

REGULAR MEETING
Wednesday, January 15, 2025, 3:10 p.m.
Draft Minutes

Meeting called to order at 3:10pm

All Senators were present except: Tafere Belay, Eric Cheney, Nathalie Kasselis, Keith Lewis, Rich Mariscano, Tim Melbourne, Hideki Takei, Thomas Tenerelli

Guests: Cristina Bistricean, Rachel Kirk, Christina Denison, Daniel Conley, Alex Cordon, Nathan Kuwada, Joy Fugua, Arturo Torres, Sydney Thompson, Timothy Sorey, Kurt Kirstein

CHANGES TO AND APPROVAL OF AGENDA – Approved with amendment to add Faculty Legislative Report between items 7 and 8.

MOTION NO. 24-16 (Approved): APPROVAL OF MINUTES of December 4, 2024

Chair Report:

In the last chair report, it was mentioned that there were vacancies on several Senate Committees, particularly the General Education Committee. It is now reported that more applicants were received than there were available positions. The Executive Committee's nominations for these positions will be voted on later in the meeting. Appreciation is extended to everyone who applied and is willing to serve.

As a heads-up, at the February Senate meeting, a new attendance system using QR codes and smartphones will be tested. Attendees can sign in with either a tablet or a sign-in sheet at the back of the room for those without phones. For those on Zoom, there will be a sign-in option in the chat. This method is believed to be more efficient, but it will be trialed to gather feedback. Look for this at next month's meeting.

Upcoming Events:

The "How to Source" event will be held on February 26th from 1:00 to 2:30 PM in the SURC Ballroom. Previous SOURCE participants and staff will provide guidance on preparing and presenting work, as well as insights on collaborating with peers and faculty. Faculty are encouraged to send their students to this event if they are interested in participating in SOURCE.

Throughout this quarter, Multimodal Learning will host several faculty workshops covering topics such as in-class polling, AI detection, pedagogical use of AI, attendance tools within Canvas, and more. An informational flyer with all workshop details will be emailed to Senators after the meeting. Senators are asked to review and share this information with their departments.

Faculty Legislative Representative:

Last week, the call for the next Faculty Legislative Representative was sent out. This three-year position includes workload release to represent CWU faculty in Olympia during each legislative session in the winter. The representative also tracks bills, attends Higher Education Committee hearings, and collaborates with higher education interest groups. Applicants should be familiar with CWU's budgetary and organizational structure, as well as state government processes. Applications are due by January 21st. Faculty are encouraged to suggest suitable candidates to apply. Details about the application process can be found in the emails sent to all faculty on January 7th and January 14th.

Senate Procedures:

At the last Senate meeting, there were discussions on several motions that were sent back to committee. Many people wanted to speak, and some were not recognized. It was realized that it might be useful to clarify how discussion of a motion works in Senate. According to Senate bylaws, only Senators are allowed to discuss motions after being recognized by the chair. Non-Senators may speak if a Senator yields the floor to them or if no Senator wishes to speak and the chair recognizes them. These rules ensure that Senate functions as a representative body. Non-Senators are asked not to take it personally if they are not recognized during a discussion, as the chair is following the bylaws.

Faculty Issues:

Updates on concerns raised at the December 4th Senate meeting:

A concern was raised about ducks being killed on Wildcat Way. The University does not control signage on Wildcat Way; it falls under the City of Ellensburg. The City Council meets on the 1st and 3rd Mondays of each month at 7 PM, and these meetings include a public comment period for residents to bring forward concerns. More information is available on the City of Ellensburg website.

Concerns were voiced about the cancellation of the graduate hooding ceremony and the lack of communication around it. The Executive Committee reached out to Rodrigo Valencia, Interim Associate Dean for Graduate Studies, who explained that staffing issues led to the cancellation. The plan is to merge the graduate and undergraduate ceremonies, with a special portion to recognize graduate students. An email with more details was sent out before this meeting.

A request was made for more discussion in Senate on university issues. While meaningful discussion of complex issues can be time-consuming, the Executive Committee can organize faculty forums on short notice for time-sensitive matters. Additionally, per Senate bylaws, a group of 10 or more faculty can petition the Executive Committee to address the Senate.

Senator Dormady asked for guidance on the use of AI in classrooms. The Academic Affairs Committee is working on a generative AI policy for student use, expected later this year. For pedagogical use of AI, Multimodal Learning offers many resources and workshops. While faculty are encouraged to use open educational resources and interactive technology, each faculty member has purview over their own pedagogy. Senate encourages faculty to consider what is best for their students holistically, taking into account both financial and pedagogical factors. The role of technology will vary by discipline, and Multimodal Learning provides resources on utilizing technology productively.

New Faculty Issues

- Senator Erdman, Non-Tenure Track Faculty, raised a concern about the way the waitlist is functioning. She expressed appreciation for the new policy of flagging students who join the course later, which has been very helpful. However, she pointed out that the waitlist functions automatically for only two days, bumping students into classes in the order they are listed. After these two days, the waitlist disappears, and on the third day, when no-shows are dropped, the waitlist is no longer available. This results in a free-for-all where students who have been patiently waiting can be bumped by anyone who has the time to constantly refresh the page. A proposed solution is to extend the automatic waitlist by one more day to cover the day when no-shows are dropped. This would help maintain fairness for students who have been waiting. Previously, the waitlist was frozen when the class closed, and faculty could sign in students in priority order, though it was done on paper. An electronic version of this system could be considered to address the inequity faced by students who cannot constantly refresh the page, especially those in online courses who cannot attend in person to stay updated.
- Senator Weber from the Department of Marketing and Management reported an incident where an employee fell down a flight of stairs. Although the employee is okay, the concern is about the safety risk due to the lack of lighting. Both the lights at the top and bottom of the interior stairs were out, making it

very dark. Despite submitting a work order, it took four days for the lights to be replaced, and it was discovered that the custodian had submitted the request several days earlier.

Senator Weber suggested that there should be a way to flag urgent safety risks in the maintenance system to prioritize them over regular maintenance issues. This would help protect employees and the university from further incidents by ensuring that safety concerns are addressed promptly.

Student report:

Student representative, Daniel, introduced himself as the proxy for Senate Speaker Hondo and provided the following updates:

- President Cantu, Vice President Villa, and Senate Speaker Hondo met with several graduate students during the break. They decided to partner with the graduate students and other interested students to organize the master hooding ceremonies themselves. This event will be in addition to commencement and will encourage graduate students to attend the main commencement. This plan has been shared publicly and with Dean Rodrigo, who is currently in a meeting with Speaker Hondo and Vice President Villa. The venue and date for the event have been secured, and the date will be shared later. As of Monday, 12 students have signed up for the formation of a Coalition Committee and will be meeting soon. Any support from faculty and staff would be greatly appreciated.
- Planning for Student Appreciation Day is underway in collaboration with campus activities and numerous other partners. The date is set for May 22nd. Backup plans are in place in case of bad weather, and the event agenda is being finalized with campus partners. The event will include food, music, various senator events, and hopefully a dunk tank. This event will also serve as Student Appreciation Day, allowing for the best of both worlds to come together.
- Pre-senator events will be hosted this quarter. CEPS is hosting Senator Bingo Night in the ballroom. There will also be an event in March on how to be an effective educator, in collaboration with Career Services. Sustainability is hosting Crazy Crochet and Crafts in February, in collaboration with COB, on February 4th in the SURC Pit. Many other events are planned for the spring, so keep an eye out for those.

Reports:

Executive Committee:

Motion 24-17 (approved): Ratify 2024-2025 committee nominees as outlined in Exhibit A.

Motion 24-18 (approved): Faculty Senate meeting dates for 2025-2026; Fall: Oct. 1, Nov. 5, Dec. 3; Winter: Jan. 14, Feb. 4, Mar. 4; Spring: Apr. 8, May 6, and June 3.

Bylaws and Faculty Code Committee:

Motion No. 24-19 (first reading of two): Modify Faculty Senate Bylaws 1.B, Nomination and election of department senators, as outlined in Exhibit B.

Motion No. 24-20 (first reading of three): Modify Faculty Code Section IV, EC Members Complaint Process, as outlined in Exhibit C.

Two motions from the Bylaws and Faculty Code Committee were read. The first motion, number 24-19, is the first reading of two and modifies Faculty Senate Bylaws, Section 1.B, regarding the nomination and election of department Senators, as outlined in Exhibit B. Senator Radeke, Chair of the Bylaws and Faculty Code Committee, spoke on the motion.

The Bylaws Committee recommends adding language to give preference to tenure-track and tenured faculty over chairs for Senator positions. We have provided some advantages and disadvantages to having chairs as Senators for your review. Since Senate bylaws require two readings before a vote, the motion can be discussed but not voted on this meeting.

Discussion:

- Is it standard procedure to have recommendations in the bylaws as opposed to standards? Senator Radeke shared that we can change the language to make it a requirement rather than a recommendation. However, we cannot exclude chairs entirely, as it would be too difficult for small departments.
- Senator Schedler suggested the language should specify that nominations shall be taken first from tenure-track and tenured faculty. If none are willing to serve, then nominations can be taken from chairs. Would this take effect upon the next election, or immediately? Senate Chair Klosterman stated that this change would take effect at the next election.

Curriculum Committee:

Motion No. 24-21 (approved): New Prefix for MBA Degree Type, as outlined in Exhibit D.

Motion No. 24-22 (approved): Amend CWUR 2-50-060(2), hybrid course modality definition, to add a minimum threshold of in-person contact hours as outlined in Exhibit E

Two motions from the Curriculum Committee were put to vote. The first is motion number 24-21, which establishes a prefix for the MBA degree type, as outlined in Exhibit D and the second motion number 24-22 Hybrid Course Modality, as outlined in Exhibit E.

Senator Reynolds asked will the schedule clearly highlight the dates and times for weekly meetings of hybrid courses? Registrar Arturo Torres replied that we are working to ensure that students can see the specific days and times for in-person and online meetings. If you have any issues, please contact the registrar.

General Education:

Motion No. 24-23 (approved): General Education Framework Populated for Fall 2025 as outlined in Exhibit F and Exhibit G.

FLR report:

Faculty Legislative Representative Bernadette Jungblut noted that, going forward, there will be written reports as usual. However, since the State legislative session started 48 hours prior to the Faculty Senate meeting, there was no time to prepare a written report. She briefly highlighted four bills that the Faculty Senate should be aware of.

The first bill, scheduled for a public hearing in the House this Friday, addresses the need for secondary traumatic stress support for faculty and staff in higher education. This bill aims to provide resources for those experiencing secondary stress from traumatic events shared by students or colleagues. However, given the State's \$10 to \$12 billion budget deficit, it is uncertain how much support this bill will actually provide.

The second bill is a joint effort by the House Post-secondary Education Committee and the Senate Higher Education Committee, focusing on student navigational support. This bill builds on a pilot project by community and technical colleges to help more students complete the FAFSA and WASFA. Washington State has a low FAFSA completion rate, and this bill aims to improve that by partnering with four-year institutions and high schools to assist students. Increasing FAFSA completion rates could significantly boost enrollment.

There is also a hearing in the House Post-secondary Education Committee about adding a labor representative to the governing boards of regional universities and community and technical colleges. While there is support for this bill, there are concerns about potential conflicts of interest if the representative is an employed staff or faculty member from the same institution. An amendment is being proposed to ensure the representative comes from a different institution.

Lastly, there is a House bill concerning University Presidential searches, primarily sponsored by a faculty member from the University of Washington. This bill seeks to enhance transparency and accountability in the search process, allowing faculty to meet finalists before decisions are made. While transparency is important, there are concerns that it might deter some candidates from applying if the process is not kept confidential.

Additionally, a forthcoming bill aims to protect faculty and staff from certain freedom of information requests, particularly regarding unpublished research and confidential letters. This bill seeks to safeguard the confidentiality of specific faculty activities.

No Presidents report – President out of town at a NCAA Conference meeting

Provost Pease report:

First, regarding the Adaptive University initiative, an email had been sent out directing everyone to the SharePoint site where information was being housed. In November and December, a series of workshops were held with about 120 participants. For those who attended, much appreciation was expressed for their time and effort. The site now contains a wealth of information from these workshops, including raw data, photographs, transcriptions, and summaries. The next steps involve processing this information to form a leadership group and moving forward with initiatives and projects. The goal is to create a process for innovation, ensuring ideas receive a fair hearing and reach the finish line. Gratitude was expressed to Gladys Gillis, one of the trustees, who had given a lead gift of \$20,000 to support this initiative, with potential for future donations.

Second, information services had shifted to Academic Affairs from the President's division. This move was expected to support the University in various ways. Ginny Tomlinson's role has expanded; she is now the Associate Vice President for Information Services and Vice Provost for Institutional Transformation. This change clarified the dual role of the Provost and Executive Vice President for Academic Affairs, distinguishing between leading the Academic Affairs Division and coordinating the institution's educational mission.

Lastly, the retention effort engaged in during the fall quarter was discussed. Appreciation was expressed for the faculty's effort, as well as the support from undergraduate studies and advising areas. A goal had been set to increase retention rates, and although census data was not yet available, it appeared that retention had increased by a couple of percentage points. This was promising, and information was being compiled for a postmortem analysis to identify and address sticking points. Faculty were encouraged to continue with the attendance process and engage with the Civitas process for struggling students. Retention was described as a student-by-student change, and every little effort mattered.

Chair Elect

Natashia Lindsey announced that the next open EC meeting would be held in the same room on Wednesday, January 22nd, from 3 to 4 PM, and welcomed visits.

Meeting adjourned at 4:10pm.

Exhibit A

Committee	Faculty Member	Department	Term
Bylaws and Faculty Code			
1 faculty vacancy	Gary Bartlett	Philosophy & Comp. Religion	1/1/25 - 6/14/25
Evaluation and Assessment Committee			
1 faculty vacancy	Megan Nolte	Psychology	1/1/25 - 6/14/25
General Education Committee			
3 faculty vacancies	Jiyoun Chung	Music	1/1/25 - 6/14/25
	Jason Irwin	Biological Sciences	
	James Reddan	Music	

Exhibit B

Section: Faculty Bylaws 1.B

Title of Section: Section I. (Membership and Procedure for Election), B. (Nomination and election), new sub-section #2.

New **Revision**

Summary of addition:

The BFCC recommends that preference should be given to Tenure Track and Tenured faculty over department chairs to serve as department senators if willing.

Rationale for addition:

In the interest of transparency, the BFCC has identified the following advantages and disadvantages to department chairs serving as senators:

Advantages:

- **Chairs Serving as Senators or Alternate Senators in Small Departments:** In smaller departments, the limited number of faculty members might necessitate department chairs taking on Senate roles, as there may be insufficient faculty to serve otherwise.
- **Faculty Constraints:** Other faculty members may be maxed out with service commitments or grant buyouts, making it difficult for them to take on Senate roles. Some faculty members might also lack interest in participating in Senate activities.
- **Chairs' Intimate Knowledge of Departments:** Chairs often have a comprehensive understanding of the department's operations, challenges, and priorities, enabling them to represent their areas more accurately and effectively.
- **Efficient Communication:** Given their leadership position, chairs may have more direct and efficient lines of communication with both their departments and higher administrative bodies. This can make the exchange of information smoother compared to non-chair faculty.
- **Advocacy Abilities:** Chairs are often in a better position to advocate for their departments due to their leadership role, knowledge of department-specific needs, and existing connections with decision-makers.

Disadvantages:

- **Lack of Faculty Consultation:** Decisions may be made by the chair without consulting faculty.
- **Conflict of Interest:** Faculty concerns brought to a senator may conflict with the chair's role, especially if the issue involves the chair themselves.
 - Faculty may wish to remain anonymous when raising issues about the chair, but this may be difficult due to the nature of the issue.
 - Faculty can also raise concerns through other channels, like the Senate Chair, rather than relying on the chair who is also a senator.
- **Information Flow:** When the department chair is also a senator, information from external bodies (e.g., Senate, ADCO) flows through one person, potentially limiting broader representation. Multiple representatives might improve communication about university-wide matters.
- **Limited Opportunities for Less Experienced Faculty:** Tenure-track faculty may miss opportunities to learn about governance at CWU and to act as intermediaries between the Senate and their departments.

Proposed Bylaws revision: (addition appears in red font)

I. Membership and Procedures for Election

A. Membership

Membership of the Senate is prescribed in the Code, Section IV.B.

B. Nomination and election

1. Senators and alternates (except non-tenure track faculty senators; see B.2 below) shall be nominated and elected during winter quarter and the Senate office informed of results by January 31.
2. It is recommended that department chairs not serve as senators if other TT/T faculty members in that department are willing to serve.
3. Non-tenure track senators and alternates shall be nominated and elected during spring quarter (see Code IV.B.1.a.iv).
4. Only faculty members consenting to nomination shall be candidates.
5. Elections shall be conducted by secret ballot.

Exhibit C

Section: Faculty Code IV.G.d

Title of Section: Section IV. (Faculty Senate), G. (External Senate Procedures for the Protection of Faculty Rights and Responsibilities), d. (Complaint Process), vi. (NEW)

New **Revision**

Summary of addition:

The BFCC proposes the addition of language to require the recusal of EC members from the complaint process when an issue or grievance is brought forward from their department.

Rationale for additions:

Recusal is necessary to avoid potential conflicts of interest for the involved parties.

Proposed Code addition: (addition appears in red font)

Section IV. Faculty Senate

G. External Senate Procedures for the Protection of Faculty Rights and Responsibilities,

d. Complaint Process

- i. Prior to submitting a formal complaint to the Senate, complainant(s) are strongly encouraged to make a good faith effort to discuss the complaint with the dean or member of CWU administration having direct responsibility for the area of concern. It is acknowledged that the nature of some complaints precludes such a step. If no mutually acceptable resolution of the complaint can be reached, complainant(s) may file a formal written complaint with the Senate for review.
- ii. A complainant(s) filing a complaint should first consult Section IV.G.1 Complaint Policy and Procedures and meet with the Senate Chair. The Chairperson will advise the complainant(s) about the Senate's jurisdiction and the complaint process.
- iii. To initiate a formal complaint, complainant(s) must complete, sign, and submit the Complaint Form located on the Senate website, which includes the following mandatory elements.
 - a) Concise statement identifying the complainant(s) with contact information.
 - b) Concise statement identifying the respondent(s) with contact information.
 - c) Basis for seeking a review by the Senate.

- d) Each and every specific section of the Code, policies, and/or standards that was allegedly violated.
 - e) Supporting documentation pertinent or referred to in the complaint to substantiate the alleged code, policies, and/or standards violations.
 - f) Summary of the complaint with a description of the issue giving rise to the complaint.
 - g) Concise statement on how the alleged conduct of the respondent(s) violated the Code, policies, and/or standards.
 - h) Concise statement of the negative effect that the alleged violation has had on complainant(s).
 - i) Reasonable outcomes that would resolve this situation.
 - j) Summary of efforts to resolve this complaint.
- iv. The complainant(s) shall submit the completed Complaint Form and supporting documents in both electronic and hard copy forms to the Senate Office addressed to the EC.
- v. Complaints are not confidential. Elements of this complaint may be released as needed at the discretion of the EC.
- vi. The complaint will be delivered to all members of the EC at the next scheduled EC meeting. Due to potential conflicts of interest, EC members will be required to recuse themselves when issues or grievances are brought forward from their respective academic departments, or, in the case of the library senator, the library.
- vii. The EC has the primary responsibility to ensure and to arrange an appropriate review by applicable committees. The EC will conduct an initial review of the complaint within 10 business days during the academic year to determine:
- a) Whether the complaint falls within the Senate's purview. If not, the EC will return the complaint to the complainant(s) with recommendations as to the appropriate avenue for resolution to the complaint.
 - b) Whether the complaint package is complete. If incomplete, the EC may request the complainant(s) to revise and resubmit the complaint.

Exhibit D

New Course Prefix of “MBA” for MBA Degree

Type. **New** Revision

Summary of changes and/or additions:

A motion to approve “MBA” as a new course prefix for the MBA degree type was approved by Faculty Senate Curriculum Committee on 11-7-2024

Rationale for changes and/or additions:

In accordance with CWUR 2-50-040 – Curriculum Change, (4) Creation of new prefixes, *A new prefix must be approved by the FSCC and the faculty senate before any course using that prefix can be used.*

FSCC reviewed existing course prefixes in the 2024-2025 course catalog (<https://catalog.acalog.cwu.edu/content.php?catoid=89&navoid=7863>).

FSCC found no existing course prefixes that used “MBA.” FSCC voted and approved the use of “MBA” as an acceptable new course prefix for the MBA Degree Type.

With the new MBA Degree Type passed by Faculty Senate on 12-4-2024, it is now time to approve the “MBA” prefix, so that this prefix may be applied to the curriculum proposals that are currently being routed through “Modern Campus Curriculum (formerly known as Curriculog).”

Exhibit E

Section: CWUR 2-50-060(2)

Title of Section: CWUR 2-50-060(2) – Course Modality Definitions for PeopleSoft

New **Revision**

Summary of changes and/or additions: Adds a new component to the definition of “Hybrid” modality requiring that all hybrid courses must have at least 50% of their weekly contact hours scheduled in-person. Hybrid courses that fall below this minimum in-person threshold will require dean approval. Language has been subsequently adjusted since the presentation of this motion at the December 2024 Senate meeting. These subsequent adjustments are shown through strikeouts and highlighting in gray.

Rationale for changes and/or additions:

This change provides greater consistency in the number of in-person contact hours students can expect when enrolling in a hybrid course. According to data from the Office of the Registrar, roughly 90% of all existing hybrid courses already meet this threshold. Hybrid courses that do not meet this in-person threshold for whatever reason can still run after receiving dean approval.

CWUR 2-50-060(2) Course Modality Definitions for PeopleSoft.

A modality is a method for delivering course content. Learner outcomes and fundamental course content are not impacted by modality. A modality is separate from a contact type; a given contact type may be taught in multiple modalities. Listed below are approved modality designations.

In-Person

In-Person classes meet on the Ellensburg campus or at one of the CWU centers or instructional sites. Classes have a specific meeting pattern requiring students to participate in person at designated times which will be listed in the academic schedule. Any additional meeting times must be listed in the academic schedule, course description, or notes.

Asynchronous Online

Asynchronous Online classes are taught entirely online and do not require participation during a specific meeting time. Instructors may conduct online office hours and supplemental class activities, but cannot require synchronous participation. No meeting times will be listed in the academic schedule.

Instructors are encouraged to include in the course description or notes whether the class is self-paced or follows a class calendar.

Real-Time Online

Real-Time Online classes have a specific meeting pattern requiring students to participate through online platforms at designated times. All required meeting times, with the exception of the final, will be listed in the academic schedule. Any additional meeting times must be listed in the academic schedule, course description, or notes.

Hybrid

Hybrid courses contain a combination of required in-person meetings (on the Ellensburg campus or at one of the CWU centers or instructional sites) and online components (real-time online meetings and/or asynchronous content). Required weekly meeting times for all face-to-face in-person and any required online meetings will be listed in the schedule. At least 50% of the course contact hours will be scheduled in-person weekly. Courses that fall below the this minimum in-person threshold or deviate in some other manner will require dean approval.

Distance Education

Distance Education courses meet in-person on the Ellensburg campus or at one of the CWU centers or instructional sites and employ interactive video conferencing technology to allow synchronous participation from remote locations. Required meeting times will be listed in the schedule.

Exhibit F

CWU General Education Framework

I. Engage: First Year Experience

Students are required to take one course in each row (for a total of 13-14 credits) during their first year.

	Credits
PADstone (Practice and Discovery): CWU 184	(4 credits)
Academic Writing, I: Critical Reading & Responding <i>DHC 102, ENG 101, ENG 101A/B*, PHIL 110, PHIL 111</i>	(5 credits)
Quantitative Reasoning <i>BUS 221, CS 109, ECON 130, FIN 174, HESC 360, IT 165, MATH 101, MATH 102, MATH 103, MATH 130, MATH 152, MATH 153, MATH 154, MATH 155, MATH 164, MATH 172, MATH 211, PHYS 111, PHYS 121, PHYS 181, PSY 362, SOC 326</i>	(4-5 credits)

II. Explore & Connect

These courses can be taken any year. Taking multiple courses within a Theme enables students to connect key ideas across various disciplines. All students must take one course in each of the areas of knowledge in the rows in the table. Students may take courses from a single department or interdisciplinary program in no more than two Knowledge Areas**

T H E M E S

	T1: Civic & Community Engagement	T2: Health & Well-being	T3: Perspectives on Current Issues	T4: Social Justice	T5: Sustainability	T6: Ways of Knowing
K1: Academic Writing II: Reasoning & Research	ENG 104, ENTP 200/MGT 200, PHIL 153	ENG 103, ENTP 200/MGT 200, PHIL 152	ENG 103, PHIL 151,	ENG 102	ADMG 285, EDLT 218 , ENG 104,	DHC 270, ENG 111, HIST 302
K2: Community, Culture, & Citizenship	ABS 210, ANTH 137, ART 333, COM 202, ECON 101, EFC 250, ENG 243, FR 200, GEOG 250, LAJ 102, LLAS/WGSS 302, PHIL 107, POSC 210, PUBH 311, PUBH 351, RUSS 200, SOC 109, SOC 305, SUST 301, WGSS 201, YESS 102	ECON 101, ENST 360, GEOG 250, HIST 143, LAJ 210	ABS 210, (AFRO 101, 102, 103, 103LAB*), AIS 103, ANTH 137, ART 333, COM 202, EDL 250, ENG 243, HIST 144, LAJ 102, LIS 245, LLAS 102, LLAS/WGSS 302, LLAS 303, PHIL 311, POSC 210, RUSS 200, WGSS 201, YESS 102	ABS 210, AIS 103, ANTH 137, COM 202, EFC 250, ENG 243, ENST 360, FR 200, HIST 144, LAJ 210, LIS 245, LLAS 102, LLAS/WGSS 302, LLAS 405, PHIL 108, PSY 310, PUBH 311, RUSS 200, SUST 301, WGSS 201	GEOG 250, HIST 143, MKT 360, SUST 301	AIS 103, ART 333, BUS 241, DHC 260, EFC 250, LAJ 102, MKT 360, PHIL 311, YESS 102
K3: Creative Expression	ART 103, EDLT 219, ENG 264	DNCE 161, ENG 265, FILM 150, FR 201	ART 103, DNCE 161, MUS 101, MUS 103	EDLT 219, FILM 150, MUS 101, MUS 103	ENG 264	ART 103, CHIN/AST 301, COM 250, DHC 150, DNCE 161, EDLT 219, ENG 263, ENG 264, FILM 150, MUS 102, MUS 103, TH 101, TH 107
K4: Global Dynamics	ECON 102, GERM 200, HEM 330	ECON 102, ENST 310, GEOG 101, GEOL 303, HIST 101, IDS 343, PHIL 106, PUBH 317	ACCT 284 , ANTH 130, AST 102, COM 302, ECON 202, EDLT 217, ENG 347, GEOG 101, GERM 200, HIST 103, IDS 343, HEM 330 , KRN 311, MGT 384 ,	ACCT 284 , ANTH 130, COM 302, ECON 102, EDLT 217, ENG 347, GEOG 101, GEOL 303, HIST 103, HEM 330 , KRN 311, MSL 101/102/103,*	ACCT 284 , ECON 202, ENST 310, GEOL 303, MGT 384 , PHIL 106	ANTH 130, AST 102, COM 302, DHC 261, ECON 202, EDLT 217, ENST 310, GERM 200, HIST 101, KRN 311, MSL 101/102/103,* , MUS 105, RELS 103, WLC 311

			MUS 105, POSC 270, PUBH 317 WGSS 340, WLC 311	MUS 105, POSC 270, WGSS 340, WLC 311		
K5: Humanities	ABS 110, <u>AST/HIST/RELS 378</u> , ENG 106 LAJ 215, TH 382, <u>WLC 250</u>	ENG 107, HIST 102 MGT 395, PHIL 105 <u>WLC 250</u>	ABS 110, AIS 102 ENG 109, HIST 301 HUM 101, HUM 102 HUM 103, LLAS 388, PHIL 104 RELS 102, WLC 341	ABS 110, AIS 102 ENG 108, HUM 101, HUM 102, HUM 103, MGT 395, PHIL 103 PHIL 104, POSC 280, RELS 102, TH 382	ENG 106, HIST 102 HIST 301, RELS 102	AIS 102, DHC 140, ENG 105, HIST 102, HUM 101 HUM 103, LAJ 215 PHIL 101, RELS 101, WLC 341
K6: Individual & Society	ANTH 180, GEOG 273, IDS 357 LLAS 301, MGT 380, POSC 260, (STP 201, STP 202)*, STP 300, TH 377, YESS 101	ANTH 107 ASP 305 COM 222, CDFS 101, <u>CDFS/EDEC 232</u> , GEOG 273, HED 101 HRM 381, POSC 101 PSY 101, PSY 205 PUBH 209, SOC 327	ATM 281, CDFS 234, CDFS 310 COM 222, ECON 201,, HED 101, IDS 357, <u>LAJ 202</u> , LAJ 216, MGT 380, MGT 389, POSC 260, PSY 242, PUBH 209, SOC 101, SOC 107, SOC 327, WGSS 250, YESS 101	ASP 305, ATM 281, CDFS 234, GEOG 208, HRM 381, IDS 357, LAJ 216, MGT 386, POSC 101, <u>PHYS 213</u> , PSY 333, PUBH 209, SOC 101, SOC 107, SOC 327, (STP 201, STP 202)*, STP 300, TH 377, WGSS 250	AIS 101, ANTH 107 <u>BUS 389</u> , ECON 201 GEOG 273, HED 101 SCED 305, SOC 322	ATM 281, CDFS 101, <u>CDFS/232</u> , DHC 250, ECON 201, GEOG 208, <u>MATH 120</u> , MGT 380, POSC 101, PSY 101, PSY 205, SCED 305, SOC 107, SOC 307, WGSS 250, YESS 101
K7: Physical & Natural World	ANTH 314, BIOL 200, PHYS 106, SCED 101	ANTH 314, BIOL 101, CHEM 113/LAB, EXSC 154, PHYS 109	ANTH 110, BIOL 101 ENST 201, GEOG 107, GEOL 107, <u>HEM 103</u> , PHYS 101, SCED 102, <u>(STEP 101, 102, 103)*</u>	ANTH 314, BIOL 200, GEOL 107	ANTH 110, BIOL 200, ENST 201, GEOG 107, GEOL 107, <u>HEM 103</u> , SCED 101, SCED 102, <u>(STEP 101, 102, 103)*</u>	ANTH 110, BIOL 101 CHEM 111/LAB, CHEM 181/LAB, DHC 180, ENST 201, GEOG 107 GEOL 101/LAB, <u>HEM 103</u> , PHYS 101 PHYS 103, PHYS 106, <u>(STEP 101, 102, 103)*</u>
K8: Science & Technology	BIOL 204, BIOL 300 IT 202, SCED 103	ACCT 301, ANTH 120 BIOL 201, BIOL 205 CS 102, FIN 101 GEOL 302, IT 105 NUTR 101, SHM 102	BIOL 201, BIOL 205 CS 107, ENST 202 ETSC 101, FIN 101 GEOG 111, GEOL 108 GEOL 302, IEM 302 IT 105, IT 111 MATH 210, NUTR 101 PHYS 304	BIOL 201, BIOL 302 EET 101, ENST 202 GEOG 111, GEOL 108	ANTH 120, BIOL 204 BIOL 302, CHEM 101 ENST 202, GEOL 108 IEM 302, PUBH 320 SCED 103, SHM 102	ACCT 301, ANTH 120 BIOL 205, BIOL 300 CS 105, DHC 280, EET 101, ETSC 101, FIN 101, GEOG 111, GEOL 302, IEM 302, IT 111, MATH 210, NUTR 101

III. Connect, Create, & 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.

Culminating Experience (Must complete one)

Opportunities may include:
A department approved capstone course or a General Education capstone course

ADMG 424, ADMG 471, ADMG 479, ANTH 458, ART 476, ART 481, ASP 485, AST 401, ATM 487, AVM 450, AVP 470, BIOL 487, BUAN 406, CAH 400, CAH 489, CDFS 419, CHEM 488, [CMGT 481A/B, CMGT 495A, CMGT 495B]*, COM 489, CRBW 487, CS 481 CS 489, CTE 405,, DHC 310, EDCS 492, EDEC 432, EDSE 499, [EET 487/LAB, EET 488/LAB, EET 489]*, EFC 460, EFC 480, ELEM 471, ENG 488, ENG 489, ENST 487, ENTP 489, ETSC 485, ETSC 490, EXSC 495B, EXSC 495D, FILM 489, GEOG 489, GEOL 487, GEOL 489, GEOL 493, HIST 481, HTE 419, IDS 489, IT 470, IT 482, IT 483, IT 486, IT 487, LAJ 489, MATH 306, MATH 321, MATH 489A, MATH 499D, MATH 499S, [MET 489A, MET 489B, MET 489C]*, MGT 489, MUS 300, MUS 420, MUS 495, NUTR 445, PESH 401, PESH 438, PFP 480, PHIL 495, PHIL 497, PHYS 495, POSC 489, PSY 489, PUBH 488, RELS 495, RELS 497, RMT 467, SCED 422, SCED 467, SCM 480, SHM 485, SHM 490, SOC 489, STP 406, TH 495, WLC 487

*Must take all courses in the series to receive General Education credit.

*NOTE: Please keep in mind when selecting classes that some departments have multiple prefixes in General Education. This is a list of departments that have multiple prefixes in General Education: Curriculum, Supervision and Educational Leadership = ASP, EFC; Education, Development, Teaching and Learning = EDLT, EDBL; Engineering Technologies, Safety, and Construction = CMGT, EET, ETSC, SHM; English = ENG, HUM; Environmental Studies = ENST, SUST; Family & Consumer Sciences = ATM, CDFS, CTE, FCS; Finance & SCM = BUS, FIN; Geography = GEOG, IEM; Health Sciences = EXSC, NUTR, PUBH; Information Technology and Management = ADMG, IT; Management Department = ENTP, HRM, MGT, MKT; Philosophy & Comparative Religion = PHIL, RELS; Sport and Movement Studies = DNCE, HED; Science and Mathematics Education = SCED, STP; Theatre & Film = FILM, TH; World Languages Department = CHIN, FR, GERM, KRN, RUSS, SPAN, WLC

General Education at CWU

General Education Program Guiding Philosophy

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

General Education Program-Level Goals

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

Engage: As you engage with new knowledge, people, and perspectives, you will assume responsibility for your learning. In the process, you will develop enhanced communication—written and spoken—and critical thinking skills grounded in logic, reason, analysis, and synthesis.

Combining these skills will enable you to employ multiple approaches to complex and real-world problems. As an engaged citizen, you will bring intellectual creativity and curiosity into your personal, civic, and professional life.

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

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

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

Engage: First Year Experience

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

PADstone (Practice and Discovery)

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

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

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

Academic Writing I: Critical Reading and Responding

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

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

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

101 Composition I: Critical Reading and Responding (5)

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

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

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

Quantitative Reasoning

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

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

BUS 221 Introductory Business Statistics (5)

CS 109 Quantitative Reasoning Using Python (4) ECON

130 Foundations for Business Analytics (5) FIN 174

Personal Finance (5)

[HESC 360 Statistics in Health Science \(5\)](#) 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) MATH 130

Finite Mathematics (5)

MATH 152 Functions & Reasoning (5)

MATH 153 Pre-Calculus Mathematics I (5)

MATH 154 Pre-Calculus Mathematics II (5)

MATH 155 Applied Precalculus (5)

MATH 164 Foundations of Arithmetic (5)

MATH 172 Calculus I (5)

MATH 211 Statistical Concepts and Methods (5) PHYS

111 Introductory Physics I w/Lab (5)

[PHYS 121 Introductory Physics for Life Sciences I \(5\)](#) 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. A student may take courses from the same department** or interdisciplinary program in no more than 2 knowledge areas. Students must take one courses in each of the Knowledge Areas (Academic Writing II; Physical and Natural World; Science and Technology; Individual and Society; Community, Culture, and Citizenship; Global Dynamics; Creative Expression; and Humanities).

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

[Curriculum, Supervision and Educational Leadership = ASP, EFC](#)

[Education, Development, Teaching and Learning = EDLT, EDBL](#)

[Engineering Technologies, Safety, and Construction = CMGT, EET, ETSC,](#)

[SHM English = ENG, HUM](#)

[Environmental Studies = ENST, SUST](#)

Family & Consumer Sciences = ATM, CDFS, CTE, FCS

Finance & Supply Chain Management = BUS, FIN

Geography = GEOG, IEM

Health Sciences = EXSC, NUTR, PUBH, HESC

Information Technology and Management = ADMG, IT

Management Department = ENTP, HRM, MGT, MKT

Philosophy & Comparative Religion = PHIL, RELS

Science and Mathematics Education = SCED, STP

Sport and Movement Studies = DNCE, HED

Theatre and Film = FILM, TH

World Languages Department = CHIN, FR, GERM, KRN, RUSS, SPAN, WLC

K1: Academic Writing II: Reasoning and Research

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

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

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

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

EDLT 218 Exploring Issues of Sustainability through Writing (4) – P5: Sustainability ENG 102

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

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

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

ENG 111 Writing in the Sciences (5) – P6: Ways of Knowing HIST 302

Historical Methods (5) – P6: Ways of Knowing

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

PHIL 151 Arguments about Life and Death (5) – P3: Perspectives on Current Issues PHIL 152

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

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

K2: Community, Culture and Citizenship

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

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

AFRO 101, 102, 103, 103LAB Heritage and Values 1,2,3, & GMC Leadership Laboratory (1,1,1,2) – P3: Perspectives on Current Issues * [All four (4) courses must be taken and receive passing grade to receive credit]

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

LLAS 303 La Lucha Sigue: Latinx Student in U.S. Education (5) – P3: Perspectives on Current Issues LLAS 405 Race, Latinidad & the Economy in the United States & Latin America (5) – P4: Social Justice MKT 360 Principles of Marketing (5) – P5: Sustainability, P6: Ways of Knowing

PHIL 107 Political Philosophy and Social Democracy (5) – P1: Civic and Community Engagement PHIL 108 Race and Justice (5) – P4: Social Justice

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

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

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

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

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

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

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

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

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

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

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

K3: Creative Expression

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

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

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

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

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

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

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

ENG 263 Introduction to Creative Writing (5) – P6: Ways of Knowing

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

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

FILM 150 Film Appreciation (5) – P2: Health and Well-Being, P4: Social Justice, P6: Ways of Knowing
FR 201 Appreciation of French Cuisine (5) – P2: Health and Well-Being

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

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

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

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

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

K4: Global Dynamics

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

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

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

Knowing

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

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

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

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

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

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

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

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

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

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~~

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

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

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

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

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

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

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

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

P6: Ways of Knowing

K5: Humanities

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

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

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

[AST/HIST/RELS 378 Islam and Asia \(5\) – P1: Civic & Community Engagement](#) DHC 140

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

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

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

ENG 107 Literature, Health, and Well-Being (5) – P2: Health and Well-Being ENG 108

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

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

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

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

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

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

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

LAJ 215 Law in American History (4) – P1: Civic and Community Engagement, P6: Ways of Knowing LLAS 388

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

MGT 395 Leadership in Business Organizations (5) – P2: Health and Well-Being, P4: Social Justice PHIL 101
Philosophical Inquiry (5) – P6: Ways of Knowing

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

PHIL 104 Moral Controversies (5) – P3: Perspectives on Current Issues, P4: Social Justice PHIL 105

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

POSC 280 Introduction to Western Political Thought (5) – P4: Social Justice RELS 101

World Religions (5) – P6: Ways of Knowing

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

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

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

Being,

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

K6: Individual and Society

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

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) – 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~~

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

~~CDFS/EDEC 232 Child Development (4) – P2: Health & Well-being, P6: Ways of Knowing~~ CDFS 234

Contemporary Families (4) – P3: Perspectives on Current Issues, P4: Social Justice CDFS 237 Human Sexuality (4) – P6: Ways of Knowing

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

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

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 Knowi

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

MGT 389 Business and Society (5) – P3: Perspectives on Current Issues [PHYS 213 Underrepresentation in STEM \(4\) – P4: Social Justice](#)

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 481](#)
[Art History Capstone \(2\)](#)

ART 495 Studio Project (2)

ASP 485 Accessibility Studies Capstone (2-3)

AST 401 AST/Pacific Studies Capstone (2)

ATM 487 Fashion Merchandising Exit Assessment (1) AVM
450 Aviation Management Capstone (1)

AVP 470 Professional Pilot Capstone (1)

BIOL 487 Senior Seminar (2)

CAH 400 Arts and Humanities Capstone (2) CAH 489
Senior Portfolio Capstone (1)

CHEM 488 Colloquium (1)

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

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

COM 489 Portfolio Assessment (1)

CRBW 487 Craft Brewing Capstone (2)

CS 481 Capstone Project (4)

CS 489 Senior Colloquium (1)

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

DHC 310 Honors Seminar: Elements of Research (3) BUAN
406 Business Analytics (5)

EDCS 492 Practicum (1-15)

EDEC 432 Theories in Child Development (3) EDSE 499

Seminar (2)

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

EFC 460 Pedagogy Capstone (2)

EFC 480 Student Teaching (16)

ELEM 471 Elementary Education Capstone (2)

ENG 488 Teaching Portfolio (2)

ENG 489 Senior Colloquium (2)

ENST 487 End-of-Major Capstone (1)

ENTP 489 Entrepreneurship and Business Development (4) ~~ETSC 485~~

~~Industrial Engineering Technology Capstone (4)~~ ETSC 490

Cooperative Education (4)

EXSC 495B Practicum: Clinical (2)

EXSC 495D Practicum: Laboratory Assessment (2) CDFS

419 Research in Family and Child Life (5) FCS 405 FCS

Exist Assessment (1)

FILM 489 Film Career Seminar (1)

GEOG 489 Geography Capstone (2)

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

GEOL 489 Geologic Field Methods (6-12)

GEOL 493 Field Methods in Environmental Geology (4) HIST

481 Senior Thesis (4)

HTE 419 Applied Research and Evaluation (3) IDS 489

Senior Portfolio Project (2)

IT 470 Database and the Web Capstone (4) IT 482

Cybersecurity Capstone (4)

IT 483 Applied Predictive Analytics for IT Managers (4) IT 486

Critical Issues in Information Technology (4)

IT 487 Networking Capstone (4)

LAJ 489 Senior Seminar in Law and Justice (4) MATH

306 Middle-level Mathematics Capstone (3)

MATH 321 Mathematics BA Capstone (3)

MATH 489A Actuarial Senior Seminar: Predictive Analytics and Actuarial Modeling (3) MATH

499D Data Science Senior Seminar (4)

MATH 499S Senior Seminar (2)

MET 489A Senior Project I (4), MET 489B Senior Project II (4), MET 489C Senior Project III (4) * [All courses must be taken and receive passing grade to receive credit]

MGT 489 Strategic Management (5)

MUS 300 Recital Performance (1), MUS 400 Recital Performance (1)* [All courses must be taken and receive passing grade to receive credit]

MUS 420 Composition 4 (3)

MUS 495 Senior Project (2)

NUTR 445 Experimental Food Research (1)

PESH 401 International Service Learning: Civic Engagement and Youth Development (4) PESH

438 Practicum and Seminar 3 (3)

PFP 480 Financial Planning Capstone (5)

PHIL 495 Undergraduate Thesis (3)

PHIL 497 Honors Thesis (3)

PHYS 495 Undergraduate Research (1-2)

POSC 489 Senior Assessment (2)

PSY 489 Senior Assessment Capstone (2)

PUBH 488 Culminating Experience in Public Health (3) RELS

495 Undergraduate Thesis (3)

RELS 497 Honors Thesis (3)

RMT 467 Retail Management (4)

SCED 422 Advanced Teaching Strategies in K-8 Science (4) [SCED 467](#)

[Middle-Level Science Capstone \(3\)](#)

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)