

2-6-2019

CWU Faculty Senate Minutes -02/06/19

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REGULAR MEETING
Wednesday, February 6, 2019, 3:10 p.m.
BARGE 412
Minutes

Called to order at 3:10 p.m.

ROLL CALL All senators, or their alternates were present except: Andrea Eklund, Tracey Haggerty-Lester, Kim Jones, Mark Oursland, Holly Pinkart, Teresa Sloan, Todd Weber

Guests: Carolyn Thurston, Rebecca Lubas, Gail Mackin, Laurie Stehle, Clay Arango, Megan Walsh, Julia Stringfellow, Michael Goerger, Bernadette Jungblut, Claire-Anne Grepo, Nancy Canales-Montiel, Rose Spodobalski Brower, Becky Pearson, Traci Fjellstad, Staci Sleigh-Layman, Sharon O'Hare, Greg Heinselmann, Bill Schafer, Scott Robinson

CHANGES TO AND APPROVAL OF AGENDA - Removed presentation of Jennifer Dechaine-Berkas. Motion 18-37 will be removed as Gayla Stoners team needs more time to review.

MOTION NO. 18-35(Approved): APPROVAL OF MINUTES of January 9, 2019

COMMUNICATIONS - None

Staci Sleigh-Layman- Faculty Consultation on Accessible Technology

Procedure – Staci is the chair of ADAPT committee. The committee has been working on accessible planning. This includes a policy that originally came to Senate in 2017. Andreas Bohman passed on this feedback to the committee and that helped inform the changes. Some of the issues were about funding, timelines and implementation. The committee added departments and colleges where they could. ADAPT as standing committee will go to UPAC later this month. Hoping to get this policy through sometime this year. Hoping for your feedback on this most recent language. A survey will be sent out after the meeting.

Jennifer Dechaine-Berkas-Proposal for STEM Education Department Name
Canceled.

Gail Mackin- "Retention Initiatives Update – Gail reported they are working with Information Services (IS) to streamline the process for students. Added student information to the student page. Information like: advisor, major, minor, GPA, number of credits attempted and currently enrolled in credits. This is being developed to help students take ownership of their role here with their academic plan and be able to take to advisors. They are working to make declaring a major easier. That information would go to the department, they can meet with the student if needed and then accept them electronically when ready. Students will also be able to drop their major. E-forms will go live by February 11. Faculty staff user guides copies are available today. The Retention team is led by Bernadette, Gayla and Gail. They are working on a mechanism of progress of a student at a particular time in the quarter. Snapshot in time of the progress of the student. The Qualtrics survey has been sent out. Looking at alternate means of collecting this data in the future, to make the least impact on faculty, but to still get the status of the student progress. Student's perception can often be different than what is actually going on in the course and to be able to get that information to the advisor is helpful. Policy

and procedure around this is being developed and will go to Academic Affairs Committee.

SENATE CHAIR REPORT – Amy reported that Michael Johnson has stepped down from the Executive Committee (EC). The EC is working on filling the vacancy from CAH. Last month an Academic Advising Council was established. The Council has planned several town halls for February 27 1:00 – 3:00 p.m. and February 28 from 2:00 – 4:00 p.m.. Both sessions will be available through WebEx and will be recorded. An email will be sent out with the specific information. The Town Hall for students will be Tuesday February 26 12:00-1:30 in the SURC. Amy indicated that there has been a meeting with representatives from EC, Bylaws and Faculty Code Committee, reps from Provost Council and President Gaudino regarding some of the changes to the Faculty Code. It was a productive meeting and the Executive Committee will be moving forward with the language in policy instead of Faculty Code. The version is a combination of the language that came through Senate. The policy language will be sent to AAC. Once they revise it will come to the full Senate. The General Education Committee (GEC) proposed changing the First Year Experience course from CWU 187 to CWU 184. This is based on some knowledge they received regarding students may have negative connotations to the number 187. UPAC meets on February 20th, so far policies have gone forward to Provost Council and all are moving forward to UPAC. Hard to keep track of where they are in the process. The Executive Committee has decided to start a new practice and send out an email to faculty after the UPAC meeting with updated policies.

FACULTY ISSUES – Chair Claridge gave an update on faculty issues from the last Senate meeting. The issue regarding not having enough textbooks on order for some courses. Amy met with staff from the bookstore and the bookstore genuinely wants to partner with faculty. Amy indicated she learned about the complexity of ordering books and the process used to predict how many students will purchase books. They cannot return all the textbooks that they order if they don't sell them. They look at the course history of how many students bought books over the last several years. It is their practice to purchase more books if it is a hard to find book or if the textbook isn't available to rush ship. They can get most textbooks within three days, if they need to order more. The bookstore wants to work with faculty to get better predictions. They will be making changes to the Verba collect so they can capture better information from faculty. If you know you will have more students and need more books, please let them know. If you are planning to tell students to order on Amazon, it is helpful if you let the bookstore know so they don't purchase a bunch of those textbooks. The bookstore tries to get books here quickly, if it takes too long to get textbooks they will scan in chapters and get them to faculty to put up on Canvas. The Library can also help with putting that book on reserve in Library. Contact them right away if a student indicates the bookstore is out. They can clarify what is going on. Email is the best option.

The issue about faculty who participate remotely is being looked at. Currently they are communicating with Janet throughout the meeting. There are some challenges to hear everyone in the room and that is being looked at.

An issue was brought up about paper agenda and handouts at Senate. Amy indicated the Executive Committee would like to move this direction with Senate to become paperless. Plan is to ask Senators to use electronic packets in March and

bring tablet or laptop. These can be checked out at multi-modal or library. Senate will only to print packets for those who request it. The Executive Committee will re-evaluate throughout the year to see how it is working.

PRESIDENT – President Gaudino yielded his time.

PROVOST – Provost is out town.

STUDENT REPORT - Claire-Anne reported that Cats at the Capital will be February 18-19. This will be an opportunity to lobby about student issues. Students need to contact ASCWU by next week. Civics week is coming up and gender neutral bathrooms are being worked on in the SURC. This year SAS has \$37,820 in funds to distribute to students. So far they have awarded \$18,000. This money is used for student travel. They currently have \$39,000 in requests and SAS will need to prioritize the funds. Claire-Anne asked faculty to refer students who might be interested in applying for student government. SAS has revised their constitution.

OLD BUSINESS - None

REPORTS/ACTION ITEMS

SENATE COMMITTEES:

Executive Committee

Motion No. 18-36(Approved): Ratify Becky Pearson as the General Education Program Director for a three year term, 2019-2022.

Academic Affairs Committee

Motion No. 18-37(Removed): Recommend approval of CWUP 5-90-040(42) and CWUR 2-90-040(42) Student Service Campus as outlined in Exhibit A.

Motion No. 18-38(Approved): Recommend amendments to CWUP 5-90-040(21) Honor Roll as outlined in Exhibit B. Senator Lipori, interim AAC chair.

Motion No. 18-39(Sent back to committee): Recommend amendments to CWUP 5-90-040(39) and CWUR 2-90-040(39) Required Student Participation in Assessment Activities as outlined in Exhibit C.

Motion No. 18-39a(Failed by hand count): Senator Braunstein moved to amend CWUR 2-90-040 to change second quarter to third quarter. Rajendran seconded.

Motion No. 18-50 (Approved, 4 nay): Senator Lyman moved to refer Motion No. 18-39 back to the committee. Senator Erdman seconded

Motion No. 18-40(Approved): Recommend amendments to CWUP 5-90-040(17) Credit/No Credit Option as outlined in Exhibit D. Change 6th week to 7th week to line up with uncontested withdrawal deadline.

Budget and Planning Committee - Chair Kathy Temple reported that the committee is looking at quality and consistency of data for SCH and how the data feeds into the RMC model. The Budget summits were yesterday and day before.

The committee appreciates the work that went into revising the process and the information is more useful. The committee would like to see the information compiled into a budget book. BPC is hoping to get the data for the assessment of graduate programs relatively soon. BPC is working with graduate council and looking at that process.

Curriculum Committee

Motion No. 18-41(Approved): Recommended amendments to CWUP 5-50-010(5) Jurisdiction for Curriculum Matters as outlined in Exhibit E.

Motion No. 18-42(Approved): Recommended amendments to CWUR 2-50-040(8) Curriculum Change as outlined in Exhibit F.

Motion No. 18-43(Approved): Recommended amendments to CWUR 2-50-060(3) Curriculum Rules for Implementation as outlined in Exhibit G.

Motion No. 18-44(Postponed to March): Recommended the addition of CWUP 5-50-100 (4) Programs as outlined in Exhibit H. Provost Council has asked to postpone this until March and would like an opportunity to work with Senate.

Motion No. 18-51(Approved): Senator Erdman moved to postpone Motion No. 18-44 until the March Senate meeting. Senator Brown seconded.

Motion No. 18-45(Approved): Recommended approval of the Accounting Major, BS to increase credits and continue to be over credit as outlined in Exhibit I. Adding an extra credit to BUS 102 based on feedback from advisory council.

Motion No. 18-46(Approved): Recommended approval of a new Type A Sustainability Certificate as outlined in Exhibit J.

General Education Committee

Motion No. 18-47(Approved): Recommended approval of the course additions to the General Education Program as outlined in Exhibit K.

Motion No. 18-48(Approved): Ratify the General Education Committee procedures manual as outlined in Exhibit L.

Motion No. 18-49(Approved 19-14): Recommend amending the General Education rules for Quantitative Reasoning as outlined in Exhibit M.

Motion No. 18-49a(Approved, 3 nays): Senator Bartlett moved to amend Motion 18-49 to read "The pre-requisite for quantitative reasoning courses must ~~be as follows~~ include:".

Motion No. 18-49b(Approved, 2 nays): Senator Temple moved to amend Motion No. 18-49a to read "The pre-requisite for quantitative reasoning courses must include:".

Sexual Misconduct Task Force - Town Halls will be coming up later in

February.

Faculty Legislative Representative –Written report available in Senate office.

CHAIR-ELECT: Walter reported that the Board of Trustees will be meeting February 21-22 in Sammamish. He encouraged Westside faculty to attend. The open Executive Committee meeting will be next Wednesday.

NEW BUSINESS - None

Meeting was adjourned at 4:59 p.m.

Exhibit A

Policy & Procedure Review



Policy & Procedure Number: CWUP 5-90-040(42) and CWUR 2-90-040(42)

New **Revision**

Title: Student Service Campus

Summary: New policy and procedure are being created to address how student fees are determined. Based on the new language, fees will be charged based on the campus at which students take the majority of their courses. Additional new language indicates students will no longer be able to change the service campus themselves. Students who want to change their service campus will need to complete a campus change form.

*[02/06/2019: Responsibility: **Faculty Senate**; Authority: Katherine Frank, Provost/VP for Academic & Student Life ; Reviewed/Endorsed by: Cabinet/UPAC; Review/Effective Date: xx/xx/2019; Approved by: James L. Gaudino, President]*

CWUP 5-90-040(42) Student Service Campus

For tuition/fees to be properly charged and for assessment purposes, it is imperative that student service campus information be correct within the student information system by the end of the change of schedule period as published in the official academic calendar. Students may take courses at any campus, online, or through a combination of multiple instructional sites. A service campus is the location that a student will be taking the majority of classes or be receiving most of their support services. The service campus is the campus to which the student was admitted unless an authorized campus change has been processed by Registrar Services or a University Center.

CWUR 2-90-040(42) Student Service Campus

Students who would like to change their service campus must complete a Campus Change Form. Any change involving the Ellensburg campus must be approved and processed by Registrar Services. All other changes may be processed by University Center or online advising staff as appropriate.

Exhibit B

Policy & Procedure Review



Policy & Procedure Number: CWUP 5-90-040 (21)

New **Revision**

Title: Honor Roll

Summary: Currently post-baccalaureate and non-matriculated students are not eligible for honor roll: Post-baccalaureate students are explicitly not eligible per current policy, and non-matriculated students have been excluded in practice. Some post-baccalaureate and non-matriculated students enroll in more than 12 credits per quarter (e.g., Running Start students) and have requested inclusion on the honor roll. This revision to policy expands eligibility.

CWUP 5-90-040

(21) Honor Roll

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

(B) To be eligible, a student must complete a minimum of 12 graded credits in the quarter earned.

~~(C) Post-baccalaureate students are not eligible for the honor roll.~~

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Exhibit C

Policy & Procedure Review



Policy & Procedure Number: CWUP 5-90-040 (39) and CWUR 2-90-040 (39)

New **Revision**

Title: Required Student Participation in Assessment Activities

Summary: This policy change adds an exception to the requirement to complete placement testing before or at orientation for transfer students without a DTA and international students who are often unable to attend an orientation session. They need to be given more time to complete testing.

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CWUP 5-90-040

(39) Required Student Participation in Assessment Activities

(A) Assessment of students - As part of the continual evaluation and pursuit of excellence in ongoing programs, students are required to participate in assessment activities at several points during their academic careers.

1. Students will be assessed for placement into Academic Writing I and Quantitative Reasoning and above upon entering as **first-year new** students. Through the placement exams, students identified with deficiencies in English usage/reading or computation must correct them prior to enrolling in Academic Writing I or Quantitative Reasoning and above, respectively. Students will take a placement exam prior to or during orientation.
2. To promote success, students will be assessed for placement into courses that require a specific skill set or proficiency level (e.g. mathematics or foreign languages). These placement opportunities will be available prior to or during orientation for all new students.
3. Students enrolling in programs that require auditions/evaluations must follow department requirements.

CWUR 2-90-040

(39) Required Student Participation in Assessment Activities

(A) First year students will satisfy all required placement assessment activities before or during the first-year orientation session. ~~or, for those students admitted after all orientation programs, prior to registering for courses the subsequent term.~~ Transfer students without a DTA, international students, and students admitted after all orientation programs will satisfy all required placement assessment before they register for their second quarter.

Exhibit D

Policy & Procedure Review



Policy & Procedure Number: CWUP 5-90-040 (17)

New **Revision**

Title: Credit/No Credit Option

Summary: This policy change will allow more time for students to switch their grading option to credit/no credit (CR/NC) from a letter grade. Currently, students have the option to withdraw from a course they are struggling in, but they sometimes risk financial aid by doing so. This allows students an option other than withdrawal, so they can remain in full-time status and financial status-eligible. We already allow for the CR/NC option, but the policy requires that a student choose this option before the change of schedule period (which is essentially before the end of week one of the quarter).

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CWUP 5-90-040

(17) Credit/No Credit Option

Students may use the credit/no credit option as a way to explore academic areas of interest without affecting their grade point average

(A) Students, except for first year students and students on academic probation, may select one course per quarter under the credit/no credit option. The credit/no credit option is distinct from courses graded on satisfactory/unsatisfactory basis.

(B) The credit/no credit option may only be applied to undergraduate free electives. The option does not apply to master's degree requirements.

(C) A maximum of 15 credits earned in credit/no credit courses may be allowed toward the 180 required for the bachelor's degree.

(D) Courses taken beyond the 15 credit maximum as credit/no credit will be converted to a grade.

(E) The grade recorded on the student's transcript will be "CR" if the course grade is C- or above. If below C-, the entry will be "NC."

(F) Instructors will not be informed which students are taking a course for credit/no credit. A grade will be given as in any other course.

(G) Students must designate a course as credit/no credit ~~by the end of the change of schedule period.~~ by the end of the 6th week of instruction. For students enrolling in 6-9 week summer courses, credit/no credit must be designated by the withdrawal deadline. Intensive courses whose dates do not correspond to the academic term in which they are scheduled must have specific withdrawal deadlines.

(H) Courses taken on a graded basis may not be repeated on a credit/no credit basis.

(I) Credits earned under the credit/no credit option are not included in computing grade point averages.

Exhibit E

Policy & Procedure Review



Policy & Procedure Number: CWUP 5-50-010(5)

New **Revision**

Title: Jurisdiction for Curriculum Matters

Summary: There has been inconsistency and confusion in when programs that are over credit must receive approval from Faculty Senate. The changes to this policy are to try and make it clear under what situations Faculty Senate approval is required. This will help with building in requirements to the Curriculog approval process to avoid confusion.

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CWUP 5-50-010 Jurisdiction for Curriculum Matters

(5) Faculty Senate - The faculty senate acts on recommendations made by the faculty senate curriculum committee (FSCC) for:

- a. All curriculum policies, including revisions to, CWUP 5-50, and policy recommendations from university committees and offices concerned with the curriculum (e.g., general education committee, teacher education executive council, graduate council, career services, registrar services, deans', associate provost's and provost's offices).
- b. New programs, new minors, new certificates, or new specializations within existing programs.
- c. Programs which exceed upper credit limits. ~~Course additions~~ **Changes** to existing programs that extend the number of credits required beyond the upper credit limits previously approved by the faculty senate. However, changes to existing programs that decrease or do not change the number of required credits do not need faculty senate approval. Bachelor of Arts approved for 75 credits. Bachelor of Science approved for 110 credits.
- d. Final approval for general education changes.
- e. Faculty Senate is informed of program deletions.

Exhibit F

Policy & Procedure Review



Policy & Procedure Number: CWUR 2-50-040(8)

New **Revision**

Title: Curriculum Change

Summary: Changes that are made to policy during the academic year can potentially impact academic programs and students. This procedure will make consistent with academic policy/procedure that changes go into effect the following academic year. There is an exception mechanism put in place to allow Faculty Senate to put a policy/procedure in place immediately upon UPAC approval if the situation requires..

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CWUR 2-50-040 Curriculum Change

(8) Implementation. Curriculum changes will be implemented by registrar services as follows:

1. New programs will be implemented upon approval by the BOT and NWCCU.
2. Changes to existing programs, and general education requirements will be implemented in the fall quarter following publication in the official electronic catalog.
3. Individual course changes will be implemented upon approval. Once registration has begun, course changes involving prefix, number, title, credit, pre-requisites, and/or grade options will be activated the subsequent quarter unless a later period is specified.
4. New courses will be implemented upon approval by the FSCC.
5. New specializations, minors, and certificates will be implemented upon approval by the faculty senate.
6. Curriculum policy changes shall not be applied retroactively.

[7. Changes to curriculum policy and procedures shall take effect the following catalog year. The Faculty Senate may grant exceptions to this policy when delayed implementation of a policy change will have an adverse effect on the University curriculum.](#)

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Exhibit G

Policy & Procedure Review



Policy & Procedure Number: CWUR 2-50-060 (3)

New **Revision**

Title: Curriculum Rules for Implementation

Summary: The amount of time a course is on reserve was changed in policy in January. This procedure is being updated so it is in agreement with those changes.

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CWUR 2-50-060 Curriculum Rules for Implementation

(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	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).
500	Professional Development. 1-5 credits (or continuing education units), 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 moratorium will last:

1. Eight years at the time a course is deleted, or
2. Eight years at the time it is put on reserve by a department, or
3. ~~Five~~ four years after placed on reserve by the Registrar's office designee. (Ref CWUR 2-50-060(10)).

Exhibit H

Policy & Procedure Review



Policy & Procedure Number: CWU 5-50-100 (4)

New **Revision**

Title: Programs

Summary: This section is being added to add clarity and a process for how a program may be discontinued. Currently we do not have a defined process for this process.

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CWUP 5-50-100 Programs

(4) Program Discontinuation

(A) Purpose. The purpose of this policy is to establish guidelines and standards for the discontinuation of academic programs.

(B) Definitions

1. Academic Program: A sequence of courses leading to a degree, a minor, and/or a certificate. Academic programs covered by this policy include undergraduate and graduate degree programs, minors, and credit and non-credit certificate programs.

2. Program discontinuation: The university is teaching-out a program. No additional majors can declare the program as their program of study. The program will end upon completion of the program by students enrolled at the time of the discontinuation decision and who remain continuously enrolled, or after two complete academic years. The program will be removed from the official CWU catalog as soon as the decision to discontinue is approved.

(C) Guidelines. Program discontinuation may be originated by that program's faculty, that college dean, faculty senate curriculum committee, provost or provost designee, or president. For graduate programs, the graduate curriculum committee should also be consulted. A program may be discontinued by mutual agreement of the program faculty, the dean, the provost or provost designee, and the faculty senate curriculum committee. An information notice would be moved from the faculty senate curriculum committee to the faculty senate. A discontinuation review is not necessary if all parties are in agreement. Should it be necessary to consider the discontinuation of an academic program and the parties are not in agreement, a determination will be based upon a discontinuation review of the following factors:

1. Importance to the university.
2. The academic, quality, rigor and value of the program.
3. Cost effectiveness and demand for the program.

In considering whether to discontinue a program, no one category is more crucial than any other. A decision to discontinue a program is based on a holistic assessment of the program in terms of quantitative assessment of all decision variables, within a process that is broadly consultative.

a. Importance to the university. A program's importance to the university will be determined by the following criteria:

- i. The extent to which the program promotes the mission and vision of the university.
- ii. The extent to which the program is central to the curriculum of the university.
- iii. The extent to which the program provides a service to the surrounding community and the changing needs of the State of Washington.

b. Academic quality, rigor and value of the program. Program quality shall be assessed by program review, external review, and/or accreditation review and shall determine to what extent the quality of the program justifies continuance in its present form. The evaluation of program quality shall include:

- i. Demonstrated ability of the faculty to offer and maintain a current and rigorous curriculum.
- ii. Access to resources adequate to develop sufficient breadth, depth, and coherence of the program.
- iii. Demonstrated ability to attract and retain well-qualified faculty.
- iv. The quality of the program's faculty as demonstrated by participation in appropriate scholarly, creative and/or professional activity.
- v. The extent to which the program's excellence and standing in its discipline enhances the reputation of the university.
- vi. Demonstrated ability to attract, retain, and graduate students in a timely manner that leads to student success.

c. Cost effectiveness and demand for the program. A program's cost-effectiveness shall be determined relative to disciplinary norms and completed to similar programs at comparable institutions. The quality indicators and metrics presented shall include (1) faculty ratio; (2) numbers of tenured/tenure-track faculty

and lecturers'; (3) total cost-effectiveness of staff and faculty allotment; (4) total cost effectiveness per FTEF; and (5) total cost effectiveness per FTES. Other discipline-specific variables may also be used. Student demand for the program may be measured by one or more of the following:

- i. The number of completed applications for admission
- ii. The FTES generated in lower division, upper division, and/or graduate level courses.
- iii. The number of students who complete the program in a timely manner.
- iv. The anticipated need for graduates of the program.

(D) Teach-Out for discontinued programs, a teach-out plan in compliance with the Higher Education Opportunity Act and the requirements of the northwest commission on colleges and universities (NWCCU) shall be implemented. The originator of the program discontinuation process must contact the office of the associate Provosts and work with the office of the associate provosts to complete a substantive change request submission to the NWCCU to include a detailed teach-out plan.

(E) Program discontinuation procedures. For undergraduate and graduate degrees, minors, and/or certificates, the process for program discontinuation shall include the program's faculty, that college dean, the faculty senate curriculum committee, the graduate curriculum committee (for graduate programs), the faculty senate and the provost or provost designee. The procedures for program discontinuation are presented in the accompanying curriculum procedures.

Exhibit I

Accounting Major, BS

Foundation Courses Credits: ~~39~~ 40

ACCT 251 Financial Accounting (5)
ACCT 252 Managerial Accounting (5)
BUS 102 Business Computer Skills ~~(4)~~ (5)
BUS 221 Introductory Business Statistics (5)
BUS 241 Legal Environment of Business (5)
ECON 130 Foundations for Business Analytics (5)

OR

MATH 130 Finite Mathematics (5)
ECON 201 Principles of Economics Micro (5)

Select one from the following: (5 credits)

MATH 153 Pre-Calculus Mathematics I (5)
MATH 154 Pre-Calculus Mathematics II (5)
MATH 170 Intuitive Calculus (5)
MATH 172 Calculus I (5)
MATH 173 Calculus II (5)

Business Accounting Core Courses Credits: 35

ACCT 455 Accounting Information Systems (5)
COM 301 Public Speaking for Business and Organizations (2)
ECON 202 Principles of Economics Macro (5)
ENG 311 Business Writing (3)
FIN 370 Introductory Financial Management (5)
MGT 382 Principles of Management (5)
MKT 362 Essential Marketing Concepts (5)
SCM 310 Supply Chain Management (5)

Required Courses Credits: ~~35~~ 30

ACCT 305 Cost Accounting (5)
ACCT 340 Income Tax Accounting I (5)
ACCT 350 Intermediate Accounting I (5)
ACCT 351 Intermediate Accounting II (5)
ACCT 352 Intermediate Accounting III (5)
~~ACCT 455 Accounting Information Systems (5)~~
ACCT 460 Auditing (5)

Department-Approved Electives Credits: 10

Select 10 credits from the following:

ACCT 405 Advanced Cost Accounting (5)
ACCT 430 Governmental and Non-profit Accounting (5)
ACCT 441 Advanced Tax 1: Individual (5)
ACCT 442 Advanced Tax 2: Corporations and other entities
ACCT 461 Fraud Examination (5)
ACCT 475 International Accounting (5)
ACCT 484 Professional Writing and Speaking for the Accountant (5)

(ACCT 484, if taken, should be completed no later than fall of senior year.)

College of Business Capstone Credits: 7

BUS 489 AACSB Assessment (2)
MGT 489 Strategic Management (5)

Total Credits: ~~121~~ 122

Exhibit J

Sustainability Certificate – Type A

Required Courses Credits: 9

SUST 301 Introduction to Sustainability
SUST 309 Sustainability Service Learning
(Must be taken for 4 credits)
SUST 487 Sustainability Capstone
Electives, 4 courses, credits: 16-20

One course must be taken from each sustainability category, the fourth course can be from any category.

Environmental Sustainability

BIOL 302 Sustainability and Environmental Change
ECON 462 Environmental and Resource Economics
ENST 303 Environmental Management
GEOG 355 Geography of the Pacific Northwest
GEOG 373 Water Resources
GEOG 442 Alternative Energy
GEOG 449 Environmental Hazard Analysis and Management
GEOG 458 People, Parks, and Protected Areas
GEOL 303 Water: Science and Society
GEOL 380 Natural Hazards
POSC 344 Environmental Politics
ENST 460 Environmental Law
or
GEOG 445 Environmental Law
SOC 380 Social Ecology
PHIL 306 Environmental Ethics
HIST 454 American Environmental History
IEM 302 Energy, Environment, and Climate Change
PUBH 320 Environmental Health
ENST 360 Environmental Justice
CMGT 452 LEED in Sustainable Construction
Prerequisite: CMGT 265

Economic Sustainability

ANTH 363 Culture and Economy
BUS 389 Sustainable Business
ECON 462 Environmental and Resource Economics
ECON 463 Energy Economics
ENST 460 Environmental Law
or
GEOG 445 Environmental Law
GEOG 304 Economic Geography
GEOG 443 Energy Policy
IEM 301 Energy Management
CMGT 452 LEED in Sustainable Construction
Prerequisite: CMGT 265
CMGT 485 Construction Accounting, Finance, and Contemporary Topics
Prerequisites: either CMGT 444 or 445

Social/Cultural Sustainability

ANTH 363 Culture and Economy
ANTH 440 Ecology and Culture
ENST 330 Environmental Leadership and Advocacy
ENST 303 Environmental Management
ENST 360 Environmental Justice
GEOG 305 Introduction to Land Use Planning
GEOG 422 Geography of Food and Agriculture
GEOG 440 Ecology and Culture
GEOG 458 People, Parks, and Protected Areas

GEOL 303 Water: Science and Society
HIST 454 American Environmental History
LEAD 301 Organizational Leadership
PHIL 306 Environmental Ethics
POSC 320 Public Administration
POSC 325 Introduction to Public Policy
POSC 344 Environmental Politics
PSY 413 Conservation Psychology
PUBH 320 Environmental Health
SOC 322 Sociology of Food
SOC 380 Social Ecology

Total Credits: 25-29

Exhibit K

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 155 Applied Precalculus \(5\)](#)

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.

ADMG 285 Sustainable Decision Making (4) – Sustainability

ENG 102 Composition II: Reasoning and Research (5) – Social Justice, Ways of Knowing

ENG 103 Academic Writing II: Reasoning and Research on Health and Current Issues (5) – Health and Well-Being, Perspectives on Current Issues

ENG 104 Academic Writing II: Reasoning and Research on Sustainability and Civic Engagement (5) - Civic & Community Engagement, Sustainability

HIST 302 Historical Methods (5) – Ways of Knowing

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

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

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] - Sustainability, Perspectives on Current Issues, Ways of Knowing

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, Perspectives on Current Issues, Social Justice

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

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

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, Perspectives on Current Issues, Social Justice

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

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

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, Perspectives on Current Issues, Social Justice

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) –Civic and Community Engagement, Health and Well-Being, Sustainability

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

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

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) – Perspectives on Current Issues, Social Justice

[LLAS 102 An Introduction to Latino and Latin American Studies \(5\) – Perspectives on Current Issues, Social Justice \(Pending Curriculum Committee approval\)](#)

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, Perspectives on Current Issues, Social Justice

[SOC 109 Social Construction of Race \(5\) – Civic and Community Engagement](#)

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

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

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

ENG 265 Introduction to Creative Writing as “Mindfulness, Health and Well-Being” (5) – Health and Well-Being

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

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) – Perspectives on Current Issues, Social Justice, Ways of Knowing

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

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

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

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

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

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

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

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

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

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

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, Perspectives on Current Issues, Social Justice

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

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

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

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

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) – Perspectives on Current Issues, Social Justice

WLC 311 Popular Cultures of the World (5) – Perspectives on Current Issues, Social Justice, 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, Perspectives on Current Issues, Social Justice

AIS 102 American Indians in the Contact Period (5) – Perspectives on Current Issues, Social Justice, 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

[ENG 108 Literature and Social Justice \(5\) – Social Justice](#)

[ENG 109 Science Fiction vs Science Fact: Literature, Science, and Technology \(5\) – Perspectives on Current Issues](#)

HIST 102 World History: 1500-1815 (5) – Health and Well-Being, Sustainability, Ways of Knowing

HIST 301 Pacific Northwest History (5) – Perspectives on Current Issues, Sustainability

HUM 101 Exploring Cultures in the Ancient World (5) – Perspectives on Current Issues, Social Justice, Ways of Knowing

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

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

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) – Perspectives on Current Issues, Social Justice, Sustainability,

[SPAN 456 The Spanish and Latin American Short Story \(5\) – Perspectives on Current Issues, Social Justice, Ways of Knowing](#)

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

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

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

[ATM 281 Socio-Cultural Aspects of Apparel \(4\) – Perspectives on Current Issues, Social Justice, Ways of Knowing](#)

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) – Perspectives on Current Issues, Sustainability, 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

[FCL 234 Contemporary Families \(4\) – Perspectives on Current Issues, Social Justice \(Pending Curriculum Committee approval\)](#)

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

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

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

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) – Perspectives on Current Issues, Social Justice

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) – Health & Well-being, Social Justice, Perspectives on Current Issues

SCED 305 The Story of Science (5) – Sustainability, Ways of Knowing

SOC 101 Social Problems (5) – Perspectives on Current Issues, Social Justice

SOC 107 Principle of Sociology (5) – Perspectives on Current Issues, Social Justice, Ways of Knowing

SOC 307 Individual and Society (5) – Ways of Knowing

SOC 322 Sociology of Food (5) – Sustainability

SOC 327 Health and Society (5) - Health and Well-Being, Perspectives on Current Issues, Social Justice

WGSS 250 Introduction to Queer Studies (5) – Perspectives on Current Issues, Social Justice, 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]

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) – Perspectives on Current Issues, Sustainability, Ways of Knowing

[ANTH 314 Human Variation \(5\) - Civic & Community Engagement, Health & Well-being, Social Justice](#)

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, Social Justice, Sustainability

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) – Perspectives on Current Issues, Sustainability, Ways of Knowing

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

GEOG 107 Our Dynamic Earth (5) – Perspectives on Current Issues, Sustainability, 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) – Perspectives on Current Issues, Social Justice, Sustainability,

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

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

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

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, Perspectives on Current Issues, Social Justice

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) – Social Justice, Sustainability

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) – Social Justice, Sustainability, 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) – Perspectives on Current Issues, Social Justice, Ways of Knowing

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

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) – Perspectives on Current Issues, Sustainability, Ways of Knowing

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

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

[IT 202 Change Ready: Technology Skills for Civic & Community Leaders \(4\) - Civic & Community Engagement \(Pending Curriculum Committee approval\)](#)

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

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]

III. Connect, Create, and Empathize: Culminating Experience

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

[ADMG 471 Leading Change \(4\)](#)

[ANTH 458 Anthropology Senior Comprehensive Survey \(4\)](#)

[ART 495 Studio Project \(2\)](#)

[ASP 485 Accessibility Studies Capstone \(2-3\) \(Pending Curriculum Committee approval\)](#)

[AST 401 AST/Pacific Studies Capstone \(2\)](#)

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]

[COM 489 Portfolio Assessment \(1\)](#)

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

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)

[ENG 489 Senior Colloquium \(2\)](#)

ENST 487 End-of-Major Capstone (1)

[FILM 489 Film Career Seminar \(1\)](#)

GEOG 489 Geography Capstone (2)

GEOL 489 Geologic Field Methods (6-12)

GEOL 493 Field Methods in Environmental Geology (4)

HIST 481 Senior Thesis (4)

[IT 470 Database and the Web Capstone \(4\)](#)

[IT 482 Cybersecurity Capstone \(4\)](#)

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)

[MUS 300 Recital Performance \(1\), MUS 400 Recital Performance \(1\)* \[All courses must be taken and receive passing grade to receive credit\]](#)

[MUS 420 Composition 4 \(3\)](#)

[MUS 495 Senior Project \(2\)](#)

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)

Total Credits 46-66

Exhibit L

Faculty Senate General Education Committee Procedures

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

Responsibilities of the Committee.

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

Elections

Election of General Education Program Director. The General Education Program Director will serve as the committee chair. All faculty members who have served on GEC at least one academic year and have taught a General Education course within the last four years are eligible. Each Program Director will serve a three (3) year term, comprising one (1) year as program director-elect followed by two (2) years as program director. GEC will forward the program director-elect nomination to the Faculty Senate Executive Committee for ratification at the January Faculty Senate meeting.

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

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

Responsibilities of the General Education Director.

1. Program Leadership and Advocacy

- Plan and run meetings of the GEC.
- Serve as liaison to Faculty Senate and the Office of the Provost.
- Represent GEC interests as needed.
- Guide development and implementation of a strategic plan for general education.
- Ensure orientation for new committee members.
- Articulate purposes of general education to a variety of audiences including, but not limited to, students, faculty, administration, and other stakeholders.
- Coordinate resolution of academic issues with departments.
- Work with the Public Relations and Academic Advising offices to establish a diverse public relations plan and oversee development of timely promotional materials including, but not limited to, website, social media, printed copy, and customized items.
- Collaborate with GEC to allocate available resources in support of general education.
- Oversee election process for Pathway Coordinators

2. Program Development

- Work with faculty to promote coherence in the General Education curriculum.
- Promote nationally-recognized best practices in program development and course delivery.
- Ensure curriculum is consistent with university policy and procedure.
- Coordinate the development of the General Education curriculum in conjunction with GEC and other entities as needed.
- Oversee coordination of course availability, including online offerings
- Initiate review of General Education policies and procedures annually and as charged by Faculty Senate Executive Committee.
- Assist colleges, departments, and faculty interested in developing courses for the General Education curriculum.
- Review Knowledge Area assessment data in collaboration with the GEC.
- Communicate responsibilities to Pathway Coordinators and collaborate on appropriate projects.
- Advocate for fiscal support for the General Education program and other initiatives
- Oversee annual General Education learning outcomes assessment in collaboration with the Office of the Associate Provost.
- Complete and submit assessment reports to Faculty Senate and Provost.

3. Professional Development

- Engage in scholarly activity or scholarship related to general education.
- Coordinate professional development workshops for faculty teaching general education courses.
- Teach at least one (1) general education course every other academic year.

4. Management

- Work with the Faculty Senate, Office of the Provost, Institutional Effectiveness, and other entities as needed to ensure effective, organized, and feasible design, implementation, analysis, documentation, and funding of the General Education Program.

- Submit budgetary requests as needed.
- Facilitate review of student substitution requests.
- Support the articulation of General Education courses with community colleges.
- Communicate with the campus about issues related to General Education.
- Prepare, distribute, and update information regarding General Education graduation requirements.
- Prepare reports related to General Education for Faculty Senate.
- Prepare appropriate assessment reports related to General Education in collaboration with the Office of the Provost.

Responsibilities of the Pathway Coordinators.

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

* The First Year Experience component of Central's General Education program is not strictly defined as a pathway; however, similar coordination is required to ensure its offerings, faculty, and participating departments are cohesive and effective.
2. Pathway Coordinators are responsible for oversight of the General Education pathway for which they are elected. Oversight duties include:
 - Coordinate and contribute to at least one group advising session per quarter for students choosing the pathway.
 - Liaise with Academic Advising about pathway offerings, in collaboration with the General Education Director.
 - Teach one course relevant to the pathway per academic year - either a culminating experience or a course within the pathway.
 - Provide timely updates about pathway changes to Academic Advising and affected groups.
 - Participate in outreach events and marketing efforts to promote the General Education program.
 - Attend monthly meetings of the Pathway Coordinators and General Education Director.
 - Serve as a liaison between pathway instructors and GEC to represent concerns and interests of the pathway as necessary.
 - Work with departments to schedule an engaging, effective, and equitable array of course offerings in the pathway.
 - Ensure course offerings meet a range of pathway criteria.
 - Request and collate assessment materials for courses in the pathway in relevant knowledge areas each year.

- Review assessment data and work with individual instructors in the pathway to ensure that course-specific pathway criteria are being met.
- Coordinate professional development opportunities for instructors teaching in the pathway:
 - Organize opportunities (informal or formal) for pathway faculty to share and connect curricular elements.
 - Facilitate faculty collaboration to support cohesion throughout pathway coursework.
 - Encourage instructors and departments to maintain current course content.

Responsibilities of the Committee Secretary.

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

Responsibilities of Committee Members.

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

Exhibit M

General Education Program Rules

Quantitative Reasoning

Quantitative reasoning courses are to be capped at a maximum of thirty-five (35) students. The pre-requisite for quantitative reasoning courses must include: ~~Quantitative reasoning courses must have a pre-requisite of "Students must achieve an appropriate test score or successfully complete MATH 100B before enrolling in a Quantitative Reasoning course".~~ "Students must achieve an appropriate test score or successfully complete the required prerequisite course/s before enrolling in a Quantitative Reasoning course."