

REGULAR MEETING
Wednesday, March 2, 2022, 3:10 p.m.
Zoom
Draft Minutes

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

All Senators were present except: Cesar Garcia, Robert Pritchett,

Guests: Rose Spodobalski Brower, Tim Englund, Joy Fuqua, Mike Harrod, Jill Hernandez, Ediz Kaykayoglu, Rebecca Lubas, Mike Pease, Jeff Stinson, Sydney Thompson, Carolyn Thurston, Arturo Torres, Teri Walker, Coco Wu, Erin Cone, and Claudia Dumitrescu

CHANGES TO AND APPROVAL OF AGENDA - Approved

MOTION NO. 21-27(Approved): APPROVAL OF MINUTES of February 2, 2022

SOURCE - Brandy Wieggers – Brandy introduced Erin Cone, OUR Administrator. The mission of SOURCE is to provide a university-wide forum for CWU students encouraging equity, and diversity. They are changing the name to the Office of University Student Research. This change is to be more inclusive of both undergraduate and graduate research. SOURCE supports and distributes grants for research and creative projects. New opportunities will include graduate students in our programming. A video on SOURCE can be found at <https://www.cwu.edu/source>. SOURCE 2022 will be a hybrid experience with virtual and in person presentation options, May 18 – 19, 2022. All presentations will have a virtual option. Present in-person oral presentation with livestream and present online posters. In-person oral presentations (10 min with 5 min Q&A). These will be live-streamed. <https://www.cwu.edu/undergrad-research/preparing-your-abstract>. There will be an Awards Ceremony on June 2 in SURC 405. This ceremony will be Livestreamed. Award winners will be notified ahead of time and encouraged to attend. Cookies and joy rather than banquet. Email will be sent out with this summary and deadlines for the event. Email: source@cwu.edu

COMMUNICATIONS – Tutoring services and Open letter to CWU Leadership, UFC, and faculty community

SENATE CHAIR REPORT - I wanted to start my chair report today by recognizing the crisis occurring in Ukraine. The executive committee is deeply troubled by this situation, and we recognize that we have students, faculty, and staff with family ties in Ukraine and we want you to know that we stand by you and acknowledge the distress that this situation is causing in your personal lives and to your loved ones. Also, there is support available as outlined in an email to the university community sent on Monday that included information and links to areas of support including employee assistance programs, mental health and counseling services.

Next, I wanted to say a huge thanks to the senators that participated in the branding meeting with Campbell and Company. I appreciated the positive and lively discussion about what

CWU means to us all and what makes us such a special place. If you have further feedback or input, please send it to me and I'll forward it along to the Campbell and Co reps.

Next, a reminder about the mask mandate survey that was sent to all faculty on Thursday Feb 24th. If you or your department faculty have not yet completed the survey please do so by tomorrow, Thursday March 3rd. Results will be utilized in discussions with the administration, faculty union, and ADCO to inform spring quarter decisions regarding masking.

Now, a reminder regarding the Antiracism, Diversity, and Inclusivity learner outcomes development process. The ADI committee is working diligently on the process the Executive Committee outlined in a memo sent to all senators on January 24th. As a final reminder, please relay to your faculty that those who would like to be involved in the initial stakeholder discussions to contact me via email or phone. The ADI committee is starting the stakeholder meetings soon, so please contact me by next Wednesday, March 9th. Also, as a reminder of the process, broad faculty consultation will also occur, along with university-wide discussions as we move forward in the process.

Senate committee vacancies. Bylaws and Faculty Code committee still has two open vacancies. The requirements have changed and include a broader pool than just current senators. There are also a vacancy on the Curriculum Committee in CEPS and CB representative for AAC.

Next is a topic that is widely being discussed right now. Low enrollment projections for next year may have impacts on the university, especially NTTs. I want to take this moment to state that I and the EC want to support NTTs as much as possible during this difficult time. We will continue to advocate for transparent decisions, communicating care and value, and additional resources for those who will be affected. More official communications and information about this will hopefully be shared soon.

To close, thank you all for working together in the shared governance process and service to CWU. I'm really enjoying the collaborative efforts that senate is working on, and yes there are challenges, but we will face them and overcome them as well. As always, please contact me or any member of the EC with feedback/questions/concerns.

FACULTY ISSUES

1. Senator Lupton expressed a concern regarding the CWU legislative request for state funding for a cybersecurity program that would go to the computer science department. ITAM currently houses graduate and undergraduate programs in cybersecurity at CWU. Senator Lupton also mentioned that he had not received a response from administration as to why ITAM was not consulted on this proposal. The executive committee and I agree that the ITAM department should have been consulted in the development of this legislative proposal. I have expressed this to both the provost and president. Future proposals should be more inclusive, transparent and include a consultative feedback process for the university community regarding these legislative initiatives.
2. Senator Pritchett brought forward a concern regarding marketing for the new Health Science building. I have a meeting scheduled with the VP of Public Affairs tomorrow to discuss the plans and will report back once I have further information.

3. Senator Wattam indicated that faculty in his department did not receive campus notifications during the SURC mental health issue event last month. I spoke with CWU police Chief Jason Berthon-Koch about this. During that event, text message notifications were utilized as the method of communication due to multiple factors. The emergency alert system uses contact information in MyCWU for distributing the notifications, so please make sure your cell phone and email information is up to date in MyCWU. Chief Berthon-Koch wanted me to pass along to senators to please contact him if you have any questions, concerns, or would like to double check that your information in the system is correct.
4. Senator Bisgard raised a concern regarding the computer replacement policy, and its apparent lack of implementation. I've discussed this concern with the provost and she is working with the deans and IS to find solutions. Subsequent follow up emails show that some progress is being made, i.e. faculty are able to get replacement computers, but if you or your faculty are experiencing further issues with this please reach out to me.

New Faculty Issues –

Senator Erdman – Senator Erdman brought forward a concern that there are faculty and students that may be gender fluid that are misidentified in meetings and the classroom. In a faculty meeting they will identify their preferred pronouns and still have some colleagues misidentify them. Students feel hurt when they are misidentified in the classroom. People are upset and information needs to be provided on how to respect preferred pronouns.

Senator Robison – Senator Robison expressed concern with the potential mask mandate being lifted. If it isn't still held in place, will faculty still be allowed to mandate them in their classroom? Senator Robison also asked that CWU reinvestigate switching to be semester system regardless of our current budget issues.

Senator Bartel – Senator Bartel brought forward a concern from Family and Consumer Sciences department. There is a concern with moving forward with the new Vice President of Student Affairs. Teaching positions are being eliminated or reduced and we are adding to administration. There were also some concerns with the shared governance process regarding this position. It appeared there was an attempt to exclude faculty from the process. The surveys were difficult to access and it did not appear as the faculty in the listening sessions were taken seriously.

Senator Wieggers – Senator Wieggers indicated that the Math department has a concern with the MyCWU Academic Early Alerts not being edible. Once you hit enter you cannot change it for 24 hours.

STUDENT REPORT – No report

OLD BUSINESS - None

REPORTS/ACTION ITEMS

SENATE COMMITTEES:

Executive Committee

Motion No. 21-28(Approved 41 yes, 2 abstain): Ratify 2022-2023 committee nominees as outlined in Exhibit A.

Josh Welsh reported the committee will be submitting a policy on commencement honors in the near future.

Academic Affairs Committee

Motion No. 21-29(Approved 42 yes, 2 abstain): Recommend amending CWUP 5-90-040(24) Honor Roll as outlined in Exhibit B.

Motion No. 21-30(Approved as amended 46 yes and 2 abstentions): Recommend amending CWUP 5-90-040(25), CWUR 2-90-040(24) Academic Dishonesty and CWUP 5-90-040(2) and CWUR 2-90-040(2) Academic Appeal as outlined in Exhibit C.

Motion No. 21-30a(Approved 46 yes and 2 abstentions): Senator Bisgard moved to amend to get rid of (C). Senator Weber seconded.

Bylaws and Faculty Code

Motion No. 21-22(Approved 46 yes 1 no 2 abstentions): Recommends amending the Faculty Code Section I.B.2.i. Emeritus Faculty Appointments as outlined in Exhibit D.

Motion No. 21-24(Approved 44 yes 4 abstentions): Recommends amending the Faculty Senate Bylaws Section III.A. as outlined in Exhibit E.

Motion No. 21-25(Approved 37 yes, 3 no, 7 abstentions): Recommends amending the Faculty Bylaws, Section III.B. as outlined in Exhibit F.

Curriculum Committee - Report

Motion No. 21-31(Approved 46 yes, 1 no, 3 abstentions): Recommend approval of a new Applied Agribusiness Technology Minor/Certificate as outlined in Exhibit G.

Evaluation and Curriculum Committee – Warren Plugge reported the committee still needs a faculty representative from the College of Business as well as a student representative. The committee is working through their charges. The committee is looking at alternatives to the SEOs to allow student voice about their instruction. They are also working with the DEI group to work on potential biases in the SEOs. The committee is working on a survey that addresses the impacts on SEOs during the pandemic. They are hoping to get this out the beginning of spring quarter and have the analysis out mid-quarter. The committee is working on a process for SEO requests. The committee has been discussing OER documents being utilized with PTR files. However, there are so many types of OERs that it is difficult to develop rules around accepting them for all departments. The committee is also working on the academic administrator surveys to deal with the inconsistencies with them.

General Education Committee – See written report

Motion No. 21-32(Approved 42 yes, 1 no, 3 abstentions): Recommend approval the 2022-2023 General Education program change as outlined in Exhibit H.

Motion No. 21-32a(Approved 47 yes and 2 abstentions): Senator Scheduler moved to amend Academic Writing I paragraph to read “Students must achieve an appropriate test score before enrolling in an Academic Writing course.” Trumpy seconded.

Faculty Legislative Representative – David reported on several bills he has been following. One is to fix the ethics law so faculty who are doing research are not in violation of this law. This is currently sitting in the Senate and has passed the House. The bill to add new tenure track lines died in the House. There is a slight chance they could get it written into the budget, but is unlikely. Washington State needs grant is waiting in the Senate committee waiting for a second reading. The student loan bill is in Senate waiting for second reading. The bill to add faculty to UW and WSU board of regents has passed House and sitting in Senate. The short session ends March 7th. All bills must be voted on by March 4th. The Executive Committee has narrowed down the pool of FLR candidates to three and will be doing interviews over the next couple of weeks.

PRESIDENT – I appreciate your opening statement about Ukraine. This crisis lives right here in our back yard, not just overseas. In addition to having individuals in our community from Ukraine, the invasion of this country is an attack on democracy, on the very foundations of our way of lie. As an institution of higher education, we play a pivotal role in nurturing democracy. We must elevate this work and make it central to all we do.

One quick note about the Faculty Senate Executive Committee’s statement regarding consulting with faculty and departments during budget development. I concur with that statement and we will be shifting our capital and operating budget request process to include more transparency.

For our common understanding – there are two completely separate pots of funding we have access to and request from the state: capital funding (for facilities, renovations, new buildings) and operations funding (for salaries, programs, etc.). The process for developing our funding requests actually starts in the spring (now). The initial request for capital funding must go to the Office of Financial Management by June; these are the requests we would submit to the state in August if they are approved by OFM.

Operating costs are also developed in the spring, and we will need to get on this process quickly. In the past, we have often responded to what we hear the Governor or the legislature is interested in. I hope to be more proactive and design funding packages that meet our needs, but in a concerted way that moves the state forward.

I will then spend the summer meeting with legislators to build support for our requests. I am happy to say that the requests we made for the current funding cycle, including the Wildcat Mentoring Program and Jump Start, have received strong support. Budgets should be determined by March 8. More on this as it gets developed.

Let me turn to COVID-19, everyone's favorite subject.

As you know, in the summer of 2021, we developed an inclusive committee to determine how we would launch our fall quarter in a way that emphasized the health and safety of our university community. The committee relied on the expertise of scientists and medical professionals and the guidance of the Centers for Disease Control and Prevention, the Department of Health in the state of Washington, and our public health official (Dr. Mark Larson was on the committee).

Throughout the process, we emphasized that the decisions we were making would be science-based and that we would follow the guidance of the experts. This was important because there were individuals who did not want us to have a vaccine requirement or a mask mandate; we were able to have those mandates because we were clear that we were going to follow the guidance of the experts.

As you know, our current mask mandate runs through the end of Winter Quarter, March 18, 2022. An email will go out soon reiterating this mandate. We need to make a decision about a mask mandate for the spring quarter. I expect that we will continue to make decisions that are science-based and that follow the guidance of the experts, including the CDC and the DOH. Your feedback is essential to our decision-making process, as is that of the staff and the students. What I have heard from these other groups is that we should follow the guidance of the experts, just as we have done in the past.

Currently, transmission rates are falling rapidly. Kittitas County is no longer in the high rate of transmission range, but has fallen below the substantial range to the moderate range. And the Centers for Disease Control and Prevention guidance for masking is now based on three factors: hospitalizations for COVID-19, the proportion of beds occupied by COVID-19 patients, and transmission rates. Based on this guidance, they have determined that masks should no longer be required across much of the country. Because we do not know where this virus will go next, and because we may need to move back into a space that requires masks based on CDC guidance, we should be cautious about ignoring that guidance now. I do recognize that some spaces do still require masks (public transit, health care, and others) and that we could create similar spaces at CWU if we need to.

I want to be clear that no decisions have been made at this point as we are still listening to the campus community. I will be meeting with faculty, staff, and student leaders in the coming week. From what I understand at this point, our sister institutions will be lifting their mask mandate either on March 12 or at the end of the winter quarter. I believe EWU may give individual faculty the right to require masks in their classroom.

Let me turn to enrollment projections and budgets. In my meeting with Joel Klucking yesterday, he let me know that the central budget committee will be updating their enrollment projection next week.

If you have heard me talk about enrollment over the last few months, you know that we have shifted our recruitment work and are doing things differently, creating a more relational approach to recruitment and connecting our marketing efforts to admissions. We've also made important changes to our financial aid efforts; last year, our financial aid packages went out late in the spring—this year they went out in January.

We've made several other important changes, and indeed are already beginning to look forward and think about the recruitment of the fall 2023 class.

All of these efforts have been paying off as we are seeing increased numbers of freshman admitted to CWU and accepting their offer of admission. As I noted, we should have a new enrollment projection out next week with updated, and stronger, numbers. This is a relief to everyone. I would encourage you to reach out to the folks in admissions, financial aid, and marketing to thank them for their efforts. But I also want to thank all of you. Students come to CWU to study with the faculty. You show up and help recruit, which makes an enormous difference.

Lastly, the Vice President for Student Engagement and Success is not a new position, but a replacement for the VP for Enrollment Management position. Everyone, including faculty, were welcomed to these sessions, and anyone who requested a survey from Kim Dawson received one. I had not heard that there were any concerns about this until today—I can check with Kim on the surveys.

I've worked closely with Provost DenBeste on the decision to hire a VP SS; she has done amazing work leading a very large division and we came to the conclusion together, after a great deal of listening, that having a partner at the Vice President level would be beneficial. The critical piece will be the continued collaboration across these areas in order to elevate recruitment retention, and graduation of our students. This is an investment in our future. I also greatly appreciate Dean Gregg Heinselman's leadership of Student Success; he has played an instrumental role in this conversation.

We will also be searching for a new Chief of Staff as Linda Schactler has decided to retire. Please do reach out to Linda and thank her for her great leadership; she was instrumental in my transition into CWU. And we will be searching for a permanent Director of Institutional Effectiveness (Colleen Falconer has done great work in leading that office on an interim basis). And with Vice President Andreas Bohman leaving I will have a decision to make about how to move forward with Operations. I do not have the time at this point to meet with folks in Operations and other areas to discern next steps, so we will bring in an interim from the Registry, which is something we've done in the past.

Final comment—please sign up for a Vision and Mission forum. We have over 200 individuals signed up already for one of our five sessions, which start tomorrow.

PROVOST – Provost DenBeste thanked Senators for the work you have done this quarter. Students have indicated that faculty have been working hard to try and accommodate them with COVID issues. The Dean of CEPS search is progressing. The first candidate, Sathy Rajendran, finished his process today. The next candidate comes in next week. And the third comes in March 9. Search committee has worked to make sure we have a good pool of candidates. Ediz Kaykayoglu is chairing the Undergraduate Dean search. The Provost indicated they hope to wrap up both searches during spring quarter. Graduate Studies consultation is currently going on. There have been a number of listening sessions with students online and in person ones for faculty as well as Graduate Studies. There has been a great deal of concern expressed about graduate assistants. Hope to get those announcements out soon, so faculty can plan for next year. Working with colleagues in Admissions, Financial Aid, and Orientation so they are not as siloed. Everyone is working to recruit students, get information to them and communicate

effectively with them. As soon as they clarify some information, there will be campus forums on orientations. The Provost indicated she has heard the concerns with new Student Affairs VP. The Provost is looking forward to focus more on faculty and academics, while still collaborating with student affairs. Provost DenBeste indicated she will be visiting the CWU-Des Moines center tomorrow. She will be getting to the others soon.

CHAIR-ELECT – Chair-Elect Samples reported the next open Executive Committee meeting will be Wednesday, March 9 from 3:00 – 4:00 p.m. A link will be set out prior to the meeting.

NEW BUSINESS - None

Meeting was adjourned at 4:55 p.m.

Exhibit A

Committee	Faculty Member	Department	Term
Academic Affairs Committee			
1 CEPS vacancy	Eric Foch	Health Sciences	6/15/22-6/14/25
1 COTS vacancy	Andy Piacsek	Physics	6/15/22-6/14/25
1 CB vacancy	Vacant		6/15/22-6/14/25
Budget and Planning Committee			
1 COTS vacancy	Jim Johnson	Biological Sciences	6/15/22-6/14/25
Bylaws & Faculty Code Committee			
2 faculty senator vacancies	Vacant		6/15/22-6/14/24 6/15/22-6/14/25
Curriculum Committee			
2 COTS vacancies	Benjamin White	Physics	6/15/22-6/14/25
	Tim Sorey	Chemistry	6/15/22-6/14/25
2 CEPS vacancies	Hongtao Dang	ETSC	6/15/22-6/14/25
	Vacant		
Evaluation & Assessment			
1 CB vacancy	Vacant		6/15/22-6/14/25

Exhibit B

Number (if applicable): 5-90-040 (24)

Title of Section: Honor Roll

New **Revision**

Summary of changes:

The change to this policy is to clarify that quarterly honors are based on college level courses and does not include developmental courses. Does not affect procedure.

Justification of changes:

The changes are needed to ensure that policy aligns with current practices.

Budget implications:

None

CWUP 5-90-040

(24) Honor Roll

(A) Undergraduates, post-baccalaureate, and non-matriculated students who achieve a grade point average of 3.5 or higher will be named to the quarterly honor roll.

(B) To be eligible, a student must complete a minimum of 10 A-F graded, college-level credits in the quarter earned; developmental courses are not calculated in the quarterly GPA.

Exhibit C

Number (if applicable): CWUP 5-90-040 (25), CWUR 2-90-040(24), CWUP 5-90-040 (2), CWUR 2-90-040 (2)

Title of Section: Academic Dishonesty, Academic Appeal

New Revision

Summary of changes:

- 5-90-40-(25) is the policy that governs academic dishonesty. The proposed changes reference academic dishonesty as described in the WAC, require faculty to follow the new procedure outlines in 2-30-40-(24), and move item (D) to policy from procedure.
- 2-90-40-(24) is the proposed procedure must be followed in cases of academic dishonesty. In summary, the proposed changes require that instructors clearly explain expectations regarding academic dishonesty in their syllabi, work to communicate regarding suspected instances of academic dishonesty in writing, and impose consequences consistent with the expectations outlined in their syllabi. Section (D) makes clear that students can appeal determinations of academic dishonesty using the Academic Appeal policy and procedure.
- 5-90-40 (2) and 2-90-40 (2) are the policy and procedure that govern academic appeals. The proposed changes below add language so that determinations of academic dishonesty can be appealed using this policy and procedure.

Justification of changes:

These changes are suggested in order to ensure that policy and procedure are aligned with the WAC, to clarify the procedure that instructors should follow in cases of suspected academic dishonesty, and to ensure that students have a clear path of appeal in such cases.

Budget implications:

We do not anticipate that these changes will impact budgets in significant ways.

Academic Dishonesty Policy

CWUP 5-90-040

(25) Academic Dishonesty

(A) Academic dishonesty is defined in the Washington Administrative Code (WAC) 106-125-20 Prohibited Student Conduct (<https://apps.leg.wa.gov/WAC/default.aspx?cite=106-125-020>)

(B) Faculty who suspect students of academic dishonesty must follow the procedure outlined in CWUP 2-90-040 (24)).

(C) Students found responsible of academic dishonesty violations in a course will be prohibited from completing an SEOI for the course.

(D) Withdrawing from a course does not excuse academic dishonesty. In circumstances when academic dishonesty is confirmed, a W can be replaced by a letter grade (see [CWUP 5-90-040\(13\)](#)).

Academic Dishonesty Procedure

CWUR 2-90-040 (24) Academic Dishonesty (See [CWUP 5-90-040](#))

- A. Instructors must explain their expectations in the syllabus regarding academic integrity and the consequences of academic dishonesty, up to and including a failing grade for the assignment and/or the course. Expectations must align with definitions of academic dishonesty as described in the Washington Administrative Code (WAC) 106-125-20 Prohibited Student Conduct (<https://apps.leg.wa.gov/WAC/default.aspx?cite=106-125-020>).
- B. If an instructor suspects that academic dishonesty has occurred, they will notify the student in writing, describe the nature of the violation, and explain the consequences.
 1. Students are encouraged to reply in writing and offer their perspectives on the incident.
 2. In addition to providing written notice, instructors are encouraged to meet with the student to discuss the violation, the nature of academic dishonesty, and the ramifications. The meeting also provides an opportunity for students to offer their perspectives on the incident.
 3. Either the student or the instructor may request the presence of the Department Chair during the discussion.
 4. Instructors may consult with their Department Chair, Program Director, or the Office of Student Success with regard to how best to respond to instances of academic dishonesty.

- C. Instructors shall make a determination of whether academic dishonesty occurred and shall impose consequences consistent with those specified in the syllabus, according to the severity of the infraction. Instructors may choose not to impose a penalty if they determine that no infraction has occurred or the infraction is minor.
 - 1. Instructors shall notify the student in writing.
 - 2. Instructors are encouraged to file a Behavior of Concern for all confirmed cases of academic dishonesty.
- D. Students may appeal the decision of the instructor regarding the determination of academic dishonesty and/or the penalties imposed as specified in CWUR 2-90-040 (2).

Changes to Appeals Policy CWUP 5-90-040 (2)

(2) Academic Appeal ([See CWUR 2-90-040\(2\)](#))

(A) The academic appeals policy is established by the faculty senate and is administered by the dean of student success. The structure and procedures of the board of academic appeals may be amended by the faculty senate at any time with the approval of the university policy advisory council.

(B) Definition of Academic Appeals

1. The purpose of an academic appeal is to provide students with a safeguard against an arbitrary or capricious academic decision, while respecting the academic responsibility of faculty.

2. Arbitrary or capricious practices are considered to be those practices in which:

a. A determination is made on some basis other than academic performance, or

b. A determination is made on the basis of program/course of study standards different from those which were applied to other students, or

c. A determination is made by a substantial, unreasonable, and unannounced departure from the articulated standards for the program/course of study.

(C) There are three categories for academic appeals.

1. Academic Petition

An academic petition is designed to address arbitrary or capricious practices in academic decisions other than a course grade. These decisions may relate to admission to a program/course of study or dismissal from a program/course of study when the decision is not made on the basis of student conduct.

a. Colleges, departments, and programs are responsible for establishing, maintaining, and communicating academic and professional standards.

b. Students are responsible for achieving and maintaining the academic and professional standards set by colleagues, departments, and programs.

2. Determination of Academic Dishonesty Appeal

a. Students who feel that an instructor's determination of academic dishonesty was arbitrary or capricious may appeal the determination. Such appeals will follow the procedure outlined in [CWUP 2-90-040\(2\)](#) Appeals.

3. Course Grade Appeal

a. A course grade appeal shall be confined to charges of capricious or arbitrary action toward an individual student and may not involve a challenge of an instructor's grading standard. It is incumbent on the student to substantiate the claim that his or her final grade represents arbitrary or capricious practice based on one of the following:

i. the assignment of a final course grade to a student on some basis other than performance in the course, or

ii. the assignment of a final course grade to a student by resorting to standards different from those which were applied to other students in that course, or

iii. the assignment of a final course grade by a substantial, unreasonable and unannounced departure from the instructor's previously articulated standards.

Change to Appeals Procedure CWUR 2-90-040 (2)

(2) Academic Appeal (See CWUP 5-90-040)

(A) Academic Petitions

1. Procedure Preliminary to Petition

a. Filing a petition to the board of academic appeals for a hearing:

i. A student who wishes to appeal a decision affecting their status in a program must contact the department chair within twenty (20) working days of that decision.

ii. Within ten (10) working days of the contact by the student, the department chair shall meet with both parties to clarify the petition and attempt to resolve it.

iii. If a resolution is not achieved at the department chair level, and the student wishes to continue the petition process, the student must present the petition to the dean of the college or administrative supervisor within five (5) working days of the department chair's decision.

iv. Within ten (10) working days of the contact by the student, the dean or administrative supervisor shall investigate the petition and attempt to affect a mutually agreeable solution. If such a solution cannot be reached, the dean shall have five (5) working days to weigh the fact and any evidence or testimony and send their decision to the relevant parties. Within five (5) working days of receipt of the dean's decision, both department chair, and student must notify the dean of the college or administrative supervisor in writing of their acceptance or rejection of the recommendation. Failure to provide this notification shall be construed as acceptance of the dean's decision.

(B) Time Limit on Filing Appeals

1. The students must ask for a hearing of the appeal before the Board of Academic Appeals within one academic quarter after determination of the grade of the course in question, or

within one quarter after completion of the incomplete work, or in cases involving administrative actions after the fact, such as removal of incompletes, etc., one academic quarter after the administrative deadline for completion of such actions (in the case of spring quarter, by the end of the following fall quarter). The board may suspend this rule in exceptional circumstances, such as, but not limited to, extended illness, sabbatical leave, etc., of one or both parties to the appeal.

2. When any party to the appeal chooses not to attend the scheduled hearing, the board will conduct the hearing with the resources available to it and render a decision resolving the appeal.

(C) Determination of Academic Dishonesty Appeals and Course Grade Appeals

Procedures Preliminary to Course Grade Appeal.

1. The student shall first attempt to resolve the issue with the instructor. Within ten (10) working days of the contact by the student, the instructor and the student shall make a good faith effort to resolve the grade appeal. Should the instructor be on extended leave or no longer employed by the university, the department chair (or administrative supervisor in cases not involving academic departments) shall act for the instructor. The board may suspend this rule in the case of exceptional circumstances; e.g., extended illness, sabbatical leaves, etc., of one or both parties to the grade appeal.

Exhibit D

Title of Section: Faculty Code, Section I, B. 2. i.

New **Revised X**

Summary of changes:

BFCC proposed addition of language to the Faculty Code, Emeritus Faculty Appointments to clarify the requirement of length of teaching service and employment status for NTT emeritus status eligibility.

Additional edits made 2/7/22, to be presented at Faculty Senate meeting on 3/2/22.

Justification of Changes:

Currently, the Faculty Code does not stipulate the requirement for eligibility of NTT faculty for emeritus status, however, NTT faculty are eligible for nomination to emeritus status. The CBA outlines the minimum requirements for Senior Lecturer status as “A minimum of five (5) years’ faculty experience at the University, completion of at least one-hundred thirteen (113) workload units...” (CBA section 8.2.5). Additionally, this requirement is consistent with requirements for Senior Clinical Faculty (CBA section 8.2.8), and Senior Head Coach or Senior Assistant Coach, “A minimum of five (5) years’ experience coaching at least one-half time on an annualized basis at the University...” (CBA, section 8.2.11). One-hundred thirteen hours (113) is consistent with part-time (.5) service. The CBA also uses the similar requirements for NTT faculty to be eligible for multi-year contracts, “Senior Lecturers/Senior Clinical Faculty who have held senior status for four (4) or more years, and who have had an FTE of 0.50 or greater in a college for four (4) or more consecutive years, will be issued a contract with a minimum term of two (2) years.” (CBA section 10.1.3.a). The proposed Faculty Code language change is consistent with the CBA requirements for promotion.

Budget Implications:

Potential cost to department and college, exact cost unknown.

PROPOSED LANGUAGE FOR Faculty Code:

2. Emeritus Faculty Appointments

a. Faculty, who are retiring from the university, may be retired with the honorary title of “emeritus” status ascribed to their highest attained rank or title. ~~The emeritus status is recommended for faculty members who have an excellent teaching, scholarly, and service record consistent with their appointments.~~

- i. The emeritus status is recommended for faculty members who have an excellent teaching, scholarly, and service record consistent with their appointments. A normal requirement for appointment to the emeritus faculty is ten (10) years of full-time service as a member of the teaching faculty. ~~For non-tenured~~

~~faculty, an accumulation of ten (10) years of at least half time service as a member of the teaching faculty.~~

- ii. The emeritus status is recommended for non-tenured faculty members who have an excellent teaching record. A normal requirement for eligibility to the emeritus faculty is for the faculty member to teach at least thirty (30) quarters over a minimum of ten (10) years and have an accumulated total of at least 200 ~~225~~ WLUs as a member of the teaching faculty.
- iii. Any eligible faculty member may be nominated, including self-nomination, for emeritus status to the department chair. Nominations shall include a current vita and may include letters of support.
- iv. A simple majority of the eligible faculty in a department as defined in I.B.1.a.iv must approve the recommendation of emeritus status. Departments must adhere to the simple majority vote.
- v. The BOT may grant emeritus status to any faculty member at their discretion.

Exhibit E

Title of Section: Faculty Bylaws Section III, A.

New **Revised X**

Summary of changes:

BFCC proposed addition of language to the Faculty Bylaws, (Section III. Standing Committees) to restrict the number of representatives serving on a standing committee from department or group with senate representation to one member.

Justification of Changes:

The restriction of representatives from a department or group to one (1) per standing committee will encourage representation from multiple departments, provide diverse viewpoints, and expertise resulting in broader perspectives and campus wide representation. The proposed language allows more than one member from a department or group if approved by the EC. This language was removed from the CWU Faculty Bylaws (estimated in 2005), the BFCC is proposing the reinstatement of this language.

Budget Implications:

Unknown.

PROPOSED LANGUAGE FOR CWU FACULTY BYLAWS:

III. Senate Standing Committees

A. General Provisions

1. Rules concerning the creation of standing committees are set out in the Code, Section IV.D.2.
2. The powers and duties of the standing committees are set out in the Code, Section IV.D.1.
3. ~~a-~~ Each standing committee shall consist of no fewer than five (5) faculty members. The Executive Committee shall endeavor to appoint these members and have them ratified by the Senate at the February meeting.
4. No more than one (1) committee member may come from any one (1) department or group with Senate representation unless approved by the EC.
5. ~~4-~~ No faculty member may serve on more than one standing committee at a time.
6. ~~5-~~ Members may be appointed from among the general faculty, with proportional balance sought between the colleges. At least one (1) member of each standing committee should have served on the committee the previous year.
7. ~~6-~~ Term appointments for standing committees shall run three (3) consecutive academic years. A partial term of two (2) years or more shall be treated as a full term, while a partial term of less than two (2) years shall not be counted.

- a) Continuous service on standing committees (whether the same committee or two different committees) shall be limited to no more than two (2) consecutive full terms.
- b) Once a faculty member has served two (2) consecutive full terms, a minimum of three (3) years shall lapse before said faculty member may serve again on any standing committee.
- c) However, if a vacancy on a committee cannot be filled by an eligible candidate by February 15th, the pool of candidates may be widened by waiving the restrictions stated in 6.a and 6.b.
- d) d. In situations where a college membership seat is vacant for more than sixty (60) days, the EC may nominate a member-at-large to fill the vacancy for the remainder of the academic year, subject to Senate ratification. If the college membership seat cannot be filled after two emergency appointments, the EC shall review the makeup of the membership structure and may charge the Bylaws and Faculty Code Committee to restructure the committee membership.

Exhibit F

Title of Section: Faculty Bylaws, Section III.B.

New Revised X

Summary of changes:

BFCC proposes the addition of language under Organization and Procedures in Faculty Bylaws for initial discussion of motions, subsequent discussion, and voting. The new language will appear as III.B.5, resulting in the renumbering of the following sections.

Justification of changes:

In order to allow committee members to freely cast their votes without any real or perceived influence from non-voting members, we propose that committee voting may take place in closed sessions of the committee. The timing of these closed sessions may occur during the meeting, after the meeting, or at some other date and time, but the decision on when to hold the closed session will be left to the discretion of the committee chair.

Budget implications: None.

Proposed Faculty Bylaws change:

III. Senate Standing Committees

B. Organization and Procedures

1. Each year, standing committees (with the exception of the General Education Committee (GEC) shall elect their own chairs from among the members of the committee. Each chair will serve as the liaison to the Executive Committee. If not a Senator, the chair becomes an ex officio member of the Senate without vote.
 - a. General Education Program Director will serve as the GEC Chair. All faculty members who have served on GEC at least one academic year within the last four years are eligible. Each program director will serve a three (3) year term, comprising one (1) year as program director-elect followed by two (2) years as program director. GEC will forward the program director-elect nomination to the Executive Committee for ratification at the January Faculty Senate meeting.
 - b. General Education Program Director-Elect duties will begin June 16.
2. Standing committees shall report on their activities at each full Senate meeting monthly to the Senate or as otherwise directed by the Executive Committee.
3. Standing committees shall normally concern themselves with policy matters. These committees may refer general policy questions or issues relating to specific cases to the Executive Committee for consideration by any standing committee or committees or other interested groups or individuals. The

committees will act on charges as presented by the Executive Committee. In addition, committees may initiate their own activities as desired, with approval by the Executive Committee.

4. Early in the fall quarter of each year, each standing committee, except Academic Affairs, Curriculum and General Education, shall determine its schedule of meetings for that entire academic year. The schedule may be determined either at the committee's first meeting, or via communication between the committee members prior to the first meeting. Once the year's meeting schedule is determined, the chair shall ensure that the schedule is forwarded to the Senate Office. Academic Affairs, Curriculum and General Education committees will meet according to the established meeting day and time. The first meeting of each committee shall ordinarily occur before October 31st.
5. Once a motion has been made and seconded, discussion with the full committee, including non-voting members, may take place. Standing committees may then conduct further discussions in closed sessions with no guests, ex officio members, designees, or any other non-voting members present. After these discussions, voting committee members may conduct the vote in a closed session without any non-voting members present. At the committee chairperson's discretion, the final vote may be conducted via a secret vote.
6. Any standing committee member who, in a single academic year, is absent for three (3) committee meetings, or for two (2) consecutive committee meetings, shall inform the committee chair of the reason for the absences. If the member in question does not provide such a reason, or if the chair deems the reason inadequate or if the member does not provide assurance that the absences will cease, the chair may ask the Executive Committee to move to have the member removed from the committee. Before making this request of the Executive Committee, the committee chair shall first endeavor to inform the member, in writing, of the chair's intention to request the removal of the member. The Executive Committee will inform the member of the decision to remove them from the committee. The member will have ten (10) working days to respond to the Executive Committee. If there is no resolution to restore the member to the committee, then the seat shall be declared vacant. The Senate chair shall then inform the member's department(s) in writing of their removal.
7. If the committee's work is blocked or impaired by a member, the committee may take a secret ballot vote to decide if removal is recommended. This recommendation would be submitted in writing, with a detailed justification, to the Executive Committee for approval. In cases where the member in question is the committee chair or for reasons that would preclude a committee vote, any committee member may request the

Executive Committee to investigate the situation and oversee a committee vote, if necessary. The Executive Committee will inform the member of the decision to remove them from the committee. The member will have ten (10) working days to respond to the Executive Committee. If there is no resolution to restore the member to the committee, then the seat shall be declared vacant. The Senate chair shall then inform the member's department(s) in writing of their removal.

- 8.7. If the Executive Committee recommends removal of the member in question, that member may appeal that removal to the full Senate. Senate may override the decision of the Executive Committee and restore membership.

Exhibit G

Applied Agribusiness Technology Minor and Certificate Type B

Required Courses Credits: 12-13

AGB 310 Agribusiness Technology (3)

Select one of the following (4-5 credits)

BIOL 213 Introductory Biostatistics (4)
BUS 221 Introductory Business Statistics (5)
LAJ 400 Research Methods in Criminal Justice (4)
MATH 211 Statistical Concepts and Methods (5)
MATH 314 Probability and Statistics (5)
MIS 320 Business Process Analysis and Systems (5)
PSY 362 Introductory Statistics (5)
SOC 364 Data Analysis in Sociology (5)

Select one of the following (5 credits)

BUAN 406 Business Analytics (5)
BUAN 407 Data Visualization and Management in Business (5)
MIS 460 Applied Business Analytics (5)

Department Approved Electives Credits: 7-10

Choose ONE of the following paths of the agribusiness system

Farm and Growing Data Path

Select two of the following:

BIOL 413 Advanced Biostatistics (5)
BIOL 464 Terrestrial Plant Ecology (5)
BUS 490 Cooperative Education (1-12)
Must be taken for 3-5 credits
ENST 300 Analysis of Environmental Systems (5)
ENST 400 Environmental Methods and Analysis (5)
GEOG 301 Introduction to GIS and Maps (4)
GEOG 303 GIS and Data Management (5)
GEOG 388 Weather and Climate (5)
GEOG 430 Remote Sensing (5)
GEOG 442 Alternative Energy (5)
GEOG 449 Environmental Hazard Analysis and Management (5)
GEOG 485 Topics in GIS or Remote Sensing (1-5)
Must be taken for 3-5 credits
GEOL 201 Climate and Water (3)
IEM 302 Energy, Environment, and Climate Change (4)
IEM 330 Geopolitics of Fossil Fuels (5)

Agribusiness Operations Data Path

Select two of the following:

BUS 490 Cooperative Education (1-12)
Must be taken for 3-5 credits.

SCM 310 Supply Chain Management (5)
SCM 420 Lean/Six Sigma Processes (5)
SCM 425 Procurement and Supply Management (5)
SCM 450 Logistics and Transportation (5)

Agribusiness Analytics Marketing and Sales Intelligence Path

Select two of the following:

BUS 490 Cooperative Education (1-12)

Must be taken for 3-5 credits.

ECON 325 Introduction to Forecasting (5)

ECON 424 Introduction to Econometrics (5)

ENTP 287 Applied Product Development (5)

MKT 376 Foundations of Digital Marketing (5)

MKT 469 Market Research (5)

WINE 332 Social Media Theory and Practice (4)

WINE 403 Advanced Topics in Wine Marketing and Branding (5)

WINE 406 Professional Wine Analysis (3)

Required Culminating Experience Credits: 2

AGB 391 Data-Driven Agribusiness Problem Solving (2)

Total Credits: 21-25

Exhibit H

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.

First Year Experience

The first-year experience 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 ~~Delivery~~ 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 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.

Students must achieve an appropriate test score ~~or successfully complete transitional English~~ before enrolling in an Academic Writing I course.

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 placement test score resulting in eligibility for MATH 101 or successfully complete MATH 100B with a grade of C or higher.

BIOL 213 Introductory Biostatistics (4)

BUS 221 Introductory Business Statistics (5)

CS 109 Quantitative Reasoning Using Python (4)
ECON 130 Foundations for Business Analytics (5)
FIN 174 Personal Finance (5)
IT 165 Seeing Through the Data (4)
MATH 101 Mathematics in the Modern World (5)
MATH 102 Mathematical Decision Making (5)
MATH 103 Mathematics for Social Justice (5) (Pending Curriculum Committee approval)
MATH 130 Finite Mathematics (5)
MATH 152 Functions & Reasoning (5)
MATH 153 Pre-Calculus Mathematics I (5)
MATH 154 Pre-Calculus Mathematics II (5)
MATH 155 Applied Precalculus (5)
MATH 164 Foundations of Arithmetic (5)
MATH 172 Calculus I (5)
MATH 211 Statistical Concepts and Methods (5)
PHYS 181 General Physics I w/ Lab (5)
PSY 362 Introductory Statistics (5)
SOC 326 Demography of Contemporary World Populations (5)

I. Explore and Connect

These courses can be taken any year. Students are required to take at least 3 courses in the same pathway. Students can choose to take 5 or more of their courses in the same pathway to earn a transcript milestone (in the near future). In order to fulfill the Pathway part of the General Education requirement, no more than 2 classes from a single department or interdisciplinary program may be counted toward this requirement. That is, a student may take courses from the same department or interdisciplinary program in no more than 2 knowledge areas. Students must take one courses in each of the Knowledge Areas (Academic Writing II; Physical and Natural World; Science and Technology; Individual and Society; Community, Culture, and Citizenship; Global Dynamics; Creative Expression; and Humanities).

K1: Academic Writing II: Reasoning and Research

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

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

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

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

~~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~~

K2: Community, Culture and Citizenship

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

ABS 210 Intro to the African American Literary Traditions: Expressive Culture from Folktales to Rap (5) – P1: Civic and Community Engagement, P3: Perspectives on Current Issues, P4: Social Justice

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

DHC 151 Aesthetic Experience II (5) – P6: Ways of Knowing

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

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

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

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

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

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

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

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

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

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

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

K4: Global Dynamics

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

K5: Humanities

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

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

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

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

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

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

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

ENG 108 Literature and Social Justice (5) – 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, 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

SPAN 456 The Spanish and Latin American Short Story (5) – P3: Perspectives on Current Issues, P4: Social Justice, P6: Ways of Knowing

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

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

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

K6: Individual and Society

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

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

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

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

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

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

BUS 389 Sustainable Business (5) – P5: Sustainability

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

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

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

~~ENTP 287 Applied Product Development (5) – P1: Civic and Community Engagement~~

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

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

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

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

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

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

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

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

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

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

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

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

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

MGT 386 Organizational Management (5) – P4: Social Justice

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

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

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

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

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

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

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

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

SCED 305 The Story of Science ~~(4)~~ ~~(5)~~ – 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, 102, 103 YESS Social Science Perspectives and Research I, II, III (2) (2), (1) –
P1: Civic and Community Engagement, P3: Perspectives on Current Issues, P6: Ways of
Knowing* [All three courses must be taken and receive passing grade to receive credit]

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 101/101Lab Introduction to Geology (4) and Introductory of Geology Laboratory (1) – P6: Ways of Knowing

GEOL 103/101Lab Geology of Washington (4) and Introductory of Geology Laboratory (1) – 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

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

GEOG 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

~~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]~~

III. Connect, Create, and Empathize: Culminating Experience

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

ADMG 424 Administrative Management Policy (4)

ADMG 471 Leading Change (4)

ADMG 479 Project Management Maturity (4)

ANTH 458 Anthropology Senior Comprehensive Survey (4)

ART 495 Studio Project (2)

ASP 485 Accessibility Studies Capstone (2-3)

AST 401 AST/Pacific Studies Capstone (2)

ATM 487 Fashion Merchandising Exit Assessment (1)

BIOL 499S 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 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)

ECON 406 Business Analytics (5)

EDEC 432 Theories in Child Development (3)

EDSE 499 Seminar (2)

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

EFC 460 Pedagogy Capstone (2)

ELEM 471 Elementary Education Capstone (2)

ENG 489 Senior Colloquium (2)

ENST 487 End-of-Major Capstone (1)

ENTP 489 Entrepreneurship and Business Development (4)

ETSC 485 Industrial Engineering Technology Capstone (4)

ETSC 490 Cooperative Education (4)

EXSC 495B Practicum: Clinical (2)

FCL 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 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)
IT 470 Database and the Web Capstone (4)
IT 482 Cybersecurity Capstone (4)
IT 483 Applied Predictive Analytics for IT Managers (4)
IT 486 Critical Issues in Information Technology (4)
IT 487 Networking Capstone (4)
LAJ 489 Senior Seminar in Law and Justice (4)
MATH 306 Middle-level Mathematics Capstone (3)
MATH 321 Mathematics BA Capstone (3)
MATH 489A Actuarial Senior Seminar: Predictive Analytics and Actuarial Modeling (3)
MATH 499D Data Science Senior Seminar (4)
MATH 499S Senior Seminar (2)
MET 489A Senior Project I (4), MET 489B Senior Project II (4), MET 489C Senior Project III (4) * [All courses must be taken and receive passing grade to receive credit]
MGT 489 Strategic Management (5)
MUS 300 Recital Performance (1), MUS 400 Recital Performance (1)* [All courses must be taken and receive passing grade to receive credit]
MUS 420 Composition 4 (3)
MUS 495 Senior Project (2)
NUTR 445 Experimental Food Research (1)
PESH 401 International Service Learning: Civic Engagement and Youth Development (4)
PFP 480 Financial Planning Capstone (5)
PHIL 495 Undergraduate Thesis (3)
PHIL 497 Honors Thesis (3)
PHYS 495 Undergraduate Research (1-2)
[POSC 489 Senior Assessment \(2\)](#)
PSY 489 Senior Assessment Capstone (2)
PUBH 488 Culminating Experience in Public Health (3)
RELS 495 Undergraduate Thesis (3)
RELS 497 Honors Thesis (3)
RMT 467 Retail Management (4)

SCED 422 Advanced Teaching Strategies in K-8 Science (4)

SCM 480 Supply Chain Strategy (5)

SHM 485 Safety and Health Management Capstone (3)

SHM 490 Cooperative Education (6)

SOC 489 Senior Seminar (1)

[STP 406 Project-based Instruction \(3\)](#)

[TH 495 Senior Research Project \(3\)](#)

WLC 487 Culminating Experience (2)

REPORTS

General Education Committee Report to Faculty Senate March 02, 2022
Prepared by Teresa Walker, GEC Chair

Overview: The General Education Committee (GEC) has met six times this quarter, to date. The primary emphasis during Winter 2022 has been work toward finalizing the GE Assessment Plan, which provides current guidance to year-3 assessment, and is designed to serve as a sustainable assessment foundation each year, evolving as needed. Significant progress has been made to define and support course-level assessment. Notably, Gen Ed Assessment “courses” have been created in Canvas for assessment years 1, 2, and 3. Each course has been populated with modules for each component area elements of focus as listed below:

Timeline		Elements					
Phase	Year	First Year Experience	Knowledge Areas			Pathways	Culminating Experience
I Initial: Component Learner Outcomes (student opportunity & achievement)	1	184	K1 Academic Writing II	K2 Community, Culture, and Citizenship	K7 Physical & Natural World	---	---
	2	Academic Writing I	K4 Global Dynamics	K5 Humanities	K6 Individual & Society	---	---
	3	Quantitative Reasoning	K3 Creative Expression	K8 Science & Technology	--	---	Culminating Experience

Under each module are “assignments” for each college. Each assignment contains pre-loaded instructor feedback forms with completion instructions for each course in that component area element. A draft rubric for re-review is ready for the GEC to discuss and revise prior to Spring 2022 when the GEC will focus efforts on re-review as part of course-level assessment. Analysis of scheduling details at the course/class level is nearly complete for Fall 2021 and Winter 2022. Student level assessment (student performance) will continue as in the past, with instructors completing a performance rubric in their canvas class(es).

The GEC continues progress to address charges, as additionally detailed by topic, below:

TOPIC	GEC CHARGES from Faculty Senate Executive Committee
Ongoing Responsibilities	<i>GEC21-22.06 Review and approve proposals to add courses to or remove courses from the General Education program. Timeline: End of Fall quarter Consistent with the mission and purpose of the Faculty Senate General Education Committee, the committee will review course proposals for inclusion in the General Education Program. For courses selected to be in the General Education Program, please adhere to curriculum committee deadlines to ensure a program change can be submitted on time for their implementation and inclusion in the Fall 2022 course catalog.</i>
	Met with originators upon request for GE proposal support.
	<i>GEC21-22.07 Review student petitions to courses from the General Education program. Timeline: Ongoing Consider exploring options for streamlining the petitions approval/denial process.</i>
	No petitions have been presented for GEC consideration this quarter, to date.
	<i>GEC21-22.13 Continue to review transfer articulations that relate to the General Education program. Timeline: Throughout year as needed Work with the registrar to continue building transfer articulation agreements between regional institutions with a focus on our general education program. Please also consult with Megan McConnell, Transfer Center Director.</i>
	No transfer articulations have been presented to the GEC for consideration to date.

Curricular Integrity	<p><i>GEC21-22.01 Consider developing a process to define how and when a course can change Knowledge areas or from First year to a Knowledge area or vice versa Timeline: Fall quarter – High Priority Please refer to Appendix A. Consider revisions to policy stating that courses cannot move knowledge areas without changing the course number (as one option).</i></p> <p>Addressed Fall 2021.</p> <p><i>GEC21-22.05 Review existing S/U policy and consider revisions. Timeline: Spring Quarter Existing policy has a potential impact on GenEd integrity and may need revision or improved clarity. Develop draft revisions then consult with the Academic Affairs Committee to move the policy forward through the senate process.</i></p> <p>Addressed Fall 2021.</p> <p><i>GEC21-22.08 Review, seek broad input, and make decisions about proposed General Education Program framework and rules changes. Timeline: End of Fall quarter, in order that they appear on winter quarter Faculty Senate agenda. This year the GEC may consider proposals for changes to the framework and rule of the General Education Program. The committee should solicit broad input and follow policy outlining the program change process as listed in CWUP 5-100-040. In addition, please adhere to curriculum committee deadlines to ensure any program changes can be submitted on time for implementation and inclusion in the Fall 2022 course catalog.</i></p> <p>No further developments at this time.</p>
Assessment	<p><i>GEC21-22.09 Collaborate with the General Education Assessment Coordinator, Dan Martin, on developing assessment indicators, drafting procedures, and collecting data for the general education program assessment plan. Communicate an assessment product with stakeholder appropriate reporting. Timeline: Winter quarter. GEC previously created an assessment timeline. However, there is still work to do regarding the overall assessment plan.</i></p> <ul style="list-style-type: none"> -Began and continued discussion/revision of the draft GE Assessment Plan, progress continues. -Drafted GE assessment Q&A to address GEC questions/concerns expressed during Jan 10th meeting. -General Education Assessment pre-loaded Faculty Feedback Forms years 1, 2, and 3 completed and linked in Canvas -Collaboration with Faculty Senate Chair and/or GE Assessment Coordinator as needed. -Drafted GE assessment announcement to faculty. -Developed GE Assessment Plan break out to better facilitate GEC discussion/revision (identified past/current practice). -Created graphic to illustrate the GEC & GE Instructor Assessment Relationship. -Established re-review timeline as part of course-level assessment. -Established three GEC groups for re-review, and assigned courses to individuals within each group. -Expanded GE Assessment Responsibilities table to include GE Assessment Coordinator job duties in addition to policy, and charge GEC21-22.09 Assessment Collaboration to help inform potential policy updates. -Worked on course-level data harvesting & analysis for Fall 2021/Winter 2022. -Began break out of GE assessment plan questions, adding visual representation of analysis results. -Created break out of GE assessment plan questions, adding GEC action options to better facilitate the process. -Created/sent GE Course Level assessment process guide for GEC review members. -Reformatted pre-loaded instructor feedback forms to streamline process, added instructions to each course form, as well as in Canvas. -Created breakout of instructors by college & department to share with associate deans (prompted by a chair’s request). -Added Fall 2021 and Winter 2022 instructors to the Gen Ed Assessment: Year 3 Canvas course. Several invitations still pending.

Diversity, Equity, & Inclusion (DEI)	<p><i>GEC21-22.02 Continue working with the ADI ad-hoc committee on policy language about the antiracist and/or a race and ethnicity graduation requirement for undergraduate students</i> <i>Timeline: Fall Quarter A proposal for an ADI graduation requirement was passed by faculty senate in June 2021. As the ADI ad-hoc committee develops a model for this new graduation requirement, please work with the committee on how GenEd fits into this requirement.</i></p> <p>The ADI Task Force work is continuing to progress. No GE action needed at this time.</p>
Access	<p><i>GEC21-22.03 Consider mapping paths within the existing GenEd framework for online-only students to be able to complete GenEd requirements. Creating GEC approved paths for completion of GenEd requirements for online-only programs will assist students in CWU centers and online degrees. Please consult with Lauren Hibbs, Executive Director of Extended Learning and Outreach.</i></p> <p>Primary work was accomplished Fall 2021.</p> <p><i>GEC21-22.04 Consider developing an MOU or a permanent process regarding transfer students and GenEd requirements when university closures occur, and students are in need of immediate transfer. Timeline: Winter Quarter Consult with Megan McConnell, Transfer Center Director, and Associate Vice Provost Gail Mackin.</i></p> <p>Nothing addressed Fall 2021, anticipated resolution in Winter 2022, however Spring 2022 is becoming more realistic.</p>
Logistics	<p><i>GEC21-22.10 Investigate how GenEd course changes affect students' Academic Requirements reports and the issues that arise. Timeline: Spring Quarter. Please consult with Lidia Anderson and Emma Alter in Information Services.</i></p> <p>Communication is on-going as needed.</p> <p><i>GEC21-22.11 Continue exploring options on how GenEd milestones are displayed on students' transcripts. Timeline: Spring Quarter. Progress was made on this last year but may not be fully completed yet. Please consult with Rose Spodobalski-Brower in the Office of the Registrar.</i></p> <p>Began by clarifying with Mike Gimlin the current pathway structure, no further action to date.</p>
Program Oversight	<p><i>GEC21-22.12 Continue analyzing the implications and options regarding organizational placement of the General Education Program and its operation as an independent unit. Timeline: Ongoing General Education curriculum, policy, and committees are governed and owned by the Faculty Senate. However, resources specific to program operation have historically been distributed by the Provost's Office. Curriculum in the program is contributed by departments across campus. GEC should continue exploring options for potential reorganization, streamlining, and program efficiencies.</i></p> <p>-Continued work to identify structural issues.</p> <p>-Trista Drake Jones has been working to change the website and presented ideas at a GEC meeting. The GEC offered suggestions and were particularly focused on student focus and easy access. Trista and the GEC chair have continued working together toward improving the website.</p>

Communications

3/1/2022

Faculty Senate,

This year department chairs are hearing from our faculty that students are struggling in their courses. This is not a surprise; coming out of the pandemic we have students who missed 18 months of key formative time in class.

The Chronicle of Higher Education published a [great piece](#) coining the phrase “academic literacy”. The article explores the idea college success is too often defined by who was trained in how to succeed in college. We cannot unpack the social and structural inequities that lead to these imbalances, but we can address student success once they arrive at CWU. At the risk of overstatement, helping under-prepared students succeed in college is an ethical responsibility for CWU. Funding for developmental Math, developmental English, and tutoring services for a variety of subjects will benefit all academic departments. And, it is quite simply, the right thing to do.

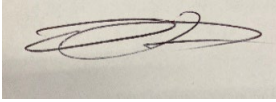
With the university’s desire to increase retention rates from 68% to President Wohlpart’s goal of 85%, we see a need to expand tutoring services. ADCO appreciates the efforts and initiatives launched in the Learning Commons. We would like to request an immediate increase in funding of the Learning Commons to better fund tutoring programs. Students currently pay \$7.50 per quarter. We do not want to see student fees increase. Rather, we ask the university to match this amount, increasing funding of the Learning Common roughly 30% over current levels to increase PALS and Learning Center tutoring efforts. We understand that for this spring, this requires stretching an already strained budget. But this program is worth it.

In addition to this increase in the Learning Commons base budget, we would also like to express our support for the Wildcat Academic Mentoring proposal. This relatively small amount of money is something tailor made to be funded from the anticipated Student Success and Learning Recovery Act funding. From the proposal, “WAM will pilot trauma-informed peer-mentoring through the hiring, training, and equipping of ***four graduate student fellows and fifteen peer mentors.***” Committing to this now is something we can highlight to our accreditors this spring. And this proposal would be an investment that should pay for itself in the form of better retention. We can think of no better short-term investment to better enhance student retention and success. And tutoring extends beyond retention, it helps students improve learning.

We understand budgets are incredibly tight and spending is functionally a zero-sums game. But we feel the benefits make this a very worthy initiative, and the amount, while not trivial, is a reasonable sum to divert to such a worthy endeavor. The Learning Commons has compelling data they can share on improved student scores. Of note are the students who, via use of tutoring, increased their scores from a D or F to a grade of a C or better. These directly impact student retention.

We are happy to discuss this further and work with the Faculty Senate and the administration on how best to implement this initiative. Thank you for your time and consideration.

On behalf of the Academic Department Chairs Organization,



Mike Pease

Open Letter to CWU leadership, United Faculty of Central, and the faculty community

In June of 2021, the Faculty Senate Executive Committee, along with the Academic Department Chairs Organization, sent an open letter to non-tenure-track faculty of CWU. The letter recognized how integral non-tenure-track faculty are to CWU, referring to NTT faculty **as wanted, needed, respected, and valued.**

Recently President Wohlpart and his leadership team have communicated the shift to be *relational* rather than just *transactional* with our future and current students. We see value in this move and hope this shift extends to employees of the university as well.

We are in difficult times financially, and cuts to NTTs are unavoidable. But we believe there are ways to communicate value and care to those facing the prospect of not being rehired. It should be kept in mind that due to CWU's geographical isolation, many NTTs make their career working at CWU. In many cases, CWU's NTT faculty have invested their entire professional lives in CWU.

We hope the questions below will be considered as we move forward in decision-making regarding faculty cuts:

1. What is the planned timing to inform NTT faculty of this looming prospect of deep cuts? When will NTT faculty be informed? We hope CWU will consider the best interest of the NTTs in the timing and manner of this communication.
2. Is there additional clarity that can be provided regarding how NTT contract decisions will be made? Will decisions to deny contract renewal be based on seniority, or on something else?
3. Are NTT faculty who are denied a new contract likely to be rehired if enrollments rebound?
4. What resources are available for NTT faculty who are denied a new contract?

When we consider the university-wide impact of **how** cuts are made, we should realize that Central has an opportunity to leave a lasting positive impact on the NTT community by communicating with openness, caring, and respect. The answer of, "We don't want to communicate information that will change and so we need to wait until we know..." only leaves faculty in the dark, anxiously sharing rumors in the absence of real information.



Greg Lyman
Chair, Faculty Senate



Michael Pease
Chair, Academic Department Chairs Association (ADCO)



Jim Johnson
Chair, Faculty Senate Budget & Planning Committee