 100B with a grade of C or higher. QR courses may have more demanding pre-requisites as long as these imply that the minimum pre-requisite is met.

#### Academic Writing I

1. The Academic Writing I classes are to be capped at twenty-five (25) students. ~~Academic Writing I courses must have a pre-requisite of “Students must achieve an appropriate assessment before enrolling in an Academic Writing I course”. Academic Writing II courses must have a pre-requisite of “Students must achieve a C- or better in Academic Writing I prior to taking Academic Writing II”. 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 AWI or ENG 101B with a C- or higher.~~

## Rules for Students

1. All students except transfer students must complete their First Year Experience courses (PADstone, Academic Writing I, and Quantitative Reasoning) by the end of the quarter in which they complete 60 credits.
2. Transfer students without a Direct Transfer Agreement (DTA) must satisfy the First Year Experience within 3 quarters of enrolling at CWU.

## Pathways

The Pathways are intended to excite and engage students in their General Education experience and help them draw connections between different disciplines and perspectives on a given topic.

### Rules for Students

1. In fulfilling the required Knowledge Areas, students must take at least three (3) courses in a single Pathway.

### Rules for Course Management

1. Courses in the Pathway will provide opportunities to draw connections to ideas from other courses and experiences in the Pathway.
2. Each course within a Pathway must address at least two (2) of the criteria listed for that Pathway.
3. Courses may be offered in up to three (3) Pathways. Each course may be in up to three (3) Pathways and must meet at least two (2) of the criteria of each of those pathways.
2. 4. Online offerings must be provided such that online students are able to complete at least three (3) courses in at least one (1) pathway within an academic year.

## Knowledge Areas

### Rules for Students

1. Students must take one course in each of the eight Knowledge Areas.
2. Courses from a single department or interdisciplinary program may count toward no more than two Knowledge Areas in General Education.
3. All students except transfer students must complete Academic Writing II by the end of the quarter in which they complete 90 credits..

Transfer students without a Direct Transfer Agreement (DTA) must complete an Academic Writing II course within 3 quarters of enrolling at CWU.

### Program Rules for Offering Courses

1. All courses offered in a Knowledge Area must meet ALL outcomes in that Knowledge Area.
2. A given course may only be offered within one (1) Knowledge Area.



3. There is no limit to the number of courses that a program may offer within a given Knowledge Area.
4. All courses must be offered at least once every other year.
5. The Academic Writing II courses are to be capped at twenty (25) students.
6. All Knowledge Area courses must be four (4) or five (5) credits.
7. All classes in Physical and Natural World must include a lab component. A lab component can take the form of: 1) a separate contact type designation (see CWUR 2-50-060 Curriculum Rules for Implementation) of either LAB (Laboratory) or LEP (Lecture and Practice) that is associated with activities or exercises that clearly meet expectations of a laboratory component and constitute a significant amount of graded work; 2) a number of hands-on lab activities comprising a significant amount of graded work within a course described as “integrated lecture and lab”; or 3) a number of significant graded exercises typical of what might occur in a laboratory that could be conducted either online or independently by the students that approximated the typical work requirements of a laboratory component.

## Culminating Experience Courses

1. Programs may propose capstone courses to satisfy the Culminating Experience and simultaneously satisfy a department program requirement.
2. \_\_\_\_\_
3. Culminating Experience courses may have prerequisites.
4. General culminating experience options will be offered for students who do not have major-specific Culminating Experience courses available to them and must be capped at 20 students..

## Exhibit F

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# General Education at CWU

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## 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.

~~BIOL 213 Introductory Biostatistics (4)~~

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 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).

#### **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 Literary Traditions: Expressive Culture from Folktales to Rap (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](#)

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

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 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

GEOL 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

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 16<sup>th</sup> through 19<sup>th</sup> 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.

AIS 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) 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 21<sup>st</sup> 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  
GEOL 108 Earth and Energy Resources (4) – P3: Perspectives on Current Issues, P4: Social Justice, P5: Sustainability  
GEOL 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)  
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)

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)

ELEM 471 Elementary Education Capstone (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)

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)  
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)



## Exhibit G

# Food and Agribusiness Innovation Type B Certificate [Food and Agribusiness Innovation - Fall - 2023 | Curriculog](#)

### Program Requirements

Program Requirements

MGT 200 Tactical Skills for Professionals (5)

OR

ENTP 200 Tactical Skills for Professionals (5)

AGB 361 Food and Agribusiness Marketing (5)

ACCT 301 Accounting Skills for Non-Accounting Majors (5)

OR

ACCT 251 Financial Accounting (5)

ENTP 300 Principles of Entrepreneurship (4)

AGB 330 Agri-Food Systems Innovations (3)

ENTP/AGB 420 Agribusiness Entrepreneurship and Innovation (5)

### **Total Credits: 27**

(2) Type B. Collaborative Undergraduate Certificate Programs: Programs that admit both matriculating students and non-matriculating students and offer a set of courses that includes regular course offerings appearing in the CWU catalog and administered by CWU Colleges are classified as "Collaborative Certificate Programs." These programs are developed, taught, and offered by academic departments housed in colleges in cooperation with the office of continuing education.

## Exhibit H

# Construction Management Major, BS [Construction Management Major, BS - 2023](#) [Curriculum](#)

### 1. Required Courses Credits: ~~127~~ 135

ACCT 301 Accounting Skills for Non-Accounting Majors (5)  
BUS 241 Legal Environment of Business (5)  
CMGT 101 Construction and the Built Environment (4)  
CMGT 201 Computer Applications in Construction (3)  
CMGT 265 Construction Documents (3)

CMGT 267 Plane Surveying (3)

**AND**

CMGT 267LAB Plane Surveying Field Session (1)

**OR**

CMGT 267LABHC Heavy Civil Highway Field Session (Put on reserve 9/16/22, will go inactive 8/24/25) (1)

CMGT 320 Electrical Systems (3)  
CMGT 343 Construction Estimating I (4)

CMGT 344 Construction Estimating II (4)

**OR**

CMGT 345 Heavy Civil Estimating II (4)

CMGT 346 Construction Methods and Materials (4)

**OR**

CMGT 347 Heavy Civil Methods and Materials (4)

CMGT 440 Temporary Structures (4)

**OR**

CMGT 441 Wood and Steel Construction (4)

CMGT 442 Building Mechanical Systems (3)

**OR**

CMGT 443 Heavy Civil Utilities (4)

CMGT 444 Codes, Contracts, and Specifications (4)

**OR**

CMGT 445 Heavy Civil Contract Law (4)

CMGT 447 Construction Planning, Scheduling, and Control (4)  
CMGT 450 Soils and Foundations (4)

**CMGT 452 LEED in Sustainable Construction (4)**

CMGT 455 Principles of Construction Management (4)

**OR**

CMGT 456 Principles of Heavy Civil Construction Management (4)

CMGT 460 Concrete Construction (4)

**OR**

CMGT 461 Pavement Design and Construction (4)

CMGT 481 Construction Management Capstone (4)

**OR**

CMGT 481A Construction Management Capstone I (2)

**AND**

CMGT 481B Construction Management Capstone II (2)

**OR**

CMGT 495A Construction Management Competition Preparation – Fall (2)

**AND**

CMGT 495B Construction Management Competition Preparation – Winter (2)

CMGT 485 Construction Accounting, Finance, and Contemporary Topics (4)

CMGT 488 Professional Certification (1)

COM 345 Business and Professional Speaking (4)

ECON 201 Principles of Economics Micro (5)

ETSC 161 Architectural Computer Aided Design (3)

ETSC 301 Engineering Project Cost Analysis (4)

ETSC 311 Statics (4)

ETSC 312 Mechanics of Materials (4)

~~GEOL 101LAB Introductory Geology Laboratory~~

**ETSC 490 Cooperative Education (1-12)**

**(Must be taken for 4 credits)**

GEOL 101 Introduction to Geology (5)

MATH 172 Calculus I (5)

MATH 173 Calculus II (5)

MGT 380 Organizational Management (5)

PHYS 181 General Physics I with Laboratory (5)

SHM 323 Construction Safety and Health (3)

## **~~2. Select one from the following: Credits: 4~~**

~~1. CMGT 452 LEED in Sustainable Construction~~

~~2. {Left}~~

**OR**

~~3. ETSC 490 Cooperative Education~~

~~4. {Right}~~

~~(Must be taken for 4 credits)~~

~~5. {After}~~

~~OR Department Approved Elective Course Credits: (4)~~

## **3. Total Credits: ~~131~~ 135**

# REPORTS

## Faculty Senate Curriculum Committee Report January 11, 2023

FSCC continues to meet via Zoom at least every other week, with extra meetings in January and February when warranted. has met seven times thus far this academic year: an informational welcome and workshop on September 29, and six regular meetings on October 6, October 20, November 3, November 17, December 1, and an email vote conducted on December 15 to approve the December 1 log. All meetings have been conducted through Zoom, and will continue that way for the academic year. Beginning in winter quarter, we are scheduled to meet every week while we review incoming proposals, which always spike at this time of year.

As noted in our last report, the committee is back at full membership, with Cosette Bilski, the student representative, meeting with the committee for the first time on February 16<sup>th</sup>. Dippmann is concluding his second year as chair, and Benjamin White (Physics/COTS) has been elected chair-elect for the 2023-24 academic year (our previous chair elect needed to step down).

The committee completed its work on one of our major priorities by updating the taxonomy used for learning outcomes and assessment. As noted in our last report, the version available to faculty has not been revised since 2014 and current trends in assessment have made it outdated. We continue to honor the verbs used in the 2014 taxonomy for the remainder of the 2022-2023 academic year. However, the proposed revised taxonomy has been submitted to FS EC for review and approval with the goal of inaugurating the new one prior to anticipating incoming proposals next fall. Based on work with CETL (Joy Fuqua and Ian Quitadamo), we will also be sharing our revisions with multi-modal and soliciting further feedback if necessary.

We have been in consultation with the Academic Affairs committee to formally describe the specifications and requirements for the new proposed Associate of Arts undergraduate degree type. The program curriculum remains on hold by the CC until that degree type has been created

The committee's primary work this quarter continues to be the review and approval of the latest curriculum proposals. This remains the busiest time of year for the logs, and we remain committed to turning these around as quickly as possible and ensuring that the process continues to run smoothly and efficiently. This quarter, through the work of Janet Shields and Elizabeth Brown, we have been experimenting with a randomizer that assigns curriculum reviews equitably among voting members of the committee. Rather than seeing some of our members having 50 proposals to review while others may have 10, the distribution of assignments is much more balanced. The new tool appears to be working smoothly and we will continue to utilize it over spring quarter.

As with previous reports, we continue to review and update the policies (CWUP 5-50) and procedures (CWUR 2-50) related to curriculum, in particular those focusing on prerequisites found in minors and certificates, definitions of "program," and cleaning up language concerning the first year experience course. The S/U policy has also reappeared as an ongoing concern and is under review.

General Education Committee Report  
February 27, 2023.

<b>Charge Number</b>	<b>Timeline for Charges</b>	<b>General Education Committee Charges</b>	<b>Results</b>
6	Fall	Review and approve proposals to add courses to or remove courses from the General Education program.	We finished reviewing all courses, and they now move onto curriculum committee.
2	Ongoing	Communicate with the Dean of Undergraduate Studies regarding administration of the General Education Program and its operation as an independent unit.	Dean Takahashi has been attending our meetings and has met with the Chair of the Gen Ed committee and an open line of communication has been established.
	Ongoing	Review student petitions to courses from the General Education Program. Timeline: Ongoing	No student petitions.
9	Ongoing	Monitor the mapping of paths within the existing General Education Program framework for online-only students to be able to complete Gen Ed requirements	Thanks to the new Dean of Undergraduate Studies, Yoshiko Takahashi we have data on past online enrollment, and we will analyze this data.
3	Fall	Review, seek broad input, and make decisions about any proposed General Education Program framework and rules changes.	We have updated the rules to clarify and reflect actual practice. This now moves on to the curriculum committee.
4	Winter	Collaborate with the Dean of Undergraduate Studies on collecting data for the General Education assessment plan. Communicate an assessment product with stakeholder appropriate reporting.	Thanks to the new Dean of Undergraduate Studies, Yoshiko Takahashi we already have data on past enrollment by quarter and we will analyze this data to inform future discussion and decisions. We have discussed assessment options and worked with the administration to formulate a sustainable plan.
10	Ongoing	Monitor how General Education course changes affect students' Academic Requirements reports and the issues that arise	We have discussed issues with the AR reports in the DHC.

11	Ongoing	Continue working with the ADI ad-hoc committee as needed on work related to the implementation of the ADI requirement.	We have discussed how the ADI requirement fits into Gen Ed.
12	Spring	Review committee procedures manual and update as required	Not started.
5	Winter	Consider ways to assist faculty in the process of submitting General Education assessments.	We are working closely with the chair of the faculty senate accreditation liaison and the Dean of Undergraduate Studies, Yoshiko Takahashi to formulate a sustainable plan for Gen Ed assessment.
7	Winter	Continue exploring options on how General Education Program milestones are displayed on students' transcripts.	Will be working with Multimodal to discuss badging options because milestones cannot be displayed on transcripts by rule.
8	Winter	Consider revisions to the General Education Rules policy	We have revised the rules and passed it on to the next step.

**Evaluation and Assessment Committee Report AY2022-2023**

<b>Item</b>	<b>Language</b>	<b>Timeline</b>	<b>Progress</b>	<b>Action</b>
EAC22–23.01	<i>Continue developing a consistent process for addressing faculty inquiries regarding SEOIs.</i>	Fall	Process was discussed and put forward to EC with questions on the process.	Pending
EAC22–23.02	<i>Consider ways to shorten the SEOI evaluation response forms and make recommendations as appropriate.</i>	Fall	EAC needs more clarification on purpose of the charge from EC. Identify the best practices associated with getting student voice on teaching. The EAC is reviewing all of the SEOI forms to identify questions that could potentially be eliminated to reduce the number of questions on the SEOI form.  EAC has created a survey to be sent to students via text messaging to address this and provide more information on how to move forward with reformatting the SEOIs. The survey will be sent to students on 3/1/2023 and EAC will review results at their next meeting.	In Progress
EAC22–23.03	<i>Investigate if pop-up notifications for students have an effect on response rates and make recommendations as appropriate.</i>	Fall or Winter	EAC is investigating on the information related to pop-ups from Lidia, will have to discuss how to get information to make decisions on the effect of response rates. Since there is no data to support the affect of pop-up notifications on response rates the EAC cannot make further recommendations.	Closed
EAC22–23.04	<i>Consider additional policy and procedure to determine who has access to SEOIs.</i>	Winter		
EAC22–23.05	<i>Identify best practices for avoiding bias in student evaluations and make recommendations as appropriate.</i>	Winter		Pending

EAC22– 23.06	<i>Explore whether or not faculty peer evaluations should be addressed in policy.</i>	Winter or Spring	EAC is reviewing this charge, members from the committee brought forward their dept. handbooks to identify how faculty peer evaluations are handled within the department and standards associated with peer evaluations.	
EAC22– 23.07	<i>Conduct annual assessment of Faculty Senate and Faculty Senate Executive Committee.</i>	Spring		
EAC22– 23.08	<i>Conduct biennial assessment of administrators as described in Faculty Code.</i>	Spring		
EAC22– 23.09	<i>Consider developing an SEOI form for hybrid courses and make recommendations as appropriate.</i>	Spring		
EAC22– 23.10	<i>Review best practices for SEOI questions that address inclusivity and diversity of course environment and content and make recommendations as appropriate.</i>	Spring		
EAC22– 23.11	<i>Review committee procedures manual and update as required.</i>	Last Meeting		
Added Charge: EAC22- 23.12	<i>Analyze results from the AY21-22 survey regarding faculty perception of how the pandemic impacted SEOIs, and summarize findings for Faculty Senate.</i>	Spring		
No Charge	<i>Associate Dean Reviews</i>	N/A	EAC discussed the addition of reviewing Associate Deans, further information will be required to get clarification on	In-Process - EC



			whether Associate Deans can be reviewed.	
No Charge	<i>Removal of SEOI from PSY 101 Course</i>	N/A	EAC discussed request to remove an SEOI from faculty members course due to academic dishonesty. The EAC requested the faculty member to follow policy on acquiring appropriated approvals from different levels to remove SEOI. Faculty member requested not to pursue the matter due to the lengthy process required to remove SEOI from course. Result – need to review process for the removal of SEOIs due to academic dishonesty so there is a process that can be completed in an efficient manner to remove SEOIs where a faculty member has identified academic dishonesty.	Closed
No Charge	<i>View of F180 Files</i>	N/A	The issue that all F180 files can be viewed by other faculty within a department beyond the select reviewers. EAC is pursuing this to get more information on whom can review or view F180 files. This issue has been identified in faculty senate and EAC will follow after more information has come out from FS and EC. EAC will wait for a charge FS.	This has been proposed by an individual faculty and will consider the concern within the UFC bargaining unit during their session. Pending

**Meeting Summary:**

10/7/2022 Discussed charges and set priorities.

10/14/2022 No meeting, meeting moved to 10/28/2022

10/28/2022 Discussed charges, most of the discussion centered on academic dishonesty issue and removal of student SEOI from overall course SEOI.

11/04/2022 Discussed listed charges, an issue was brought to the EAC attention about who can view F180 files. EAC discussed the assessment of Associate Deans related to why they are not assessed and to identify a survey to review Associate Deans.

11/18/2022 EAC did not reach quorum. All agenda items will be moved to the next planned meeting. Communication was made from the EC representative to the EAC on outstanding issues.

12/2/2022 Discussed listed charges. Most of the discussion was centered on SEOIs and response rates falling due to pandemic.

1/13/2023 Discussed the availability of faculty F180 files to be reviewed by others, associated dean assessment timeline, addressing pop-ups with SEOIs, and inquiries on removing SEOIs for student misconduct.

1/27/2023 Discussed F180 files and ethical issues surrounding open files, associate dean review, updated on SEOI pop-ups, peer evaluations,

2/3/2023 Discussed shortening SEOI evaluation process, forms, and general management of SEOIs. Created SEOI survey language to get a sense from the students on SEOIs and the management of SEOIs.

2/24/2023 Discussed SEOI survey response rates, approved and edited SEOI survey to students, and updated on F18 files with UFC.

# MEMORANDUM

**TO:** Faculty Senate

**FROM:** Bernadette M.E. Jungblut, Ph.D.

**DATE:** 27 February 2023

**RE:** Faculty Legislative Representative Update

Below, please find an update on the bills the Council of Faculty has been tracking and testifying about this legislative term. The Council of Faculty is comprised of the faculty legislative representatives from Eastern Washington University, Western Washington University, the Evergreen State College, Washington State University, the University of Washington, and Central Washington University.

If you have any questions, 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 bills have been referred to the Rules Committee for a possible floor vote:

- [Second Substitute House Bill 1316 – Expanding Access to Dual Credit Programs](#)
- [Second Substitute House Bill 1522 – Addressing Sexual Misconduct at Scholarly or Professional Associations](#)
- [Substitute House Bill 1559 – Establishing the Student Basic Needs at Public Postsecondary Institutions Act](#)
- [Second Substitute Senate Bill 5048 – Eliminating College in the High School Fees](#)
- [Second Substitute Senate Bill 5593 – Improving Equity in the Transfer of Student Data Between K-12 Schools and Institutions of Higher Education](#)
- [Substitute Senate Bill 5655 – Creating the Washington Achievers Grant Program](#)
- [Second Substitute Senate Bill 5670 – Permitting 10<sup>th</sup> Grade Students to Participate in Running Start in Online Settings](#)
- [Senate Bill 5711 – Extending the Terms of Eligibility for the Washington College Grant Program](#)
- [Second Substitute Senate Bill 5736 – Addressing High Demand Workforce Shortages](#)

The following bills passed their chamber of origin and need to be scheduled for a hearing in the opposite chamber:

- [House Bill 1030 – Concerning Applied Doctorate Degree-granting Authority](#)
- [Senate Bill 5079 – Concerning the Date by which Tuition Operating Fees are Established](#)

The following bills are not advancing this session:

- [Substitute House Bill 1142 – Increasing Tenure-Track Faculty at the Public Baccalaureate Institutions](#)
- [Substitute House Bill 1399 – Establishing a Native American Scholarship Program](#)
- [Senate Bill 5329 – Addressing Fees at Campuses Other than the Main Campus](#)
- [Senate Bill 5507 – Increasing Tenure-Track Faculty at the Public Baccalaureate Institutions](#)
- [Senate Bill 5522 – Adding a Stipend to the Washington College Grant Program](#)
- [Senate Bill 5554 – Concerning Washington College Grant Award Amounts](#)

- [Substitute Senate Bill 5557 – Expanding Pay Equity for Part-Time Faculty](#)
- [Substitute Senate Bill 5703 – Modifying the Washington College Grant and Establishing Bridge Grants](#)
- [Senate Bill 5712 – Expanding the Washington College Grant and Establishing the Washington College Promise Program](#)

The following bills are not advancing this session because they failed to clear either the House Appropriations Committee or the Senate Ways and Means Committee; however, they have companion bills that are advancing:

- [House Bill 1156 – Extending the Terms of Eligibility for the Washington College Grant Program](#)
- [Senate Bill 5566 – Establishing the Student Basic Needs at Public Postsecondary Institutions Act](#)

TO: Mark Samples, Chair Faculty Senate  
FROM: Faculty Senate Antiracism, Diversity, and Inclusivity (ADI) Ad Hoc Committee;  
*Lily Vuong, Erica Holley, Christina Torres Garcia, Astrid Vidalon Shields, Natasha Lindsey, Janet Shields*

DATE: *March 1st, 2023*

Committee Charges & Actions for Fall 2022 and Winter 2023 Quarters

**ADI22–23.01 Review and revise the timeline for implementation of the ADI graduation requirement.**

*The ADI Taskforce has determined that it will take a substantial amount of time to create, gather feedback, and implement the following changes. We recommend that the timeline for implementation be moved to Fall 2024.*

*As of Winter 2023, the current ADI Ad Hoc Committee has lost multiple members since its creation in Fall 2022 due to various personal reasons making it difficult to have a quorum. While we continue to work diligently to meet the proposed deadlines for the charges given to us, we recognize that our limited membership may create difficulties in our implementation timeline. We are actively recruiting to replace these lost seats for Spring quarter.*

**ADI22–23.02 Explore the best structure for administering the ADI graduation requirement moving forward, and make recommendations as appropriate.**

*The ADI Taskforce recommends the creation of an ADI Course Approval Faculty Committee housed in the Office for Diversity, Equity, and Inclusion that will review and approve ADI courses designed to address the learner outcomes required by CWU's new graduation requirement. We suggest three-year appointments for committee members. However, we also recommend that the first ADI Course Approval Faculty Committee should be staggered such that the committee doesn't have all members end their term the same year.*

*We suggest the membership of the ADI Course Approval Faculty Committee should consist of:*

- 1) One (1) faculty member from each academic college and library*
- 2) One (1) faculty member from an interdisciplinary program*
- 3) One (1) student selected by ASCWU, non-voting*
- 4) Provost designee, ex officio, non-voting*
- 5) Registrar designee, ex officio, non-voting*

*We strongly suggest that faculty appointed to this committee should meet at least one criteria from “Section 1 Experience and Education Criteria” AND/OR 3 criteria from of “Section 2 Experience and Education Criteria.” See below for a complete list of Section 1 and Section 2 Experience and Education Criteria.*

***Section 1 Experience and Education Criteria:***

- 1) Ph.D. Or Masters in Anti-racist, Diversity, and Inclusion related Degree(s)*
- 2) Educational Background in which oppression, discrimination, prejudice, misogyny, human rights, social justice, (in)equity, (in)equality, power, anti-racism, diversity, or inclusion were a focus of the graduate program.*
- 3) At least a third of the graduate coursework taken was on issues of oppression, discrimination, prejudice, misogyny, human rights, social justice, (in)justice, (in)equity, (in)equality, power, anti-racism, diversity, or inclusion.*

## **Section 2 Experience and Education Criteria:**

- 1) *Have taught for a year in the following topics: oppression, discrimination, prejudice, misogyny, human rights, social justice, (in)equity, (in)equality, power, anti-racism, diversity, inclusion*
- 2) *Have completed five or more Anti-racist, Diversity, and Inclusion related graduate courses*
- 3) *Participated in Anti-racist, Diversity, and Inclusion themed research, creative works, or performances*
- 4) *Have completed at least one Anti-racist, Diversity, and Inclusion-related scholarly training or workshop in the last five years*
- 5) *Have implemented Anti-racist, Diversity, and Inclusion-related material in courses taught for academic credit-bearing courses or certificate programs using pedagogical practices that support ADI*
- 6) *Are currently engaged in sustained Anti-racist, Diversity, and Inclusion related professional, campus, or community service*

***AND/OR if a faculty member does not meet the above Section 1 or Section 2 criteria recommendation, but they still believe they would be a good fit for the ADI Course Approval Faculty Committee, we recommend that those faculty members provide a brief narrative of their interest in the committee, what they feel they would contribute to the committee, as well any additional qualifications that would make them a good candidate to review ADI course proposals.***

ADI22–23.03    Develop a process for course submissions for the ADI graduation requirement.

### *Recommendations for Instructor Qualifications:*

- 1) *One of the major concerns communicated to our committee was how to ensure faculty teaching these courses have the necessary education and experience to teach the learning outcomes required by these ADI courses.*
- 2) *Our recommendation is that faculty members that would like to teach ADI courses should meet at least 1 criteria from “Section 1 Experience and Education Criteria” AND/OR 3 criteria from “Section 2 Experience and Education Criteria.” Faculty may qualify in both sections.*
- 3) *Recommendation for continued professional development for ADI instructors. It is worth noting that the faculty survey results suggest that many faculty interested in teaching ADI courses are also interested in receiving additional training.*
- 4) *Recommendation for the recruitment and hiring of faculty members that meet the recommended criteria for Section 1 and/or Section 2 to support the demand for the successful implementation of the ADI requirement.*

### *Recommendations for Course Proposals:*

- 1) *Courses will be reviewed and approved Fall, Winter and Spring quarters.*
- 2) *Proposal deadlines would be the first Friday of the quarter.*
- 3) *ADI courses may be considered for fulfilling a General Education requirement. However, the General Education course proposal must be submitted in addition to the ADI course proposal by the General Education deadline.*
- 4) *Faculty must fill out the ADI course proposal form in Curriculog by the ADI deadlines.*
- 5) *See attached sample course proposal*

## **ADI Data Collection Results**

### **1) Survey 1:**

- a. *Goal 1: Reach out to department chairs to gather a quick estimate of the number of faculty that might be interested in teaching ADI courses*
- b. *Goal 2: Determine if faculty interested in teaching ADI courses were likely to be TT or NTT.*
- c. *Goal 3: Introduce a selection of possible criteria for both the creation of the ADI Course Approval Faculty Committee as well as potential instructor qualifications.*
- d. ***General Conclusions: Our sample size was 33 CWU Department Chairs. The majority of estimated faculty interested in teaching ADI courses were TT faculty. Section 1 and Section 2 criteria were revised***

based on department chair suggestions to be later introduced again for feedback from faculty in Survey 2. The department chair estimate of faculty qualified under this set of criteria is 65. See below for results of Survey 1.

**Results of Survey 1**

<b>Estimated Number of TT Faculty matching at least 3 Criteria</b>	49
<b>Estimated Number of NTT Faculty matching at least 3 Criteria</b>	16
<b>Total</b>	65

**2) Survey 2:**

- a. *Goal 1: Reach out directly to faculty to determine the number of TT faculty interested in teaching ADI courses*
- b. *Goal 2: Determine roughly how many faculty meet at least one “Section 1 Experience and Education Criteria” AND/OR at least three “Section 2 Experience and Education Criteria”*
- c. *Goal 3: Determine the level of interest in continued professional development in ADI*
- d. **General Conclusions:** *Our sample size was 201 CWU faculty. Examining these results, CWU has a moderate number of faculty (100) that meet at least one of Section 1 criteria and/or at least 3 criteria from Section 2 (see table below). As expected, there was an overlap between the two criteria categories, as a large number of faculty (56) were qualified under both Sections 1 and 2, while 17 were qualified under only Section 1, and 27 were qualified under only Section 2. Those numbers do not take into account faculty qualified but NOT interested in teaching (i.e. they responded “no” or “maybe” to whether or not they were interested). To summarize, there were a total of 56 faculty qualified to teach under these criteria AND also expressed interest (“yes”) in teaching.*
- e. *We also want to highlight the strong interest in additional training in ADI topics, especially among those that met at least 3 criteria in Section 2 as well as interested faculty that did not meet the suggested number of criteria in Section 1 or 2. We strongly recommend CWU invest and create a pathway for faculty that are interested in developing the necessary skills to teach ADI courses. See below for results of survey 2.*

**Results of Survey 2**

	<b>Interest in Teaching</b>			
<b>Qualified Under</b>	<b>No</b>	<b>Maybe</b>	<b>Yes</b>	<b>Total</b>
Just Section 1	5	6	6	17
Just Section 2	3	15	9	27
Both Tiers	2	13	41	56
<b>Total</b>	10	34	56	100
	<b>No</b>	<b>Maybe</b>	<b>Yes</b>	<b>Total</b>
<b>Unqualified</b>	50	29	22	101

	<b>Interest in Training</b>			
	<b>Yes</b>	<b>No</b>	<b>Uncertain</b>	<b>% Training Desired</b>
Tier 1	6	10	1	35%
Tier 2	18	9	0	67%
Both Tiers	22	34	0	39%
Total Qualified	46	53	1	46%
Unqualified	78	23	0	77%



## **Course Prefix and Number: RELS 398: Racial and Ethnic Readings of the Bible**

### **Course Description**

This course will survey racial/ethnic minoritization in the US and explore how various minorities groups and persons negotiate with the Bible through their racialization and with their racialization through the Bible. We will also investigate how different minority groups employ different reading strategies to approach the Bible, and how those strategies have changed over time.

### **Reading List**

Blount, Brian K. *Can I Get a Witness?: Reading Revelation through African American Culture*. First edition. Louisville, KY: Westminster John Knox Press, 2005.

Brett, Mark G., and Susan E. Hylan. "The JBL Forum, an Occasional Exchange." *Journal of Biblical Literature* 139, no. 3 (2020): 597-599.

Foskett, Mary F. "Obscured Beginnings" in *Ways of Being, Ways of Reading: Asian American Biblical Interpretation*, ed. Mary Foskett and Jeffrey K. Kuan. St. Louis, MO: Chalice Press, 2006.

Foskett, Mary F. "The Accidents of Being and the Politics of Identity: Biblical Images of Adoption and Asian Adoptees in America." *Semeia*, no. 90/91 (2002): 135-45.

Gafney, Wil. "A Reflection on the Black Lives Matter Movement and Its Impact on My Scholarship." *Journal of Biblical Literature* 136, no. 1 (2017): 204-7.

Gotanda, Neil. "Citizenship Nullification: The Impossibility of Asian American Politics" in *Asian Americans and Politics: Perspectives, Experiences, Prospects*, ed. Gordon H. Chang. Washington, D.C: Woodrow Wilson Center Press, 2001.

Guardiola-Saenz, Leticia A. "Borderless Women and Borderless Texts: A Cultural Reading of Matthew 15:21-28." *Semeia*, no. 78 (1997): 69-84.

Haley, Shelley. "Be Not Afraid of the Dark: Critical Race Theory and Classical Studies." In *Prejudice and Christian Beginnings: Investigating Race, Gender, and Ethnicity in Early Christian Studies*, ed. Laura Nasrallah and Elisabeth Schüssler Fiorenza, 27-49. Minneapolis: Fortress Press, 2009.

Hidalgo, Jacqueline M. "Scripturalizing the Pandemic." *Journal of Biblical Literature* 139, no. 3 (2020): 625-34.

Ho, Tamara. "The Complex Heterogeneity of Asian American Identity" in *T&T Clark Handbook of Asian American Biblical Hermeneutics*, ed. Uriah Y. Kim and Seung Ai Yang. London: T&T Clark, 2019.

Nam, Roger S. "Biblical Studies, COVID-19, and Our Response to Growing Inequality." *Journal of Biblical Literature* 139, no. 3 (2020): 600-606.

Newton, Richard. "The African American Bible: Bound in a Christian Nation." *Journal of Biblical Literature* 136, no. 1 (2017): 221-28.

Nguyễn, Văn Thanh. "Revelation from the Margins: A Vietnamese American Perspective" in *T&T Clark Handbook of Asian American Biblical Hermeneutics*, ed. Uriah Y. Kim and Seung Ai Yang. London: T&T Clark, 2019.

Ngwa, Kenneth. "At Exodus as the Door of (No) Return." *Journal of Biblical Literature* 136, no. 1 (2017): 213–20.

Park, Esther HaeJin. "Women in Exodus and Asian Immigrant Women" in *T&T Clark Handbook of Asian American Biblical Hermeneutics*, ed. Uriah Y. Kim and Seung Ai Yang. London: T&T Clark, 2019.

Reinhartz, Adele. "The JBL Forum, an Occasional Exchange: Black Lives Matter for Critical Biblical Scholarship." *Journal of Biblical Literature* 136, no. 1 (2017): 203.

Ruiz, Jean-Pierre. *Readings from the Edges: The Bible and People on the Move*. Maryknoll, NY: Orbis Books, 2011.

Wimbush, Vincent L. *White Men's Magic: Scripturalization as Slavery*. New York: Oxford University Press, 2012.

Tran, Mai-Anh Le, "Lot's Wife, Ruth, and Tô Thị" in *Ways of Being, Ways of Reading: Asian American Biblical Interpretation*, ed. Mary Foskett and Jeffrey K. Kuan. St. Louis, MO: Chalice Press, 2006.

Zhang, Ying. "Reading the Book of Job in the Pandemic." *Journal of Biblical Literature* 139, no. 3 (2020): 607–12.

### **Film/ Short Clips List**

\*Gustavo Gutiérrez on Theology Video (Canvas Module)

<https://www.youtube.com/watch?v=pNKyV262KlA>

\*Melissa Harris-Perry on Black Women's Dilemma <https://www.ucsd.tv/search-details.aspx?showID=23035&subject=pet>

\* Stay Woke: The Black Lives Matter Movement: <https://www.youtube.com/watch?v=eIoYtKOqxeU>

\*Scot Nakagawa on A Diverse Asian America? <https://www.youtube.com/watch?v=r9TpomsIj50>

Please do not begin Learner Outcomes with “Student will be able to . . .” Learner Outcomes should begin with a measurable verb.

**\* Indicates Mandatory Learner Outcomes for ADI courses**

Learner Outcome	Activities and Materials (e.g., readings, documentaries, podcasts, etc.)	Assessment
*Define key concepts in relation to the study of Antiracism, Diversity, and Inclusivity including antiracism, racism, race, ethnicity, discrimination, privilege, diversity, equity, inclusivity, and intersectionality	<p><b>Readings:</b>  <i>Wimbush, Haley, Blount, Ruiz, Guardiola-Saenz</i></p> <p>Attending lectures, interacting with class discussion, and viewing films:</p> <p><i>Gutiérrez</i></p>	Graded short paper, graded journal entries, Padlet entries
*Analyze the role of race, racism, and antiracism in the United States.	<p><b>Readings:</b>  <i>Gotanda, Ho, Gafney, Hidalgo, Nam, Ngwa, Park, Reinhartz, Brett/Hylen</i></p> <p>Attending lectures, interacting with class discussion, and viewing films:</p> <p><i>Harris-Perry, Stay Woke, Nakagawa</i></p>	Quiz, midterm, graded worksheets, short papers
*Describe intersections between race and ethnicity and other minoritized identities.	<p><b>Readings:</b>  <i>Tran, Nguyen, Gotanda, Foskett (2002), Foskett (2012), Wimbush, Zhang, Hidalgo</i></p> <p>Attending lectures, and interacting with class discussion</p>	Quiz, midterm, graded worksheets, Padlet entries
*Explain systematic and structural mechanisms that perpetuate both privilege and inequities.	<p><b>Readings:</b>  <i>Reinhartz, Wimbush, Haley, Blount, Guardiola-Saenz, Ho</i></p> <p>Attending lectures, and interacting with class discussion</p>	Graded research paper using a rubric, graded presentations

<p>*Compare and contrast their own core values, assumptions, and biases with those held by other individuals, cultures, or societies.</p>	<p><b>Readings:</b></p> <p><i>Brett/Hylen, Gafney, Hildago, Nam, Ngwa, Park, Reinhartz, Tran</i></p> <p>Attending lectures, and interacting with class discussion</p>	<p>Graded research paper using a rubric, graded presentations, Padlet entries</p>
<p>Describe and discuss approaches in the history of Biblical Studies</p>	<p><b>Readings:</b></p> <p><i>Wimbush, Ho</i></p> <p>Attending lectures, and interacting with class discussion</p>	<p>Quiz, midterm, graded worksheets</p>
<p>Recognize racializing dynamics and implications within the discipline of Biblical Studies</p>	<p><b>Readings:</b></p> <p><i>Wimbush, Haley, Blount, Ruiz, Guardiola-Saenz</i></p> <p>Attending lectures, and interacting with class discussion</p>	<p>Quiz, midterm, graded worksheets, Padlet entries</p>
<p>Compare and contrast among various racial/ethnic minority groups and within respective minority group within the US</p>	<p><b>Readings:</b></p> <p><i>Gotanda, Ho, Gafney, Hidalgo, Nam, Ngwa, Park, Reinhartz, Brett/Hylen</i></p> <p>Group discussions, viewing films: <i>Harris-Perry, Stay Woke, Nakagawa</i></p>	<p>Graded short paper, graded journal entries, Padlet entries</p>
<p>Analyze and converse with both sensitivity and sensibility about not only the history and development, but also the purposes and practices of racial/ethnic minority readings of the Bible</p>	<p><b>Readings:</b></p> <p><i>Brett/Hylen, Gafney, Hildago, Nam, Ngwa, Park, Reinhartz, Tran</i></p> <p>Group discussions, Perusall engagement, viewing films: <i>Harris-Perry, Stay Woke, Nakagawa</i></p>	<p>Graded research paper using a rubric, graded presentations</p>

<p>Assess and self-reflect on their own social locations as critical interpreters of the Bible, especially what is at stake for various communities and the wider society in their interpretive choices and endeavors</p>	<p><b>Readings:</b></p> <p><i>Brett/Hylen, Gafney, Hildago, Nam, Ngwa, Park, Reinhartz, Tran</i></p> <p>Class and group discussions, Perusall engagement</p>	<p>Graded short papers, graded journal entries, graded presentations, Padlet entries.</p>
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Faculty Senate Rev 10/14