Meeting called to order at 3:10pm

All Senators were present except: Eric Cheney, Vanessa Hunt, Mengyu Ma, Rich Marsicano, Tim Melbourne, David Rolfe

Guests: Chris Denison, Tim Sorey, Arturo Torres, Hondo, Sathy Rajendran, Joy Fuqua, Yoshiko Takahashi, Cristina Bistricean, Sydney Thompson, Jaap Donker, John MacArthur, Brian Holley, Mike Harrod, Kurt Kirstein

CHANGES TO AND APPROVAL OF AGENDA - Approved

MOTION NO. 24-10 (Approved): APPROVAL OF MINUTES of November 6, 2024

PRESENTATIONS

Presenter: Brian Holley – Chief Information Security Officer (CISO)
Topic: Information Security

> **Overview**: Brian Holley introduced himself, sharing his background in higher education and IT. He has worked at institutions like Sanford University, Middle Tennessee State University, and Amherst College, and has significant experience in both the public and corporate sectors. He currently works remotely from Birmingham, Alabama, where his wife is a professor. He has a diverse career history, including 10 years in K-12 education and serving as a Brigadier General in the Air Force.
>
> **Cybersecurity Discussion**:
> - **Cybersecurity Challenges**: Brian highlighted the rising threat of cyberattacks. By 2025, the revenue from cyberattacks is expected to surpass $10 trillion, more than the combined worth of top companies like NVIDIA, Amazon, and Microsoft, as well as the global drug trade. Microsoft reports 600 million cyberattacks daily, with universities being frequent targets due to their balance of security and academic freedom.
> - **MFA Implementation**: As part of ongoing cybersecurity improvements, Multi-Factor Authentication (MFA) is being implemented campus-wide. MFA is already required off-campus for certain services, and starting in Spring 2025, exemptions for on-campus systems will be removed.
> - **Communication Plan**: The implementation of MFA will be communicated extensively across the campus. Brian has broken down the campus into sectors, with each sector receiving targeted emails detailing implementation schedules. Early communications will begin in January, and issues will be addressed as they arise to avoid disruptions.
> - **Transparency and Collaboration**: Brian emphasized the importance of collaboration and transparency in cybersecurity efforts. He invited open communication, noting that feedback and questions are welcome, and assured faculty that his office is always available for support.
>
> **Next Steps**:
> - MFA rollout will begin in the spring, with sector-specific communications sent ahead of time.
> - Ongoing communication will ensure everyone is informed and any issues are resolved promptly.
> - A Q&A section will be added to the website for ongoing updates, and the service desk is available for assistance.

Closing: Brian wrapped up the meeting by reinforcing his commitment to security and transparency, thanking everyone for their time and encouraging them to reach out with questions.

Presenter: John MacArthur – Director of Civil Rights Compliance
Topic: Title IX Regulations and Policy Updates

Overview: John MacArthur presented an overview of the new Title IX regulations and the university's updated Title IX policy, highlighting key changes that affect employees, students, and the campus community.

Key Points:
- **Title IX Overview**: Title IX ensures that no person (faculty, staff, students, or employees) is excluded from participation or discriminated against in any educational program or activity based on sex, which includes gender, gender identity, sexual orientation, pregnancy, and related conditions.
- **New Regulations (2024)**: The 2024 regulations supersede the 2020 regulations. Major changes include:
  - **Expanded Definitions**: "Sex" now includes sexual orientation and gender identity.
  - **Hostile Environment Harassment**: The threshold for hostile environment harassment has been lowered from "severe, pervasive, and objectively offensive" to "severe or pervasive."
  - **Jurisdiction**: Title IX now covers sex-based harassment that occurs both on-campus and off-campus, including online.
  - **Grievance Process**: Changes include a single decision-maker for Title IX hearings, with cross-examination now conducted by the decision-maker rather than the parties involved. Support persons are now allowed alongside advisors.
  - **Pregnancy-Related Conditions**: Clarified that reasonable accommodations must be provided for pregnancy, childbirth, and related conditions, including lactation space.
  - **Annual Training**: All employees are required to complete annual Title IX training, with interactive training materials being developed.
- **Legal Challenges**: The Biden administration's interpretation of the regulations, particularly regarding sexual orientation and gender identity, is facing legal challenges. Twenty-six states have injunctions preventing enforcement of the 2024 regulations, and some organizations have sued to block the new rules in certain institutions. However, the university supports the updated regulations and aims to protect sexual orientation and gender identity.
- **Feedback Request**: John emphasized the importance of feedback from faculty, staff, and students to ensure the Title IX process is clear and effective, regardless of potential future changes to the regulations.

Lactation Space Information:
- Lactation spaces are available across campus. Information on locations can be found by searching for "CWU lactation space" online, with a campus map provided for convenience.

Next Steps:
- The university will continue to review and improve Title IX policies and procedures, welcoming feedback to ensure clarity and accessibility for all involved.

Closing: John thanked the attendees for their time and encouraged them to reach out with questions or feedback.

SENATE CHAIR REPORT

- **Introduction of New Temporary Administrative Assistant**: Sandy Tennant, a former CWU student with a background in business administration, has joined the Senate Office. She recently moved back

to the Ellensburg area from Central Texas and brings administrative experience in education foundations.

- **Senate Agenda Feedback**: Thanks to those who reviewed and provided feedback on the Senate agenda, allowing for corrections of typos and ambiguities, avoiding amendments on the Senate floor. Senators are encouraged to continue reviewing agendas to help meetings run smoothly.
- **Bylaws and Faculty Code Committee**: The committee is working on drafting language to define senator responsibilities, as the current Faculty Code and Senate Bylaws do not address this. A survey was sent to senators on November 21st to gather feedback on the level of detail in Senate reports and other topics. The survey closes on December 5th, and senators are urged to complete it.
- **Graduate Hooding Ceremony Cancellation**: The graduate hooding ceremony for this spring has been canceled due to staffing changes in the Office of Graduate Studies and the university's $4 million deficit. The Senate Executive Committee has heard from faculty about the value of the ceremony and will communicate these sentiments as appropriate.
- **General Education Committee Openings**: The General Education Committee has several openings and needs a new member to avoid losing quorum for winter quarter. The committee meets on Mondays from 3:30 to 5:00 p.m. Faculty are encouraged to recommend candidates for this service opportunity.
- **Faculty Concern – Class End Times**: A concern was raised regarding faculty extending class times past the official end time, causing issues for students and faculty waiting to use the classroom. Faculty are reminded to end classes on time to avoid disrupting transitions.
- **January Senate Meeting**: The January Senate meeting will be held on January 15th, the third Wednesday of the month, due to New Year's Day and the start of classes.

FACULTY ISSUES

- **Updates on Previous Faculty Issues**:
  - **Help Desk Hours**: Senator Reynolds raised concerns about the difficulty in assessing demand for extended help desk hours. After consulting with Ginny Tomlinson, Associate VP of Information Services, it was confirmed that students should be encouraged to submit tickets at any time, even outside normal hours, to provide more accurate data on demand.
  - **Faculty Web Pages**: Senator Bisgard raised concerns about faculty not having personal web pages. Jose Romero, Director of Web Services, explained that support for personal pages has been discontinued, and there are no plans to reinstate it.
- **New Faculty Issues**:
  - **Duck Safety on Wildcat Way**: Senator Obery raised concerns about an increasing number of ducks being hit on Wildcat Way near 14th and Nicholson.
  - **Graduate Hooding Ceremony Decision**: Senator Bowen expressed concerns about the lack of consultation and communication regarding the cancellation of the graduate hooding ceremony. The decision was made without consulting the Graduate Council, and this decision was only communicated to the Senate recently, which Bowen felt did not reflect shared governance or the importance of the ceremony.
  - **Faculty Engagement in Senate**: Senator Dormady echoed Senator Bowen's concerns and suggested that the Senate focus more on deliberative discussions, particularly around important decisions like the hooding ceremony. Dormady also raised concerns about the growing emphasis on technology in classrooms, particularly AI and OER, which he feels are being pushed onto faculty without clear pedagogical benefit, and the pressure for students to always use electronic devices.
  - **Tech and Pedagogy**: Dormady emphasized the need for clear guidance on tech usage, particularly AI, and how it fits into pedagogy. He expressed concern that the increasing use of technology in classrooms, especially electronic devices for readings, may not align with engaging teaching methods.
- **Other Faculty Concerns**:
  - **Webpage Showcase Contradiction**: Senator Bisgard raised a concern about the contradiction in the university's approach to showcasing faculty on webpages. While the goal is to highlight faculty, faculty members don't have clear control or choice over what is showcased about them, which Bisgard found contradictory.

STUDENT REPORT

Speaker Hondo's Report:

- Speaker Hondo shared updates on student government activities, including visits to UNIV 101 classes between October and November. Between 10-13 classes across all four academic colleges were visited, with positive feedback received from both students and faculty. Hondo emphasized the value of these visits and hopes future Senate speakers will continue them.
- Regarding the graduate hooding ceremony, Hondo acknowledged student frustrations and recognized the logistical reasons behind the decision. He shared that he, along with other board members, met with President Wohlpart, Provost Pease, and Faculty Senate Chair Klosterman to discuss the issue. He also passed along a petition from graduate students to the Faculty Senate and highlighted the importance of the ceremony, which was a long-standing tradition at CWU. Several testimonies were received from students, alumni, and faculty, including one from an alumni who mailed a letter written on a typewriter to express how much the ceremony meant to them.
- Hondo concluded by noting that graduate students have proposed potential solutions to address the issue.

Vice Speaker Nicholas Villa's Report:

- Vice Speaker Villa, Executive Vice President for Student Government, discussed the need for student recruitment to committees, especially in winter quarter. He highlighted the Service and Activities Fee Council and the upcoming discussions on the quadrinium review and allocation to base-funded programs. With a 20% reduction in funding expected, hard decisions will need to be made about which programs receive funding.
- Currently, only 6 students are on the committee, but 7 more are needed to reach the full 13-member group. Villa requested assistance from faculty to help recruit students for these committees, particularly those interested in providing input on funding allocations for student services.
- Villa offered to send out more information and materials to aid in recruiting students.

REPORTS/ACTION ITEMS *(30 Minutes)*

SENATE COMMITTEES:
Curriculum Committee
Motion No. 24-11(Approved): Amend CWUP 5-50 to add the Master in Business Administration (MBA) degree type as outlined in Exhibit A.

Presenter: Tim Sorey, Chair of the Curriculum Committee.

Discussion:

- **Details**: The motion seeks approval to add the MBA degree type at CWU. The process followed to bring this forward included consultation with the Graduate Council and adherence to CWU's faculty code for new graduate programs. The MBA degree is designed to provide broad business skills for leadership roles in various industries and is distinct from other graduate programs, such as the Master's in Applied Science or specialized master's degrees (e.g., CPA-focused degrees).
- **Approval Process**: The MBA proposal was carefully reviewed by the Graduate Council and Curriculum Committee, with presentations and discussions held in October and November.
- **MBA Program Overview**: The MBA will focus on practical, hands-on knowledge for leadership development, differing from academic or technical master's degrees that focus on a specific discipline or profession.
- **Further Discussion**: A question was raised about the possibility of having graduate assistants in the MBA program, but it was confirmed that there are no plans for that at the moment.

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Motion No. 24-12(failed): Amend CWUR 2-50-060(2), hybrid course modality definition, to add a minimum threshold of in-person contact hours as outlined in Exhibit B.

Presenter: Tim Sorey, Chair of the Curriculum Committee

Discussion:

- **Context & Background:**
  The motion discussed a new policy for hybrid courses at CWU, specifying that at least 50% of course contact hours should be in person. This initiative was spurred by concerns from the Veterans Affairs (VA) office and International Students (OISP) regarding the ambiguity of hybrid course definitions. If courses fail to meet a certain in-person threshold, they could be misclassified as 100% online, impacting student funding and support. The proposal aims to provide clarity and stability, benefiting both faculty and students.
- **Process & Consultations:**
  The committee consulted with the registrar's office, VA, and OISP to refine the language and ensure it addressed these concerns. The proposal has been discussed since the start of the academic year, with input from several departments and faculty.
- **Proposed Language:**
    o   The minimum in-person threshold for hybrid courses is 50%.
    o   If a course falls below this threshold, approval from the dean is required.
    o   Faculty are encouraged to aim for the 50% in-person requirement where feasible.
    o   The 50% in-person requirement applies to course contact hours over the entire course duration, not necessarily on a weekly basis, allowing for flexibility in scheduling.
- **Questions and Discussion:**
  Several concerns were raised during the meeting:
    o   **Clarification on Weekly vs. Course Duration:** Some faculty expressed concerns about how the 50% in-person requirement applies weekly vs. across the entire course. A suggestion was made to adjust the language for clarity, such as removing "weekly" and instead stating "at least 50% of the course contact hours will be scheduled in person."
    o   **Course-Specific Scheduling:** It was clarified that the 50% in-person requirement applies to the total course hours, and flexibility exists for departments to adjust schedules based on course structure (e.g., physical education classes meeting in person only during the last weeks of the term).
    o   **Registrar's Role:** The registrar emphasized the importance of clear communication with students regarding hybrid class schedules, especially in terms of identifying in-person and online meeting days.
- **Proposed Amendment:**
  Senator Eklund proposed an amendment to remove the word "weekly" from the policy and make it more flexible. This was seconded, and further discussion suggested adding a secondary sentence to highlight the expectation of regular in-person meetings. The goal was to allow for flexibility without losing the intent of ensuring consistent student engagement.
- **Next Steps:**
    o   The amendment to remove "weekly" and replace it with more general language is under consideration.
    o   Further refinement of the policy language may take place based on additional input.

Motion Status:

- The motion, along with the proposed amendments, will be sent back to committee.

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Motion No. 24-13(Approved): Amend the General Education Program Rules to eliminate the three-course Pathway rule and relabel "Pathways" as "Themes" as outlined in Exhibit C.

Presenter: John Neurohr, Chair of the Curriculum Committee

Discussion:

- The meeting primarily focused on proposed changes to the General Education (Gen Ed) curriculum, specifically around renaming pathways to themes and eliminating the three pathway rule for completing a single pathway. John Neurohr, Chair of the General Education Committee, presented the motion, referencing survey results showing strong faculty support (54% strongly agreeing, 87% for renaming pathways).
- There were additional minor changes discussed, such as ensuring online Gen Ed courses are offered year-round, but some confusion arose around wording suggesting that students must be able to complete the Gen Ed program entirely online in one year. This wording was viewed as problematic, potentially shifting the university's commitment to offering a full online Gen Ed program.
- Senator Bisgard questioned this change, leading to further discussion. The committee clarified that the intent was to ensure online courses were available throughout the academic year, not to guarantee the completion of Gen Ed in a year entirely online. After some debate, an amendment was proposed to remove the problematic wording on page 7, which passed unanimously. The committee will revise the language and possibly introduce a new motion addressing the issue in future meetings.

Motion No. 24-14 (approved): Amend the General Education Program Framework to eliminate the three-course Pathway rule and relabel "Pathways" as "Themes" as outlined in Exhibit D.

No discussion

Motion No. 24-15 (approved): Amend CWUP 5-100 to eliminate the three-course Pathway rule and relabel "Pathways" as "Themes" as outlined in Exhibit E.

No discussion

ADI Committee

Bylaws and Faculty Code Committee

Curriculum Committee

All have included written reports in exhibit E

PRESIDENT REPORT

In his report, President Wohlpart provided updates on his ongoing legislative meetings, particularly with local representatives in the Spokane area, and mentioned his upcoming meetings in Olympia ahead of the January legislative session. He discussed the state's projected $5 billion deficit for the 2025-2027 biennium, caused by unmet promises made in 2021. He emphasized the uncertainty surrounding the state's budget, with the possibility of cuts being a significant focus.

Wohlpart highlighted the reductions Central has already made since 2017, including a loss of 68 staff and 9 tenure-track faculty, totaling about $15 million in reductions. He stressed the need to reconsider the university's goods and services budget, as further staff reductions may not be sustainable.

The President also provided updates on University Advancement, noting a decrease in fundraising due to staff reductions. Despite this, he shared positive news regarding Central's enrollment, which is up 2% in Fall 2024, in contrast to a 5% national decline. He noted that applications for next year are strong, although final enrollment numbers will not be clear until March or April.

Wohlpart concluded by praising the work of the financial aid team, who had successfully processed federal financial aid reports ahead of other institutions in the state, ensuring minimal delay.

PROVOST REPORT

Provost Pease provided several updates in his report. He began by discussing the "Adaptive University" initiative, highlighting a series of successful workshops aimed at developing guidelines for moving the project forward. Over 130 people have attended these workshops, with the final one scheduled for the next day, and the gathered information will be shared on a SharePoint site.

He also provided an update on the dean searches, noting that the search for the College of the Sciences (COTS) dean is underway and will be posted publicly soon. The search for another dean position will follow shortly.

Pease expressed his appreciation for the kindness and candor shown during his visits to nearly all campus departments, thanking faculty for their deep, meaningful questions and the energizing conversations.

Finally, he updated the Senate on the NWCCU accreditation. The steering committee attended a recent conference in Seattle and identified key areas for improvement, including benchmarking against institutional peers, closing equity gaps, and aligning academic and non-academic assessments. He thanked the committee members for their time and open-minded approach to improving the institution.

CHAIR-ELECT
      Open EC meeting will be next week. Next Senate meeting is January 15.

NEW BUSINESS
      No new business.

ADJOURNMENT
      Meeting adjourned at 5:00pm

Exhibit A

Section: CWUP 5-50-070(4)

Title of Section: CWUP 5-50-070(4) – Rules for Undergraduate and Graduate Degrees

New   <mark>Revision</mark>

Summary of changes and/or additions: Adds a new subsection, (K), within CWUP 5-50-070(4) to allow for a graduate degree type of Master in Business Administration (MBA).

Rationale for changes and/or additions:
In accordance with policies and procedures, Faculty Senate Curriculum Committee met and voted to agree to a new graduate degree, Master of Business Administration (MBA) on November 8th of 2024. The proposed MBA was evaluated based upon a presentation from CWU's College of Business.

CWUP 5-50-070(4) Rules for Undergraduate and Graduate Degrees

(4) Graduate Degrees

(A) Master of Arts (M.A.). The Master of Arts degree designation is appropriate for those graduate study programs in the arts, humanities and certain social science areas as determined by the graduate council.

(B) Master of Science (M.S.). The Master of Science degree designation is appropriate for those graduate study programs in the sciences, mathematics, certain social sciences and other fields not covered by the Master of Arts or other professional degree designations.

(C) Master of Education (M.Ed.) The Master of Education is used in a professional area with a distinct professional practice emphasis.

(D) Master of Fine Arts (M.F.A.) The Master of Fine Arts is recognized as the terminal degree in the creative arts, such as fine arts/studio art, poetry, creative writing, play/screenwriting, film as well as theatrical acting, design and direction. The M.F.A. degree indicates a high level of professional competence in the discipline and the mastery of a particular medium and/or creative art form. The 90-credit degree program is comprised of concentrated study in a creative discipline, bolstered by advanced study of the discipline's history and criticism, literature, other related electives, and most often culminating in a studio/thesis project.

(E) Master of Music (M.M.). The Master of Music is a professional graduate degree in the musical arts. The course of study is divided into three components. The student must complete a minimum of one-third of study in a specific major in the discipline (ex. composition, performance, music education, conducting, etc.); one-third in supportive courses in music; and one-third of elective studies in supportive areas.

(F) Master of Professional Accountancy (M.P.A.)

(G) Master of Arts for Teachers (M.A.T.)

(H) Master of Public Health (M.P.H.) The Master of Public Health (MPH) degree is a professional graduate degree in public health and population health sciences. The course of study is comprised of:

　　1. foundational and specialized content courses, and

　　2. applied experiences in public health research or practice.

(I) Master of Applied Science (M.A.S.). The Master of Applied Science is a graduate degree designed for programs with curriculum focused on applied knowledge and research in a scientific, technical, or professional field.

(J) Educational Specialist degree (Ed.S), The Educational Specialist degree is a terminal academic degree providing training above the master's degree level, but below the doctoral level. Specialist programs generally involve two years of coursework and practica followed by an intensive internship. Specialist programs typically require in excess of 90-quarter hours of coursework beyond the bachelor's degree, or approximately 45-quarter hours beyond a masters degree.

(K) Master of Business Administration (M.B.A.) The Master of Business Administration is a graduate degree focused on business and management principles, preparing students for leadership roles through a comprehensive understanding of key business functions like management, accounting, finance, marketing, analytics, supply chain, and strategy, and combining theoretical knowledge with practical skills to tackle complex business challenges.

Exhibit B

Section: CWUR 2-50-060(2)

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

New <mark>**Revision**</mark>

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.

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 standard.

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 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 minimum in-person threshold 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 C

Section: General Education Program Rules

New <mark>**Revision**</mark>

Summary of changes and/or additions: Removes the requirement that students must take at least three courses in a single Pathway, and relabels "Pathways" as "Themes".

Rationale for changes and/or additions:
In February 2024, the General Education Committee conducted a faculty-wide survey regarding the changes summarized above. Both the results from this survey, as well as presentations made during Faculty Senate meetings, indicated overwhelming support for the changes. Below is a brief summary:

Background
- The three-course Pathway rule creates confusion for students, causing them to feel overwhelmed or discouraged. As a result, they struggle to complete the General Education curriculum in a timely manner and/or remain at CWU.
- The original intent for Pathways was to enable students to connect key ideas across various disciplines to an overarching theme.
- A secondary intent for Pathways was for it to lead to a certificate or other such meritorious distinction; however, this has never been implemented.
- General Education rules for departments/programs would still require that all Knowledge Area courses fall within at least one but no more than three Themes (formerly Pathways), with at least two of the Themes (formerly Pathways) Criteria being met in the Outcomes.

Rationalization for Support
- Simplicity: Removing the GE program rule requiring students to complete three courses in a single Pathway would simplify the program rules, removing confusion for students.
- Clarity: the term "Pathway" needs explanation, whereas "Theme" is more recognizable and generally understood. Renaming to Themes provides clarity as to what the Pathways are—their purpose.
- Integrity: Keeping the concept of Pathways but renaming as Themes ensures we remain faithful to the original intent and spirit of the GE framework.

Impacts
- Students:
  - One fewer program rule for students to remember.
  - Themes would still allow students to understand the content-focus of courses and select accordingly.
- Faculty:
  - Faculty do not need to resubmit courses already approved in GE to remove Pathways; the Pathways would convert to Themes automatically.
  - Themes help provide guidance for new GE course development and/or revision of current courses/materials.
- Advising:
  - More straightforward advising

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~~Online offerings must be provided such that students have General Education course options available throughout the 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 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~~Themes

The ~~Pathways~~Themes 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 ~~Pathways~~Themes will provide opportunities to draw connections to ideas from other courses and experiences in the ~~Pathway~~Theme.
2. Each course within a ~~Pathway~~Theme must address at least two (2) of the criteria listed for that ~~Pathway~~Theme.
3. Each course ~~Courses~~ may be offered in up to three (3) ~~Pathways~~Themes. ~~Each course may be in up to three (3) Pathways~~Themes ~~and must meet at least two (2) of the criteria of each of those Pathways.~~
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.
4. 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-five (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~~experiential 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. Culminating Experience courses may have prerequisites.
3. 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 D

Section: General Education Program Framework

New <mark>**Revision**</mark>

Summary of changes and/or additions: See summary in Exhibit C.

Rationale for changes and/or additions: See rationale in Exhibit C

See General Education Framework on next page

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 *DHC 102, ENG 101, ENG 101A/B*, PHIL 110, PHIL 111*	(5 credits)
Quantitative Reasoning *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~~*	(4-5 credits)

II. Explore & Connect

These courses can be taken any year. ~~Students are required to take at least 3 courses in the same pathway (i.e., columns in the table) so that they begin to see connections between knowledge areas.~~ 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**

P A T H W A Y S T H E M E S

	~~PT~~1: Civic & Community Engagement	~~PT~~2: Health & Well-being	~~PT~~3: Perspectives on Current Issues	~~PT~~4: Social Justice	~~PT~~5: Sustainability	~~PT~~6: 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, EDBL 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, ECON 101, EDBL 250, 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, ~~IEM 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, ~~IEM 330,~~ KRN 311, ~~MGT 384,~~ MSL 101/102/103,* MUS 105, POSC 270,	~~ACCT 284,~~ ANTH 130 COM 302, ECON 102, EDLT 217, ENG 347, GEOG 101, GEOL 303, HIST 103, ~~IEM 330,~~ KRN 311, MSL 101/102/103,* MUS 105, POSC 270, WGSS 340, WLC 311	~~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

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			PUBH 317 WGSS 340, WLC 311		
K5:Humanities	ABS 110, AST/HIST/RELS 378, ENG 106 LAJ 215, TH 382, ~~WLC 250~~	ENG 107, HIST 102 MGT 395, PHIL 105 ~~WLC 250~~	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, CDFS/EDEC 232, GEOG 273, HED 101 HRM 381, POSC 101 PSY 101, PSY 205 PUBH 209, SOC 327	ATM 218, ATM 281, CDFS 234, CDFS 310 COM 222, ECON 201, , HED 101, IDS 357, LAJ 202, 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 218, ATM 281, CDFS 234, GEOG 208, HRM 381, IDS 357, LAJ 216, MGT 386, POSC 101, PHYS 213, PSY 333, PUBH 209, SOC 101, SOC 107, SOC 327, (STP 201, STP 202)*, STP 300, TH 377, WGSS 250	AIS 101, ANTH 107 BUS 389, ECON 201 GEOG 273, HED 101 SCED 305, SOC 322	ATM 281, ATM 218, CDFS 101, CDFS/EDEC 232, CDFS 237, COM 222, DHC 250, ECON 201, GEOG 208, MATH 120, 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, IEM 103 PHYS 101, SCED 102, (STEP 101, 102, 103)*	ANTH 314, BIOL 200, GEOL 107	ANTH 110, BIOL 200, ENST 201, GEOG 107, GEOL 107, IEM 103, SCED 101, SCED 102. (STEP 101, 102, 103)*	ANTH 110, BIOL 101 CHEM 111/LAB, CHEM 181/LAB, DHC 180, ENST 201, GEOG 107 GEOL 101/LAB, IEM 103, PHYS 101 PHYS 103, PHYS 106, (STEP 101, 102, 103)*
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

Exhibit E

Sections: CWUP 5-100-010, CWUP 5-100-020, CWUP 5-100-060

Title of Section: CWUP 5-100-010 General Education Committee, CWUP 5-100-020 Definition of General Education Terms, CWUP 5-100-060 General Education Program Assessment

New <mark>**Revision**</mark>

Summary of changes and/or additions: See summary in Exhibit C.

Rationale for changes and/or additions: See rationale in Exhibit C

CWUP 5-100-010 General Education Committee

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

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

    (A) Decision making authority regarding:
1. Student petitions (CWUP 5-100-50);
2. Exceptions to the general education program requirements;
3. Strategic planning;
4. ~~Pathway~~Theme coordination;
5. Program improvement;
6. Oversight of the general education program's elements as described in 5-100-020.
7. Committee member position descriptions.

(…)

CWUP 5-100-020 Definitions of General Education Terms

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

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

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

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

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

The knowledge area outcomes define the scope of concepts, skills, or other content that will be examined in program assessment. These outcomes drive the pedagogy within the knowledge area.

(E) The ~~pathways~~Themes constitute the ~~themes that~~lens through which knowledge area courses are taught ~~through~~ and provide opportunity for students to explore and make connections.

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

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

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

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

CWUP 5-100-060 General Education Program Assessment

(1) Responsibility for Assessment.

Responsibility for assessment of the general education program falls to the university and to the faculty teaching courses in the general education program. Multiple campus stakeholders have an interest in ensuring accurate and meaningful assessment data are available. ~~t~~The undergraduate studies dean will share information regarding current and intended assessment practices, strategies, and tools with the academic community.

(2) Collection of Assessment Data.

Departments and programs who offer courses for the general education program are responsible for providing the data used to evaluate the courses and program.

The general education assessment report for each year will be delivered to the faculty senate as an information item as well as to administrative units responsible for assessment.

(3) Levels of Assessment.

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

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

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

(…)

Faculty Senate Antiracism, Diversity, and Inclusivity Committee Report
December 4th, 2024

Charge #	Timeline	Charge/task	Progress	Action
ADI24-25.01	Fall	Review and establish transfer equivalencies for ADI courses	As of Nov 20, we have received 21 student petitions. Six have been approved, one has been denied, ten have been reviewed but require additional information and/or materials, and the rest are in process. To help communicate the ADI requirement to our regional community and technical colleges, the CWU Transfer Center Director Megan McConnel presented the ADI graduation requirement at the State Board for Community & Technical Colleges Articulation & Transfer Council Meeting on Nov. 7th 2024.	In progress
ADI24-25.02	Fall/Ongoing	Review and approve ADI faculty applications	The committee currently has four applications that need review.	In progress
ADI24-25.03	Fall/Winter	Review and approve ADI course proposals	Two course proposals are under review this quarter, one that was submitted Winter 2024 after our January deadline, and one submitted Fall 2024. We are awaiting Gen Ed and FSCC approval before reviewing, as per our procedures.	In progress
ADI24-25.04	Fall	Submit draft procedures manual for Senate approval.	Our procedures manual was approved by Faculty Senate on Oct. 2nd 2024 (Motion No. 24-03)	Completed
ADI24-25.05	Winter	Consult with Dean Takahashi to develop a detailed ADI assessment plan	NOTE: this is an updated version of this charge, and the next charge may need to be updated as well. ADI assessment will begin AY25-26 after the program has run for a full year.	Not yet started

ADI24-25.06	Winter	Analyze assessment reports provided by Undergraduate Studies office and make recommended updates to ADI requirement as appropriate.		Not yet started
ADI24-25.07	Spring	Review existing courses in the Gen Ed Social Justice Pathway for potential ADI inclusion		Not yet started
ADI24-25.08	Spring	Identify training opportunities to prepare faculty who are or wish to teach ADI courses. • Consult with Charlita Shelton, VP of EB. • Reach out to faculty teaching Gen Ed Social Justice themed courses that would be good candidates for ADI inclusion		Not yet started
ADI24-25.09		Develop and offer a workshop for faculty to convert existing courses to meet ADI requirements and submit for approval. • Consult with Provost's Office about possible funding support • Reach out to faculty teaching Gen Ed Social Justice themed courses that would be good	Two synchronous and interactive workshops were offered in July and September of 2023 specifically on this topic. These were supported by the Provost's office and MML with $250 in PD funds provided to faculty in attendance.	In Progress

		candidates for ADI inclusion		

Additional Information

The Faculty Senate Antiracism, Diversity, and Inclusivity (ADI) Committee has nine charges to consider during the 2024-2025 academic year, four of which are to be started during the Fall quarter. We have had eight meetings thus far, all with a quorum of voting members present, which is a big improvement from last year.

The committee now has six voting members, but two are unable to attend meeting due to time conflicts. Additionally, our Dean's Council representative also cannot attend our Fall meetings. All meetings are currently held remotely on Zoom and recorded, and the recordings are being shared out to those who are unable to attend. Finding a time in Winter quarter when more members can attend the meetings is an upcoming agenda item.

Bylaws and Faculty Code Committee Report
11/25/2024

Charge #	Timeline	Charge/task	Progress	Action
BFCC 24-25.01	Fall	Modify Code/Bylaws to reflect the upcoming change from two NTT senators to four NTT senators, determining appropriate representation, term limits, and eligibility requirements.	BFCC completed a draft of proposed language for the Faculty Code. It was decided that the NTT faculty should be able to provide feedback on the proposed language. The feedback survey was completed on 11/25 and will be submitted to the EC for approval. Based on the feedback from this poll, adjustments to the proposed language may be needed.	In Progress
BFCC 24-25.02	Fall	Add a section to either Code and/or Bylaws that itemizes senator responsibilities (e.g. attendance, disseminating accurate reports and information back to departments) and possible senate actions if these responsibilities are grossly neglected.	This charge is being addressed in two stages. The first stage includes a poll to gather information from senators regarding their duties/responsibilities. The poll was sent to all senators on 11/21/2024. The second stage will include analyzing data from the poll and creating a list of duties and responsibilities to be included in the proposed language for the Code.	In Progress
BFCC 24-25.03	Fall	Add language to either Code and/or Bylaws recommending that chairs not serve as senators if other department faculty are willing and able to serve.	N/A	Not started
BFCC 24-25.4	Winter	Modify the complaint process outlined in Code IV.G to require EC members to recuse themselves when issues or grievances are brought forward from their own departments.	N/A	Not started

BFCC 24-25.05	Winter	Modify Faculty Code, Appendix B to allow self-nominations for the Distinguished Faculty Award.	N/A	Not started
BFCC 24-25.06	Winter	Investigate possible ways to reduce the time requirements of the Distinguished Faculty Award application process without compromising the integrity of the awards. Make recommendations as appropriate.	N/A	Not started
BFCC 24-25.07	Spring	Clarify eligibility for and benefits of emerit status in Faculty Code, Section I.B.2	N/A	Not started
BFCC 24-25.08	Spring	Modify Code to remove references to the University Centers having senators (e.g. Code IV.B.1.a.iii, Code IV.E.7.a)	This charge was combined with BFCC 24-25.01.	In progress
BFCC 24-25.09	Ongoing	Recommend revisions to Code and Bylaws to improve clarity and fix typos and errors.	N/A	In progress
BFCC 24-25.10	Spring	Update Code and Bylaws to change the Budget and Planning Committee's name to the Budget Transparency Committee.	N/A	Not started

Additional Information
The Bylaws and Faculty Code Committee has met eight times (weekly since September 30th). The committee hopes to be able to present motions for BFCC 24-25.01 and .02 at the first Senate meeting in January 2025.

FSCC Committee Report
Date – 11-27-2024 – Generated by 2024-2025 FSCC Chair (Tim Sorey)

Charge #	Timeline	Charge/task	Progress	Action
FSCC #1	Fall 2024	Consider clarifying the "hybrid" modality in CWUR 2-50-060(2). Consult with Mike Gimlin about implementing a possible Curriculog option for "hybrid".	Discussed 'hybrid' modality at length with several student support offices (ex. Veteran's Center and International Studies and Programs) and the Registrar. Motion has been submitted to and will be presented during at Faculty Senate on 12-4-2024.	Approved at FSCC on 11-21-2024 and Motion submitted for 12-4-2024
FSCC #3	Fall 2024	Consider revising the curriculum deadline table to increase clarity.	Curriculum Deadline Table has been finalized and support/help documents are being designed and uploaded within online '*Modern Campus Curriculum*' to support curriculum originators (note: Software name *formerly known as Curriculog*).	In Progress
FSCC #2	Fall 2024	Consider creating an abbreviated proposal process for special topics courses that are not eligible for conversion to regular courses. Consult with Registrar's Office as necessary.	Topic has not been discussed but will be started in Winter Quarter of 2024.	Not started
N/A	Fall 2024	New Degree Type for "Master in Business Administration"	Discussed New Degree Type at length. Motion has been submitted to add a new subsection, (K), within CWUP 5-50-070(4) to allow for a graduate degree type of Master in Business Administration (MBA). Motion will be presented during Faculty Senate on 12-4-2024	Approved at FSCC on 11-7-2024 and Motion submitted for 12-4-2024

Additional Information:

Please view posted FSCC Notes that have been reviewed, revised, and voted upon for further details on the topics listed above. Any clarifying questions or clarifications can be directed to the chair of FSCC, who generated this report (tim.sorey@cwu.edu).