

**SPECIAL MEETING**  
**Wednesday, November 14, 2018, 3:10 p.m.**  
**BARGE 412**  
**Draft Minutes**

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

**ROLL CALL All senators, or their alternates were present except:** Sarah Feeney, Teresa Sloan, Ke Zhong

**Guests:** Christopher Boone, Becky Pearson, Bonnie MacEwan, Jeff Dippmann, Gail Mackin, Michael Harrod, Sarah Terns, Lindsey Brown, James Avey, Teri Walker, Bernadette Jungblut, Kandee Cleary, Mark Samples, Dan Herman, Carey Gazis, Kathy Whitcomb, Sharon O'Hare, Jill Hoxmeier

**CHANGES TO AND APPROVAL OF AGENDA** - Agenda approved

**MOTION NO. 18-18(Approved): APPROVAL OF MINUTES** of October 31, 2018

**REPORTS/ACTION ITEMS**

**SENATE COMMITTEES:**

**General Education Committee**

Kathy Whitcomb indicated some concerns on behalf of faculty in the College of Arts and Humanities (CAH). The first is concerns about the proposed super majority vote required on structural changes to program. The funding model sourced with unallocated funds is also of concern. There is a fear that this model has been developed on incomplete data for the projected expenses. She indicated there needs to be time for a thorough study of the fiscal concerns. Implementing the new general education program without weighing finances carefully would violate its own policy of student of impact. The new program abolishes writing across curriculum that CAH worked to put in in early 2000.

Dan Herman – expressed concern about the 2/3 voting requirement. Procedures to change general education in the future needs to be made more flexible. We didn't have to have a cost benefit analysis before we did this change, so why should a cost benefit analysis be required now.

**Motion No. 18-10(Approved 32-18):** Endorses proceeding with implementation efforts so that the new general education program can be launched in Fall 2019.

Discussion: Senator McCutcheon asked if there sufficient time by Fall 2019 to consider some of these pretty substantial issues. Senator Erdman indicated that the CAH NTT faculty in English have a huge concern about the redistribution of the writing requirement. English 102 is now taught across campus. There will be layoffs of a number of NTT faculty who currently teach in English. Carey Gazis indicated that the committees have been working to forecast, but at some point we have to let the program go and see what happens. Senator Bisgard indicated that while there is a guarantee of three years support, the budgeting model only shows this year and next and does not show for years 2 and 3.

Provost Frank indicated that this is a 3 year transition period. This allows for careful examination and recalibration if necessary, careful analysis of budget reality. Those involved have made best guess on assumptions that have been worked into model.

Senator Dormady expressed a concern about those who trained to teach writing and having others teaching is diluting those areas. Do we need to take more time to go back and see if there is a flaw in the design? Dan Herman indicated that this feels like we are rushing this through. Senators were instructed by departments on how they were going to vote on the populated framework, so didn't change their votes after Dr. Herman brought these issues to the Senate. We couldn't see the issues until it was populated. Dr. Herman indicated he was appalled that the information provided was only course prefixes and numbers. You didn't even know what departments they were from. Senator Erdman indicated that she is not opposed to the interdisciplinary of the program. There are courses that are taught using various disciplines and that is okay within colleges, but when they

cross colleges we are stepping outside of the discipline. Composition is a skilled area and individuals need to be trained in that.

Question was called. Approved 35-11

**Motion No. 18-11(Approved, 4 nay):** Recommends suspending catalog year policy (5-90-040(10)(B)) for current and transfer CWU students so they have the option to either remain in their catalog year general education program or switch to the new general education program plan during Spring 2019 only. Students with catalog years prior to 2019-2020 who are not attending in Spring 2019 must make a choice of general education program within one quarter of returning to CWU.

Discussion: Senator Welsh indicated that this complicates an already complicated process. How is implementation going to work? Extra hard to do a smooth transition into the GE program. Lindsey Brown indicated that this allows students a one-time choice and allows students who have taken courses in the high school or community college to use the current general education courses rather than forcing them into the new program where they would have to take additional courses. Senator Snowden asked if there are going to be tools available to help advise these students.

**Motion No 18-12(Approved as amended, 1 nay):** Recommends amending General Education policy CWUP 5-100 as outlined in Exhibit A.

**Motion No. 18-12a(Approved as amended, 5 nay):** Senator Bisgard moved to amend CWUP 5-100-040 (C) to say “60-40 majority” instead of “2/3 majority”. Motion was seconded. “Structural changes must be approved by a 60-40 majority....”

**Motion No. 18-12b(Approved):** Senator Welsh moved to amend motion no 18-12a to a read “simple majority”. Motion was seconded. “Structural changes must be approved by a simple majority vote ....”

Discussion: Dan Herman indicated that the fear here is that with a super majority vote Senate can shoot down a major part of the program. We have always used a simple majority on previous changes. Senator Bisgard asked who is responsible for the cost benefit analysis requested in CWUP 5-100-040 (1)(B)? Senator Temple asked about the proposal form?

Provost Frank indicated that any cost benefit analysis should be done working with a finance specialist. That departments would work with Budget & Financial Affairs to help along this process and work with GEC to design a process that works for everybody.

Senator Dormady indicated that in discussion with David we don't have the data to do this. At what point will we have the data to be able to do a cost benefit analysis?

Provost Frank indicated that David and Joel were involved in the budget modeling. Three year transition would allow us to get a better analysis of what students are doing and make decisions about the program throughout the three years.

**Motion No. 18-12c(Approved):** Senator Rajendran moved to amend CWUP-100-040(1)(B) to read “The GEC will review proposed changes, work with a Budget and Financial Affairs representative and Senate Budget and Planning Committee to develop, discuss and evaluate...”. Motion was seconded.

**Motion No. 18-13(Approved as amended, 4 nay):** Recommends amending the General Education program rules as outlined in Exhibit B.

Discussion: Senator Wattam indicated that in the current program students can take 6 courses from a single college. The change to new program allows students to take from broader spectrum of colleges.

**Motion No. 18-13a(Approved):** Senator Temple moved to amend the Rules for course management “4. Departments or interdisciplinary programs may offer as many as 3 courses per Pathway”. Motion was seconded.

#### **Bylaws & Faculty Code Committee**

**Motion No. 18-14(Approved, 2 nay):** Recommends amending Senate Bylaws Section III as outlined in Exhibit C.

**Motion No. 18-15(Second Reading of Three):** Recommends amending the Faculty Code Section IV as outlined in Exhibit D.

Meeting was adjourned at 4:50 p.m.

# Exhibit A

## Policy & Procedure Review

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**Policy & Procedure Number:** CWUP 5-100-010, CWUP 5-100-020, CWUP 5-100-030, CWUP 5-100-040, CWUP 5-100-050, CWUP 5-100-050,

New       Revision

**Title:** General Education

### Summary:

This revision to policy in response to the new general education program updates the roles and responsibilities of the general education committee, defines the new general education program terms, outlines the process of curricular and structural changes to the program, describes the process of general education petitions, and outlines the assessment plan for the new program.

*[xx/xx/2018: Responsibility: **Faculty Senate**; Authority: Katherine Frank, Provost/VP for Academic & Student Life ; Reviewed/Endorsed by: Cabinet/UPAC; Review/Effective Date: xx/xx/2018; Approved by: James L. Gaudino, President]*

## CWUP 5-100-010 General Education Committee

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

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

(A) Decision making authority regarding:

1. Student petitions (CWUP 5-100-50);
2. Exceptions to the general education program requirements;
3. Strategic planning;
4. Pathway coordination;
5. Assessment and program improvement;
6. Oversight of the general education program's elements as described in 5-100-020.
7. Committee member position descriptions.

(B) Recommendations to the faculty senate concerning the following:

1. Policies regarding the general education requirements;
2. Criteria for the addition and deletion of courses and program changes to the general education program;
3. Section CWUP 5-100 of the CWU policies manual;
4. General education program revision; and

(C) Communication regarding the general education program philosophy and requirements to students and other stakeholders, including:

1. Public relations plan/materials coordination and approval;
2. Review of pertinent advising materials; and
3. Coordination with faculty and advising staff for general education requirements.

(D) Coordination with FSCC on relevant curriculum changes.

(E) Organization of workshops and other forms of faculty development related to general education.

*[Responsibility: Faculty Senate; Authority: Cabinet/UPAC; Reviewed/Endorsed by: Cabinet/UPAC; Review/Effective Date: 07/2009; Approved by: James L. Gaudino, President]*

## CWUP 5-100-020 Definitions of General Education Terms

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

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

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

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

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

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

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

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

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

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

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

*[Responsibility: Faculty Senate; Authority: Cabinet/UPAC; Reviewed/Endorsed by: Cabinet/UPAC; Review/Effective Date: 07/2009; Approved by: James L. Gaudino, President]*

#### CWUP 5-100-030 General Principles for General Education

##### (1) General Education Approval Effective Date

The electronic catalog is the official compilation for all curriculum. The electronic catalog will become available at the end of spring quarter of each year. General education requirement changes will become effective in the fall quarter following publication in the official electronic catalog.

##### (2) General Education Deadlines

The GEC, in consultation with the Faculty Senate Executive Committee, will establish annual deadlines for general education course submissions. Once a year, GEC will review submissions and prepare a program change proposal, which must be submitted to the FSCC by the established curriculum deadlines (CWUP 5-50-030(2)).

*[Responsibility: Faculty Senate; Authority: Cabinet/UPAC; Reviewed/Endorsed by: Cabinet/UPAC; Review/Effective Date: 07/2009; Approved by: James L. Gaudino, President]*

#### CWUP 5-100-040 General Education Changes

##### (1) Structural Changes to the Program

Program changes (i.e., changes to guiding philosophy, program goals, framework, knowledge area outcomes, pathway criteria, and rules) are addressed in this section. Structural changes to the general education program will have broad impact on university constituents. The program will be flexible enough to implement reasonable and justifiable improvements to its structure, but the known and reasonably anticipated benefits of a proposed change must be weighed against the known and reasonably anticipated costs, both quantifiable and less quantifiable. Faculty are invited and encouraged to suggest improvements to the program using the process outlined in CWUP 5-100-040 (A), (B), (C), and (D).

(A) Initiation of Structural Changes. Proposals to recommend changes to the general education program may originate from any faculty member. Proposals must use the form provided by the GEC to outline proposed changes, their justification and a summary of potential impacts on departments, faculty and students.

(B) Review of Structural Changes. The GEC will review proposed changes, **work with a Budget and Financial Affairs representative and the Senate Budget and Planning Committee to develop**, discuss and evaluate anticipated costs and benefits, and decide whether to propose the change to the faculty senate for approval. The GEC may invite proposal originators and other interested constituents to a committee meeting to discuss proposals. GEC reserves the right to engage in broader faculty consultation (i.e., a faculty forum, surveys, etc.) prior to deciding whether to forward proposed changes to the faculty senate.

(C) Approval of Structural Changes. The GEC will recommend structural changes through a formal motion at a faculty senate meeting. Structural changes must be approved by a ~~two-thirds~~ **simple** majority vote of those present and voting **at the meeting during which it is read for the second time.**

(D) Timeline for Structural Changes. Proposals must follow the catalog deadlines posted by the FSCC and the general education deadlines posted by the GEC. Structural changes cannot be implemented sooner than the subsequent fall.

## (2) General Education Curriculum Changes

General education curriculum changes (including course additions, deletions, or revisions) are addressed in this section.

(A) Initiation of General Education Curriculum Proposals. Faculty proposing general education curriculum changes will submit a completed general education proposal through Curriculog. Depending on the type of proposal (e.g., existing course with changes, new course, or existing course with no change), additional curriculum forms may be required. Proposals must follow the catalog deadlines posted by the FSCC and the general education deadlines posted by the GEC. All proposals will be reviewed by the GEC.

## (3) Timeline

(A) Proposals must follow the catalog deadlines posted by the FSCC and the general education deadlines posted by the GEC.

(B) Provided that proposals do not require clarification and revision, they must proceed through the process without delay. The proposal originator is responsible for tracking the proposal's progress through Curriculog. Curriculum proposals must not remain in any campus office longer than the established number of calendar days. Proposals that require clarification and/or revision will be returned to the proposer, who then must resubmit by the established deadline.

(C) All structural and curriculum proposals approved by the GEC will be published on a log for campus review for a period of two weeks. Any member of the academic community may request a hold on GEC action by submitting a completed hold petition form.

1. The hold petition form requires a justification for the hold, including the impacts of structural change or course addition or deletion to departments; a list of the affected department(s); and written, dated proof of notification of affected department(s) and dean(s). The form must be submitted to the faculty senate office one week prior to the next GEC meeting.
2. The party originating the hold must notify the affected department(s) of the justification for the hold. A memorandum of resolution must be submitted to the GEC within two weeks after

the hold has been recorded. If a resolution has not been reached, a representative for the department(s) involved will appear before the GEC for a decision at the next scheduled meeting.

(D) Once per year, in accordance with curriculum deadlines, the GEC will prepare a program change proposal that includes all approved structural and curriculum changes. The proposal will follow the established procedures in CWUR 2-50-040.

*[Responsibility: Faculty Senate; Authority: Cabinet/UPAC; Reviewed/Endorsed by: Cabinet/UPAC; Review/Effective Date: 07/2009; Approved by: James L. Gaudino, President]*

#### CWUP 5-100-050 Petition for Exception to the General Education Requirements

(1) In accordance with CWUP 5-90-030, a student who has completed a direct transfer agreement (DTA) or already has a bachelor's degree (from a regionally accredited institution) has fulfilled their general education requirements.

(2) All students other than those described in (1) must complete the general education requirements for the catalog year in which the student was admitted to Central Washington University, in accordance with CWUP 5-90-040(10).

(3) For a transfer student without a DTA, the registrar will evaluate the fit of transfer (non-CWU) courses with the CWU general education program. A student may appeal the registrar's decision regarding transfer courses to the GEC, who will consult with relevant academic departments before making a decision as to the appeal.

(4) A student readmitted to the university and with three or fewer general education courses remaining in their original general education program may petition to complete the general education requirements under the catalog for the year when they were first admitted to CWU, even if the catalog has expired.

(5) Prior to applying for graduation, a current CWU student may (based on extenuating circumstances and with documented support of an academic advisor) petition the registrar regarding exceptions to a general education requirement.

(A) The registrar and GEC maintain a record of previously approval general education course exceptions for consistency in decision-making.

(B) For students using a catalog for years prior to academic year 2019-2020, CWU courses that are not already approved writing (W) courses may not be petitioned to meet the general education writing requirement.

(C) A student may appeal registrar decisions to the GEC, with the support of an academic advisor and strong, documented justification.

(6) It is the purview of the GEC to grant substitutions and other exceptions to the general education requirements in cases of appeal of registrar decisions. Requests must be submitted with supporting documentation, and exceptions will only be considered when the GEC determines the student will still have the opportunity to meet general education program and component outcomes.

(A) On rare occasions, the faculty senate executive committee in consultation with the GEC program director may render decisions on general education appeals when the GEC is not available for regularly scheduled meetings, such as during the summer term.



*[Responsibility: Faculty Senate; Authority: Cabinet/UPAC; Reviewed/Endorsed by: Cabinet/UPAC; Review/Effective Date: 07/2009; Approved by: James L. Gaudino, President]*

## CWUP 5-100-060 General Education Program Assessment

### (1) Responsibility for Assessment

Responsibility for assessment of the general education program falls to the GEC and to the faculty teaching courses in the general education program. Multiple campus stakeholders have an interest in ensuring accurate and meaningful assessment data are available; thus, the GEC will share information regarding current and intended assessment practices, strategies, and tools with the academic community. Formal opportunities for faculty and administrator input regarding assessment practices, strategies, and tools will be offered annually, and may include a faculty forum or brief surveys, etc.

### (2) Collection of Assessment Data

Departments and programs who offer courses for the general education program are responsible for providing the data used to evaluate the courses and program. Pathway coordinators are responsible for collecting data from departments and programs and sending it to the GEC. The GEC will analyze the data and produce reports on an annual basis.

The general education assessment report for each year will be delivered to the faculty senate as an information item as well as to administrative units (e.g., associate provost's office) responsible for assessment.

### (3) Levels of Assessment

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

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

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

1. Consequences of determination of a course's inadequate performance. If a course does not meet approved outcomes, the general education program director and pathway coordinator (if applicable) will notify the department of needed changes and work with the department faculty to ensure outcomes are being met. The course will be assessed again the next quarter it is offered. If the course fails to meet approved outcomes in the subsequent review, the GEC may remove the course from the general education program (effective the next catalog year) or extend the assessment period.

2. Timeframe in cases of inadequate course performance. All decisions will be communicated to the offering department and dean within 15 days. If the assessment period is extended, the GEC program director will offer support and consultation to the faculty member and department to help ensure successful re-review.

(C) Student assessment will be based on course and program outcomes. Design of assessment will be determined by the GEC in collaboration with the office of the associate provost. Assessments will be designed to evaluate student achievement. Students will also be surveyed regarding perceived value of general education, perceived opportunities to meet program goals, and other variables related to academic retention and success.

#### (4) Assessment Cycle

Assessment for the general education program will operate on a seven-year cycle.

(A) The first six years of the assessment process will constitute two rotations of student- and course-level assessment by knowledge area:

1. Year 1: First-Year Experience (187) and three (3) knowledge areas
2. Year 2: Academic Writing I and three (3) knowledge areas
3. Year 3: Quantitative Reasoning, Culminating Experience, and two (2) knowledge areas

(B) Starting Year 4, the assessment cycle will repeat:

1. Year 4: First-Year Experience (187) and three (3) knowledge areas
2. Year 5: Academic Writing I and three (3) knowledge areas
3. Year 6: Quantitative Reasoning, Culminating Experience, and two (2) knowledge areas

(C) Year 7 will emphasize program-level assessment.

#### (5) Assessment Criteria and Activities

The GEC in collaboration with the associate provost's office is responsible for developing criteria and activities for use in the three levels of general education assessment.

*[Responsibility: Faculty Senate; Authority: Cabinet/UPAC; Reviewed/Endorsed by: Cabinet/UPAC; Review/Effective Date: 07/2009; Approved by: James L. Gaudino, President]*

## Exhibit B

### Policy & Procedure Review

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**Policy & Procedure Number:** N/A

**New**  **Revision**

**Title:** General Education Program Rules

#### **Summary:**

The changes to the general education program rules include: a reorganization of the document to clarify areas of confusion as well as new details about the approval process for first year seminar topics, detail the student requirement of completing the first year experience courses within the first 60 credits, provide a detailed description of the “lab component,” and change course offering restrictions that were previously applied to departments to now be applied to programs.

*[xx/xx/2018: Responsibility: **Faculty Senate**; Authority: **Faculty Senate**]*

## General Education Program Rules

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

### First Year Experience

#### **First Year Seminar**

1. An approved First Year Seminar (e.g., XYZ 187) may be offered with multiple sub-topics as long as outcomes are still being met. Sub-topics are submitted to the General Education Committee for review and shared with the campus community. A given course within this area may change its topic, as long as the general education outcomes are still being met.
2. ~~All first year students will be expected to complete the First Year Seminar.~~
3. The First Year Seminar classes will be capped at 20 students.
4. Transfer students who have not completed their General Education requirements must complete this course if they have not completed equivalent coursework (courses with equivalent outcomes as determined by the GEC and/or Registrar).

#### Quantitative Reasoning

1. Quantitative reasoning courses are to be capped at a maximum of thirty-five (35) students.

#### Academic Writing I

1. The Academic Writing I classes are to be capped at twenty (25) students.

#### Rules for Students

1. All students except those who transfer to CWU must complete their First Year Experience courses (First Year Seminar, Academic Writing I, and Quantitative Reasoning) by the end of the quarter in which they complete 60 credits. Transfer students without a Direct Transfer Agreement (DTA) must complete a First Year Experience course within 3 quarters of enrolling at CWU. An advising hold will be placed on students who do not meet these requirements.

## Pathways

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

#### **Rules for Students**

1. In fulfilling the required Knowledge Areas, students must take at least three (3) courses in a single Pathway.
2. Students may choose to complete a minimum of five (5) courses within one (1) Pathway and receive a notation in their transcripts regarding having achieved a focus in that pathway.
1. ~~The Pathways are meant to get students excited about and engaged in their General Education experience and to help them make connections between different disciplines and perspectives on a given topic. Students must take one course from each knowledge area. Three of these courses must be in a single pathway. If students choose to, they can take five courses within a pathway and their focus in that pathway will be recorded on their transcripts.~~
2. ~~In order to fulfill the Pathway part of the General Education requirement, no more than 2 classes from a single department may be counted toward this requirement (current policy). That is, a student may take courses from the same department in no more than 2 knowledge areas.~~

#### **Rules for Courses/Departments Management**

1. Courses in a Pathway must provide multiple opportunities for students to draw connections (engage in integrated learning) in the Pathway. ~~There are no outcomes for the pathways, but there is a list of selection criteria.~~
2. Each course within a Pathway must address at least two (2) of the criteria listed for that Pathway.
3. Courses may be offered in up to three (3) Pathways.

4. ~~Departments~~Programs ~~Departments and interdisciplinary programs~~ may offer as many as 3 courses per Pathway (i.e., in 3 Knowledge Areas).

#### ~~Other Requirements~~ General Pathway Management

1. Online offerings must be provided such that online students are able to earn a focus (five courses) within at least one Pathway.

### **Knowledge Areas**

#### Rules for Students

1. Students must take one course in each of the eight Knowledge Areas.
2. Students may take courses from a single program in no more than two Knowledge Areas.
3. All students except those who transfer to CWU with a DTA must complete Academic Writing II by the end of the quarter in which they complete 90 credits.

#### ~~Rules for Courses/Departments~~Program Rules for Offering Courses

1. All courses offered in a Knowledge Area must meet ALL outcomes in that Knowledge Area.
2. A given course may only be offered within one (1) Knowledge Area.
3. There is no limit to the number of courses that a program may offer within a given Knowledge Area.
4. All courses must be offered at least once every other year.
5. The Academic Writing II courses are to be capped at twenty (25) students. ~~Academic Writing I courses must have a pre-requisite of “Students must achieve an appropriate test score or successfully complete transitional English before enrolling in an Academic Writing I course. Academic Writing II courses must have a pre-requisite of “Students must achieve a C or better in Academic Writing I prior to taking Academic Writing II”.~~
6. All Knowledge Area courses must be four (4) or five (5) credits.
7. All classes in Physical and Natural World must include a lab component. A lab component can take the form of: 1) a separate contact type designation (see CWUR 2-50-060 Curriculum Rules for Implementation) of either LAB (Laboratory) or LEP (Lecture and Practice) that is associated with activities or exercises that clearly meet expectations of a laboratory component and constitute a significant amount of graded work; 2) a number of hands-on lab activities comprising a significant amount of graded work within a course described as “integrated lecture and lab”; or 3) a number of significant graded exercises typical of what might occur in a laboratory that could be conducted either online or independently by the students that approximated the typical work requirements of a laboratory component.  
~~Quantitative reasoning courses must have a pre-requisite of “Students must achieve an appropriate test score or successfully complete MATH 100B before enrolling in a Quantitative Reasoning course”.~~
8. ~~All classes in Physical and Natural World must include a lab component.~~

#### Recommended General Education Curriculum Outcomes

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

### **Culminating Experience Courses**

1. Students may take capstone courses within majors to satisfy the General Education Culminating Experience requirement, as long as these courses meet the specified outcomes for General Education courses.
2. Culminating Experience courses may have prerequisites.
3. General culminating experience options will be offered for students who do not have major-specific Culminating Experience courses available to them.
4. Culminating Experience non-major courses will be capped at 20 students.

### **Summary Requirements for Individual Courses within the Pathway/Knowledge Area Matrix**

1. A course may be within only one Knowledge Area. The course must address ALL outcomes for that Knowledge Area.—
2. A course may be in up to three Pathways. For each Pathway that the course is in, it must provide opportunities for students to make connections within the pathway by addressing two of the selection criteria.——

It is recommended that courses in the Pathway/Knowledge Area matrix address one or more of the General Curriculum skills.

# Exhibit C

## Policy & Procedure Review

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**Policy & Procedure Number: Senate Bylaws Section III**

New  Revision

**Title:** Senate Standing Committees

### **Summary:**

The changes to this section of the Senate Bylaws provide detail about the new general education program director and director-elect eligibility criteria and term lengths. The changes also outline a new subcommittee structure for the General Education Committee.

The GEC Curriculum and Assessment Subcommittee is responsible for: (1) managing the curriculum submission and review process, and (2) organizing and reviewing General Education materials for assessment. The members of the GEC Coordination and Management Subcommittee (Pathway Coordinators) are responsible for oversight of the General Education pathways.

*[xx/xx/2018: Responsibility: Faculty Senate]*

## Senate Bylaws

### III. Senate Standing Committees

#### A. 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.](#)

#### B. Membership

2. The membership of the General Education Committee shall consist of:
  - a. [GE Curriculum and Assessment Subcommittee:](#)
    - i. ~~two (2) faculty from each college with the exception of the Library~~ [one \(1\) faculty member from each academic college and one \(1\) faculty member from the library;](#)
    - ii. [General Education Chair;](#)
    - iii. one (1) student selected by ASCWU, [non-voting;](#) and
    - iv. the Director of Academic Planning, [Associate Provost designee,](#) ex officio, non-voting.
    - v. Registrar designee, ex officio, non-voting
  - b. [GE Coordination and Management Subcommittee:](#)
    - i. [seven \(7\) faculty members elected as general education pathway coordinators;](#)
    - ii. [General Education Chair; and](#)
    - iii. [one \(1\) student selected by ASCWU, ex officio, non-voting.](#)



## Exhibit D

### Policy & Procedure Review

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**Policy & Procedure Number: Faculty Code Section IV**

New  Revision

**Title:** Faculty Senate

**Summary:**

The changes to this section of the Faculty Code provide detail about workload release for the new general education program director, director-elect, and pathway coordinators.

Roles and responsibilities of each position are outlined in General Education committee procedures.

*[xx/xx/2018: Responsibility: **Faculty Senate**; Authority: Board of Trustees; Approved by: Board of Trustees]*

## Faculty Code

### Section IV. FACULTY SENATE

#### D. Committees

##### 1. Standing Committees

The Senate shall maintain six standing committees. They are the General Education Committee, the Academic Affairs Committee, the Curriculum Committee, the Bylaws and Faculty Code Committee, the Evaluation and Assessment Committee, and the Budget and Planning Committee.

- a. The General Education Committee shall be concerned with the study, development, and improvement of the General Education Program. The committee shall review and recommend courses, programs, and policies of general education in close cooperation with appropriate academic administrators. It shall perform other duties as may be requested or approved by the Executive Committee.

#### E. Assigned Time and Workload Units for Senate Offices and Activities

##### 8. Senate Committee Chair

Workload units (WLU) for the position of chair of a Senate committee are estimated at two to four (2-4) per academic year, except for the General Education Program Director and Chair (as detailed in sections IV.E.8.a, b, & c). When elected committee chairs configure their workload plans, they should contact the Senate Office to determine a specific estimate for the upcoming year.

- a. The General Education Program Director and Program Director-Elect shall be relieved of a total of thirty-two (32) WLU of teaching for the academic year, to be divided between them. The General Education Program Director and Direct-Elect will determine the distribution of the 32 WLU based on their specific expertise and interests. Workload distribution decisions will be made as soon as possible following the ratification of the Director-elect, and will be forwarded to the Executive Committee no later than the first Friday in February.
- b. The General Education Program Director will serve as chair of the General Education Committee and Subcommittees. The department(s) in which the program director and program director-elect teach shall receive compensatory funds from the Provost's office.
- c. The program director, or GEC designee, assumes certain duties and responsibilities in the summer, for a total of four (4) WLU. Any additional units will be negotiated with the Provost.

##### 9. Senate Committee Member (Non-Chair)

Workload units for the positions of non-chair members of Senate committees are estimated at one to two (1-2) per academic year, except for General Education Pathway Coordinators (as detailed in section IV.E.9.a & b). When ratified committee members configure their workload plans, they should contact the Senate Office to determine a specific estimate for the upcoming year.

- a. General Education Pathway Coordinators shall be relieved of three (3) WLU of teaching for the academic year to perform their duties.
- b. Pathway Coordinators will be compensated one (1) WLU during the summer from the Provost's office.

## Attachments

### Faculty Senate General Education Committee Procedures

Purpose of the Faculty Senate General Education Committee as Defined by the Faculty Code. The Faculty Senate General Education Committee shall be concerned with the study, development, and improvement of the General Education program. The committee shall review and recommend programs and policies of General Education in close cooperation with the college deans. [BT Motion 01:31, 5/11/01]

#### Responsibilities of the Committee.

- The Faculty Senate General Education Committee (GEC) receives charges from the Faculty Senate Executive Committee.
- The GEC reports to the Faculty Senate Executive Committee and to the Faculty Senate.
- The GEC has two subcommittees:
  - The GEC Curriculum and Assessment Subcommittee is responsible for: (1) managing the curriculum submission and review process, and (2) organizing and reviewing General Education materials for assessment.
  - The members of the GEC Coordination and Management Subcommittee (Pathway Coordinators) are responsible for oversight of the General Education pathways.

#### Elections

Election of General Education Program Director. The General Education Program Director will serve as the committee chair. All faculty members who have served on GEC at least one academic year and have taught a General Education course 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 Faculty Senate Executive Committee for ratification at the January Faculty Senate meeting.

Election of Pathway Coordinators. Pathway Coordinators will be elected from among the faculty who teach at least one (1) course in the respective pathway and will serve a two (2) year term. Interested applicants will submit a letter detailing their experience and interest in General Education and this position to the General Education Director in January. Elections of Pathway Coordinators will take place in February, and the new term will begin June 16. Elections are managed by the GEC, and final candidates are ratified by the Faculty Senate.

- Replacements and terms of absence (e.g. sabbatical, medical leave, and other reasons).
  - Individuals who are taking leave should seek a replacement to serve during their leave time, and provide the name of the potential substitute to the GEC.
  - Substitutes will be voted on by the GEC.
  - The GEC may appoint someone to fill a Pathway Coordinator position for short-term absences of less than one academic year.
  - Terms of absence do not change original term dates.

#### Responsibilities of the General Education Director.

1. Program Leadership and Advocacy
  - Plan and run meetings of the GEC.
  - Serve as liaison to Faculty Senate and the Office of the Provost.
  - Represent GEC interests as needed.
  - Guide development and implementation of a strategic plan for general education.
  - Ensure orientation for new committee members.
  - Articulate purposes of general education to a variety of audiences including, but not limited to, students, faculty, administration, and other stakeholders.
  - Coordinate resolution of academic issues with departments.
  - Work with the Public Relations and Academic Advising offices to establish a diverse public relations plan and oversee development of timely promotional materials including, but not limited to, website, social media, printed copy, and customized items.
  - Collaborate with GEC to allocate available resources in support of general education.
  - Oversee election process for Pathway Coordinators
  
2. Program Development
  - Work with faculty to promote coherence in the General Education curriculum.
  - Promote nationally-recognized best practices in program development and course delivery.
  - Ensure curriculum is consistent with university policy and procedure.
  - Coordinate the development of the General Education curriculum in conjunction with GEC and other entities as needed.
  - Oversee coordination of course availability, including online offerings
  - Initiate review of General Education policies and procedures annually and as charged by Faculty Senate Executive Committee.
  - Assist colleges, departments, and faculty interested in developing courses for the General Education curriculum.
  - Review Knowledge Area assessment data in collaboration with the GEC.
  - Communicate responsibilities to Pathway Coordinators and collaborate on appropriate projects.
  - Advocate for fiscal support for the General Education program and other initiatives
  - Oversee annual General Education learning outcomes assessment in collaboration with the Office of the Associate Provost.
  - Complete and submit assessment reports to Faculty Senate and Provost.
  
3. Professional Development
  - Engage in scholarly activity or scholarship related to general education.
  - Coordinate professional development workshops for faculty teaching general education courses.
  - Teach at least one (1) general education course every other academic year.
  
4. Management
  - Work with the Faculty Senate, Office of the Provost, Institutional Effectiveness, and other entities as needed to ensure effective, organized, and feasible design, implementation, analysis, documentation, and funding of the General Education Program.
  - Submit budgetary requests as needed.
  - Facilitate review of student substitution requests.
  - Support the articulation of General Education courses with community colleges.
  - Communicate with the campus about issues related to General Education.
  - Prepare, distribute, and update information regarding General Education graduation requirements.
  - Prepare reports related to General Education for Faculty Senate.

- Prepare appropriate assessment reports related to General Education in collaboration with the Office of the Provost.

#### Responsibilities of the Pathway Coordinators.

##### 1. Pathways in the General Education program include:

- i. First Year Experience (FYE, Academic Writing I, and Quantitative Reasoning)\*
- ii. Health & Well-being
- iii. Civic & Community Engagement
- iv. Sustainability
- v. Social Justice
- vi. Perspectives on Current Issues
- vii. Ways of Knowing

\* The First Year Experience component of Central's General Education program is not strictly defined as a pathway; however, similar coordination is required to ensure its offerings, faculty, and participating departments are cohesive and effective.

##### 2. Pathway Coordinators are responsible for oversight of the General Education pathway for which they are elected. Oversight duties include:

- Coordinate and contribute to at least one group advising session per quarter for students choosing the pathway.
- Liaise with Academic Advising about pathway offerings, in collaboration with the General Education Director.
- Teach one course relevant to the pathway per academic year - either a culminating experience or a course within the pathway.
- Provide timely updates about pathway changes to Academic Advising and affected groups.
- Participate in outreach events and marketing efforts to promote the General Education program.
- Attend monthly meetings of the Pathway Coordinators and General Education Director.
- Serve as a liaison between pathway instructors and GEC to represent concerns and interests of the pathway as necessary.
- Work with departments to schedule an engaging, effective, and equitable array of course offerings in the pathway.
- Ensure course offerings meet a range of pathway criteria.
- Request and collate assessment materials for courses in the pathway in relevant knowledge areas each year.
- Review assessment data and work with individual instructors in the pathway to ensure that course-specific pathway criteria are being met.
- Coordinate professional development opportunities for instructors teaching in the pathway:
  - Organize opportunities (informal or formal) for pathway faculty to share and connect curricular elements.
  - Facilitate faculty collaboration to support cohesion throughout pathway coursework.
  - Encourage instructors and departments to maintain current course content.

#### Responsibilities of the Committee Secretary.

- Prepare minutes of each meeting, including dates and times of meetings; names of attending and absent committee members; and motions as approved by the committee.
- After committee approval, secretary shall forward minutes to Faculty Senate Office.

Responsibilities of Committee Members.

- Committee members shall attend committee meetings regularly. Failure to attend regularly may result, if the committee so decides, in expulsion from the committee. Committee members shall also participate actively in the work of the committee.

## New General Education Program

### **Background and Budget Planning**

#### New GE Program Overview:

Over the past several years, the Central Washington University Faculty have been working diligently on creating a new and modern approach to general education (GE) for our students. In the 2016-2017 academic year, the Faculty Senate developed and approved a new innovative GE framework, and during the 2017-2018 academic year, the Senate approved courses to populate the new framework. During this current academic year, the Senate is working hard to address implementation questions so that the program can be launched in Fall 2019. Timely implementation of this new GE program is a key goal of the faculty Senate.

A primary motivation of redesigning the GE program was to improve the student experience at CWU and address some of the evolving needs of students in this new generation of learning. One of the innovations of this new GE approach is that it engages students early in their university career with small and interactive first year seminars in topic areas that are interesting and relevant. These seminars are designed to ignite scholarly curiosity related to real-world problems to both get students excited about learning during college and foster desire for intellectual exploration throughout their life-time. Students' early engagement in learning and connection with faculty and peers should translate into higher retention rates, which is a critical current issue at CWU as the fall-to-fall retention rate for FTFTF has dropped from a high of 79% in 2013 to 69% in 2017. Improved retention rates will also positively impact the university budget.

Beyond the first year seminar, the GE program uses a pathway model that allows students to choose a theme (e.g., sustainability or social justice), which is consistent across courses in various disciplines. This part of the program is designed to engage students in a topic of interest and help them see the relevance of what they're studying and how this topic is intertwined between various methods of study and disciplines. This pathway approach will help students make interdisciplinary connections and foster thinking and problem solving from multiple approaches. Again, the efforts towards making learning relevant and engaging early in the academic career should translate into higher retention rates.

Taken as a whole, the program should also improve recruitment efforts. The program is innovative and distinctive compared to other GE experiences in the state. Current students are excited about the new program and note the importance of the introductory seminar, connection with faculty, and relevant content areas. These characteristics of the program should also be appealing to prospective students, and consequently help with recruiting. This new model of GE not only represents an approach that students will be excited about, but also represents an approach that will prepare our students for a world that is becoming increasingly more complicated and interdisciplinary.

#### Budget Planning:

On February 1, 2018, the Provost and the Vice President of Budget and Financial Affairs, sent a memo to the Faculty Senate Executive Committee expressing the university administration's support of a successful implementation of the new GE program and their commitment to "ensuring that no college is driven into a deficit due to the implementation of the new program if the program is implemented in good faith with careful attention to strategic scheduling and workload management with respect to both the new General Education program and overall course scheduling." They committed to a three-year implementation process that includes annual assessment of budget implications. This commitment, the stated expectations regarding responsible implementation, and the three-year implementation process with annual assessment still apply.

The financial implications of the new GE approach are not fully understood, and are subject to a variety of assumptions about student behavior and course instruction costs. Without knowing the comprehensive revenue and expenses associated with the new model or the impact on retention that will also positively impact the budget, one projection is that the introduction of the new first year seminar course (XXX187) will likely result in an additional cost to college budgets. Initial modeling of the costs of the current and new programs with the most conservative assumptions (i.e., assumptions that would lead to the most costly program) indicate the new program may cost as much as \$440K more than the current program. This new cost is anticipated to be offset by an increase in retention within a couple of years. To encourage colleges to proportionately offer first year seminar courses and support the new GE program, a mechanism must be put

into place to subsidize colleges to avoid major negative budgetary impacts of offering XXX187 courses. The proportion of XXX187 courses assigned to each college will be based on the total revenue percentages in the model; the current breakdown would be as follows if 110 sections are offered for incoming first year students, and 20 sections are offered for transfer students (estimate based on maximum predicted enrollment): COB-13%/14 sections for FY and 3 sections for transfer, CAH-22%/24 sections for FY and 4 sections for transfer, CEPS-27%/30 sections for FY and 5 sections for transfer, COTS-38%/42 sections for FY and 8 sections for transfer.

To support the program over the first three years (through AY21-22), a fund will need to be accumulated which will be distributed to the colleges each quarter to mitigate the financial impact of this XXX187 course. There are a variety of ways to accumulate a fund for this purpose, including: 1) using any unallocated revenues from FY19 and/or FY20 (if any); 2) imposing a temporary small, but broad, "institutional GE support fee" on all divisions within the state & tuition fund; 3) temporarily reducing the funds set aside for instructional equipment and technology; or, 4) a combination of these and any other funding ideas.

**President's Budget Advisory Committee (PBAC) Recommendation on October 23, 2018:**

The PBAC feels strongly that the new General Education program represents a university investment in student success, improved retention, and institutional sustainability. The committee also recognizes the value of a three-year transition period, during which allocated funding to support the implementation of the new program is reviewed annually and adjusted as necessary.

With this program understanding and implementation process in mind, the PBAC recommends accumulating a fund of \$440K to support the first year of implementation (AY19-20) using the following strategies, to be deployed in listed order until the fund is generated: 1) university divisions volunteer to invest in the new General Education program; 2) use of any unallocated revenues from FY19 and/or FY20 (for this purpose, unallocated revenues means any State & Tuition fund revenues that exceed budget. For example, this year we budgeted \$125.3M in revenues but now think that may be \$126.3M over the full year. This is unexpected revenue and therefore was not allocated in the budgeting process. In the first academic quarter of FY19, we have already realized about \$400k in unexpected revenues); and 3) imposing a temporary small, but broad, "institutional GE support fee" on all divisions within the state & tuition fund.

A similar fund will need to be established for AY20-21 and AY21-22 after careful examination during year one and potential recalibration of the process or model for funding.

**Cabinet Response on October 24, 2018:**

Following preliminary review of the recommendations, Cabinet believes the best option to fund the new General Education program is first to use option 2) use of any unallocated revenues from FY19 and/or FY20. The Provost is confident the unallocated revenues will be sufficient to fully support the implementation costs of the program. Failing that, the President and Cabinet are committed to General Education reform and will ensure it does not fail for lack of financial support. They would propose to the Board of Trustees to use institutional reserves if there were insufficient unallocated revenues to support the program.

*Jan Conrad*  
*Provost*  
*Oct 30, 2018*



General Education Budget Draft

**AY18-19**

	Workload	Salary	Benefits	Total Cost	Funded by
GE Program Director(s)	24	\$ 26,808.00	\$ 7,506.24	\$ 34,314.24	Provost
Pathway Coordinators	7	\$ 7,819.00	\$ 2,189.32	\$ 10,008.32	Academic Deans
GE Program Director(s) - summer	5	\$ 5,585.00	\$ 1,563.80	\$ 7,148.80	Provost
Pathway Coordinators-summer	7	\$ 7,819.00	\$ 2,189.32	\$ 10,008.32	Academic Deans
Office support		\$ 20,520.00	\$ 5,745.60	\$ 26,265.60	President
<b>Total budget AY18-19</b>				<b>\$ 87,745.28</b>	

**Implementation Phase (annual costs, AY19-20, AY20-21)**

	Workload	Salary	Benefits	Total Cost	Funded by
GE Program Director(s)	32	\$ 35,744.00	\$ 10,008.32	\$ 45,752.32	Provost
Pathway Coordinators	21	\$ 23,457.00	\$ 6,567.96	\$ 30,024.96	Academic Deans
GE Program Director(s) - summer	5	\$ 5,585.00	\$ 1,563.80	\$ 7,148.80	Provost
Pathway Coordinators-summer	7	\$ 7,819.00	\$ 2,189.32	\$ 10,008.32	Academic Deans
Office support		\$ 20,520.00	\$ 5,745.60	\$ 26,265.60	President
Subsidy to Support First Year Seminar x187 Courses				\$ 440,000.00	Unallocated Revenues (backup: Institutional Reserves)- see GE Program Budget Statement
<b>Total annual budget</b>				<b>\$ 559,200.00</b>	