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CWU Faculty Senate Minutes - 03/05/2003

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Faculty Senate

CENTRAL WASHINGTON UNIVERSITY FACULTY SENATE

REGULAR MEETING

Wednesday, March 5, 2003, 3:10 p.m.

BARGE 412

MINUTES

Presiding Officer: Michael Braunstein

Recording Secretary: Teri Michael

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

ROLL CALL

Senators: All Senators or their Alternates were present except Lori Braunstein, Nancy Buerger, Timothy Burnham, Timothy Englund, Jim Huckabay, Robert Lupton, Vincent Nethery, Key Sun, Henry Williams

Visitors: Carolyn Wells, Peter Barbee

CHANGES TO AND APPROVAL OF AGENDA: None

MOTION NO. 03-26 (Approved): APPROVAL OF MINUTES (February 12, 2003 meeting)

COMMUNICATIONS: None at this time

REPORTS/ACTION ITEMS

Executive Committee

Motion No. 03-27 (Approved): "Recommendation to remove Motion No. 03-24 from the table"

Previously Tabled Motion No. 03-24 (Adopted with 3 nays): "Recommendation to accept the addition of the W course requirement in the General Education Program as presented in Exhibit A (rationale shown in Exhibit B and Exhibit C)".

Senator Culjak requested that Professor Callaghan speak about the W courses. Professor Callaghan feels that as much writing as possible needs to happen on campus. Diversity in writing is compatible with student learning excellence. Students write better if they write more and more circumstances with more rhetorical situations and obligations.

provost/senior vice president for academic affairs in collaboration with the university deans and chairs prior to start of summer pre-registration."

Professor Cant made a point of clarification at the COB regarding the "break even point".

Senator Schaefer made the point of objection regarding the lack of a university policy and the deans "control" the current process. His department believes that the enrollments have declined because faculty and/or students never know if the class is going to go, so why should the students take the risk to stay for the summer. His political science department is opposed to the pro-ration and feel that the university should run summer school as a university and not college by college. They would like the university to set a standard. They would like a university policy to be made, but in absence of one, they will support the pro-ration process.

Senator Lewis concurs with Senator Schaefer as he feels that summer programs are run with low enrollment numbers to offer some faculty summer income when they should be doing their research instead.

Professor John AP (representing the code committee), talked about a charge given his committee (report on summer pro-ration from 2002 and develop a recommendation for addressing in a permanent manner the issue of summer session faculty salary pro-ration). They decided that an understanding of the fiscal needs for summer school was necessary as well as reading the policy and procedures manual that states the Provost will report October/November regarding the summer school status. We need to understand what is meant by cost and profit. If summer school is not self-supporting, people with 12 month contracts, who is paid by the state and who is paid by summer school? The Deans continue to agree on not agreeing on any common policy. He also has concerns about a body like the legality Faculty Senate unilaterally passing something that counters what the code requires, it continues to be ignored and is shuffled to the side every year. This can't be easily solved in the code committee.

Chair Braunstein stated that this motion is a recommendation that is assumed that the BOT and the Administration would have to approve.

Provost Soltz also wanted to clarify that:

1. Last summer the enrollment increased by 3-1/2% after two years of significant decline of 5-7%. The enrollments turned around significantly last year. They had no effect on fall enrollment. Some of the Deans are looking at shifting other activities into summer as an enrollment management tool, but has not been decided.
2. The Deans have discussed this and they have agreed to disagree.
3. The plan that was described by the COB is the most "liberal" plan with the consequence being very little net revenue available. Other colleges with a tighter plan generate more summer funds and are able to utilize the funds more for travel.

Chair Elect CannCasciato plans to vote against this even though instructional faculty he has talked to support it, but he sees the summer program being very similar to the mission of the university, so why should it be pro-rated? It is part of the core curriculum, so why are the salaries pro-rated? Also, he noted that faculty are the only employee group on campus being asked to pro-rate their salaries for summer.

Senator Nelson supports the writing component being increased, but to include Foreign Language classes in the W category would require a different criteria. Japanese would be evaluated with the style of the calligraphy rather than the style of the expression. Professor Verhey did not see any problem with that. At next meeting the committee will approve a form to be used for adding new general education courses. Senator Harper noted that practice is important. Students at the writing center are not practicing what they have previously learned. It does send a message to students that they need to be writing, they compartmentalize their education.

They will edit and write in an English course and do not have to practice such skills outside the class. We are also telling students that these particular courses will expect them to do a fair amount of writing.

Senator Donahoe discussed the statement prepared by the Academic Affairs Committee (sent via email to senators prior to the meeting). Professor Uebelacker voted to table the motion this past time, and he is glad he did. The more he thought about it, the more he realized that we have discussed during his tenure (over the past 17 years) about writing across the curriculum. We are putting W's in place where we are already doing what the motion states.

Chair Elect CannCasciato asked about a procedural question regarding students who do not have the appropriate test scores to take English 101 or 102, would they be permitted to enroll in a W course or is their any block on that? Professor Verhey answered that the committee did review this issue and found that the process is already occurring, so English 101 is not required. Senator Culjak clarified all courses under literature and the humanities require a C- or greater is required in English 101 to be able to analyze literature and to be able to write about it.

Senator Lewis supports what Senator Uebelacker stated regarding those courses lacking W's may still be writing intense and the students could have concern as to why there is not a W in front of the course. Senator Culjak called for a vote (motion made to end discussion on this motion, motion carried with 3 nays).

Motion No. 03-28 (Approved with one nay): "Recommendation to require the General Education Committee to report to the Faculty Senate with an assessment of the W courses including their impact on class size by their March 2005 meeting".

Steve Verhey makes the statement that there is an Assessment Committee that could assess the implementation of the W requirement. General Ed committee is happy to do this, but not sure if this is their area.

Chair Braunstein stated that the amendment only asks for the General Education Committee to report back to the Faculty Senate with a report. If the General Education Committee wants to work with the Assessment Committee in generating that assessment, that is consistent with the amendment.

Motion No. 03-29 (Adopted with 3 nays, 1 abstention): "Recommendation that the Faculty Senate make an exception to section 15.30 of the Faculty Code as provided for in section 15.40 Applicability of Code to Summer Session, effective only for Summer Session 2003. Exception reading - A faculty member may request that his or her salary for a summer course be pro-rated if the course does not meet the university's defined minimum enrollment requirement for scheduled undergraduate or graduate courses. Minimum enrollments and the methods for determining pro-rated salary will be set by the

Senator Culjak has a concern with pro-ration being how much of the funds are returned to the faculty? It appears that the ones accepting the pro-ration are often times the ones not given the most reasonable call on the money they generate.

Chair Braunstein stated that at the last meeting there were several department chairs here that did ask for this provision to be carried forward.

Professor Uebelacker agrees that it doesn't cover the salary when there are only 8 students, the field courses need to be offered in the summer, his department needs the pro-ration, the concerns are legitimate and there just isn't any answer for them at this time.

Senator Nelson stated concerns regarding program cuts. Senator Lewis stated sensitivity regarding the summer schedule. He is also sensitive to the need of the Art department to generate revenues and Chair Elect CannCasciato is at the core of the issue when he points out that the only interested parties being asked to change is the faculty.

Senator Donahoe has taught every summer for the past 11 years. The summer population is different in their department. They consist of teachers continuing their education or changing their endorsements. We need to address the concerns raised by Professor John AP and she supports the motion for this particular summer with the hopes that the concerns raised by Professor John AP can be addressed.

Motion No. 03-30(Amended with phased retirees being included and was Adopted with 3 nays and 1 abstention) (Adopted Option 2): "That the Faculty Senate vote to support one of the following two proposed identifications of individuals who could be members of the CWU Faculty Bargaining Unit."

1. All tenured, tenure-track, **phased retirees**, and ~~other~~ full time* non-tenure track faculty
2. Tenured, tenure-track, **phased retirees**, and ~~other~~ full time* non-tenure track faculty and adjunct faculty whose instructional load average for the most recent three academic year quarters (Fall, Winter, and Spring) equals or exceeds .50 of full time.

* Percentage full time is to be determined based on an instructional load of 45 contact hours and will include both instructional assignments and non-teaching academic assignments with equivalent instructional load specified in the contract."

The motion to amend the motion 03-30 including phased retirees carried.

Question: Does either of the definitions of faculty match the definition in the code? Chair Elect CannCasciato requested that any definition of faculty be limited to section 2.10 in the Code. Chair Braunstein stated that the motion is not defining faculty, but is identifying those faculty that may be identified as being eligible for being a member of the CWU Faculty Bargaining Unit, if the faculty elect to choose collective bargaining.

Professor Snedeker stated that his department supports item 2. Average the time for 3 years instead of 3 quarters.

Senator Lewis wondered about if a person would have to be here for a three full years before they could be included in the bargaining unit.

Senator Donahue question why the word "other" was used. If you take out the word other, how does it change it? Senator Donahue made a motion to amend the motion 03-30 to remove the word "other" from items number 1 and number 2. Motion carried.

Senator Cant wondered why a third option of the definition of faculty in the code be used (e.g., Section 2.10).

Chair Braunstein again stated that this is not an attempt to define faculty for code purposes, but to identify those individuals who could be members of the CWU Faculty Bargaining Unit.

President McIntyre stated her concern about what impact this could have on administration with PERC requiring them to define faculty. The University's position is that it is the definition in the faculty code.

Professor John AP stated it is an interesting task to try to define faculty. It has been said that "the devil himself can use the Bible for his own purposes" and the code is much the same. The code itself is a hodge podge of what constitutes faculty, whether it is full-time, part-time, adjunct, etc. The code committee has gone through this issue already this year and after discussion with the Provost, we need to obtain sufficient and reliable data before we can or cannot define who is faculty. The code defines faculty for specific purposes, by various sections for a particular purpose and is not universal. The code is not all comprehensive. The Provost has suggested that when we get PeopleSoft in place, we will have reliable data to then determine who is faculty.

President McIntyre stated "duly noted and it is in Section 2.10 {faculty defined}".

Senator Uebelacker wanted to clarify what he is voting for. He feels that number one would include fewer cards than number 2.

Senator Schaefer stated that this has been frustrating for him as the code may change, could be thrown out, so what the definition of faculty is irrelevant. The university can recommend that they use this definition for faculty, we can recommend who is defined as faculty. We are trying to do is to determine who can vote on whether or not we can have a union. PERC may not agree with that.

Senator Lewis pointed out that this motion is about 2 different notions of who works together similarly enough to be included in the bargaining unit if it passed. From the perspective of what a union contract does (working with salaries, contracts, working conditions, etc.) we are more like adjuncts than not. Adjuncts are colleagues, but curricular development, policy development, etc. should stay with tenure and tenure-track faculty.

Senator DeVietti stated that the Psychology Department supports number 2 of the motion.

Provost Soltz was concerned about the fact that adjuncts are not considered as colleagues in anything else.

Senator Cant is still concerned about the code definition not being used.

Senator Culjak called to close discussion on Motion 03-30. Motion to close discussion carried.

II. REPORTS/DISCUSSION ITEMS

1. **CHAIR:** Bylaws under review by the Executive Committee and they desire to bring forth clarifications and bookkeeping changes for the next meeting.
2. **CHAIR ELECT:** None
3. **PRESIDENT:** Over the past weekend the campus had an opportunity to relive the 1960's. The Laramie Project was protested and those participating were commended for their work. It was an educational process to deal with it and to understand what freedom of speech means. It was a very positive event for the campus.
4. **PROVOST:** Update on the 2 Associate VP's: They are near completion. A comment and a suggestion: The only negative feeling he had with regard to his recent hire was how few people attended his presentation. He is also concerned about how few people have attended the presentations of these two searches. Encourage all faculty to participate as actively as possible through this process. The SAB process may issue the PAF's for part A this month. His office is working with HR on this process. The SAB has done an outstanding job and there are a couple of issues with regard to part A (admin exempt that are also tenure track and how first year tenure track faculty can be part of the process).
5. **DIVERSITY COUNCIL PRESENTATION:** *Keith Champagne & Patsy Callaghan:* For the record, Keith Champagne asked that it be documented that it is not Keith Champagne's council, it is the university's council. He also stated that he appreciates President McIntyre's embracement of diversity. She is the first president in the past three that has actually put out documents from her, the board of trustees, etc. They feel diversity is a core value.
6. **GENERAL STUDIES PRESENTATION:** *Provost Soltz:* Status of the General Studies Program. He handed out a document (not enough for the recording secretary to have one for the record). He has been working with the HEC Board on the program and why the university created the degree. The program seems to be attracting students, especially at the Lynnwood Center (20% growth). This program is on a five-year program review cycle as are others. In addition, at the end of five years, this program as others need to have a review sent to the HEC Board. Senator Culjak discussed the history of this program's creation and how it was passed through the Senate. The Provost stated that we would be moving toward that structure, but he has to be fiscally conscious and when warranted, we will move that direction, especially at the Lynnwood site. Senator Lewis asked if the HEC Board's five-year review is enrollment based. The Provost was not aware of this requirement.
7. **CODE COMMITTEE PRESENTATION ON COPYRIGHT ISSUES:** *Professor John AP:* Given the hour, he is making his presentation brief and asked us to move to the motion with a brief statement of how we are far behind other universities in the area of copyright, patent and intellectual properties. The current policy was not written from the point of view of faculty. Current policies may not be balanced with the state's interest and law.

Motion No. 03-31 (Approved as amended to include university committee): "Recommendation that the university create an Ad Hoc committee to study copyright, intellectual properties and patent issues and report back to the Faculty Senate their findings by the April, 2005 meeting".

Motion made to add that the committee is a university committee. The motion was amended to be a university committee. The Provost stated that it was an appropriate amendment.

8. **SENATE CONCERNS:** 10 votes for number 1, 22 for number 2, 2 abstentions, and one write in for faculty code 2.10. No other concerns.
9. **STUDENT REPORT:** Student Senator Uberti thanked everyone involved with the protest. He will be co-chairing a committee from the Diversity Council. Our first charge is going to be inserting diversity into general education courses.
10. **SENATE COMMITTEES:**

Academic Affairs Committee: *Susan Donahoe:* The AAC works very hard on the writing issue and they hope to bring back a directive on writing with more "meat" in it. Chair Braunstein stated that this was just a starting point.

Budget Committee: *Bill Bender* Good news: capital budget on the horizon.

Code Committee: *John Alsoszatai-Petheo* Update on charges: they have 18 items to deal with. Committee is working their way through these issues.

Curriculum Committee: *Toni Culjak* none

Development and Appropriations: *Charles Li* none

Faculty Legislative Representative: *James Huckabay* Chair Elect
CannCasciato shared Jim Huckabay's report that things may be more optimistic in the governors budget. Hopes for the music building to be completed, and trying to have institutional flexibility when dealing with the necessary cut. Jim will hold office hours on Friday morning and he will answer his cell phone for any questions.

General Education: *Steve Verhey* none

Personnel Committee: *Rob Perkins* none

Public Affairs Committee/Council of Faculty Representatives: *Daniel CannCasciato* none

OLD BUSINESS: None

NEW BUSINESS: None

ADJOURNMENT: Motion made to adjourn at 5:17 p.m. Motion passed.

*****NEXT REGULAR SENATE MEETING: April 16, 2003***
BARGE 412**

Exhibit A

General Education Program

February 2003

March 2003

MISSION, RATIONALE, AND STUDENT OUTCOMES

The General Education Program offers undergraduate students a liberal arts education in order to cultivate thoughtful and responsible persons and citizens, to prepare them for the world of work, and to teach them to pursue knowledge for its own sake. In order to accomplish those broad goals, the General Education Program seeks to promote effective reasoning, broad and deep learning, and the inclination to inquire.

Effective Reasoning

A comprehensive liberal education helps students to develop their abilities to recognize and to think clearly about important issues and questions. The ability to think clearly involves fluency in reading, writing, and oral communication, as well as mastery of the basic principles of logical, mathematical, and scientific reasoning.

Broad and Deep Learning

A liberally educated person should possess a rich and broad fund of meaningful knowledge as well as the ability to compare and integrate new or different areas of knowledge in fruitful ways. To that end, the general education curriculum imparts a broad understanding of the various liberal arts and sciences and the ways that those arts and sciences evolve. In much the same way, the curriculum aims to foster an appreciation of diversity as a rich source of new ideas and opportunities for learning. Through such studies, students comprehend the interconnectedness of knowledge and the importance of integrating knowledge gained from disparate parts of the curriculum.

The Inclination to Inquire

An education in the liberal arts fosters a student's commitment to seek out and acquire important knowledge and skills, both for the intrinsic value of those knowledge and skills and for the good they contribute to our common and individual lives. For this reason, a disposition to ask incisive and insightful questions is perhaps the surest sign of a liberally educated mind.

The general education requirement offers a basic knowledge of mathematics and the natural sciences, including laboratory experience, intermediate knowledge of at least one foreign language, the study of the humanities, the political, philosophical, and cultural history of world civilizations, and the foundations and principles of American society.

This mission statement is informed by the standards promulgated by the American Academy for Liberal Education and by CWU's Mission Statement.

General Education Program Goals

1. Students will become thoughtful and responsible members of society and stewards of the earth.
2. Students will respect diversity of background, experience, and belief, and will value the different perspectives that this diversity brings.
3. Students will achieve fluency in reading, writing, oral communication, and information technology.
4. Students will master the basic principles of logical, mathematical, and scientific reasoning.
5. Students will develop an appreciation of the breadth and depth of scientific and humanistic knowledge.
6. Students will develop a sense of the interconnectedness of knowledge.
7. Students will integrate knowledge from diverse fields of study in order to solve real-world problems.
8. Students will become aware of the manifold ways that knowledge evolves.
9. Students will develop a disposition to ask incisive and insightful questions.

Assessment of the General Education Program

1. Students will be surveyed as to how well they think their courses addressed the mission of the general education program.
2. Instructors will be surveyed as to how well they think the course addressed the mission of general education.
3. Student achievement in general education classes will be evaluated regularly by means of examinations.

All courses taken to satisfy general education requirements must be taken for a letter grade.

BASIC SKILLS REQUIREMENT. All students must satisfy the following requirements in basic academic and intellectual skills:

- a. UNIV 101, General Education Colloquium (1), or MUS 104, Introduction to Musical Studies (3). Only required of students who enter Central with fewer than 45 credits.
- b. ENG 101 (4) and ENG 102 (4). A grade of C- or better is required in ENG 101 before ENG 102 may be taken.
- c. either MATH 101 (5), MATH 163.1 (5), MATH 163.2 (5), MATH 164.1 (5), MATH 170 (5), or MATH 172.1 (5);
- d. either MATH 130.1 (5), PHIL 201 (5), or CS 105 (4);
- e. one year of college or university study of a single foreign language or two years of high school study of a single foreign language. Courses used to satisfy this foreign language basic skills requirements may not be used to

satisfy the Philosophies and Cultures of the World breadth requirement;

- f. either CS 101 Computer Basics (4) or IT 101 Computer Applications (3)

All students must have met these basic education requirements by the end of the quarter in which they complete 75 credits. (This does not include the foreign language basic skills requirement, which may require longer to complete.) Students who do not meet this standard will have a hold placed on further course registration. To remove the hold, the student must meet with an advisor and submit a program of study to plan successful completion of this requirement. The student's progress will then be monitored by an assigned academic advisor.

WRITING REQUIREMENT.

Four (4) of the courses taken to fulfill the breadth requirement must have the W designation in the list below. These are courses which include at least 7 pages of assigned writing that is assessed for content and mechanics (grammar, spelling, punctuation, and organization).

BREADTH REQUIREMENT.

- I. **ARTS AND HUMANITIES.** Students must take at least one course from each of the three groups. No more than one class from a single department may be counted toward this requirement.

Literature and the Humanities. A grade of C- or better is required in ENG 101 before taking any of the courses in this category.

- ENG 105 **(W)**The Literary Imagination: An Introduction to Literature (4)
- ENG 247 **(W)**Multicultural Literature (4)
- HUM 101 **(W)**Exploring Cultures in the Ancient World (5)
- HUM 102 **(W)**Exploring Cultures from 16th Through 19th Centuries (5)
- HUM 103 **(W)**Exploring Cultures in Modern & Contemporary Societies (5)

The Aesthetic Experience.

ART 101	Introduction to Western Art	(5)
ART 102	Introduction to Non-Western Art	(5)
MUS 101	History of Jazz	(5)
MUS 102	Introduction to Music	(5)
PED 161	Cultural History of Dance	(4)
TH 101	Appreciation of Theatre and Film	(4)
TH 107	<u>(W)</u> Introduction to Theatre	(4)
TH 382	<u>(W)</u> Ethnic Drama	(4)

Philosophies and Cultures of the World.

Foreign Languages 251, 252, or 253. Second year foreign language (same as studied in high school) (5)

or

Foreign Languages 151, 152 or 153. First year foreign language (different than the one used to meet basic skills requirement) (5)

PHIL 101	<u>(W)</u> Introduction to Philosophy	(5)
PHIL 115	<u>(W)</u> The Meaning of Life	(5)
PHIL 202	<u>(W)</u> Introduction to Ethics	(5)
PHIL 209	<u>(W)</u> Introduction to Asian Philosophy	(5)
PHIL 210	<u>(W)</u> Current Ethical Issues	(5)
RELS 101	<u>(W)</u> Introduction to Religion	(5)
RELS 201	<u>(W)</u> Sacred Books of the World	(5)

- II. **SOCIAL AND BEHAVIORAL SCIENCES.** Students must take at least one course from each of the three groups. No more than one class from a single department may be counted toward this requirement.

Perspectives on the Cultures and Experiences of the United States. An introduction to the institutions, cultures, and traditions of the United States intended to encourage a critical and analytical understanding of how the past affects the present and the future. An introduction to the complexities of social, economic, and political processes, issues, and events in the United States intended to provide a context for informed decision-making and citizenship.

ECON	101	Economic Issues	(5)
ECON	201	Principles of Economics Micro	(5)
ETS	101	<u>(W)</u> Ethnic Awareness	(4)
HIST	144	<u>(W)</u> U.S. History Since 1865	(5)
POSC	210	American Politics	(5)
SOC	101	<u>(W)</u> Social Problems	(5)
SOC	205	American Society	(5)
WS	201	<u>(W)</u> Introduction to Women Studies	(5)

Perspectives on World Cultures. An introduction to institutions, cultures, and traditions of nations, groups, and societies outside the United States intended to encourage an understanding and appreciation of the dimensions of human diversity as well as similarities. An introduction to contemporary international and transnational issues intended to provide a broader perspective of the individual's relationship to other cultures and to common human concerns.

ANTH	130	<u>(W)</u> Introduction to Cultural Anthropology	(5)
AST	102	<u>(W)</u> Introduction to Asian Studies	(3)
ECON	102	<u>(W)</u> World Economic Issues	(5)
GEOG	101	World Regional Geography	(5)
HIST	102	<u>(W)</u> World Civilization: 1500-1815	(5)
HIST	103	<u>(W)</u> World Civilization Since 1815	(5)
LAS	102	<u>(W)</u> Introduction to Latin American Studies	(5)
POSC	270	<u>(W)</u> International Politics	(5)

Foundations of Human Adaptations and Behavior. An introduction to and analysis of the fundamental principles underlying human interaction intended to foster a better understanding of the human condition. An introduction to the fundamental patterns and understandings of human interaction with natural and man made environments intended to help students make informed judgments concerning broad environmental issues.

ANTH	107	General Anthropology	(5)
ANTH	120	Introduction to Archaeology	(5)
ENST	303	Environmental Management	(5)
FCSF	231	<u>(W)</u> Human Sexuality	(4)

GEOG	108	Introduction to Human Geography	(5)
POSC	101	(W) Introduction to Politics	(5)
PSY	101	General Psychology	(5)
PSY	205	(W) Psychology of Adjustment	(5)
SOC	107	Principles of Sociology	(5)
HED	101	Health Essentials	(4)

- III. **THE NATURAL SCIENCES.** The natural sciences provide basic methods for rigorously describing and comprehending the natural world. Inquiry-driven laboratory and field observations are an essential mode of teaching, learning, and practicing natural science. Students must take at least one course from each of the three groups. No more than one class from a single department may be counted toward this requirement. It may be advantageous for students to take courses from groups in the order they appear below.

Fundamental Disciplines of Physical and Biological Sciences. An introduction to those sciences that study the fundamentals of physical and life systems.

BIOL	101	Fundamentals of Biology and Lab	(5)
CHEM	111/111.1	Introduction to Chemistry and Lab	(5)
CHEM	181/181.1	General Chemistry and Lab	(5)
GEOL	145/145.1	Physical Geology and Lab	(5)
PHYS	111/111.1	Introductory Physics and Lab	(5)
PHYS	181/181.1	General Physics and Lab	(5)

Patterns and Connections in the Natural World. Those sciences that use a knowledge of basic scientific disciplines to examine large and complex physical and life systems.

ANTH	110	Introduction to Biological Anthropology	(5) (Lab Anth 110.1 is optional)
BIOL	200	Plants in the Modern World and Lab	(5)
BIOL	201	Human Physiology	(5)
BIOL	300	Introduction to Evolution	(5)
ENST	301	Earth as an Ecosystem	(5)
GEOG	107	Introduction to Physical Geography	(5)
GEOL	150/145.1	Geology of National Parks and Lab	(5)
GEOL	170	Earthquakes, Volcanoes and	(5)

Civilization

PHYS 101/101.1	Introductory Astronomy of Stars and Galaxies and Lab	(4) (1)
PHYS 102/101.1	Introductory Astronomy of the Solar System and Lab	(4) (1)

Applications of Natural Science. These courses explicitly treat social, economic, technological, ethical or other implications of natural phenomena, of human influence on natural systems, or of responsive scientific inquiry.

ANTH 314	Human Variation and Adaptation in Living Populations	(4)
BIOL 302	Human Ecology	(5)
CHEM 101	Contemporary Chemistry and Lab	(5)
ENST 302	Ecosystems, Resources, Population and Culture	(5)
FCSN 245	Basic Nutrition	(5)
GEOG 273	Geography of Rivers	(5)
GEOL 180	Introduction to Environmental Geology	(5)
IET 101	Modern Technology	(5)
PHYS 103/103.1	Physics of Musical Sounds and Lab	(4)

Exhibit B

**General Education Program
W Course/Writing Requirement Rationale**

Faculty Senators and Alternates,

As you know, the General Education Committee has recommended that the Gen Ed Program include a requirement that students take at least four(4) W courses. This recommendation was discussed at the most recent Faculty Senate meeting and tabled; it will hopefully be taken up from the table for further discussion and a vote at the next meeting. If the change is to be implemented next year, approval is necessary no later than the next meeting.

The text of the W proposal is available as part of the agenda for the February 12 meeting at <http://www.cwu.edu/~fsenate/021203.html>. It consists of the insertion of two sentences just before the description of the breadth portion of the General Education Program, plus the designation of 21 courses as W courses.

***** It is important to note that the W courses listed in the proposal represent courses that already involve the requisite amount of writing -- no increase in faculty workload is necessary in order to make this proposal work. *****

During the discussion last week, several questions were raised about the proposal. Here are some of the questions that were raised, along with responses from the General Education Committee (GEC):

1. Some years ago the Faculty Senate made a "gentleman's agreement" with the (then) provost that writing-intensive classes (e.g. ENG 101, ENG 102) would be limited to about 24 students. Has this agreement been kept, and what is its effect on the W proposal? Will the W courses be protected from future enrollment increases?

Response: A list of Winter '03 Gen Ed courses, sorted by proposed W designation and maximum enrollment, is at http://www.cwu.edu/~gen_ed/GEcoursesw03.html. Among other things, the list demonstrates that the "gentleman's agreement" regarding ENG 101 and ENG 102 has survived several provosts. ENG 101 and ENG 102 are true writing-intensive classes, in that their aim is to intensively teach writing.

The average maximum enrollment of the proposed W courses (which are not writing intensive, but do use at least 7 pages of assessed writing as part of content delivery) is 43 students. This

compares with an average size of non-W, non-lab, and non-UNIV 101 courses of 53 students.

At the most recent Faculty Senate meeting, the Provost said that, while there are no guarantees in this fiscal environment, he is willing to make a "gentleman's agreement" that the enrollments of W courses will be the last to be increased.

Naturally, enrollments of Gen Ed courses are directly under the control of the departments, and the GEC hopes the departments will be as committed to this proposal as the Provost is.

2. Is there any assurance that assessment techniques used in the W courses reflect reasonable and/or consistent standards?

Response: The General Education Committee assumes that faculty in the currently proposed W courses know what they are doing. However, we do plan to offer faculty development opportunities to W course faculty, and we will be initiating course-by-course assessment of the Gen Ed program in the near future. Future proposers of new W courses will be asked to supply a sample of the rubric they will use to assess writing in their courses.

We will also be proposing that, in the motion currently before the Senate, the word "style" be replaced with "mechanics" in order to clarify that W course writing will be assessed for grammar, spelling, punctuation, and organization, as well as for content.

3. Students are already effectively required to take 3 W courses. Is adding a fourth worth the trouble?

Response: The GEC chose the four W course target as a compromise. Any fewer and the recommendation would obviously not make sense. On the other hand, given the number of W courses in the proposal, requiring more than 4 W courses would not be feasible. While the effect of the present proposal on enrollment is impossible to guess, clearly a proposal that required more than 4 W courses would have an adverse effect on enrollments in departments that offer few W courses.

If the university community feels that more than 4 W courses should be required, the GEC recommends that the requirement be phased in, starting with the 4-course requirement and increasing it as additional W courses come on line.

There is clear evidence that requiring more writing improves students' writing abilities, and the GEC has no doubt that even this

modest increase in writing will have a positive effect. Naturally, the GEC does not think this proposal will solve the problem of poor student writing, but we believe it is a clear step in the right direction. We welcome any and all other constructive proposals.

Steven Verhey

Chair, General Education Committee

Exhibit C

General Education Program W Course/Writing Requirement Rationale

In the Spring of 2002 the General Education Committee surveyed faculty perceptions of student preparation in several areas addressed by the General Education Program. Seventy-four percent of respondents felt that student preparation in writing is not adequate. In response, the GEC has made addressing this problem a priority.

It is evident that there is a need for improvement of student writing, and it is also evident that this is an important goal. CWU alumni report that classes that emphasized writing were among the most useful to them in their working lives following graduation. Visits to CWU's new University Writing Center have been increasing steadily and rapidly since its inception. Improvement in student writing is especially important to Central's mission of educating teachers. Unfortunately, there is evidence that some students avoid taking courses that involve even 7 pages of writing, and that they take non-writing courses instead.

All other Washington State universities have specific writing requirements in their General Education Programs.

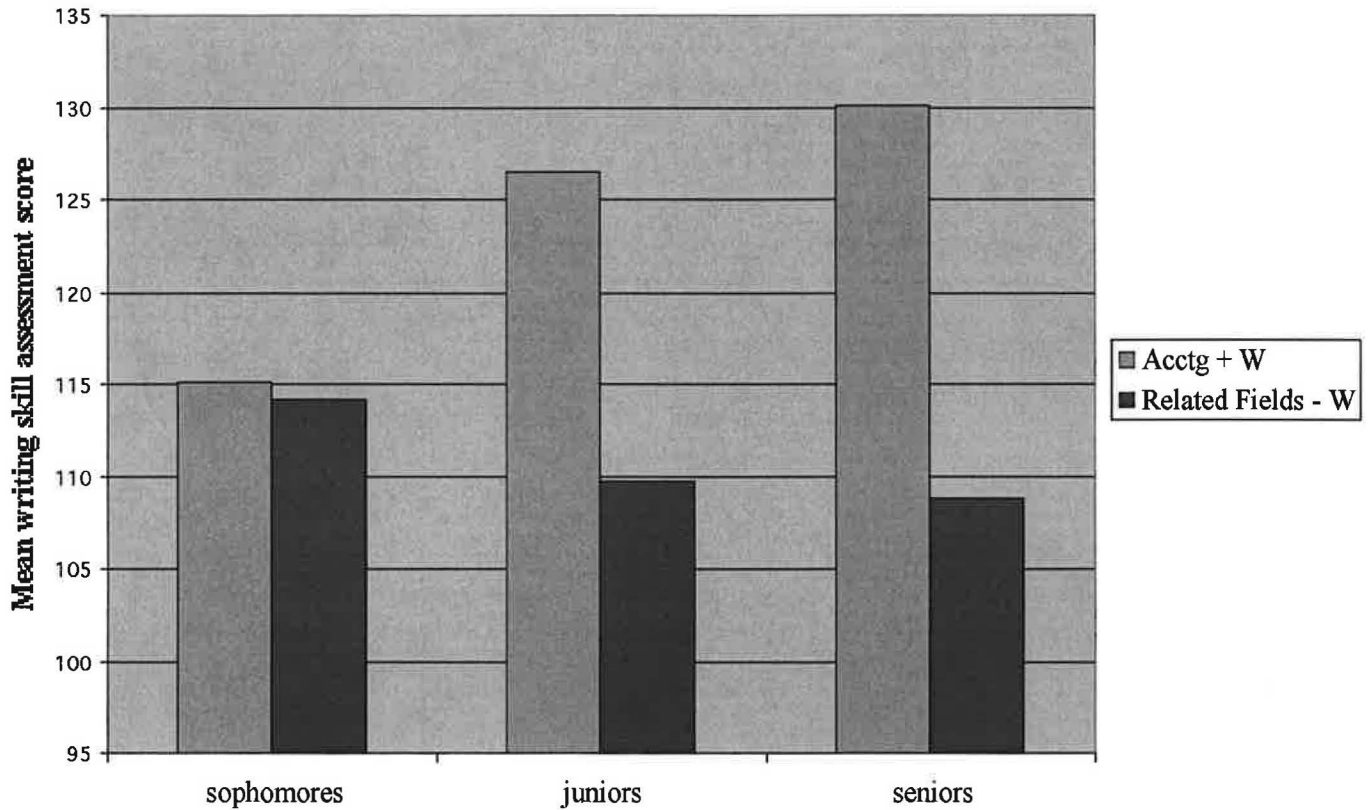
As shown in the figure below, there is clear evidence in the professional literature that practice with writing results in improved student writing skills.

Through review of course syllabi, conversations with General Education faculty, and polling of department chairs we, have found that 24 of CWU's 71 General Education courses already involve at least 7 pages of assessed writing (assessed writing is writing done in response to an assignment given by an instructor; this writing must be evaluated for both style and content). This is not a large amount of writing, but the faculty who make the effort to require even this much writing in (typically large) General Education courses are to be commended for their commitment to their students.

This proposal is aimed at taking advantage of an existing resource to improve the education of CWU students. An improvement in student writing will benefit not only students, but faculty who teach upper division courses in all areas.

Quality and consistency of writing assessments will be maintained by regular reviews of W courses. Faculty development opportunities will be offered to faculty teaching W courses, and proposers of new W courses will be asked to submit a sample of the rubric they intend to use in assessing writing.

Data from Johnstone et al. (2002) Effect of Repeated Practice and Contextual-Writing Experiences on College Students' Writing Skills, J. Ed. Psychol. 94(2):305-315



Roll Call 2002-03

Faculty Senate Meeting: March 5, 2003

SENATORS

<input type="checkbox"/>	BRAUNSTEIN	Lori
<input checked="" type="checkbox"/>	BRAUNSTEIN	Michael
<input checked="" type="checkbox"/>	BRYAN	Patrick
<input type="checkbox"/>	BUERGEL	Nancy
<input type="checkbox"/>	BURNHAM	Timothy
<input checked="" type="checkbox"/>	CALAHAN	Scott
<input checked="" type="checkbox"/>	CANNCASCIATO	Daniel
<input checked="" type="checkbox"/>	CANT	Gregory
<input checked="" type="checkbox"/>	CAPLES	Minerva
<input checked="" type="checkbox"/>	CARBAUGH	Bob
<input checked="" type="checkbox"/>	COLEMAN	Beatrice
<input checked="" type="checkbox"/>	CULJAK	Toni
<input checked="" type="checkbox"/>	DONAHOE	Susan
<input checked="" type="checkbox"/>	DONAHUE	Barry
<input checked="" type="checkbox"/>	EASTMAN	Grant
<input checked="" type="checkbox"/>	ELY	Lisa
<input type="checkbox"/>	ENGLUND	Timothy
<input checked="" type="checkbox"/>	EUBANKS	Jim
<input checked="" type="checkbox"/>	HARPER	Lila
<input type="checkbox"/>	HARRIS	Nate
<input type="checkbox"/>	HUBBARD	Brenda
<input type="checkbox"/>	HUCKABAY	Jim
<input checked="" type="checkbox"/>	JOHNSON	Kirk
<input checked="" type="checkbox"/>	KURTZ	Martha
<input checked="" type="checkbox"/>	LEWIS	Keith
<input type="checkbox"/>	LI	Charles X.
<input checked="" type="checkbox"/>	LI	Chenyang
<input checked="" type="checkbox"/>	LUBINSKI	Patrick
<input type="checkbox"/>	LUPTON	Robert
<input checked="" type="checkbox"/>	MARTINIS	Karen
<input checked="" type="checkbox"/>	BACICA	Karina
<input checked="" type="checkbox"/>	NELSON	Joshua
<input type="checkbox"/>	NETHERY	Vincent
<input checked="" type="checkbox"/>	PRICE	Joe
<input type="checkbox"/>	REHKOPF	Carrie
<input checked="" type="checkbox"/>	RICHMOND	Lynn
<input checked="" type="checkbox"/>	SCHAEFER	Todd
<input checked="" type="checkbox"/>	SNEDEKER	Jeff
<input type="checkbox"/>	SUN	Key
<input checked="" type="checkbox"/>	UBERTI	David
<input checked="" type="checkbox"/>	WELLOCK	Thomas
<input type="checkbox"/>	WILLIAMS	Henry
<input type="checkbox"/>	WILLIAMS	Wendy
<input checked="" type="checkbox"/>	DeVietti	Terry

Quorum: 23

ALTERNATES

<input type="checkbox"/>	KLEMIN	Wayne
<input type="checkbox"/>	PALMQUIST	Bruce
<input type="checkbox"/>	ERNEST	Kristina
<input type="checkbox"/>	ABDALLA	Laila
<input type="checkbox"/>	VACANT	
<input type="checkbox"/>	CALHOUN	Ken
<input type="checkbox"/>	JORGENSEN	Jan
<input type="checkbox"/>	FAIRBURN	Wayne
<input type="checkbox"/>	BUTTERFIELD	Carol
<input type="checkbox"/>	GHOSH	Koushik
<input type="checkbox"/>	BREEDLOVE	Lois
<input type="checkbox"/>	ABDALLA	Laila
<input type="checkbox"/>	SALYER	Keith
<input type="checkbox"/>	VACANT	
<input type="checkbox"/>	GELLENBECK	Ed
<input type="checkbox"/>	MELBOURNE	Tim
<input type="checkbox"/>	HARPER	Jim
<input type="checkbox"/>	PENICK	Jeff
<input type="checkbox"/>	OLSON	Debbie
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<input type="checkbox"/>	ALWIN	John
<input type="checkbox"/>	DUGAN	Jack
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<input type="checkbox"/>	BACH	Glen
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<input type="checkbox"/>	DENMAN	Anne
<input type="checkbox"/>	PERKINS	Rob
<input type="checkbox"/>	HOLTFRETER	Robert
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<input type="checkbox"/>	BRANSDORFER	Rodney
<input type="checkbox"/>	D'ACQUISTO	Leo
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<input checked="" type="checkbox"/>	BROOKS	Joe
<input type="checkbox"/>	BRADLEY	James
<input type="checkbox"/>	WIRTH	Rex
<input type="checkbox"/>	SINGH	Vijay
<input type="checkbox"/>	REASONS	Charles
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<input type="checkbox"/>	HECKART	Beverly
<input type="checkbox"/>	PLOURDE	Lee
<input type="checkbox"/>	PENICK	Jeff
<input type="checkbox"/>	PENICK	Jeff

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1) 18
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A) between 2
1 write in

Tally
1) 10
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1- write in for
code 2.10

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- All tenured, tenure-track, and other full time* non-tenure track faculty
- Tenured, tenure-track, and other full time* non-tenure track faculty and adjunct faculty whose instructional load average for the most recent three academic year quarters (Fall, Winter, and Spring) equals or exceeds .50 of full time.
- Write in _____

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**BALLOT
2002/03 FACULTY SENATE**

March 5, 2003

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Write in CODE SECTION 2.10

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HS

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- Write in ABSTAIN

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Write in

abstien

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**CENTRAL WASHINGTON UNIVERSITY
FACULTY SENATE
REGULAR MEETING
Wednesday, March 5, 2003, 3:10 p.m.
BARGE 412
AGENDA**

- I. ROLL CALL
- II. CHANGES TO AND APPROVAL OF AGENDA
- III. MOTION NO. 03-26: APPROVAL OF MINUTES
- IV. COMMUNICATIONS
- V. REPORTS/ACTION ITEMS (40 Minutes)

Executive Committee

Motion No. 03-27: "Recommendation to remove Motion No. 03-24 from the table"

Previously Tabled Motion No. 03-24: "Recommendation to accept the addition of the W course requirement in the General Education Program as presented in Exhibit A (rationale shown in Exhibit B and Exhibit C)".

Motion No. 03-28: "Recommendation to require the General Education Committee to report to the Faculty Senate with an assessment of the W courses including their impact on class size by their March 2005 meeting".

Motion No. 03-29: "Recommendation that the Faculty Senate make an exception to section 15.30 of the Faculty Code as provided for in section 15.40 Applicability of Code to Summer Session, effective only for Summer Session 2003. Exception reading - A faculty member may request that his or her salary for a summer course be pro-rated if the course does not meet the university's defined minimum enrollment requirement for scheduled undergraduate or graduate courses. Minimum enrollments and the methods for determining pro-rated salary will be set by the provost/senior vice president for academic affairs in collaboration with the university deans and chairs prior to start of summer pre-registration."

Motion No. 03-30: "That the Faculty Senate vote to support one of the following two proposed identifications of individuals who could be members of the CWU Faculty Bargaining Unit."

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(A VOTE WILL FOLLOW THIS AGENDA ITEM IF THE MOTION IS APPROVED).

BALLOT PROCESS: Vote on the proposed identifications of individuals who could be members of the CWU Faculty Bargaining Unit as stated in Motion No. 03-30. If passed, there will be a ballot process at this time.

- VI. REPORTS/DISCUSSION ITEMS
 - 1. CHAIR: (10 Minutes)
 - 2. CHAIR ELECT: (10 Minutes)
 - 3. PRESIDENT: (10 Minutes)
 - 4. PROVOST: (10 Minutes)

5. **DIVERSITY COUNCIL PRESENTATION:** *Keith Champagne & Patsy Callaghan (10 Minutes)*
6. **GENERAL STUDIES PRESENTATION:** *Provost Soltz (10 Minutes)*
7. **CODE COMMITTEE PRESENTATION ON COPYRIGHT ISSUES:** *John AP (10 Minutes)*

Motion No. 03-31: "Recommendation to create an Ad Hoc committee to study copyright, intellectual properties and patent issues and report back to the Faculty Senate their findings by the April, 2005 meeting".

8. **SENATE CONCERNS:** *(5 Minutes)*
9. **STUDENT REPORT:** *(5 Minutes)*
10. **SENATE COMMITTEES:** *(10 Minutes)*

Academic Affairs Committee: *Susan Donahoe*

Budget Committee: *Bill Bender*

Code Committee: *John Alsoszatai-Petheo*

Curriculum Committee: *Toni Culjak*

Development and Appropriations: *Charles Li*

Faculty Legislative Representative: *James Huckabay*

General Education: *Steve Verhey*

Personnel Committee: *Rob Perkins*

Public Affairs Committee/Council of Faculty Representatives: *Daniel CannCasciato*

- VII. **OLD BUSINESS**
- VIII. **NEW BUSINESS**
- IX. **ADJOURNMENT**

*****NEXT REGULAR SENATE MEETING: April 16, 2003*****
BARGE 412

[Back to top](#)

General Education Program

February 2003

March 2003

MISSION, RATIONALE, AND STUDENT OUTCOMES

The General Education Program offers undergraduate students a liberal arts education in order to cultivate thoughtful and responsible persons and citizens, to prepare them for the world of work, and to teach them to pursue knowledge for its own sake. In order to accomplish those broad goals, the General Education Program seeks to promote effective reasoning, broad and deep learning, and the inclination to inquire.

Effective Reasoning

A comprehensive liberal education helps students to develop their abilities to recognize and to think clearly about important issues and questions. The ability to think clearly involves fluency in reading, writing, and oral communication, as well as mastery of the basic principles of logical, mathematical, and scientific reasoning.

Broad and Deep Learning

A liberally educated person should possess a rich and broad fund of meaningful knowledge as well as the ability to compare and integrate new or different areas of knowledge in fruitful ways. To that end, the general education curriculum imparts a broad understanding of the various liberal arts and sciences and the ways that those arts and sciences evolve. In much the same way, the curriculum aims to foster an appreciation of diversity as a rich source of new ideas and opportunities for learning. Through such studies, students comprehend the interconnectedness of knowledge and the importance of integrating knowledge gained from disparate parts of the curriculum.

The Inclination to Inquire

An education in the liberal arts fosters a student's commitment to seek out and acquire important knowledge and skills, both for the intrinsic value of those knowledge and skills and for the good they contribute to our common and individual lives. For this reason, a disposition to ask incisive and insightful questions is perhaps the surest sign of a liberally educated mind.

The general education requirement offers a basic knowledge of mathematics and the natural sciences, including laboratory experience, intermediate knowledge of at least one foreign language, the study of the humanities, the political, philosophical, and cultural history of world civilizations, and the foundations and principles of American society.

This mission statement is informed by the standards promulgated by the American Academy for Liberal Education and by CWU's Mission Statement.

General Education Program Goals

1. Students will become thoughtful and responsible members of society and stewards of the earth.
2. Students will respect diversity of background, experience, and belief, and will value the different perspectives that this diversity brings.
3. Students will achieve fluency in reading, writing, oral communication, and information technology.
4. Students will master the basic principles of logical, mathematical, and scientific reasoning.
5. Students will develop an appreciation of the breadth and depth of scientific and humanistic knowledge.
6. Students will develop a sense of the interconnectedness of knowledge.
7. Students will integrate knowledge from diverse fields of study in order to solve real-world problems.
8. Students will become aware of the manifold ways that knowledge evolves.
9. Students will develop a disposition to ask incisive and insightful questions.

Assessment of the General Education Program

1. Students will be surveyed as to how well they think their courses addressed the mission of the general education program.
2. Instructors will be surveyed as to how well they think the course addressed the mission of general education.
3. Student achievement in general education classes will be evaluated regularly by means of examinations.

All courses taken to satisfy general education requirements must be taken for a letter grade.

BASIC SKILLS REQUIREMENT. All students must satisfy the following requirements in basic academic and intellectual skills:

- a. UNIV 101, General Education Colloquium (1), or MUS 104, Introduction to Musical Studies (3). Only required of students who enter Central with fewer than 45 credits.
- b. ENG 101 (4) and ENG 102 (4). A grade of C- or better is required in ENG 101 before ENG 102 may be taken.
- c. either MATH 101 (5), MATH 163.1 (5), MATH 163.2 (5), MATH 164.1 (5), MATH 170 (5), or MATH 172.1 (5);
- d. either MATH 130.1 (5), PHIL 201 (5), or CS 105 (4);
- e. one year of college or university study of a single foreign language or two years of high school study of a single foreign language. Courses used to satisfy this foreign language basic skills requirements may not be used to satisfy the Philosophies and Cultures of the World breadth requirement;
- f. either CS 101 Computer Basics (4) or IT 101 Computer Applications (3)

All students must have met these basic education requirements by the end of the quarter in which they complete 75 credits. (This does not include the foreign language basic skills requirement, which may require longer to complete.) Students who do not meet this standard will have a hold placed on further course registration. To remove the hold, the student must meet with an advisor and submit a program of study to plan successful completion of this requirement. The student's progress will then be monitored by an assigned academic advisor.

WRITING REQUIREMENT.

Four (4) of the courses taken to fulfill the breadth requirement must have the W designation in the list below. These are courses which include at least 7 pages of assigned writing that is assessed for content and mechanics (grammar, spelling, punctuation, and organization).

BREADTH REQUIREMENT.

- I. **ARTS AND HUMANITIES.** Students must take at least one course from each of the three groups. No more than one class from a single department may be counted toward this requirement.

Literature and the Humanities. A grade of C- or better is required in ENG 101 before taking any of the courses in this category.

ENG 105	<u>(W)</u> The Literary Imagination: An Introduction to Literature	(4)
ENG 247	<u>(W)</u> Multicultural Literature	(4)
HUM 101	<u>(W)</u> Exploring Cultures in the Ancient World	(5)
HUM 102	<u>(W)</u> Exploring Cultures from 16th Through 19th Centuries	(5)
HUM 103	<u>(W)</u> Exploring Cultures in Modern & Contemporary Societies	(5)

The Aesthetic Experience.

ART 101	Introduction to Western Art	(5)
ART 102	Introduction to Non-Western Art	(5)
MUS 101	History of Jazz	(5)
MUS 102	Introduction to Music	(5)
PED 161	Cultural History of Dance	(4)
TH 101	Appreciation of Theatre and Film	(4)
TH 107	<u>(W)</u> Introduction to Theatre	(4)
TH 382	<u>(W)</u> Ethnic Drama	(4)

Philosophies and Cultures of the World.

Foreign Languages 251, 252, or 253. Second year foreign language (same as studied in high school) (5)

or

Foreign Languages 151, 152 or 153. First year foreign language (different than the one used to meet basic skills requirement) (5)

PHIL 101	(W) Introduction to Philosophy	(5)
PHIL 115	(W) The Meaning of Life	(5)
PHIL 202	(W) Introduction to Ethics	(5)
PHIL 209	(W) Introduction to Asian Philosophy	(5)
PHIL 210	(W) Current Ethical Issues	(5)
RELS 101	(W) Introduction to Religion	(5)
RELS 201	(W) Sacred Books of the World	(5)

- II. **SOCIAL AND BEHAVIORAL SCIENCES.** Students must take at least one course from each of the three groups. No more than one class from a single department may be counted toward this requirement.

Perspectives on the Cultures and Experiences of the United States. An introduction to the institutions, cultures, and traditions of the United States intended to encourage a critical and analytical understanding of how the past affects the present and the future. An introduction to the complexities of social, economic, and political processes, issues, and events in the United States intended to provide a context for informed decision-making and citizenship.

ECON 101	Economic Issues	(5)
ECON 201	Principles of Economics Micro	(5)
ETS 101	(W) Ethnic Awareness	(4)
HIST 144	(W) U.S. History Since 1865	(5)
POSC 210	American Politics	(5)
SOC 101	(W) Social Problems	(5)
SOC 205	American Society	(5)
WS 201	(W) Introduction to Women Studies	(5)

Perspectives on World Cultures. An introduction to institutions, cultures, and traditions of nations, groups, and societies outside the United States intended to encourage an understanding and appreciation of the dimensions of human diversity as well as similarities. An introduction to contemporary international and transnational issues intended to provide a

broader perspective of the individual's relationship to other cultures and to common human concerns.

ANTH	130	(W) Introduction to Cultural Anthropology	(5)
AST	102	(W) Introduction to Asian Studies	(3)
ECON	102	(W) World Economic Issues	(5)
GEOG	101	World Regional Geography	(5)
HIST	102	(W) World Civilization: 1500-1815	(5)
HIST	103	(W) World Civilization Since 1815	(5)
LAS	102	(W) Introduction to Latin American Studies	(5)
POSC	270	(W) International Politics	(5)

Foundations of Human Adaptations and Behavior. An introduction to and analysis of the fundamental principles underlying human interaction intended to foster a better understanding of the human condition. An introduction to the fundamental patterns and understandings of human interaction with natural and man made environments intended to help students make informed judgments concerning broad environmental issues.

ANTH	107	General Anthropology	(5)
ANTH	120	Introduction to Archaeology	(5)
ENST	303	Environmental Management	(5)
FCSF	231	(W) Human Sexuality	(4)
GEOG	108	Introduction to Human Geography	(5)
POSC	101	(W) Introduction to Politics	(5)
PSY	101	General Psychology	(5)
PSY	205	(W) Psychology of Adjustment	(5)
SOC	107	Principles of Sociology	(5)
HED	101	Health Essentials	(4)

- III. **THE NATURAL SCIENCES.** The natural sciences provide basic methods for rigorously describing and comprehending the natural world. Inquiry-driven laboratory and field observations are an essential mode of teaching, learning, and practicing natural science. Students must take at least one course from each of the three groups. No more than one class from a single department may be counted toward this requirement. It may be advantageous for students to take courses from groups in the order they appear below.

Fundamental Disciplines of Physical and Biological Sciences. An introduction to those sciences that study the fundamentals of physical and life systems.

BIOL 101	Fundamentals of Biology and Lab	(5)
CHEM 111/111.1	Introduction to Chemistry and Lab	(5)
CHEM 181/181.1	General Chemistry and Lab	(5)
GEOL 145/145.1	Physical Geology and Lab	(5)
PHYS 111/111.1	Introductory Physics and Lab	(5)
PHYS 181/181.1	General Physics and Lab	(5)

Patterns and Connections in the Natural World. Those sciences that use a knowledge of basic scientific disciplines to examine large and complex physical and life systems.

ANTH 110	Introduction to Biological Anthropology	(5) (Lab Anth 110.1 is optional)
BIOL 200	Plants in the Modern World and Lab	(5)
BIOL 201	Human Physiology	(5)
BIOL 300	Introduction to Evolution	(5)
ENST 301	Earth as an Ecosystem	(5)
GEOG 107	Introduction to Physical Geography	(5)
GEOL 150/145.1	Geology of National Parks and Lab	(5)
GEOL 170	Earthquakes, Volcanoes and Civilization	(5)
PHYS 101/101.1	Introductory Astronomy of Stars and Galaxies and Lab	(4) (1)
PHYS 102/101.1	Introductory Astronomy of the Solar System and Lab	(4) (1)

Applications of Natural Science. These courses explicitly treat social, economic, technological, ethical or other implications of natural phenomena, of human influence on natural systems, or of responsive scientific inquiry.

ANTH 314	Human Variation and Adaptation in Living Populations	(4)
BIOL 302	Human Ecology	(5)
CHEM 101	Contemporary Chemistry and Lab	(5)
ENST 302	Ecosystems, Resources, Population and Culture	(5)
FCSN 245	Basic Nutrition	(5)
GEOG 273	Geography of Rivers	(5)
GEOL 180	Introduction to Environmental Geology	(5)
IET 101	Modern Technology	(5)
PHYS 103/103.1	Physics of Musical Sounds and Lab	(4)

Exhibit B

General Education Program W Course/Writing Requirement Rationale

Faculty Senators and Alternates,

As you know, the General Education Committee has recommended that the Gen Ed Program include a requirement that students take at least four(4) W courses. This recommendation was discussed at the most recent Faculty Senate meeting and tabled; it will hopefully be taken up from the table for further discussion and a vote at the next meeting. If the change is to be implemented next year, approval is necessary no later than the next meeting.

The text of the W proposal is available as part of the agenda for the February 12 meeting at <http://www.cwu.edu/~fsenate/021203.html>. It consists of the insertion of two sentences just before the description of the breadth portion of the General Education Program, plus the designation of 21 courses as W courses.

***** It is important to note that the W courses listed in the proposal represent courses that already involve the requisite amount of writing -- no increase in faculty workload is necessary in order to make this proposal work. *****

During the discussion last week, several questions were raised about the proposal. Here are some of the questions that were raised, along with responses from the General Education Committee (GEC):

1. Some years ago the Faculty Senate made a "gentleman's agreement" with the (then) provost that writing-intensive classes (e.g. ENG 101, ENG 102) would be limited to about 24 students. Has this agreement been kept, and what is its effect on the W proposal? Will the W courses be protected from future enrollment increases?

Response: A list of Winter '03 Gen Ed courses, sorted by proposed W designation and maximum enrollment, is at http://www.cwu.edu/~gen_ed/GEcoursesw03.html. Among other things, the list demonstrates that the "gentleman's agreement" regarding ENG 101 and ENG 102 has survived several provosts. ENG 101 and ENG 102 are true writing-intensive classes, in that their aim is to intensively teach writing.

The average maximum enrollment of the proposed W courses (which are not writing intensive, but do use at least 7 pages of assessed writing as part of content delivery) is 43 students. This compares with an average size of non-W, non-lab, and non-UNIV 101 courses of 53 students.

At the most recent Faculty Senate meeting, the Provost said that, while there are no guarantees in this fiscal environment, he is willing to make a "gentleman's agreement" that the enrollments of W courses will be the last to be increased.

Naturally, enrollments of Gen Ed courses are directly under the control of the departments, and the GEC hopes the departments will be as committed to this proposal as the Provost is.

2. Is there any assurance that assessment techniques used in the W courses reflect reasonable and/or consistent standards?

Response: The General Education Committee assumes that faculty in the currently proposed W courses know what they are doing. However, we do plan to offer faculty development opportunities to W course faculty, and we will be initiating course-by-course assessment of the Gen Ed program in the near future. Future proposers of new W courses will be asked to supply a sample of the rubric they will use to assess writing in their courses.

We will also be proposing that, in the motion currently before the Senate, the word "style" be replaced with "mechanics" in order to clarify that W course writing will be assessed for grammar, spelling, punctuation, and organization, as well as for content.

3. Students are already effectively required to take 3 W courses. Is adding a fourth worth the trouble?

Response: The GEC chose the four W course target as a compromise. Any fewer and the recommendation would obviously not make sense. On the other hand, given the number of W courses in the proposal, requiring more than 4 W courses would not be feasible. While the effect of the present proposal on enrollment is impossible to guess, clearly a proposal that required more than 4 W courses would have an adverse effect on enrollments in departments that offer few W courses.

If the university community feels that more than 4 W courses should be required, the GEC recommends that the requirement be phased in, starting with the 4-course requirement and increasing it as additional W courses come on line.

There is clear evidence that requiring more writing improves students' writing abilities, and the GEC has no doubt that even this modest increase in writing will have a positive effect. Naturally, the GEC does not think this proposal will solve the problem of poor student writing, but we believe it is a clear step in the right direction. We welcome any and all other constructive proposals.

Steven Verhey

Chair, General Education Committee

[Back to top](#)

Exhibit C

General Education Program W Course/Writing Requirement Rationale

In the Spring of 2002 the General Education Committee surveyed faculty perceptions of student preparation in several areas addressed by the General Education Program. Seventy-four percent of respondents felt that student preparation in writing is not adequate. In response, the GEC has made addressing this problem a priority.

It is evident that there is a need for improvement of student writing, and it is also evident that this is an important goal. CWU alumni report that classes that emphasized writing were among the most useful to them in their working lives following graduation. Visits to CWU's new University Writing Center have been increasing steadily and rapidly since its inception. Improvement in student writing is especially important to Central's mission of educating teachers. Unfortunately, there is evidence that some students avoid taking courses that involve even 7 pages of writing, and that they take non-writing courses instead.

All other Washington State universities have specific writing requirements in their General Education Programs.

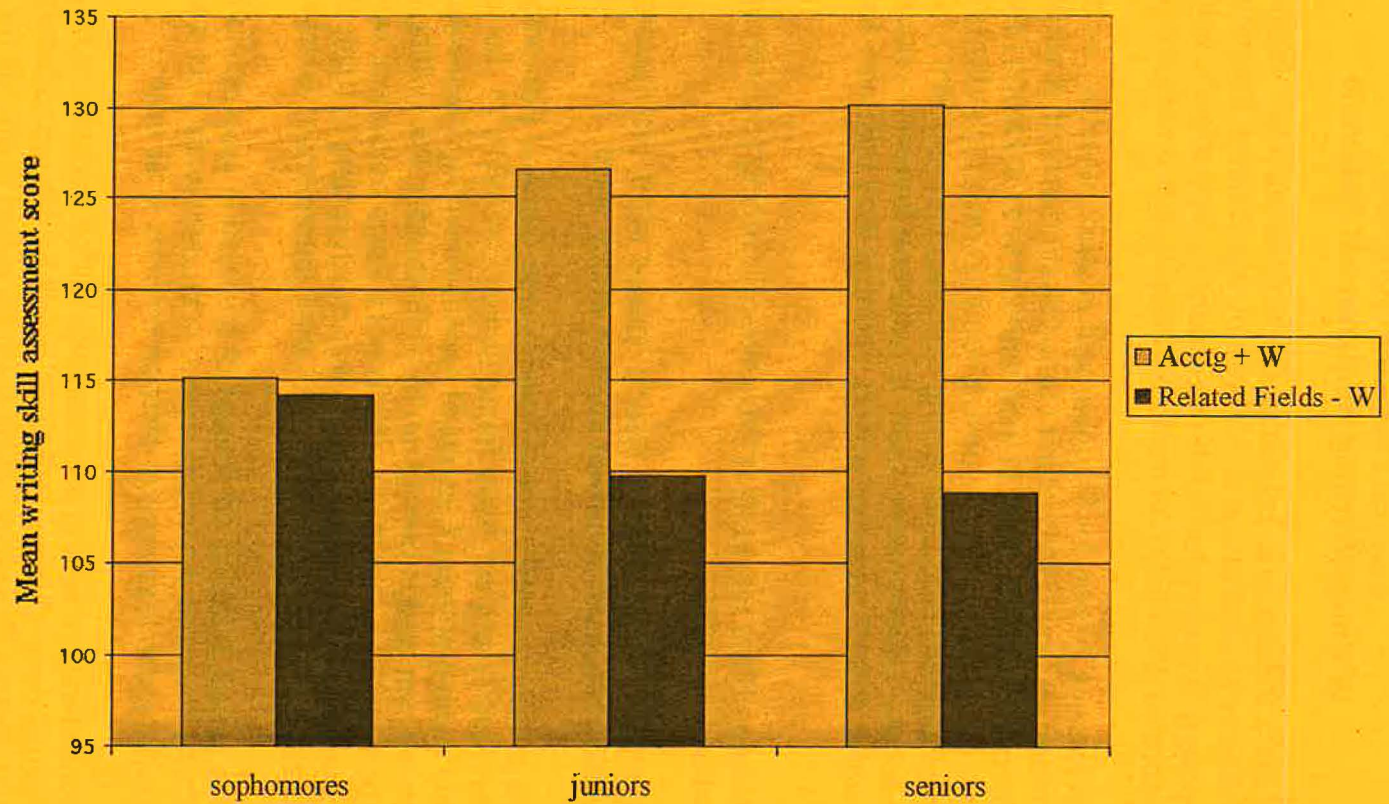
As shown in the figure below, there is clear evidence in the professional literature that practice with writing results in improved student writing skills.

Through review of course syllabi, conversations with General Education faculty, and polling of department chairs we, have found that 24 of CWU's 71 General Education courses already involve at least 7 pages of assessed writing (assessed writing is writing done in response to an assignment given by an instructor; this writing must be evaluated for both style and content). This is not a large amount of writing, but the faculty who make the effort to require even this much writing in (typically large) General Education courses are to be commended for their commitment to their students.

This proposal is aimed at taking advantage of an existing resource to improve the education of CWU students. An improvement in student writing will benefit not only students, but faculty who teach upper division courses in all areas.

Quality and consistency of writing assessments will be maintained by regular reviews of W courses. Faculty development opportunities will be offered to faculty teaching W courses, and proposers of new W courses will be asked to submit a sample of the rubric they intend to use in assessing writing.

Data from Johnstone et al. (2002) Effect of Repeated Practice and Contextual-Writing Experiences on College Students' Writing Skills, *J. Ed. Psychol.* 94(2):305-315



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