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CWU Faculty Senate Minutes - 02/07/18

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REGULAR MEETING
Wednesday, February 7, 2018, 3:10 p.m.
BARGE 412
Minutes

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

ROLL CALL All senators, or their alternates were present except: Cynthia Mitchell, Keith Salyer, Teresa Sloan, Bret Smith

Guests: Lene Pedersen, Andrew Richards, Laurie Stehle, Julia Stringfellow, Jim Johnson, Kevin, Marcher, Greg Paveza, Aaron Brown, Mike Harrod, Tim Englund, Lindsey Brown, Rose Spodobalski Brower, Kathy Whitcomb, Bernadette Jungblut, Mark Samples, Roxanne Easley, Geraldine O'Mahoney, Daniel Herman, Christina Denison, Gail Mackin Anne Cubilé, Jeff Stinson, John Bowen, Kandee Cleary, Wendy Bohrson

CHANGES TO AND APPROVAL OF AGENDA Approved

MOTION NO. 17-23(Approved): APPROVAL OF MINUTES of January 10, 2018

COMMUNICATIONS - Library communication is available in the Faculty Senate office.

SENATE CHAIR REPORT – Chair Stoddard reported on the School of Graduate Studies and Research/University Libraries potential consolidation will not move forward. There was an email sent out to all faculty with additional information from the President & Provost. The feedback received touched on the process and key ideas that can help us clarify the process in the future and help strengthen shared governance. One thing will be closer coloration between the Executive Committee (EC) and the Provost earlier in the process. The EC and Provost have begun meeting more regularly for additional contact and discussion. Hopefully this will allow for a more transparent and smoother process. The EC will be working with Bylaws and Faculty Code Committee to add additional language in the Faculty Code on this. The computer refresh draft policy and procedure is in the packet today. Dr. Bohman would like faculty feedback. A feedback survey will be sent out after the meeting with an electronic copy of the draft policy. Senators were encouraged to share this information with their departments. Information would be helpful by 5:00 p.m. Friday, February 16th as this policy may be going to the University Policy Advisory Committee (UPAC) on February 21st. The General Education framework population is on the agenda today and has been a major project for the past two years. Most of the agenda deals with the general education and a motion from the General Education Implementation Task Force (GEITF) motion proposing a change the date of implementation to 2019.

FACULTY ISSUES – Cody reported he is still waiting to hear from Andreas Bowman on this. If faculty are still having issues with MyCWU please contact the Helpdesk. The EC is drafting charges for the Academic Affairs Committee (AAC) to investigate emergency guidance and structures for departments who have a sudden faculty member who is out unexpectedly. At the last Academic Department Chairs Organization (ADCO) meeting, Cody brought this issue to their attention. Senator Hickey's issue regarding meeting space has been addressed by 30 additional chairs in the room today.

Senator Morgan had a concern regarding the Library communication. This is a major reallocation of space important to faculty and staff. We are being consulted on the withdrawal of journals, but the larger changes maybe should have been discussed. This is everyone's space and should be part of the discussion. Provost Frank indicated that this is part of the strategic investment proposals that were put forth and the committee is comprised entirely of faculty. This was the committee's top recommendation.

Senator Lipori expressed a concern with the computer replacements in Music. The new computers are very exciting, but when they started transferring files and the new computers only have half the hard drive space of the older computers. The smaller hard drives are not effective for many departments.

Senator Pinkart reported that yesterday morning she got an academic early alert from a professor that

reported a concern about a student who hadn't been in class and friends hadn't been able to get ahold of the student. This should have been a Behaviors of concern report so that it would have been received by the appropriate staff who could have checked on the student.

PRESIDENT – President Gaudino complimented Senate on getting to this point on General Education. The President indicated that Joseph Han left Central for family reasons. The President has selected an individual from the Registry to fill in on an interim basis and will announce that information to campus once they have signed the agreement. This is turning out to be a good looking short session in Olympia. The legislature did pass the capital budget from last year at the beginning of the session. They have had to divide the Health Sciences building into a two-biennium project. They will be starting the bidding process soon. The plan is to build the shell of the building and then hopefully get funding to complete the building the next biennium. The new building will go roughly in the footprint of Hertz. The demolition of Hertz Hall will begin after the current occupants can be relocated. There are only a couple of bills that are less than good, and they may die in committee. This year looks to be fairly strong for higher education. President Gaudino reported that there are some changes the Federal government is looking to the Higher Education Act. They are looking at making changes that would put in a “bright line” for universities and if fall below that standard the students going to the university will not be eligible for Pell grants and loans. They are also looking at repayment of student loans. If former students don't pay their student loans back, the view is the institution didn't prepare them for the workforce and the institution would be responsible for the student loan. If faculty are concerned about these issues, they can contact their federal legislators to express their views.

PROVOST – Provost Frank congratulated those that were involved with the Jenny McCarthy presentations here yesterday. She was fantastic, and her message was to get out and vote and how individuals can make a difference. The Provost thanked everyone who participated in the consolidation process. There is work to be done and she looks forward to the discussions. The work is tremendous on the General Education. Those that have led you are appreciated and deserve recognition

STUDENT REPORT - Edith Rojas reported that the student government elections are now happening again. The packets are open until next Friday 4:00 p.m. if you have students interested in serving in student government. They are hoping to have around 15% voting turnout. Edith asked if the Faculty Senate or departments would like to participate in the time capsule project. Maybe a course syllabus, predictions in 25 years what general education might look like. Direct this inquires to Joslyn and they will bring this back in March.

OLD BUSINESS - None

REPORTS/ACTION ITEMS

SENATE COMMITTEES:

Executive Committee

Academic Affairs Committee

Motion No. 17-24(Approved, 1 nay): Recommends changes to CWUP 5-90-030 Acceptance of Transfer Credit as outlined in Exhibit A. (G) should read Transfer students with an Associate of Applied Science degree who enter a Bachelor of Applied Science program will be considered to have met the foreign language requirements.

Motion No. 17-25(Approved, 1 nay): Recommends changes to CWUP 5-90-050 Graduation Requirements for Bachelor's Degrees as outlined in Exhibit B.

Budget & Planning Committee – Kathy Temple reported the committee is working on building ties with budget governance structures. They are working with both college budget committees and university budget structures. The committee is working on recommendations for FY 19 budget. The budget summits are this week and next. List of the schedule is on the website. The committee voted to endorse the recommendation of the GEITF to delay implementation to 2019. The committee

appreciated the memo from Provost on funding. The committee this is an excellent start to the conversation on budgeting for general education and look forward to seeing it fleshed out in more details as we move forward if program is passed.

Bylaws & Faculty Code Committee - Lila reported the committee is working on the distinguished faculty award language. There was a survey sent out a while back to get additional faculty feedback. If your department hasn't provided feedback, please do so the committee can incorporate that information. The committee has been tasked this year to revise the Faculty Code to reorganize, clarify language and bring the Code up to current standards.

Curriculum Committee

Motion No. 17-26(Approved, 4 nays): Recommends changes to CWUP 5-50-020 Definition of Curriculum Terms as outlined in Exhibit C.

Senator Drake expressed a concern regarding English and DHC that both use variable topics courses a lot. English used to have six courses and now have one and want students to take that course more than once. The department doesn't want to ask permission every time they want to change the topic. Senator Drake also expressed a concern about scheduling. Anne Cubilé indicated that this effects the Douglas Honors College entire core curriculum.

Motion No. 17-26a(Approved, 2 nays): Senator Drake moved to change the language deleting approved in the first section of 14 and adding for general education courses in second sentence. Altman seconded.

“(14) A variable topic course has a fixed prefix, number, title description number. Discipline specific content is overload, requiring a sub-title and sub-description.

FSCC will review sub-titles and sub-descriptions for General Education when proposed. All GE course...”

Senator Rajendran called the question. Approved, 1 nay

Motion No. 17-27(Approved): Recommends changes to CWUR 2-50-060 Curriculum Change as outlined in Exhibit D.

General Education Implementation Task Force

Motion No. 17-28(Approved): Recommends moving the implementation of the new General Education program until Fall 2019.

General Education Committee – Becky Pearson thanked the GEC and FSCC members for working through this process. She also thanked GEITF for their work and for what they are about to take on. This process has been a campus effort and have accomplished this process to stage 5. It has been a long and detailed process and Senate has voted four times so far on different parts of this program. Senate has approved the philosophy, goals, framework, outcomes and rules. The populated framework is the initial slate of courses. This is a very sound and well-designed product that was produced through the general education redesign process. The first-year experience is small high impact course. They are courses in which students can explore and start to connect bridges of knowledge between general education and their major. There has been some exciting discussion about cross-discipline courses. While some may not feel that their comments and feedback was incorporated into the proposal, all information was used to form the process and decisions were made. This is a living document should the program be approved. Becky indicated appreciation for the memo Provost Frank provided regarding funding. This memo was provided to Senators via email.

Motion No. 17-30(Approved): Recommends adding the following to the General Education Rules “Students must achieve an appropriate test score or successfully completed MATH 100B before enrolling in a Quantitative Reasoning course”.

Motion No. 17-31(Approved, 2 nays, 1 abstention): Recommends amending the General Education Rules to read “The Academic Writing I and II courses are to be capped at ~~twenty (20)~~ twenty-five (25) students”.

Motion No. 17-32(Approved): Recommends adding the following to the General Education Rules “Students must achieve an appropriate test score or successfully complete transitional English before enrolling in an Academic Writing I course”.

Motion No. 17-33(Approved): Recommends adding the following to the General Education Rules “Students must achieve a C- or better in Academic Writing I prior to taking Academic Writing II”.

Motion No. 17-29(Approved 38 yes, 8 nays and 1 abstain): Approve the populated framework for the General Education program as outlined in Exhibit E.

Discussion: Senator Hickey asked if Science and Technology should also have that same basic math requirement of 100B. This will be sent back to GEC for their review.

Dan Herman expressed concern that the learning outcomes are written quite common and the gatekeeping is very liberal. More of hodgepodge of courses, as courses are being added without gatekeeping and there won't be a structure to the general education program. Dan indicated that the breadth areas were written broadly. Dan expressed concern that while the courses in the Knowledge Areas may broadly fit the outcomes, but what does that really mean. There are courses in Business, Art, Public Health that were not in the old general education breadth areas and expressed concern about instructors teaching outside of their discipline. This is a radical change in the philosophy of liberal arts. Historically breadth areas were given over to the humanities, social sciences and sciences. Dan indicated that we need to go back to the drawing board to rethink this program.

Senator Morgan expressed concern that it seems that a student could go through general education and not take courses outside their own college and this is not the intention of general education. Some of the categories are so populated with courses and there is a concern with enrollment in these courses. Students should be getting a broad education outside of their college. Senator Morgan asked about changing a rule that students must take courses outside of their college. (There is a current rule that students may not take more than two courses within a department.)

Senator Drake asked about changes to the framework. If someone wanted to start the conversation about adding additional areas, how would they do that?

Senator Altman indicated he like the idea of pathways, but this particular program is actually non-disciplinary. Philosophy and Management are both teaching writing. Students could take courses outside of English who are actually trained in this area. Students could take a course in Humanities that is outside the College of Arts and Humanities (CAH). A bunch of classes are crossing disciplinary boundaries. Some departments are proposing courses that they are not qualified to teach. Senator Altman indicated this is problematic and doesn't think this program is worth it.

Faculty Legislative Representative- Written report was provided with agenda.

CHAIR-ELECT: Chair-Elect Claridge reported that the Ormsby award is coming up again. There will be a call out for nominations which are due by February 20th. Due to resolution past at the last Faculty Senate meeting, we are starting on a task force on sexual violence. There will be a draft proposal in March. There is a Board of Trustee meeting tomorrow and Friday in Sammamish. The next open EC meeting will be Wednesday, February 14 at 3:10 p.m. in the Faculty Grupe Center.

NEW BUSINESS – Chair Stoddard indicated that there will not be a special meeting on February 21, since all the motions regarding general education were finished today.

Meeting was adjourned at 5:33 p.m.

Exhibit A

CWUP 5-90-030 Acceptance of Transfer Credit

(1) Transfer Credit from Four-Year Institutions

(A) In general, it is the university's policy to accept credits earned through university-level courses at institutions fully accredited by their respective regional accrediting association.

(B) A student may transfer no more than 135 credits, including a maximum of 105 lower division credits to be applied to the 180 credit minimum toward graduation.

(C) Only official transcripts will be used to evaluate credits for degree requirements.

(2) Transfer Credit from Community Colleges

(A) The university will accept a maximum of 105 community college credits. Course work exceeding that amount may be used to satisfy specific requirements but no additional credits will be accepted.

(B) A student cannot earn an associate degree and bachelor degree in the same quarter.

(C) Associate of arts degrees from a college accredited by the Northwest Commission on Colleges and Universities in the state of Washington approved by the Intercollege Relations Commission (ICRC) as a direct transfer agreement (DTA) associate degree will meet the general education requirement and the foreign language requirements of a bachelor's degree.

(D) Associate of science transfer degrees which are part of direct transfer agreements between CWU and Washington community colleges must meet additional general education requirements for a CWU bachelor's degree. (See CWUR § 2-90-030(2)(D))

(E) Associate degrees that are not part of the direct transfer agreement, such as career and technical degrees, will not automatically satisfy the general education requirements at CWU.

(F) Academic transfer associate degrees from an accredited college outside the state of Washington may meet the general education requirement of a bachelor's degree. Review of the content/distribution of the associate degree is completed by a registrar services designee and recommended approval by the general education committee.

(G) Transfer students with an Associate of Applied Science degree who enter a Bachelor of Applied Science program will be considered to have met the foreign language and General Education requirements.

(3) Other Forms of Credit

(A) The university accepts, in a manner consistent with herein-established transfer and equivalency policies, college credit earned while a student is enrolled in high school.

(B) No more than 45 total quarter credits through CLEP® or other sources of non-traditional credit may apply toward graduation.

(C) Matriculated students seeking to use Veterans Affairs Educational benefits must submit official military transcripts (Joint Services Transcript or Community College of the Air Force) for evaluation.

Students may receive up to 30 credits, for completion of military educational experiences as recommended by the American Council on Education. Basic training and Military Occupational Specialty courses are excluded.

A student may transfer no more than 135 credits, including a maximum of 105 lower division credits to be applied to the 180 credit minimum toward graduation. No more than 45 total quarter credits through military or other sources of non-traditional credit may apply toward graduation.

Military credit will be granted for:

- (1) Military service schools;
- (2) United States Armed Forces Institute correspondence courses;
- (3) DANTES. Credit for DANTES Subject Standardized Tests (DSSTs) college-level academic subjects using the minimum score and credit amount as recommended by the American Council on Education and approved by the academic department.

Military credit will not be granted for:

- (1) Vocational/technical courses;
- (2) Non-credit courses and workshops;
- (3) Remedial or college preparatory courses;
- (4) Sectarian religious studies.

Military credit recommendations that are direct equivalents to CWU course offerings may be articulated to that specific course with departmental approval. If direct course equivalents do not exist, elective credit will be awarded when possible.

Rationale: A foreign language requirement is not part of the new General Education redesign. Our committee was charged with deciding on whether or not a foreign language should still be a university degree requirement. Similar to the University 101 proposal from earlier in the year, our committee felt that this should be part of the university degree and placed it as a graduation requirement. Most of our students come to CWU with this requirement already being met through 2 years of foreign language in the high school. Similar to our current policy, students transferring from a community college with a completed AA degree will be considered to have met this requirement.

Exhibit B

CWUP 5-90-050 Graduation Requirements for Bachelor's Degrees

(3) Degree Components

(A) The general education program must be completed as defined in the university catalog.

(B) Students transferring from Washington State community colleges holding the appropriate academic transfer associate degree will have met the general education program and foreign language requirements. (See CWUP 5-90-030(2))

(C) Completion of all requirements for a major as specified by the appropriate department is required.

(D) Exceptions in majors, minors, and teacher preparation programs must be approved by the appropriate department chair and school dean or designee.

(E) Completion of a minor is required when the major contains fewer than 60 credits. In that case the total credits of major and minor must total to at least 60 credits.

(F) Successful demonstration of writing and computational skills is required for graduation.

~~(4) Foreign Language~~

~~(G) The Basic Skills Requirement of the University General Education Policy University requires that students have completed complete either two years of the same foreign language, Native American language, or American Sign Language in high school, or one year of college-level foreign language. If this requirement was completed prior to enrollment at the University, the student must submit official transcripts to the Office of Admissions.~~

If foreign language has not been satisfied prior to enrollment, then the student must take one year of foreign language before graduating from the University.

~~(A) Students seeking the bachelor of arts (B.A.) degree, and who fulfilled the University general education requirements with a DTA Associates degree, must show evidence of completion of the foreign language Basic Skills requirement prior to graduation.~~

~~(B) Foreign language requirements for any other baccalaureate degree are designated by the individual major or degree program.~~

~~(H) Students seeking an exception to (CWUP 5-90-050(2)(G)) may satisfy the foreign language exit requirement by passing the CLEP® test or passing a foreign language course challenge exam. The foreign language requirement may, under special circumstances, be fulfilled in alternate ways as determined and approved by the chair of the Department of World Languages or designee, in consultation with the Registrar.~~

Rationale: A foreign language requirement is not part of the new General Education redesign. In keeping with our current practice, students transferring in with a Direct Transfer Agreement (DTA) or AAS degree to enter into a BAS program will be considered to have met the foreign language requirement.

Exhibit C

CWUP 5-50-020 Definition of Curriculum Terms

- (1) Certificate programs are courses of study that normally require less than 25% of the credits required for a degree program at the same level. Certificate programs may not exceed 44 credits. Certificate programs are specialized career programs, often geared for admission to licensing or career entrance tests, and results in a certificate. Certificate programs may also be noncredit.
- (2) A cross-listed course is a course that may be offered by two or more programs or within the same program. Cross-listed courses must bear the identical course outcomes, description, credit, title, and numbering; only the prefix will be different. The following statement must be added to the course description: "(BUS XXX) and (ENG XXX) are cross-listed courses; a student may not receive credit for both." If one of a given cross-listed course is offered in a quarter, the other will also be offered.
- (3) Curriculum refers to individual courses and academic degree programs offered by the university. An academic degree program is a combination of courses (major, minor) related to a common theme, all of which contribute to a common purpose and lead to a specific goal which results in receiving a degree.
- (4) Degree means a title or rank awarded by a college or university to a student who has successfully completed a required course of study (e.g., bachelor's or master's or specialist).
- (5) Degree program means a set of educational requirements, identified jointly by the department or other degree-granting unit and the college or university, which leads to a degree. Baccalaureate program requirements involve a combination of general education courses, courses in the major field of study, and elective courses. Graduate program requirements involve intensive study in the major field, preparation in the use and conduct of research, and/or a field or internship experience; professional programs generally prepare individuals for professional fields (e.g., law, medicine).
- (6) Degree title means a full designation of the degree including level (e.g., bachelor, master), type (e.g., arts, applied science, science, education, fine arts), and major (e.g., mathematics, music, history). These distinctions are illustrated below. For the activities outlined in these guidelines, these definitions of a degree title will be used.

DEFINITION OF DEGREE TITLE

Degree Designation	Level	Type	Major
B.A. English	Bachelor	Arts	English
B.S. Business Administration	Bachelor	Science	Business Administration
B.F.A. Graphic Arts	Bachelor	Fine Arts	Graphic Arts
B.A.S. Information Technology & Administrative Mgmt	Bachelor	Applied Science	Information Technology & Administrative Management
M. MUS	Master	Music	Music
M.Ed. Master Teacher	Master	Education	Master Teacher
Ed.S. School Psychology	Specialist	Education	School Psychology

- (7) A layered course is one that has different number designations for students at different levels taking the same course.

Courses are graduate/undergraduate courses. The higher-level course will have additional outcomes or course requirements (e.g. 400/500 for a layered undergraduate/graduate course).

(A) Graduate students in graduate/undergraduate layered courses, must take the course at the 500 level or higher. Such courses provide faculty the opportunity to augment course material with graduate-level content and outcomes in a way that meets the intellectual rigor graduate students need and enhances the teaching of upper-division undergraduates.

(B) In all cases, distinctions expected between these corresponding levels typically focus on differences in content and assessment stemming from each program's specific education objectives. In general these distinctions require a greater depth of student involvement and increased demands on student intellectual or creative capacities than would be expected at the lower level.

The distinctions must be clearly identified in the content and assessment methods outlined in each course syllabus, as well as new course proposal forms. Examples of potential content differences include, but are not limited to: additional readings or additional writing expectations, additional laboratory, field, performance or studio work. Examples of assessment distinctions include, but are not limited to: different grading scales and assessment of additional work.

The following statement must be added to the course description: "(MUS4XX) and (MUS5XX) are layered courses; a student may not receive credit for both."

Both layered courses do not have to be offered at the same time.

(8) The major forms the basis for granting of a baccalaureate degree. It is a coherent, in-depth program of study in a particular discipline or disciplines wherein the student will develop and demonstrate an increasing awareness of both the possibilities and the limits of the major program of study. Majors are designed to provide a mastery of the content, insights, skills and techniques appropriate to an undergraduate education in a particular body of knowledge. Majors will consist of courses that are often sequential, leading to advanced study in the discipline(s). A major will consist of a minimum of 45 credits. A 45 to 59 credit major requires completion of a minor and/or second major, in which case the total credits of the major and minor/2nd major must total at least 60 credits. (Refer to CWUP 5-50-010(5) for upper credit limit.)

(9) A minor is a coherent program of study in a particular discipline that provides an area that complements or supplements the student's major. A minor will consist of a minimum of 20 credits and a maximum of 44 credits.

(10) New program is a proposed program which differs from any other offered by the proposing department or unit in one or more of the three degree title specifications (level, type, or major). A program leading to a new degree (as defined above), even if constituted entirely of existing courses, requires review and approval.

(11) Shared Core: A shared core is defined as a group of courses shared by all specializations within a major or programs within a department/college. Shared cores consist of no fewer than 25 credits for an undergraduate program or 15 credits for a graduate program.

(12) A specialization is a coherent, focused subfield within a degree program. A specialization can be distinguished from a new degree in that the full designation of the degree title – including level, type and major – does not change when a new specialization is added. The courses constituting the specialization must consist of no fewer than 20 credits for an undergraduate program or 15 credits for a graduate program.

Programs may offer options in satisfying core course requirements as long as they provide evidence that the options have equivalent student learner outcomes.

(13) Variable prefix courses are identified by the CWU prefix and a single dedicated course number (e.g. CWU 187). Once a course is approved, the prefix may be replaced to represent the department/program offering the course. Only the prefix may change unless it is also a variable topic course.

(14) A variable topic course has a fixed prefix, number, title, description, number of credits, and learner outcomes and assessments (as approved). Discipline-specific content is overlaid, requiring a sub-title and sub-description.

FSCC will review sub-titles and sub-descriptions for General Education courses when proposed. All General Education course sub-titles and sub-descriptions will also be reviewed by the General Education Committee.

(15) First Year Experience (CWU 187 General Education Program) is a variable prefix/variable topic course requiring sub-title and sub-description (up to 35 words) approvals.

~~(4316)~~ Student Learning Outcomes are statements of what a learner should be able to know or do, after the successful completion of a program and/or a course. Outcomes focus on the ends rather than means, describe product rather than process, and reflect terminal performance rather than course content. The outcomes are what the department wants each student to achieve each time the course is offered regardless of who the teacher may be. For assessment purposes, learning outcomes should be stated in observable or measurable terms.

~~(4417)~~ The FSCC and the CWUP manual recognize only the following types of programs:

Majors
Specializations

Minors
Certificates (Types A-D)

(~~45~~18) The terms option, emphasis, concentration, endorsement and track are not program distinctions recognized or defined by the CWUP manual and such designations do not appear on transcripts or diplomas.

[Responsibility: Faculty Senate; Authority: Provost/VP for Academic & Student Life; Reviewed/Endorsed by Provost's Council 08/09/2016; Cabinet/UPAC; Review/Effective Date: 10/21/2016; Approved by: James L. Gaudino, President]

Rationale: The committee is adding three curriculum definitions. Variable prefix courses, variable topic courses and the First-Year Experience 187 General Education course.

Exhibit D

CWUR 2-50-060 Curriculum Rules for Implementation

(1) Contact Type Definitions for PeopleSoft. Listed below is the approved designation by type.

ACT = Activity physical education activity courses.

PRA = Practicum. Learning by practical experience under direct supervision of faculty and student employer. The primary learning activity is by supervised "hands-on" experience. Including cooperative education (X90) and internships.

DIS = Discussion - two way interaction between student and faculty.

EPA = End-of-Program Assessment. Courses in which the primary activities involve reviewing and assessing student work on their major program. Includes portfolio assessment.

FLD = Field Experience.

IND = Independent Study. Student works independently with the limited faculty direction. Used for (X96) ~~and (X95)~~ courses.

LAB = Laboratory. Instructing, preparing, and supervising student investigations and field studies. Used primarily for science based courses.

LEC = Lecture. Formal presentation, primarily one way communication. Use for Special Topic (X98) courses.

LEP = Lecture and Practice. Formal presentation of course content followed by practical application of material in a classroom or class lab setting.

PRL = Private Lesson. Students work one to one with instructor. Used primarily for private lessons in music.

SEM = Seminar. Students carry the major responsibility for course preparation, research and presentation of topics. Use for Seminar (X99) courses.

STU = Studio. Multi-level group instruction often used for music and art studio courses.

SUP = Supervision. Students engaged in supervised practical experience. Includes student teaching.

THE = Thesis. Preparation of the master's thesis (700) or undergraduate thesis.

WEB = Web. Courses designed to be taught strictly via the web.

(2) Cooperative Education

(A) Minimum Requirements (departments may have additional requirements):

1. The student is in good academic standing.
2. The contracted field experience is directly related to the student's major field of study and/or career goal.
3. The student has completed the appropriate prerequisite courses and possesses the required skills and knowledge.
4. The student must have a departmental faculty cooperative education (co-op) advisor.
5. The student must complete at least 45 credits prior to enrolling in a 290 including at least 15 credits at CWU.
6. The student must complete a minimum of 90 total credit hours with 10 or more credits in his/her major to enroll in 490.

(B) Program Enrollment

1. The student must complete and submit the learning agreement form for registration.
2. Students may register for cooperative education courses numbered 290, 490 and 590. Credits are variable: 1-5 for 290, 1-12 for 490, and 1-12 for 590 level courses; as approved by academic department.
3. The student may count 20 credits toward graduation of which 10 may be at the 290 level and/or transfer credits. No more than 12 credits may be applied to a graduate degree. MFA is an exception to this procedure allowing for up to 24 credit hours.
4. Courses may be repeated when objectives and activities are different.
5. Student must complete an internship release form including a sexual harassment training certificate.

(C) Awarding of Credits

1. A minimum of 40 hours of field experience is required for each credit.
2. A means of evaluation is established between the student, the employer, and the faculty co-op advisor. Grading is S/U.
3. If the field experience is terminated by the employer or academic department or student, credit will not be awarded.
4. Credit will not be given for field or work-study experience completed prior to registration.
5. The contracted field experience may or may not be a paid position.
6. The cooperative education program should provide affected departments with evaluations from employers, faculty, and students on a quarterly basis along with a review of field placement sites.

(D) Student Supervision and Coordination

1. The employer/supervisor is identified on the learning agreement form.
2. The faculty co-op advisor must contact the employer/supervisor and the student at least twice each quarter.
3. Course numbering system:
 - a. Course numbers are usually 3 digits. However, when necessary for logical ordering, a fourth digit may be added.
 - b. Courses should be numbered according to common fields of interest -- (e.g., literature, evolution, tests and measurements, etc.). Advanced courses should have the same last two numbers as beginning courses. Sequence courses covering allied subject matter should be numbered sequentially.
 - c. The initial digit should reflect the appropriate level of study.

<u>Year</u>	<u>Initial Digit</u>
First Year	1
Sophomore	2
Junior	3
Senior	4
Graduate	5, 6, 7

- d. The basic numbering system, both as it applies to the institution as a whole and to the grouping within subject fields, should be as follows:

Second and Third Digit Description

01 to 09	Introduction to Broad Areas
10 to 89	Regular Department Courses
90	Cooperative Education
91	Workshops. 1-6 credits. May be repeated if subject is different
92 to 95	Professional Laboratory Experiences, Practica, and Field Experience
96	Individual Study. 1-6 credits. May be repeated if subject is different.
97	Honors. 1-12 credits. Prerequisite, admission to department honors program.
98	Special Topics. 1-6 credits. May be repeated if subject is different
99	Seminar. 1-5 credits. May be repeated if subject is different.

Number Description

100	Courses for which credit will not be counted toward degree requirements.
187	<u>First-Year Experience. General Education Program 4 credits. May be repeated if sub-title is different (only one topic will apply to the General Education Program).</u>
500	Professional Development. 1-5 credits <u>(or continuing education units)</u> , which will not be counted toward degree or certificate requirements.
689	Master's Capstone. 1-6 credits.
700	Thesis, Project, and/or Examination. 1-6 credits.

e. Hold on Course Numbers. An eight-year moratorium exists on course numbers. The ~~eight-year~~ moratorium will ~~begin as follows~~last:

1. ~~Eight years a~~At the time a course is deleted, ~~or-~~

2. ~~Eight years A~~at the time it is put on reserve by a department, ~~or-~~

3. ~~Retroactively, when a course was last taught before automatically being put on the reserve list. (i.e. A course that has not been taught for three years and placed on reserve for an additional three years then deleted, can be used again in two years after the deletion)-~~Five years after placed on reserve by the Registrar's office designee. (Ref CWUR 2-50-060(10)).

(4) Graduate Courses (initial digits 5XX, 6XX, 7XX)

(A) Graduate Enrollment - Students may be required to complete specific preparatory course work before acceptance into a graduate program, especially when the student's undergraduate degree was in a different field of study.

(5) Individual Study Courses

(A) Individual study courses are given only with the permission of the department chair. Students must secure a faculty member willing to supervise an individual study course. Faculty may agree to supervise individual study courses only in the subject area of their specialties. Faculty willing to supervise an individual study course and the student wishing to register for it should confer to determine the specific topic(s) to be studied, outline the study area, and develop specific student learning outcomes and an assessment plan. The student should complete the "Individual Study Permit" form and obtain the approval signatures of the faculty member supervising the study and the department chair. Faculty may either use letter grades or S/U depending on the nature of the study.

(B) Faculty should approve individual study courses only if the student has demonstrated adequate background in the subject to be explored, sufficient scholastic ability to succeed in the task, and independent study skills sufficient to conduct the study.

(C) The individual study course is intended for individual students, not for groups of students. If the learning experience is intended for a group of students, it must be offered as a special topic course (-98) or a regular course. Examples of inappropriate use of individual study include: internships, seminars, instructional or laboratory assistance, administrative assistance, tutoring, duplicating an existing course and groups of students doing identical individual studies.

(6) International Study Courses and Programs

The provost and the academic deans, is charged with coordinating and/or implementing all programs which involve either CWU students or CWU faculty. Cooperative, consortia or federated arrangements are encouraged among educational institutions with similar aims and goals.

(A) Recognizing the unique and diverse nature of international study, university-sponsored programs abroad will meet the same academic criteria as would be required of similar programs on the home campus.

1. When credit is granted, the student's admission status will conform to the specific requirements of the registrar's office.

2. The teaching staff will consist of academic professionals who meet the standards for similar programs on the campus.

3. The course offerings will meet equivalent standards and conditions as those offered on the campus.

4. Courses with INTL, FNST or MFST prefixes are not offered on campus and are available only in conjunction with international programs, foreign languages or music departments. Credit to be given depends upon the evaluation made by the office of international studies and programs.

5. Travel programs per se or commercially sponsored "Travel Study" programs will not be granted credit.

(B) Process - Approval of international studies courses.

1. A new course form will be submitted to the FSCC as a variable topic course with a specific subject title. The new course

form is approved by the office of international studies and the registrar's office before submission to the FSCC.

2. Each sub-title falling into that specific subject may change quarterly and the office of international studies notifies the registrar's office of the course name.

3. The INTL courses will transfer into CWU as a general elective with the INTL prefix. To receive equivalency credit for an existing course, a student must petition a department for a substitution in their major.

4. International studies and programs courses that are approved CWU faculty-led courses may offer credit through individual academic departments and follow the same approval process as a special topic, seminar, or workshop. These courses are pre-approved by the specific department. (See CWUP 5-50-020)

(7) Office of Continuing Education - Credit Offerings

Each request for a new degree program must be submitted on a new degree program form and includes all information on the new degree program instructions form. The new degree program proposal must be approved through the CWU curriculum approval process. All new programs or existing programs to be offered in new locations must be approved by NWCCU. Proposals for such programs must be submitted through the provost's office.

(A) Certificate Program (Type B). Each request for a new certificate program (Type B) must be submitted on a new minor/specialization/certificate form and must be approved through the CWU curriculum approval process.

(B) New Course. Each request for a new course must be submitted on a new course form. Express approval of all such requests by the appropriate department chair and college dean is required.

(C) Existing Course. Each request for an existing catalog course or previously approved special topics course, seminar, workshop or professional development course must be submitted using the existing course addition form.

(8) Office of Continuing Education - Noncredit Offerings

No procedures

(9) Professional Development Courses

Departmental addition of a 500 catalog entry will follow the normal curriculum process for course additions. Specific 500 courses will be approved through the graduate office and at the individual college level.

(10) Reserve Courses and Programs

(A) Courses can remain on reserve for three years. After three years, they will become inactive_automatically by Registrar Services or designee.

Courses that have not been taught for three years will automatically be placed on reserve by the Registrar Services.

(B) Courses or programs to be placed on or taken off reserve should be submitted using the course or program reserve form for approval by the appropriate individuals as identified on the form and are sent to the FSCC for review.

(11) Course Accessibility

No procedures

(12) Workshops, Special Topics, Seminars,

(A) Process

(A) Special Topics, Seminars and Workshops should be submitted using the New Course form for approval by the appropriate individuals as identified on the form and will follow the normal curriculum process for course additions.

(B) Time Restriction - Courses offered as (X91), (X98) and (X99) are temporary offerings. These numbers are used to describe courses offered on an experimental basis, for topical issues, and for niche markets. Upon approval, the course may be offered for a period of three years. Any subsequent offering must be as a regular course (numbered X10 to X89), submitted and approved through the established curriculum process. The provost's office or designee will notify all departments annually of expiring special topics, seminars, or workshops.

[Responsibility: Faculty Senate; Authority: Provost/VP for Academic & Student Life; Reviewed/Endorsed by Provost's Council 07/14/2015; Cabinet/UPAC; Review/Effective Date: 10/07/2015; Approved by: James L. Gaudino, President]

Rationale: Several changes are housekeeping such as (1) Contact Type Definitions. Adding 187 number description as a dedicated number for General Education First-Year Experience course. The final change is to clarify the moratorium on course numbers.

Exhibit E

General Education at CWU

General Education Program Guiding Philosophy

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

General Education Program-Level Goals

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

Engage: As you engage with new knowledge, people, and perspectives, you will assume responsibility for your learning. In the process, you will develop enhanced communication—written and spoken—and critical thinking skills grounded in logic, reason, analysis, and synthesis. Combining these skills will enable you to employ multiple approaches to complex and real-world problems. As an engaged citizen, you will bring intellectual creativity and curiosity into your personal, civic, and professional life.

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

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

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

Engage: First Year Experience

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

First Year Experience

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

CWU 187 First Year Experience (4) Students will register for a section of this course under a specific department prefix ABC 187. Each section will be a different topic.

Academic Writing I: Critical Reading and Responding

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

ENG 101 Composition I: Critical Reading and Responding (5)

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

Quantitative Reasoning

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

BIOL 213 Introductory Biostatistics (4)

BUS 221 Introductory Business Statistics (5)

CS 109 Quantitative Reasoning Using Python (4)

ECON 130 Foundations for Business Analytics (5)

FIN 174 Personal Finance (5)

IT 165 Seeing Through the Data (4)

MATH 101 Mathematics in the Modern World (5)

MATH 102 Mathematical Decision Making (5)

MATH 130 Finite Mathematics (5)

MATH 153 Pre-Calculus Mathematics I (5)

MATH 154 Pre-Calculus Mathematics II (5)

MATH 164 Foundations of Arithmetic (5)

MATH 172 Calculus I (5)

PHYS 181 General Physics I w/ Lab (5)

PSY 362 Introductory Statistics (5)

SOC 326 Demography of Contemporary World Populations (5)

STEP 101 (2), 102 (2), 103 (1)* Scientific Perspectives and Experimentation I, II, III [All three courses must be taken and receive passing grade to receive credit]

I. Explore and Connect

These courses can be taken any year. Students are required to take at least 3 courses in the same pathway. Students can choose to take 5 or more of their courses in the same pathway to earn a certificate. 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. That is, a student may take courses from the same department in no more than 2 knowledge areas. Students must take one courses in each of the Knowledge Areas (Academic Writing II; Physical and Natural World; Science and Technology; Individual and Society; Community, Culture, and Citizenship; Global Dynamics; Creative Expression; and Humanities).

Academic Writing II: Reasoning and Research

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

ENG 102 Composition II: Reasoning and Research (5) – Social Justice, Ways of Knowing ([Pending Curriculum Committee approval](#))

ENG 103 Academic Writing II: Reasoning and Research on Health and Current Issues (5) – Health and Well-Being, Perspectives on Current Issues ([Pending Curriculum Committee approval](#))

HIST 302 Historical Methods (5) – Ways of Knowing

MGT 200 Essential Skills for Business Professionals (5) – Health and Well-Being, Civic and Community Engagement

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

PHIL 152 Arguments about Healthcare (5) – Health and Well-Being

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

Physical and Natural World

This Physical and Natural World perspective introduces the core practice of science: generating testable explanations. Students will be introduced to fundamental scientific concepts and will engage in scientific practices.

ANTH 110 Bones, Apes, and Genes: Exploring Biological Anthropology (5) – Sustainability, Perspectives on Current Issues, Ways of Knowing

BIOL 101 Fundamentals of Biology (5) – Health and Well-Being, Perspectives on Current Issues, Ways of Knowing

BIOL 200 Plants in the Modern World (5) – Civic and Community Engagement, Sustainability, Social Justice

CHEM 111/111Lab Introduction to Chemistry (4) and Introductory Chemistry Laboratory (1) – Ways of Knowing

CHEM 113/113Lab Introduction to Biochemistry (4) and Introduction Biochemistry Laboratory (1) – Health and Well-Being

CHEM 181/181Lab General Chemistry I (4) and General Chemistry I Laboratory (1) – Ways of Knowing

ENST 201 Earth as an Ecosystem (5) – Sustainability, Perspectives on Current Issues, Ways of Knowing

EXSC 154 Science of Healthy Living (5) – Health and Well-Being

GEOG 107 Our Dynamic Earth (5) – Sustainability, Perspectives on Current Issues, Ways of Knowing

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

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

GEOL 107 Earth's Changing Surface (4) – Sustainability, Social Justice, Perspectives on Current Issues

GEOL 303 Water: Science and Society (5) – Health and Well-Being, Sustainability, Social Justice

IEM 103 Introduction to Energy and Science Inquiry (5) – Sustainability, Perspectives on Current Issues, Ways of Knowing

PHYS 101 Introductory Astronomy I (5) – Perspectives on Current Issues, Ways of Knowing

PHYS 103 Physics of Musical Sound (5) – Ways of Knowing

PHYS 106 Physics Inquiry (5) – Civic and Community Engagement, Ways of Knowing

SCED 101 Integrated Life Science (5) – Civic and Community Engagement, Sustainability (Pending Curriculum Committee approval)

SCED 102 Integrated Earth and Space Science (5) – Sustainability, Perspectives on Current Issues (Pending Curriculum Committee approval)

Science and Technology

The science and technology perspective focuses on scientific inquiry, intersections with technology, mathematical applications, and connections to the world around us

ACCT 301 Accounting Skills for Non-Business Majors (5)– Health and Well-Being, Ways of Knowing

ANTH 120 Archaeology: Science of the Past (5)– Health and Well-Being, Sustainability, Ways of Knowing

BIOL 201 Human Physiology (5) – Health and Well-Being, Social Justice, Perspectives on Current Issues

BIOL 204 The Science and Practice of Growing Plants (5) – Civic and Community Engagement, Sustainability

BIOL 205 Microbes and Mankind (5) – Health and Well-Being, Perspectives on Current Issues, Ways of Knowing

BIOL 300 Introduction to Evolution (5) – Civic and Community Engagement, Ways of Knowing

BIOL 302 Sustainability and Environmental Changes (5) – Sustainability, Social Justice

CHEM 101 Chemistry and Planet Earth (5) – Sustainability

CS 102 Health and Technology (4) – Health and Well-Being

CS 105 The Logical Basis of Computing (4) – Ways of Knowing

CS 107 Make a Game with Computer Science (4) - Perspectives on Current Issues

EET 101 Everyday Electronics (4) – Social Justice, Ways of Knowing

ENST 202 Environment and Society (5)– Sustainability, Social Justice, Perspectives on Current Issues

ETSC 101 Modern Technology and Energy (5) – Perspectives on Current Issues, Ways of Knowing

FIN 101 Financial Literacy (5) – Health and Well-Being, Perspectives on Current Issues, Ways of Knowing

GEOG 111 The Power of Maps (4) – Social Justice, Perspectives on Current Issues, Ways of Knowing

GEOL 108 Earth and Energy Resources (4) – Sustainability, Social Justice, Perspectives on Current Issues

GEOL 302 Oceans and Atmosphere (4) – Health and Well-Being, Perspectives on Current Issues, Ways of Knowing

IEM 302 Energy, Environment and Climate Changes (4)– Sustainability, Perspectives on Current Issues, Ways of Knowing

IT 105 Protecting Your Online Identity (4)– Health and Well-Being, Perspectives on Current Issues (Pending Curriculum Committee approval)

IT 111 Your Digital Footprint and the Web (4)– Perspectives on Current Issues, Ways of Knowing

MATH 210 Statistics, Society and Decisions (5)– Perspectives on Current Issues, Ways of Knowing

NUTR 101 Introduction to Human Nutrition (5) – Health and Well-Being, Perspectives on Current Issues, Ways of Knowing

PHYS 304 Astrobiology: Origins and Search for Life in the Universe (4)– Perspectives on Current Issues

PUBH 320 Environmental Health (4) – Sustainability (Pending Curriculum Committee approval)
SCED 103 Integrated Physical Science (5) – Civic & Community Engagement, Sustainability
SHM 102 Occupational Health (5)– Health and Well-Being, Sustainability
STP 201 Inquiry Approaches to Teaching (2) and STP 202 Inquiry Based Lesson Design (2) - Civic and Community Engagement, Social Justice * [Both courses must be taken and receive passing grade to receive credit]

Individual and Society

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

AIS 101 American Indian Culture Before European Contact (5) – Sustainability
ANTH 107 Being Human: Past and Present (5)– Health and Well-Being, Sustainability
ANTH 180 Language and Culture (5) Language and Culture (5) – Civic and Community Engagement
ASP 305 Accessibility and User Experience (4)– Health and Well-Being, Social Justice
BUS 389 Sustainable Business (5)– Sustainability
COM 222 Media Literacy in the Digital Age (5)– Health and Well-Being, Perspectives on Current Issues, Ways of Knowing
ECON 201 Principles of Economics Micro (5)– Sustainability, Perspectives on Current Issues, Ways of Knowing
ENTP 287 Applied Product Development (5) – Civic and Community Engagement
FCL 101 Skills for Marriage and Intimate Relationships (4)– Health and Well-Being, Ways of Knowing
GEOG 208 Our Human World (5)– Social Justice, Ways of Knowing
GEOG 273 Geography of Rivers (5)– Health and Well-Being, Civic and Community Engagement, Sustainability
HED 101 Essentials for Health Living (4)– Health and Well-Being, Sustainability, Perspectives on Current Issues
HRM 381 Management of Human Resources (5)– Health and Well-Being, Social Justice
IDS 357 Race, Drugs, Law and Policy: What makes drug use criminal? (5)– Civic and Community Engagement, Perspectives on Current Issues, Social Justice
LAJ 216 Race, Gender and Justice (4)– Social Justice, Perspectives on Current Issues (Pending Curriculum Committee approval)
MATH 120 Mathematics as a Mirror: Cultural and Historical Approaches (4)– Ways of Knowing
MGT 380 Organizational Management (5) – Civic and Community Engagement, Perspectives on Current Issues, Ways of Knowing
MGT 386 Organizational Management (5)– Social Justice
MGT 389 Business and Society (5)– Perspectives on Current Issues
POSC 101 Introduction to Politics (5)– Health and Well-Being, Social Justice, Ways of Knowing
POSC 260 Comparative Politics (5)– Civic and Community Engagement, Perspectives on Current Issues
PSY 101 General Psychology (5)– Health and Well-Being, Ways of Knowing
PSY 205 Psychology of Adjustment (5) – Health and Well-Being, Ways of Knowing
PSY 242 Psychology of Video Games (4) – Perspectives on Current Issues

PSY 333 Social Justice: The Psychology of Stereotyping, Prejudice, and Discrimination (4) – Social Justice
PUBH 209 Consumer Health (4) – Social Justice, Perspectives on Current Issues
SCED 305 The Story of Science (5)– Sustainability, Ways of Knowing
SOC 101 Social Problems (5)– Social Justice, Perspectives on Current Issues
SOC 107 Principle of Sociology (5)– Social Justice, Perspectives on Current Issues, Ways of Knowing
SOC 307 Individual and Society (5)– Ways of Knowing (Pending Curriculum Committee approval)
SOC 322 Sociology of Food (5)– Sustainability
SOC 327 Health and Society (5) - Health and Well-Being, Social Justice, Perspectives on Current Issues
WGSS 250 Introduction to Queer Studies (5)– Social Justice, Perspectives on Current Issues, Ways of Knowing
YESS 101, 102, 103 YESS Social Science Perspectives and Research I, II, III (2) (2), (1) – Civic and Community Engagement, Perspectives on Current Issues, Ways of Knowing* [All three courses must be taken and receive passing grade to receive credit]

Community, Culture and Citizenship

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

ABS 210 Intro to the African American Literary Traditions: Expressive Culture from Folktales to Rap (5) – Civic and Community Engagement, Social Justice, Perspectives on Current Issues (Pending Curriculum Committee approval)
AIS 103 Contemporary American Indian Experience (5) – Social Justice, Perspectives on Current Issues, Ways of Knowing
ANTH 137 Race, Power and the American Dream (5) – Civic and Community Engagement, Social Justice, Perspectives on Current Issues
ART 333 Art, Design and Popular Culture (4)– Civic and Community Engagement, Perspectives on Current Issues, Ways of Knowing
BUS 241 Legal Environment of Business (5)– Ways of Knowing
COM 202 The First Amendment: Rights and Responsibilities (5)– Civic and Community Engagement, Social Justice, Perspectives on Current Issues
ECON 101 Economic Issues (5)– Health and Well-Being, Civic and Community Engagement, Social Justice
EDBL 250 Ethnic and Cultural Minorities in American Education: Past and Present (4)– Social Justice, Perspectives on Current Issues
EFC 250 Introduction to Education (4)– Civic and Community Engagement, Social Justice, Ways of Knowing
ENG 243 Talking Back: Power, Diversity, and Social Justice (5)– Civic and Community Engagement, Social Justice, Perspectives on Current Issues
ENST 360 Environmental Justice (5)– Health and Well-Being, Social Justice
FR 200 Introduction to French Culture (5)– Civic and Community Engagement, Social Justice
GEOG 250 Resource Exploitation and Conservation (4)– Health and Well-Being, Civic and Community Engagement, Sustainability
HIST 143 United States History to 1865 (5) – Health and Well-Being, Sustainability
HIST 144 United States History Since 1865 (5) – Social Justice, Perspectives on Current Issues
LAJ 102 Introduction to Law and Justice (5) – Civic and Community Engagement, Perspectives on Current

Issues, Ways of Knowing

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

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

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

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

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

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

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

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

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

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

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

Global Dynamics

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

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

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

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

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

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

EDLT 217 Global and International Children's/Adolescent Literature– Social Justice, Perspectives on Current Issues, Ways of Knowing

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

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

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

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

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

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

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

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

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

PHIL 106 Asian Philosophy (5) – Health and Well-Being, Sustainability
POSC 270 International Relations (5)– Social Justice, Perspectives on Current Issues
PUBH 317 Global Health Issues and Solutions (4) – Health and Well-Being, Perspectives on Current Issues
RELS 103 World Mythologies (5)– Ways of Knowing
WGSS 340 Gender and Sexuality in a Global Context (5)– Social Justice, Perspectives on Current Issues
WLC 311 Popular Cultures of the World (5)– Social Justice, Perspectives on Current Issues, Ways of Knowing

Creative Expression

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

ART 103 Art Appreciation (4)– Civic and Community Engagement, Perspectives on Current Issues, Ways of Knowing
DNCE 161 Cultural History of Dance (4)– Health and Well-Being, Perspectives on Current Issues, Ways of Knowing
EDLT 219 Storytelling Across Disciplines (4)– Civic and Community Engagement, Social Justice, Ways of Knowing
ENG 264 Introduction to Creative Writing and the Environment (5)– Civic and Community Engagement, Sustainability, Ways of Knowing ([Pending Curriculum Committee approval](#))
ENG 265 Introduction to Creative Writing as “Mindfulness, Health and Well-Being” (5)– Health and Well-Being ([Pending Curriculum Committee approval](#))
FILM 150 Film Appreciation (5)– Health and Well-Being, Social Justice, Ways of Knowing
FR 201 Appreciation of French Cuisine (5)– Health and Well-Being
MUS 101 History of Jazz (5)– Social Justice, Perspectives on Current Issues
MUS 102 Introduction to Music (5) – Ways of Knowing
MUS 103 History of Rock and Roll (5) – Social Justice, Perspectives on Current Issues, Ways of Knowing
TH 101 Appreciation of Theatre and Film (4)– Ways of Knowing
TH 107 Introduction to Theatre (4)– Ways of Knowing

Humanities

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

ABS 110 Expressive Black Culture: African American Literary Traditions from Folklore to Rap (5) – Civic and Community Engagement, Social Justice, Perspectives on Current Issues
AIS 102 American Indians in the Contact Period (5)– Social Justice, Perspectives on Current Issues, Ways of Knowing
ENG 105 –The Literary Imagination: An Introduction to Literature (5) - Ways of Knowing
ENG 106 Literature and The Environment (5)– Civic and Community Engagement, Sustainability
ENG 107 Literature, Health, and Well-Being (5)– Health and Well-Being
HIST 102 World History: 1500-1815 (5)– Health and Well-Being, Sustainability, Ways of Knowing
HIST 301 Pacific Northwest History (5) – Sustainability, Perspectives on Current Issues
HUM 101 Exploring Cultures in the Ancient World (5)– Social Justice, Perspectives on Current Issues, Ways of Knowing

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

HUM 103 Exploring Cultures in Modern and Contemporary Societies (5)- Social Justice, Perspectives on Current Issues, Ways of Knowing

LAJ 215 Law in American History (4)– Civic and Community Engagement, Ways of Knowing

MGT 395 Leadership in Business Organizations (5)– Health and Well-Being, Social Justice

PHIL 101 Philosophical Inquiry (5)– Ways of Knowing

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

PHIL 104 Moral Controversies (5)– Social Justice, Perspectives on Current Issues

PHIL 105 The Meaning of Life (5)– Health and Well-Being

POSC 280 Introduction to Western Political Thought (5)– Social Justice

RELS 101 World Religions (5)– Ways of Knowing

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

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

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

III. Connect, Create, and Empathize: Culminating Experience

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

BIOL 499S Senior Seminar (2)

CHEM 488 Colloquium (1)

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

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

ECON 406 Business Analytics (5)

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

EFC 460 Pedagogy Capstone (2)

ENST 487 End-of-Major Capstone (1)

GEOG 489 Geography Capstone (2)

GEOL 489 Geologic Field Methods (6-12)

GEOL 493 Field Methods in Environmental Geology (4)

HIST 481 Senior Thesis (4)

LAJ 489 Senior Seminar in Law and Justice (4)

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

MGT 489 Strategic Management (5)

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

PHIL 495 Undergraduate Thesis (3)

PHIL 497 Honors Thesis (3)

PSY 489 Senior Assessment Capstone (2)

RELS 495 Undergraduate Thesis (3)

RELS 497 Honors Thesis (3)

SHM 485 Safety and Health Management Capstone (3)

SOC 489 Senior Seminar (1)