

CAS Faculty Meeting Agenda

March 9, 2016 in Henderson 100

Refreshments start at 3:00 p.m.

Meeting will start promptly at 3:30 p.m.

- I. Welcome & Dean's Remarks
- II. *Approval of Minutes from August 26, 2015
- III. Old Business
- IV. New Business
 - A. *Curriculum Changes
 1. Program Changes
 - a. B.A. in Kinesiology
 - b. B.Ed. in Physical Education
 - c. B.Ed. in Elementary Education
 - d. Minor in Biology
 2. New Programs
 - a. M.A. in Communication and Leadership
 - b. B.M. in Music Performance: Guitar Emphasis
 - B. *Course Change
 1. LE 100- General Education
- V. Informational Items/Updates
 - A. SIR-II Piloting
 - B. Course Success Groups
 - C. Summer Tuition
 - D. Senior Lecturer
 - E. Other Announcements
- VI. Adjournment

*See attachment

Upcoming Events:

Friday, March 11- CAS hosts Faculty After Hours, 4-6 p.m. in Bradbury Thompson

Friday, April 1- CAS Potluck, 12-2:30 p.m. in Morgan 209

CAS Faculty Meeting Minutes

August 26, 2015 in Washburn A

- I. Dean Stephenson called the meeting to order at 3:30.
- II. Minutes from January 28, 2015 were approved.
- III. New Business
 - A. Revisions to B.A. in English Literature were approved.
 - B. New CAS faculty were introduced.
- IV. Information Items
 - A. SIR-II Piloting
 - B. Course Success Groups
 - C. Summer Tuition
 - D. Websites
- V. Meeting was adjourned at 4:15.

Respectfully submitted by,

Bruce Mactavish

COLLEGE OF ARTS AND SCIENCES PROGRAM CHANGE FORM

	Chair's Signature	Recommendation	Review Date
Department	<u>Roy Wohl</u>	<u>Approve</u>	<u>2016-02-12</u>
Division	<u>Park Lockwood</u>	<u>Approve</u>	<u>2016-02-15</u>
Dept. of Educ.	<u>N/A</u>		
<small>(If relates to teacher certification program.)</small>			
Dean	<u>Laura Stephenson</u>	<u>Approve</u>	<u>2016-02-15</u>
Curriculum Committee	<u>Dave Provorse</u>	<u>Approve</u>	<u>2016-02-26</u>
Accepted by CFC	<u>Grace Hildenbrand</u>	<u>Approve</u>	<u>2016-03-02</u>
CAS Faculty	_____	_____	_____
Approved By:	Faculty Senate _____	University Faculty _____	WU Board of Regents _____

Program: Bachelor of Arts in Kinesiology

1. Reason for this program change?

There is a 4 credit hour requirement in all of the Concentrations within the Bachelor of Arts degree in Kinesiology (Exercise Physiology, Sport Management, Physical Therapist Assistant and Flexible Option). Many KN>BA majors use one or more of the Physical Education Activity Techniques courses to fulfill this requirement. As a result of a proposal submitted to restructure the BEd Physical Education degree, all 5 Techniques courses have been renumbered. The catalog description of the BA degree requirements needs to be updated with the new course numbers. In addition, the KN>BA capstone class, KN496 has been renumbered to KN476 to properly sequence it before the KN494 Internship class, and this needed to be updated in the degree description.

2. Complete revised description.

The Major in Kinesiology: Bachelor of Arts Degree
 The Bachelor of Arts degree in Kinesiology prepares students for future study and/or careers in the sub-disciplines of Kinesiology and Allied Health, as well as activity-oriented businesses. This degree is NOT for students seeking teaching certification. Each student will take the general education requirements necessary for the Bachelor of Arts degree. The Kinesiology core requirements include the following 18 credits: KN248, KN250, KN320, KN321, KN326, KN333 and KN 476. Students are also required to take 12 interest area credits in Kinesiology, all of which must be a 200 level, with at least 6 being a 300 level. Interest area credits may be fulfilled by concentration courses in Kinesiology, but not more than three credits of Internship can be applied in the area. In addition, activity requirements are a total of 4 credits from the 100-level, one-hour activity course listing and/or from the following: KN341, KN342, KN343, KN344, KN345, KN357, or KN00. Also, current First Aid and CPR certifications are required prior to starting an

internship. experience.

The concentration in Exercise Physiology includes the following: KN257 or KN335, KN300 or KN318, KN308, KN333, KN400, KN410, KN411 and KN494 Internship (50 contact hours per credit). Correlated requirements include: MA140 or PY151, CH121, PS101 or PS102, and SO315.

For the concentration in Physical Therapist Assistant (PTA) students must complete all core, interest area, and activity credit requirements for the BA degree in Kinesiology. Concentration courses are specified by the AS>PTA program. Declaration of the KN>BA>PTA concentration is dependent upon acceptance into and completion of the Allied Health AS>PTA degree program.

The concentration in Sport Management includes 12 interest area credits: KN306, KN333, KN370, a KN elective, and KN494 Internship (300-600 contact hours). Concentration courses are as follows: BU360, AC224, SO315, 3 credits from BU 342/BU 345/BU 346, and 6 credits (3 credits upper division) from BU250/BU315/BU363/BU364/BU470. Correlated courses include EC200, EC201 and MM100. Students who complete the Sport Management concentration also qualify for a Minor in Business (see the School of Business for Certification of the Minor). Note: MA112 or MA116 must be completed with a "C" grade minimum AND appear on the student's official transcript before acceptance into this concentration is allowed.

The Flexible Option concentration allows students to develop a unique program of study leading to specialization in a field other than those currently offered in the KN>BA program. This option is designed to satisfy the needs of those who desire a Kinesiology degree but wish to combine it with a specialized interest within disciplines outside the Kinesiology Department. Students in the Flexible Option concentration must complete all core, interest area, and activity requirements. Concentration courses will be determined through committee approval of a program of study that must include a minimum of 27 credits plus at least one credit of internship. Before declaring the Flexible Option concentration the student should first consult with a Kinesiology faculty advisor to become familiar with the overall requirements of the concentration and for an explanation of the process required to pursue this option.

3. Describe the nature of the proposed change.

KN260 will now become KN341 in the catalog.
KN261 will now become KN342 in the catalog.
KN360 will now become KN343 in the catalog.
KN361 will now become KN344 in the catalog.
KN365 will now become KN345 in the catalog.
KN496 will now become KN476 in the catalog.

4. Do you currently have the equipment and facilities to teach the classes within the proposed change.

Yes

COLLEGE OF ARTS AND SCIENCES PROGRAM CHANGE FORM

	Chair's Signature	Recommendation		Review Date
Department	<u>Roy Wohl</u>	<u>Approve</u>		<u>2016-02-12</u>
Division	<u>Park Lockwood</u>	<u>Approve</u>		<u>2016-02-15</u>
Dept. of Educ.	<u>Cherry Steffen</u>	<u>Approve</u>		<u>2016-02-15</u>
<small>(If relates to teacher certification program.)</small>				
Dean	<u>Laura Stephenson</u>	<u>Approve</u>		<u>2016-02-15</u>
Curriculum Committee	<u>Dave Provorse</u>	<u>Approve</u>		<u>2016-02-26</u>
Accepted by CFC	<u>Grace Hildenbrand</u>	<u>Approve</u>		<u>2016-03-02</u>
CAS Faculty	_____	_____		_____

Approved By: Faculty Senate _____ University Faculty _____ WU Board of Regents _____

Program: Bachelor of Education in Physical Education

1. Reason for this program change?

This degree is being changed to more effectively meet accreditation requirements, to better prepare students to meet the challenge for providing the physical education instruction expected in elementary and secondary schools of the future, and to reduce the overall length and cost of the degree program where possible, without sacrificing quality.

2. Complete revised description.

The Major in Physical Education: Bachelor of Education Degree

The Bachelor of Education degree in Physical Education requires satisfactory completion of 42 credit hours, of which 25 credit hours are considered core physical education requirements and these include:

KN 133 or KN 134, KN248, KN 250, KN 299, KN 306, KN 311, KN 321, KN 326, KN 333, KN 340, and current First Aid/CPR certification. In addition, 17 credit hours of coursework are required for P-12 Physical Education certification and these include KN 341, KN342, KN343, KN344, KN345, KN374, KN375 and KN430.

A student should consult with the Kinesiology Department for additional general education course requirements. Additional professional education course requirements are listed under degree requirements in the Education Department.

3. Describe the nature of the proposed change.

Current required coursework:

KN 133 or KN 134, KN248, KN250, KN257, KN299, KN306, KN311, KN320, KN321, KN326, KN340, KN260, KN 261, KN270, KN324, KN325, KN360, KN361, KN365 and current First Aid/CPR certification.

Proposed required coursework:

KN 133 or KN 134, KN248, KN250, KN299, KN306, KN311, KN321, KN326, KN 333, KN340, KN341, KN342, KN343, KN344, KN345, KN374, KN375, KN430 and current First Aid/CPR certification.

4. Do you currently have the equipment and facilities to teach the classes within the proposed change.

Yes.

COLLEGE OF ARTS AND SCIENCES PROGRAM CHANGE FORM

	Chair's Signature	Recommendation		Review Date
Department	<u>Michael Rettig</u>	<u>Approve</u>		<u>2015-02-27</u>
Division	<u>Tim Fry</u>	<u>Approve</u>		<u>2015-02-27</u>
Dept. of Educ.	<u>Michael Rettig</u>	<u>Approve</u>		<u>2015-02-27</u>
<small>(If relates to teacher certification program.)</small>				
Dean	<u>Laura Stephenson</u>	<u>Approve</u>		<u>2015-03-02</u>
Curriculum Committee	<u>Michael Hager</u>	<u>Approve</u>		<u>2015-05-06</u>
Accepted by CFC	<u>Grace Hildenbrand</u>	<u>Approve</u>		<u>2015-09-30</u>
CAS Faculty	_____	_____		_____

Approved By: Faculty Senate _____ University Faculty _____ WU Board of Regents _____

Program: Bachelor of Education (B.Ed.) in Elementary Education

1. Reason for this program change?

Request a change in the general education degree requirement of MA 116 to read "MA 112 or higher". This will allow students to take either MA 112 or MA 116 as a general education degree requirement which would make our department consistent with the core requirements for WU.

2. Complete revised description.

The K-6 teaching program prepares students to teach in kindergarten through sixth grade classrooms. The program is organized so students are able to complete a second license in one of five areas at the same time they complete preparation for the K-6 license.

These areas include:

- Early Childhood Unified (Birth-Grade 3)
- Middle School English/Language Arts (Grades 5-8)
- Middle School Mathematics (Grades 5-8)
- Middle School History (Grades 5-8)
- Adaptive Special Education, Grades K-6.

Candidates for degrees and licenses in these areas are advised by the Faculty of the Department of Education. See an advisor for specific licensure requirements or visit the Department of Education website.

www.washburn.edu/education

K-6 Licensure Requirements-Professional Education

Pre-admission Courses
ED 150 EPIC

ED 285 Educational Psychology
ED 225 Becoming an Educational Professional (Can be taken before or after formal admission)

Formal Admissions Courses

Block A

ED 300 Integrating Technology into the Curriculum
ED 302 Exceptional Learners or SE 476 Psychology of the Exceptional Student
ED 330 Teaching Social Studies
ED 337 Social Studies Practicum ED 335 Creative Experiences in Early Childhood/Middle School
ED 385 Foundations of Education or ED 472 Issues in Modern American Education

Block B

ED 305 Language and Literacy
ED 310 Teaching Mathematics
ED 315 Teaching Science
ED 317 Math/Science Practicum
KN 310 Elem/MS Health/PE

Block C

ED 320 Teaching Reading
ED 325 Teaching Language Arts/Children's Literature
ED 327 Literacy Practicum
ED 402 Teaching Struggling Learners Professional Semester
ED 400 Understanding the School
ED 405 Classroom Management
ED 420 K-6 Student Teaching and
ED 415 5-8 Student Teaching OR
ED 430 Student Teaching Birth-Grade 3 OR
SE 456 Special Ed Practicum I

General Education Requirements

Arts and Humanities

EN 101 Freshman Composition
EN 300 Advanced Composition (Teaching Emphasis)
CN 150 Public Speaking
Art, Music or Theatre Arts Elective (From the Approved General Education List)
English, Philosophy, or Religion Elective (From the Approved General Education List)

Social Sciences

HI 111 U.S. History I OR
HI 112 U.S. History II
HI 100 Early World History OR
HI 101 Changing World History OR
HI 102 Modern World History
GG 101 Introduction To Geography OR
GG 102 World Regional Geography
PO 106 Government of the United States OR
PO 107 or American State and Local Government
AN 112 Cultural Anthropology
EC 100 Introduction To Economics, Mathematics and Natural Sciences
MA 112 or higher
MA 228 Math for Elem. Educators

PS 126 Physical Science for Elem. Ed.
 BI 100 Introduction to Biology (General Emphasis)
 BI 101 Introductory Biology Lab
 Computer Information Sciences
 CM 101 Computer Comp. Or Equivalent
 Courses for Early Childhood Unified Emphasis
 ED 160 Introduction to Early Childhood Education
 ED 343 Infants and Toddlers
 ED 345 Practicum in Infants and Toddlers
 ED 367 Curriculum in Preschool Education
 ED 369 Practicum in Preschool Education
 SE 460 Exceptionalities in Early Childhood
 ED 376 Family, School, & Community
 SE 420 Educational Planning for Children and Youth
 ED 353 Assessment and Evaluation
 Courses for Middle School English/Language Arts Emphasis
 EN 330 Survey of American Literature
 EN 133 Stories Around the World
 EN 310 Modern English Grammar
 EN 320 Young Adult Literature
 ED 340 Teaching Adolescents in the Middle Level
 ED 348 Middle Level English/Language Arts Practicum
 Courses for Middle School History Emphasis
 HI 111 U.S. History I AND
 HI 112 U.S. History II
 HI 100 Survey of Early World History AND
 HI 101 Changing World History
 HI 322 Kansas History
 HI 303 Colonial America or Any 300 Level American History
 ED 340 Teaching Adolescents in the Middle Level
 ED 346 Middle Level History Practicum
 Courses for Middle School Mathematics Emphasis
 MA 140 Statistics
 MA 117 Trigonometry
 MA 141 Applied Calculus I
 ED 340 Teaching Adolescents in the Middle Level
 MA 320 Math for Middle School
 ED 349 Middle Level Math Practicum
 Courses for Adaptive Special Education Emphasis (K-6)
 SE 420 Educational Planning for Special Education
 SE 430 Methods and Materials for Special Education
 SE 440 Individual and Group Management

3. Describe the nature of the proposed change.

Change the general education requirement from MA 116 to read "MA 112 or higher"

4. Do you currently have the equipment and facilities to teach the classes within the proposed change.

yes

COLLEGE OF ARTS AND SCIENCES PROGRAM CHANGE FORM

	Chair's Signature	Recommendation	Review Date
Department	<u>John Mullican</u>	<u>Approve</u>	<u>2015-10-01</u>
Division	<u>Jennifer Wagner</u>	<u>Approve</u>	<u>2015-10-09</u>
Dept. of Educ.	<u>N/A</u>		
<small>(If relates to teacher certification program.)</small>			
Dean	<u>Laura Stephenson</u>	<u>Approve</u>	<u>2015-10-09</u>
Curriculum Committee	<u>Dave Provorse</u>	<u>Approve</u>	<u>2015-11-05</u>
Accepted by CFC	<u>Grace Hildenbrand</u>	<u>Approve</u>	<u>2015-11-19</u>
CAS Faculty	_____	_____	_____

Approved By: Faculty Senate _____ University Faculty _____ WU Board of Regents _____

Program: Minor in Biology

1. Reason for this program change?

The change in the biology minor reflects the changes made to all degree programs within the Biology Department, which now require both BI 102 and BI 103. BI 105 and BI 110 are no longer being offered and will eventually be deleted from the catalog. We feel that those seeking an optional minor in Biology should have one year of foundational biology coursework, which is covered in both BI 102 and BI 103.

2. Complete revised description.

REQUIREMENTS FOR THE MINOR

(optional minor for the Bachelor of Arts degree)

To minor in Biology the student must apply to the Department and be assigned a Biology advisor. The twenty-hour minimum must be met with course work appropriate for Biology majors, and must include BI 102 and BI 103. At least 8 of the remaining hours must be 300-level or higher coursework. No fewer than 10 hours of this minor must have been completed at Washburn University. Students must have a grade of C or better in each course taken to fulfill the minor.

3. Describe the nature of the proposed change.

Because BI 105 and BI 110 will no longer be offered as courses, we are deleting these as options for the minor.

4. Do you currently have the equipment and facilities to teach the classes within the proposed change.

Yes

COLLEGE OF ARTS AND SCIENCES NEW PROGRAM REVIEW FORM

	Chair's Signature	Recommendation	Review Date
Department	<u>Kathy Menzie</u>	<u>Approve</u>	<u>2016-02-01</u>
Division	<u>Corey Zwikstra</u>	<u>Approve</u>	<u>2016-02-05</u>
Dept. of Educ. <small>(If relates to teacher certification program.)</small>	<u>Cherry Steffen</u>	<u>Approve</u>	<u>2016-02-15</u>
Dean	<u>Laura Stephenson</u>	<u>Approve</u>	<u>2016-02-15</u>
Curriculum Committee	<u>Dave Provorse</u>	<u>Approve</u>	<u>2016-02-26</u>
Accepted by CFC	<u>Grace Hildenbrand</u>	<u>Approve</u>	<u>2016-03-02</u>
CAS Faculty	_____	_____	_____

Approved By: Faculty Senate _____ University Faculty _____ WU Board of Regents _____

1. Title of Program.

Master's degree in Communication and Leadership

2. Rationale for offering this program.

The continued success of Washburn University depends on its ability to adapt to the changing needs of society in the preparation of educated, global citizens. Our Vision 2022 Strategic Plan has identified strategic activities to achieve success, including the priorities of growing enrollments and providing educational opportunities for our communities of learners.

Washburn University is positioned to provide high quality, academically rigorous graduate education in communication and leadership. Alumni, community leadership, and local professionals have supported the need for a post-graduate degree providing knowledge and skills to advance within their careers. Job Outlook 2015, published by the National Association of Colleges and Employers, found that leadership (77.8%) and ability to work in a team (77.8%) were the most desired attributes sought by employers on resumes, followed by written communication skills (73.4%) and problem solving skills (70.9%) (p. 33). The curriculum within this program will directly address these areas.

The two-year, 30 credit hour curriculum is designed to provide flexibility for diverse students as they pursue career and professional goals. The online Masters of Arts in Communication and Leadership will provide educational value for our alumni, local community, and also appeal to new student markets. Using existing faculty strengths, this program can be provided economically with positive revenue demonstrated within the first year.

This program will address an additional audience. In 2017, the Higher Learning Commission will require that all instructors in the Concurrent Enrollment Partnership program have 18 hours of graduate credit in the disciplines in which they are teaching. Instructors who wish to teach CN150

Public Speaking may enroll in these graduate Communication Studies classes to fulfill their 18 hours.

3. Exact proposed catalog description.

The proposed MA in CN/LE is a 30 graduate credit hour interdisciplinary program that provides knowledge, skills, and experiences for continuous self and system improvement within a complex, changing, and global context. The program is designed to develop collaborative, adaptive, and innovative leaders with a focus on the development of multiple communication skills, self-awareness, and strategic thinking. The program can be completed entirely online using highly interactive and intuitive learning management and video conference systems. Participants are also encouraged to attend periodic events that provide face-to-face collaboration and networking opportunities. Two eight-week online courses are offered each semester in a rotation that provides convenience and flexibility for the working graduate student and allows the program to be completed in as little as two years. The Master's degree in Communication and Leadership serves professionals interested in a post-graduate degree that provides knowledge and skills to advance their careers. The curriculum is designed to provide flexibility for diverse students as they pursue career and professional goals. Because leadership, teamwork, communication skills, and problem-solving abilities are the attributes most desired by employers, the curriculum will directly address these areas.

Graduate Communication and Leadership Courses

All courses are three graduate credit hours. A total of 30 hours are required for the MA degree. CN 601 is a prerequisite for all other CN courses and LE courses.

CN 601 Introduction to Graduate Study in Communication Studies (Dr. Tracy Routsong) This course introduces graduate students to several key concepts in communication, such as group dynamics, persuasion, conflict, interpersonal, perception, listening, and nonverbal communication. Students learn through discussion and application of key concepts, as well as reading both introductory and advanced research. The class will provide graduate students information for teaching Communication classes and will be offered through a multi-tiered level of difficulty. The course assignments will include a short reflection paper, an annotated bibliography, research paper and participation in an online discussion board.

CN 680 Seminar in Strategic Management Communication (first 8 weeks) (Dr. Leslie Reynard) This course is built upon a 21st century theoretical foundation that links disciplines of business, organizational communication and corporate management, with a focus on planning and leadership. According to our textbook author, a unique and important aspect of the course is its emphasis on strategy formulation, making a clear distinction between strategic and tactical elements of communication. Using the case method and other applications for theories, students will understand how they can best use various channels and contexts of communication as tactics that will help them to achieve strategic goals. Prerequisite: CN 601

CN 642 Team Communication in Organizations (second 8 weeks) (Dr. Mary Pilgram) This course provides an in-depth look at group dynamics and communication focusing on communication and decision making, relationships, conflict, leadership, and group development. Students will examine the theory and research on the role of communication in effective and efficient work teams. Prerequisite: CN 601

CN 630 Communication in Conflict and Negotiation (Dr. Kevin O'Leary) Combines theory and application to prepare students to understand, negotiate and resolve disputes among parties with

differing objectives and desires within relationships, groups, organizations and communities. An emphasis is placed on the narrative structure of conflict and negotiation. Prerequisite: CN 601

CN 650 Persuasion (Dr. Jim Schnoebelen) This course focuses on both the rhetorical and social-scientific approaches to persuasion. Theoretical and practical elements of persuasion theory will be featured in order to highlight techniques of gaining compliance in multiple contexts. Students will examine the research on the role of communication in influencing attitudes, beliefs, values, and behaviors. Prerequisite: CN 601

CN 695 Special Topics Special topics in Communication. May be repeated for different topics. See course schedule for current offerings. Prerequisite: Consent of instructor.

CN 698 Capstone. The capstone experience is the culminating experience of the master's degree program and is taken in the final semester. It requires the identification of an organizational or community problem or opportunity and the development and implementation of a project that defines, measures, analyzes, improves the problem or opportunity. Prerequisite: 15 hours in communication graduate coursework, including CN 601 and LE 601.

LE 601 Self and Systems Leadership (Dr. Michael Gleason) This course explores the ways in which one interacts with given systems to provide effective leadership, and the various elements of both self and system that must be considered in this process. This requires an ability to critically examine oneself as a leader, including analysis of one's own core values and adherence to these values. Students will seek and critically examine new knowledge to improve one's leadership practice and consider the ramifications of leadership actions in systems of various scale. Students will develop a personal leadership plan and consider how this plan will affect their community of interest. Prerequisite: CN 601 or concurrent enrollment.

LE 620 Leadership and Resource Stewardship (Dr. Juliann Mazachek) This course provides an overview of the essential skills that leaders need to develop and manage organizational resources including finances, personnel, and informatics that are critical for effective planning, policies, programs, products or services. The course will utilize a wide range of readings and reference materials associated with resource management. Prerequisite: LE601

LE 630 Organizational Improvement and Innovation (Dr. Tom Underwood) This course will focus on the role of leaders in the realization of organizational mission and vision through assessment, utilizing a continuous improvement framework, and innovation. Organizational assessment is required to understand critical problems to solve and opportunities to explore. Continuous improvement, utilizing Lean Six Sigma, provides a model for problem solving and opportunity development. If organizational assessment and a process improvement framework is supported, then innovation is more likely to occur. This requires the leader to work collaboratively with various stakeholders, and to manage the change process to ensure sustained outcomes. Prerequisite: LE601

LE 640 Public Policy and Global Leadership (Dr. Cindy Hornberger) Diversity in the organization is the new norm, and leaders must develop a high level of cultural intelligence in order to balance local and wider priorities, to manage multiple and competing perspectives, and to guide organizations through escalating complexity and near constant change. This course will help leaders analyze and address contemporary organizational challenges in an increasingly interconnected world with a focus on policy development and advocacy. Prerequisite: LE601

LE 695 Special Topics Special topics in leadership. May be repeated for different topics. See course schedule for current offerings. Prerequisite: Consent of instructor.

LE 698 The capstone experience is the culminating experience of the master's degree program and is taken in the final semester. It requires the identification of an organizational or community problem or opportunity and the development and implementation of a project that defines, measures, analyzes, and improves the problem or opportunity. Prerequisite: 18 hours of communication curriculum and 9 hours of leadership curriculum

4. List and financial implications.

See attached pro forma

MA_CN_LE Pro Forma.xlsx

Program Name	FY 2017		FY 2018		FY 2019		FY 2020		FY 2021		
Revenue:	Year 0 - Prep	Year 1	Year 2	Year 3	Year 4	Year 5					
		# Students	# Cr Hrs	# Students	# Cr Hrs	# Students	# Cr Hrs	# Students	# Cr Hrs	# Students	# Cr Hrs
Est. Students/Cr Hrs	0	10	15	20	15	30	15	40	15	50	15
Total Credit Hours	0	150		300		450		600		750	
Tuition Rate		\$473		\$487		\$502		\$517		\$532	
Other Revenue Sources											
Total Revenue	0	\$70,950		\$146,157		\$225,813		\$310,116		\$399,274	
Ongoing Expenses:	Year 0 - Prep	Year 1	FTE	Year 2	FTE	Year 3	FTE	Year 4	FTE	Year 5	FTE
Program Coordinator (\$2K stipend + 3 CH reassign)		\$3,875		\$3,972		\$4,071		\$4,173		\$4,277	
CN Faculty Stipends (5 courses @ \$2,000 or \$300)		\$10,000		\$10,000		\$4,000		\$4,000		\$4,000	
Administrative/Adjunct Faculty		\$18,900		\$18,900		\$18,900		\$18,900		\$18,900	
Supplies/Books/Journals		\$5,000		\$3,000		\$3,000		\$3,000		\$3,000	
Marketing		\$15,000		\$10,000		\$5,000		\$5,000		\$5,000	
Travel		\$1,000		\$1,000		\$1,000		\$1,000		\$1,000	
Professional Development		\$1,500		\$1,500		\$1,500		\$1,500		\$1,500	
Capstone Supervision (\$675 per student)				\$6,750		\$10,125		\$13,500		\$16,875	
Initial HCL Accreditation Cost		\$875									
Total Expenses		\$56,150		\$55,122		\$47,596		\$51,073		\$54,552	
Total Net Revenue		\$14,800		\$91,035		\$178,216		\$259,043		\$344,722	

Footnotes:

1. Program Coordinator position includes 3 hours of reassigned time per semester and a \$2,000 stipend
2. Five CN courses will be "bridge"/cross-listed with the undergraduate CN courses
3. CN bridge course faculty will receive a \$2,000 additional stipend per course or \$300 per grad student up to \$2K.
4. Four LE courses will be new graduate only courses
5. WU administrators or adjunct faculty will teach 9 courses annually.

COLLEGE OF ARTS AND SCIENCES NEW PROGRAM REVIEW FORM

	Chair's Signature	Recommendation		Review Date
Department	<u>Ann Marie Snook</u>	<u>Approve</u>		<u>2015-03-11</u>
Division	<u>Chris Kelts</u>	<u>Approve</u>		<u>2015-03-30</u>
Dept. of Educ.	<u>N/A</u>			
<small>(If relates to teacher certification program.)</small>				
Dean	<u>Laura Stephenson</u>	<u>Approve</u>		<u>2015-03-30</u>
Curriculum Committee	<u>Dave Provorse</u>	<u>Approve</u>		<u>2015-09-18</u>
Accepted by CFC	<u>Grace Hildenbrand</u>	<u>Approve</u>		<u>2015-10-12</u>
CAS Faculty	_____	_____		_____

Approved By: Faculty Senate _____ University Faculty _____ WU Board of Regents _____

1. Title of Program.

Bachelor of Music in Music Performance: Guitar Emphasis

2. Rationale for offering this program.

The MU Department wishes to add an Emphasis in Guitar to the Bachelor of Music in Music Performance degree (the Bachelor of Music in Music Performance degree currently offers majors in voice, piano, organ, strings, woodwinds, brass, and percussion). This major will attract students interested in pursuing guitar as their primary instrument.

3. Exact proposed catalog description.

Bachelor of Music in Music Performance: Guitar Emphasis
(123 Hours)

COURSE DESCRIPTION

GENERAL EDUCATION (39 cr. hrs.)

Required Courses

WU 101 The Washburn Experience (3)

EN 101 Freshman Composition (3)

EN 300 Advanced Composition (3)

MA 112 Essential Mathematics (or above)(3)

Social Sciences (Courses must be taken in at least two disciplines)

HI 105 Introduction to World Music and its History (required of all Music majors)(3)

_____ Anthropology 112 (3)

_____ Elective (3)

Select "Gen Ed" approved courses from Political Science, Geography, History, Psychology, Economics, Sociology, Anthropology, Honors 202, and IS 170.

Natural Sciences and Mathematics (Courses must be taken in at least two disciplines)

_____ Elective (3)

_____ Elective (3)

_____ Elective (3)

Elective courses may be selected in Biology, Chemistry, Physics, Astronomy, Geology, Mathematics (excluding the required MA 112 or above), Honors 203, or IS 170.

Arts and Humanities (Courses must be taken in at least two disciplines)

_____ Elective in Fine Arts (Art or Theatre) (3)

_____ Elective (3)

_____ Elective (3)

Electives may be selected from English, Honors 201, Philosophy, Religion, Art, Mass Media, Modern Language, Communication, Theatre, or Interdisciplinary Studies

MUSIC (80 cr. hrs.)

Theory

MU 122 Rhythmic Perception (1)

MU 123 Computers and Music (1)

MU 215 Music Theory and Aural Comprehension I+++ (4)

MU 314 Music Theory and Aural Comprehension II (4)

MU 315 Music Theory and Aural Comprehension III (4)

MU 316 Music Theory IV (3)

MU 317 Orchestration (2)

MU 320 Form and Analysis (2)

MU 443 Composition (1)

Music History and Literature

MU 325 Music History I (3)

MU 326 Music History II (3)

Music Lessons

Applied Lessons in concentration area (Guitar)(24)

MU 133 Group Piano I+++ (1)

MU 134 Group Piano II (1)

MU 213 Group Piano III (1)

MU 214 Group Piano IV (1)

Voice Lessons (2)

Performance Minor (3)

Specialized Courses

MU 206 Improvisation (2)

MU 400 Special Topics: Senior Seminar (2)

Ensembles

Large Ensembles (8)

Small Ensembles (4)

Conducting

MU 238 Instrumental Clinic (1)

MU 240 Beginning Conducting (1)

MU 442 Advanced Instrumental Conducting (1)

GENERAL STUDIES ELECTIVES (4 cr. hrs.)

_____ Elective

_____ Elective

_____ Elective

_____ Elective

DEGREE REQUIREMENTS

Piano Proficiency Exam (PPE)

Rhythmic Perception Exam (RPE)

48 Recital Credits

4th Semester Performance Proficiency Exam

Pass Junior Recital Jury and present Junior Recital

Pass Senior Recital Jury and present Senior Recital

4. List and financial implications.

None.

Bachelor of Music in Music Performance (guitar)

Program Name	Department New Program Name											
	Year 0 - Preparation		Year 1		Year 2		Year 3		Year 4		Year 5	
Revenue:	# Students	# Cr Hrs	# Students	# Cr Hrs	# Students	# Cr Hrs	# Students	# Cr Hrs	# Students	# Cr Hrs	# Students	# Cr Hrs
Est. Students/Cr Hrs	0	2 majors	60	90	120	150	180	248	248	150	180	248
Total Credit Hours												
Tuition Rate												
Other Revenue Sources												
Total Revenue	0	\$14,880	\$22,320	\$29,760	\$37,200	\$44,640						

Program Name	Department New Program Name											
	Year 0 - Preparation		Year 1		Year 2		Year 3		Year 4		Year 5	
Ongoing Expenses:	# Students	# Cr Hrs	# Students	# Cr Hrs	# Students	# Cr Hrs	# Students	# Cr Hrs	# Students	# Cr Hrs	# Students	# Cr Hrs
1st Faculty Member Benefits (25%)	4,000	5,000	6,500	7,500	8,500							
2nd Faculty Member Benefits (25%)												
3rd Faculty Member Benefits (25%)												
(Continue to add as needed)												
Secretary												
Supplies												
Marketing												
Travel												
Online Course Development												
Professional Development												
Accreditation/Membership												
Support Materials												
Total Expenses	4,000	5,000	6,500	7,500	8,500							

Program Name	Department New Program Name											
	Year 0 - Preparation		Year 1		Year 2		Year 3		Year 4		Year 5	
Total Net Revenue	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	
Total Net Revenue	\$	10,880	17,320	23,260	29,700	36,140						
One-time Startup Costs												
Furniture												
Office Equipment												
Computer/Software												
Other Electronic Hardware												
Renovation												
Program Equipment												
Initial Accreditation Costs												
Program Development												
Membership												
Release Time to Develop												
Consultant												
Site Visit												
Inservice/Preservice Prep												

WASHBURN UNIVERSITY
Leadership Institute

LE 100: Exploring the Concept of Leadership
Master Syllabus (3 credit hours)

Course Objectives

Upon completion of this course, students should be able to:

**also fulfills Critical Thinking U-SLO*

1. Evaluate historical perspectives and theories related to leadership studies.
2. *Select, analyze, interpret, and evaluate a range of source materials related to the concepts of leadership.
3. *Demonstrate understanding of the historical, psychological and social bases of leadership.
4. Establish a growing understanding of self as an individual and as a leader within a global context.
5. *Evaluate evidence collected through observation, testimony, and measurement and apply synthesized information to a Campus Action Project.

Distribution Area and Student Learning Outcome: This course fulfills a social science distribution requirement and the critical and creative student learning outcome.

Critical and Creative Thinking. Critical thinking is the intellectually disciplined process of assessing and evaluating ideas and forms. It involves clarifying questions, reflecting upon meaning, comparing multiple viewpoints, and evaluating evidence to make an informed judgment. Creative thinking involves the production of original ideas, forms or works by making connections, generating alternatives, and elaborating or exploring new applications of accepted practices through innovation and/or invention. Critical and creative thinkers gather information from experience, observation, reasoning, reflection and communication. They explore and synthesize related ideas, connect them to prior knowledge, and apply them to new contexts.

Required Texts:

(subject to change)

1. Bennis, W.G. & Thomas, R.J. (2007). Leading for a Lifetime. Harvard Business School Publishing, Boston, MA.
2. Northouse, P.G. (2015) Leadership: Theory and Practice, Seventh Edition. Sage Publications, Thousand Oaks, CA.
3. Rath, T. (2007). Strengths Finder. Gallup Press, Washington, DC.
4. Other readings will be provided to students throughout the semester (through the D2L learning site).

COURSE POLICIES

Absences and Lateness:

Anticipated absences should be discussed with the instructor in advance so that any necessary arrangements can be made. Students are responsible for obtaining the content from the class missed from classmates. One unexcused absence is allowed with no consequence. Additional unexcused absences will result in a deduction in attendance/class participation grades. Absences may be excused with appropriate official documentation. Questions related to excused and unexcused absences should be addressed with the instructor. Please report to class on time. Repetitive lateness will result in lost points up to one letter grade reduction from the overall grade in the class.

Grading Scale:

- 90-100 points = A
- 80-89.9 points = B
- 70-79.9 points = C
- 60-69.9 points = D
- 59.9 points or fewer = F

Please note that the instructor reserves the right to alter the grading scale down based on clustering of grades.

Grades will be determined by the following:

Personal Leadership Assignments	30%
Leadership Self Study (15%)	
Personal Leadership Puzzle (integrating personal inventory results, many related to theories tied to social science disciplines) (15%, used to assess U-SLO)	
Campus Action Project	30%
Phase I (5%)	
Phase II (5%)	
Phase III (10%, used to assess U-SLO)	
CAP Showcase Poster Presentations (80%)	
Exams (Essays prompt students to demonstrate understanding of theories related to social science disciplines and apply to their own lives)	30%
Midterm (Essays 1-5, 15%, used to assess U-SLO)	
Final (Essays 6-10, 15%, used to assess U-SLO)	
Attendance/Class Preparation & Participation	10%
TOTAL	100%

Assessments:

Each student will be required to complete a series of personal and leadership self-assessments and exercises. Students will be expected to share the outcomes (other than those deemed to be confidential) of these assessments with others in class in order to allow the student and his or her classmates to employ information gained in the course and learn to work with others who have varying styles. The assessments should be maintained in a course file because they will collectively contribute to the individual project (Personal Leadership Puzzle). It is the student's responsibility to keep track of ALL assessments throughout the semester. Assessments are included in the Class Preparation & Participation points.

Assignments:

Each assignment is due at the beginning of class on the due date. Late submission will result in an immediate 5 point reduction plus a decrease of one point (1% of total assignment grade) per 24 hours after the

assignment is due. Any written assignments should be typed **following APA style** unless otherwise instructed. Late submissions must meet the requirements outlined for the assignment.

Projects:

Personal Leadership Assignments

The Personal Leadership Assignment includes the Leadership Self-Study and the Personal Leadership Puzzle. This process will serve as a self-evaluation of your real self today as well as the ideal self you hope to become. It will encompass all elements developed throughout the course. Each student will complete these assignments independently. It will contribute to 30% of your total grade in the course.

Campus Action Project

The Campus Action Project (CAP) is completed with partner(s). The team will identify an issue on campus that they would like to take action to enhance or improve. This project will be completed in three phases. Upon completion of the project, the team will provide a poster presentation at the semester-end Leadership Showcase. It will contribute to 30% of your total grade in the course.

Exams:

Take-home essays will be given throughout the course of the semester to take the place of a midterm exam and final exam. Essays will be 20 points each, and essays 1-5 will collectively serve as the midterm exam grade (out of 100 points). Essays 6-10 will collectively serve as the final exam grade (out of 100 points). The midterm will contribute 15% of your total grade in the course and the final will contribute 15% of your total grade in the course.

Participation:

Participation is a critical component of this course. Besides participating in classroom discussions, students will also be expected to share information from the surveys and assessments completed, as well as from their PLP and CAP projects, in order to fully understand and synthesize course content. In-class participation will be evaluated by the instructor and will include evaluation of both the quality and extent of participation as well as completion of assigned assessments.

It is expected, and will be reflected appropriately in students' grades, that a high degree of professionalism is displayed in all interactions with guests in class and with campus constituencies engaged in students' campus action projects. This includes physical appearance during student/team presentations as well as full preparation and engagement with class speakers. Laptops/tablets are allowed for note taking purposes only. Students wishing to use laptops/tablets must sit in the front row of the classroom and be prepared to answer if called on. Additionally, laptops/tablets will not be allowed during classes in which guest speakers are present.

	<u>Date</u>	<u>Topic</u>	<u>Reading Assignment</u>	<u>Assignments Due</u>
Week 1	August 18	Course Introduction		
	August 20	Introduction	Bennis: Preface & Ch. 1	
Week 2	August 25	On Becoming a Leader	Bennis (article online): Ch. 3	Leadership Images Worksheet
	August 27	CAP Brainstorming/Topic Selection		
Week 3	September 1	Real Self	Bennis: Ch. 2-3 (<i>will be assigned one chapter</i>)	
	September 3	Defining Moments	Bennis Ch. 4	Essay 1 Due
Week 4	September 8	Adaptive Capacities/Shared Meaning	Bennis: Ch. 5	Essay 2 Due
	September 10	Ideal Self		CAP Phase I
Week 5	September 15	Strengths	Rath: Pp. 1-31	Strengths Finder Assessment
	September 17	Trait Theory/Skills Approach	Northouse: Ch. 2 & 3	LTQ, Skills Inventory
Week 6	September 22	Style Approach	Northouse Ch. 4	Essay 3 Due
	September 24	Situational Theories Contingency Theory	Northouse: Ch. 5	Leadership Self-Study
Week 7	September 29	Path Goal Theory	Northouse: Ch. 7	Essay 4 Due Assessment: PGLQ
	October 1	Leader-Member Exchange	Northouse: Ch. 8	Assessment: LMX-7
Week 8	October 6	No Class – Fall Break		
	October 8	Transformational Leadership	Northouse: Ch. 9	Review PLP Assignment Essay 5 Due
Week 9	October 13	Gender & Leadership	Northouse: Ch. 14	Essay 6 Due
	October 15	Psychodynamic Approach	Northouse: Ch. 13	CAP Phase II Psychodynamic Survey
Week 10	October 20	CAP Work Day		Essay 7 Due
	October 22	Motivation Theories	Shriberg: Ch. 5	
Week 11	October 27	Emotional Intelligence	Goleman: Emotional Intelligence	Personal Leadership Puzzle
	October 29	Power and Influence	Yukl: Ch. 6	

Week 12	November 3 November 5	CAP Work Day System Influence	Napier: Ch. 4 Gladwell: Intro/Ch.1	CAP Phase III CAP Posters DUE to instructor Essay 8 Due
Week 13	November 10 November 12	Adaptive Leadership Servant Leadership	Heifetz, Grashow & Linsky, Ch. 2 Greenleaf: Pp. 7-15	CAP Poster DUE to UMAPS Essay 9 Due
Week 14	November 17 November 19	Followership CAP Practice Presentations	Kelley: Rethinking Followership	Essay 10 Due
Week 15	November 24 November 26	Campus Action Project Showcase No Class – Thanksgiving	Leadership Showcase 9:30-11:00, Washburn A <i>(lunch following showcase in Washburn B)</i>	
Week 16	December 1 December 3	LE400 Presentations/ CAP Showcase Debrief Final Class & Evaluations		

UNIVERSITY ADDITIONS – COURSE SYLLABUS

Mission of the University:

Washburn University enriches the lives of students by providing opportunities for them to develop and to realize their intellectual, academic, and professional potential, leading to becoming productive and responsible citizens. We are committed to excellence in teaching, scholarly work, quality academic and professional programs, and high levels of faculty-student interaction. We develop and engage in relationships to enhance educational experiences and our community. *Washburn University Board of Regents, 2010*

Definition of a Credit Hour:

For every credit hour awarded for an undergraduate course, the student is typically expected to complete approximately one hour of classroom instruction, online interaction with course material, or direct faculty instruction and a minimum of two additional hours of student work each week for approximately 15 weeks for one semester or the equivalent amount of work over a different amount of time.

Notice of Non-Discrimination/Safe Educational Environment:

The University prohibits discrimination on the basis of race, color, religion, age, national origin, ancestry, disability, sex, sexual orientation, gender identity, genetic information, veteran status, or marital or parental status. The following person has been designated to handle inquiries regarding the non-discrimination policies: Dr. Pamela Foster, Equal Opportunity Director/Title IX Coordinator, Washburn University, 1700 SW College Ave, Topeka, Kansas 66621, 785.670.1509, eodirector@washburn.edu.

Harassment & Discrimination

The University is required by federal laws to address complaints of discrimination and harassment. Faculty are considered responsible employees and as responsible employees, are required to report an incident of discrimination, sexual harassment, or sexual violence to Dr. Pam Foster. A faculty member is only required to report the name of the complainant, but may report more information at his or her discretion. A class assignment **WILL NOT** trigger an investigation or a report to Dr. Foster. Students and employees may file complaints with the Equal Opportunity Director/Title IX Coordinator, Dr. Pam Foster. <http://www.washburn.edu/statements-disclosures/equal-opportunity/how-to-file-a-complaint.html> or with Washburn University Police at 785-670-1509.

Confidential Resources

On campus, University Counseling Services offers free, confidential counseling to students on any topic, including experiences with sexual assault or relationship violence. Any information shared in a counseling session will be kept confidential and only revealed with a student's permission. Other on and off-campus resources are found

here: http://www.washburn.edu/statements-disclosures/equal-opportunity/files/Resources_2014.pdf

Academic Misconduct Policy:

All students are expected to conduct themselves appropriately and ethically in their academic work. Inappropriate and unethical behavior includes (but is not limited to) giving or receiving unauthorized aid on examinations or in the preparation of papers or other assignments, or knowingly misrepresenting the source of academic work. Washburn University's Academic Impropriety Policy describes academically unethical behavior in greater detail and explains the actions that may be taken when such behavior occurs. For guidelines regarding protection of copyright, consult <http://www.washburn.edu/copyright>. For a complete copy of the Academic Impropriety Policy, contact the office of the Vice President for Academic Affairs, Bradbury Thompson Alumni Center Suite 200, or go on-line to: <http://www.washburn.edu/academic-impropriety>.

Student One Stop (S.O.S.):

The Student One Stop is the place where students can take care of a range of matters related to admissions, financial aid, student records/registration, and student accounts. The S.O.S. incorporates the front office services of the Admissions Office, Business Office, Financial Aid and the Registrar in one convenient location. Stop in the Morgan Hall Welcome Center and visit with a University Service Advisor for assistance or give us call us at (785) 670-2162. You can also email us at sos@washburn.edu. More information can be found at www.washburn.edu/sos

Student Health and Counseling Services (Located in Morgan Hall Room 140, 785-670-1470):**Student Health**

Student Health Services (SHS) provides support for students experiencing challenges with learning and adapting to university life. SHS offers urgent care for illness and injury; sports, school, and travel abroad physicals (including TB testing); well woman exams; STD and pregnancy testing; immunizations/vaccinations; and care of chronic illness. Services are provided by Board Certified Advanced Practice Registered Nurses (APRN) who collaborate with WU Student Counseling Services and physicians in the Topeka area. More information can be found at <http://www.washburn.edu/health>

Counseling Services

Licensed mental health professionals are available in the Counseling Services' office for personal, academic, and mental health support. This is accomplished by providing a variety of counseling services as well as resources and referrals to students. More information can be found at <http://www.washburn.edu/counseling>

Student Services (Located in Morgan Hall Room 105, 785-670-1629):**Student Services - Disability Services:**

The Student Services Office is responsible for assisting in arranging accommodations and for identifying resources on campus for persons with disabilities. Qualified students with disabilities must register with the office to be eligible for services. The office MUST have appropriate documentation on file in order to provide services. Accommodations may include in-class note takers, test readers and/or scribes, adaptive computer technology, brailled materials. Requests for accommodations should be submitted at least two months before services should begin; however, if you need an accommodation this semester, please contact the Student Services Office immediately.

Students may voluntarily identify themselves to the instructor for a referral to the Student Services Office.

Student Services - Military Withdrawals:

Students who are called to active duty and must withdraw from classes as a result should contact the Director of the Student Services Office, Morgan Hall, Room 105, phone 785-670-1629, or email jeanne.kessler@washburn.edu.

Location: The Student Services Office, Morgan Hall, Room 105

Web: <http://www.washburn.edu/student-services>

Phone: 785-670-1629

E-Mail: student-services@washburn.edu

Center for Student Success:

As a Washburn student, you may experience challenges with motivation, study habits, time or money management, balancing school/life, getting involved, or choosing a major and classes. The Center for Student Success (Office of Academic Advising, University Tutoring and Writing Center, First-Year

Experience, and Prior Learning and Testing) is available to help students either directly through academic advising, mentoring, testing and developing learning strategies or by identifying the appropriate University resource. If you feel you need someone with whom to discuss an issue free of charge, contact the center at 785-670-1942, advising@washburn.edu, or visit Mabee Library, Room 201.

Withdrawal Policy:

During fall and spring semesters, students may go online and withdraw from full semester courses through the second week of class with no recorded grade. From the third through the eleventh week a "W" is recorded for any dropped course. After the eleventh week, there are NO withdrawals, and a grade will be assigned for the course. These deadlines will be different for short-term, out-of-sequence, or summer courses. To view the deadline dates for your courses visit the "Last Day" Deadlines web page at:

<https://www2-prod.washburn.edu/self-service/coursedates.php> Depending on the timing of the request to withdraw from a course, students may be eligible for a full or partial refund. Information regarding tuition refunds is available at <http://www.washburn.edu/current-students/business-office/tuition-refunds.html>

Please note: tuition refund amounts and deadlines are changing effective Fall 2014. In addition, depending on the timing of the request to withdraw from a course, students may be responsible for repaying all or a portion of their financial aid. **Students who do not attend their courses and fail to officially withdraw themselves will receive a grade of "F" and may also be required to repay all or a portion of their financial aid based on their non-attendance.** For further information, contact the Financial Aid Office at 785.670.1151 or e-mail financialaid@washburn.edu.

Attendance/Administrative Withdrawal:

Although it is the student's responsibility to initiate course withdrawals, an instructor, after due notice to the student, may request withdrawal of the student from a course because of nonattendance through the same date as the last day a student may withdraw from a course. This would NOT absolve the student of financial responsibility for tuition/fees for the course in question. The inclusion of this information in the course syllabus is considered due notice.

Official E-Mail Address:

Your Washburn University e-mail address will be the official address used by the University for relaying important messages regarding academic and financial information and the University will consider this your official notification for important information. It may also be used by your instructors to provide specific course information. If you prefer to use an alternate e-mail address to receive official University notices you can set a forwarding address in the Outlook Web App by following the steps below.

Outlook Web App: Set Forwarding Address

1. Go to <http://outlook.washburn.edu>
2. Sign in
3. Click the **Gear** in the upper right
4. Choose **Options**
5. Select **Forward your email** from the list on the left
6. In the lower portion of the screen, **enter the email address** to which you want to forward all your email.
7. Click the **start forwarding** button

It is your responsibility to ensure that your official e-mail box does not exceed your message quota resulting in the inability of e-mail messages to be accepted into your mailbox.

Success Week:

Success Week for undergraduate students is designated as the five week days preceding the first day of scheduled final examinations each Fall and Spring semester. Success Week is intended to provide students ample opportunity to prepare for final examinations. For academic programs, the following guidelines apply:

A. Faculty are encouraged to utilize Success Week as a time for review of course material in preparation for the final examination. If an examination is to be given during Success Week, it must not be given in the last **three** days of Success Week unless approved by the Dean or Department Chair. Assignments worth no more than 10% of the final grade and covering no more than one-fourth of assigned reading material in the course may be given.

B. Major course assignments (extensive research papers, projects, etc.) should be due on or before the Friday prior to Success Week and should be assigned early in the semester. Any modifications to assignments should be made in a timely fashion to give students adequate time to complete the assignments.

C. If major course assignments must be given during Success Week, they should be due in the first **three** days of Success Week. Exceptions include class presentations by students and semester-long projects such as a project assignment in lieu of a final. Participation and attendance grades are acceptable.

The Success Week policy excludes make-up assignments, make-up tests, take-home final exams, and laboratory examinations. It also does not apply to classes meeting one day a week for more than one hour. All University laboratory classes are exempt from this policy.

Subject

Leadership

Course Number

100

Title

Exploring the Concept of Leadership

Please identify any special costs associated with this course, e.g. software or calculators. Check all that apply

If Other Checked above, please describe.

Does this course have prerequisites?

No

Please list the prerequisites.

Please describe the frequency at which this course is offered

Fall and Spring

Is this course offered online?

Not Currently

Indicate the distribution area for this course.

Social Sciences

Please indicate the USLO for this course.

Critical & Creative Thinking

Discipline is currently approved to offer general education

No

- o a) Explain how the content of the proposed course provides a grounding in the liberal arts and sciences.

LE100 is comprised of a survey of leadership theories and introduction to the academic study of leadership using the contexts of the leadership process and case studies; requires identifying personal leadership potential, articulating a personalized leadership theory, and applying leadership concepts through a Campus Action Project. The course is designed to foster students' abilities to think critically and analytically about leadership and advance the understanding of the historical underpinnings of leadership. Students will become familiar with different approaches to the study of leadership across disciplines while also enhancing a growing understanding of self as an individual and as a leader within a global context. The course encourages students to be lifelong learners as they continually seek to attain greater self-awareness and understanding of their potential, skills and abilities.

- o b) Explain how the course will contribute to the development of students who are equipped with the knowledge and skills necessary to be engaged and capable citizens.

LE 100 contributes to the overall mission of the Leadership Institute to develop students into ethical, caring and diverse leaders prepared to immediately assume leadership roles in today's changing society by cultivating the study of leadership and facilitating transformational learning experiences designed to challenge, motivate and inspire future leaders. As students exit this course with a stronger understanding of where they fit as individuals and leaders within a global context, students are also equipped to critically analyze effective and ineffective leadership. By the end of this course, students will be able to identify a variety of leadership traits and styles that exist in the world around them and be equipped to apply appropriate leadership theories in order to effectively create positive change. A key takeaway of the course is the civic responsibility that students have to contribute to the greater good of society by understanding how their own strengths, skills and abilities can contribute to progress within a complex system.

- o a) It must have a strong interdisciplinary component, bridging the methods and approaches of multiple disciplines.

The course explores theories which stem from a variety of disciplines including history, psychology, sociology/anthropology, and women and gender studies. Students apply learned theory in practical environments through self-reflection activities, discussion-based learning and public presentations to campus and community constituents.

- o b) It must have a broadly foundational content, covering material of wide interest in the liberal arts and sciences.

- c) No more than 20% of the upper-level courses listed in the catalog for any one discipline may be considered as fulfilling general-education requirements.

None of the upper-level leadership courses are listed as general education.

- d) The course must also fulfill the criteria for lower-level general education courses.

- Check, the appropriate boxes, to indicate the requirements are satisfied by the proposed course.

Requirement a or b

Requirement c and d

- a) Class format, assignments, testing methods, and assessment plan must be suitable for promoting mastery of the primary content and for developing its designated student learning outcome. All sections of the course will follow the course-information sheet submitted online as part of this application.

Yes

- b) The course must promote the use and development of intellectual skills that are normally associated with the level, discipline, and division under which the course is offered.

Yes

- c) Maximum class size must be compatible with the course's primary content, assignments, testing methods, and targeted student learning outcome.

Yes

- Please indicate the number of course objectives.

5

- Course Objective 1

1) Upon completion of this course, students should be able to evaluate historical perspectives and theories related to leadership studies.

Assessment(s) for Course Objective 1

Essays (10 throughout semester): Midterm and final exams will be broken up in to a series of 10 essays designed to assess a student's comprehension of relevant leadership concepts, the ability

to synthesize and analyze information taken from sources, and ability to provide appropriate depth of analysis.

o Measures for Course Objective 1

Essays will be evaluated with the aid of a rubric. Each question is scored on critical thought and explanation of concept, analysis and synthesis of information taken from sources, effective application of examples to illustrate the concept, and written presentation to total 20 points per essay.

o Objective 1 is part of General Education SLO assessment.

No

o Course Objective 2

2) Upon completion of this course, students should be able to select, analyze, interpret, and evaluate a range of source materials related to the concept of leadership.

o Assessment(s) for Course Objective 2

Essays (10 throughout semester): Midterm and final exams will be broken up in to a series of 10 essays designed to assess a student's comprehension of relevant leadership concepts, the ability to synthesize and analyze information taken from sources, and ability to provide appropriate depth of analysis.

Personal Leadership Puzzle assignment: This assignment provides a self-evaluation of a student's real self as well as the ideal self he/she hopes to become. It encompasses all elements developed during the course, including application of terminology and leadership concepts discussed throughout the semester, quality self-evaluation in relation to worksheets and class exercises. The assignment requires extensive self-exploration through personal examples and the identification of areas of growth/potential.

o Measures for Course Objective 2

Essays will be evaluated with the aid of a rubric which integrates the AACU VALUE rubric evidence criterion to determine SLO mastery. The Critical Thinking/Evidence section of the rubric will provide a critical thinking score for each individual essay. Scores from this section will be averaged for each student upon completion of the 10 essays to determine a total critical thinking score from 1 (Weak, 0-25%), 2 (Beginning, 26-50%), 3 (Developing, 51-75%) to 4 (Target, 76-100%).

Personal Leadership Puzzles will be evaluated on content using a rubric measuring authenticity of content to self, application of concepts and class worksheets/exercises, quality of self-evaluation in relation to leadership concepts and terminology, and quality of writing and organization. Assignments will also be evaluated using the Holistic Critical Thinking Rubric to determine SLO mastery. Scores will range from 1 (Beginning) to 4 (Advanced).

- Objective 2 is part of General Education SLO assessment.

Yes

- Course Objective 3

3) Upon completion of this course, students should be able to demonstrate understanding of the historical, psychological and social bases of leadership.

- Assessment(s) for Course Objective 3

Essays (10 throughout semester): Midterm and final exams will be broken up in to a series of 10 essays designed to assess a student's comprehension of relevant leadership concepts, the ability to synthesize and analyze information taken from sources, and ability to provide appropriate depth of analysis.

- Measures for Course Objective 3

Essays will be evaluated with the aid of a rubric which integrates the AACU VALUE rubric evidence criterion to determine SLO mastery. The Critical Thinking/Evidence section of the rubric will provide a critical thinking score for each individual essay. Scores from this section will be averaged for each student upon completion of the 10 essays to determine a total critical thinking score from 1 (Weak, 0-25%), 2 (Beginning, 26-50%), 3 (Developing, 51-75%) to 4 (Target, 76-100%).

- Objective 3 is part of General Education SLO assessment.

Yes

- Course Objective 4

4) Upon completion of this course, students should be able to establish a growing understanding of self as an individual and as a leader within a global context.

o Assessment(s) for Course Objective 4

Leadership Self-Study assignment: This assignment enables students to gather insight into his/her strengths, behaviors, how people experience working with and relating to him/her, and challenges others observe. Upon completion of this assignment, students should have a clearer sense of patterns and themes that capture others' views about the student's strengths and challenges.

Personal Leadership Puzzle assignment: This assignment provides a self-evaluation of a student's real self as well as the ideal self he/she hopes to become. It encompasses all elements developed during the course, including application of terminology and leadership concepts discussed throughout the semester, quality self-evaluation in relation to worksheets and class exercises. The assignment requires extensive self-exploration through personal examples and the identification of areas of growth/potential.

Essays (10 throughout semester): Midterm and final exams will be broken up in to a series of 10 essays designed to assess student's comprehension of relevant leadership concepts, the ability to synthesize and analyze information taken from sources, and ability to provide appropriate depth of analysis.

o Measures for Course Objective 4

Leadership Self-Studies will be evaluated using a rubric assessing the identification and analysis of themes and patterns revealed by the interview component of the assignment. Students will be evaluated on the application of these themes to their own behavior and the exploration of how these insights can assist them in personal growth and development to total 100 points.

Personal Leadership Puzzles will be evaluated on content using a rubric measuring authenticity of content to self, application of concepts and class worksheets/exercises, quality of self-evaluation in relation to leadership concepts and terminology, and quality of writing and organization to total 100 points.

Essays will be evaluated with the aid of a rubric. Each question is scored on critical thought and explanation of concept, analysis and synthesis of information taken from sources, effective application of examples to illustrate the concept, and written presentation to total 20 points per essay.

o Objective 4 is part of General Education SLO assessment.

No

o Course Objective 5

5) Upon completion of this course, students should be able to evaluate evidence collected through observation, testimony, and measurement and apply synthesized information to a Campus Action Project.

o Assessment(s) for Course Objective 5

CAP Phase III Assignment: This assignment requires students to evaluate and synthesize evidence collected throughout the creation of their Campus Action Project through conversations with stakeholders, research conducted among students, and information gathering in order to most effectively implement positive change on campus.

o Measures for Course Objective 5

CAP Phase III is evaluated using the AACU VALUE rubric evidence criterion to determine SLO mastery. Individual student scores will range from 1 (Weak, 0-25%), 2 (Beginning, 26-50%), 3 (Developing, 51-75%) to 4 (Target, 76-100%).

o Objective 5 is part of General Education SLO assessment.

Yes

o Description of USLO evaluation

The summary U-SLO evaluation will be made by averaging each student's score related to the individual course objectives identified for the U-SLO for this course.

o Please list the graded assignments for the class and indicate the value (percentage) of each assignment. Identify which specific graded assignments are also used to assess the U-SLO

The course grade is the weighted average of the personal leadership assignments, essay questions (midterm and final exams), Campus Action Project, and attendance/participation.

Grades will be determined by the following:

Personal Leadership Assignments	30%
Leadership Self Study (15%)	
Personal Leadership Puzzle (15%, used to assess U-SLO)	
Campus Action Project	30%
Phase I (5%)	
Phase II (5%)	
Phase III (10%, used to assess U-SLO)	
CAP Showcase Poster Presentations (80%)	
Exams	30%
Midterm (Essays 1-5, 15%, used to assess U-SLO)	
Final (Essays 6-10, 15%, used to assess U-SLO)	
Attendance/Class Preparation & Participation	10%
TOTAL	100%

- o Attach Rubrics
- o Attach Sample Syllabus
- o E-mail address of contact person.

michael.gleason@washburn.edu

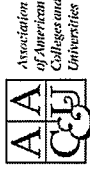
- o Comments for the Committee

Thank you!

- o Submission Date
- o Unique ID

CRITICAL THINKING VALUE RUBRIC

for more information, please contact value@aacu.org



The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

Framing Language

This rubric is designed to be transdisciplinary, reflecting the recognition that success in all disciplines requires habits of inquiry and analysis that share common attributes. Further, research suggests that successful critical thinkers from all disciplines increasingly need to be able to apply those habits in various and changing situations encountered in all walks of life.

This rubric is designed for use with many different types of assignments and the suggestions here are not an exhaustive list of possibilities. Critical thinking can be demonstrated in assignments that require students to complete analyses of text, data, or issues. Assignments that cut across presentation mode might be especially useful in some fields. If insight into the process components of critical thinking (e.g., how information sources were evaluated regardless of whether they were included in the product) is important, assignments focused on student reflection might be especially illuminating.

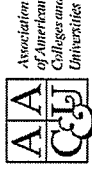
Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- **Ambiguity:** Information that may be interpreted in more than one way.
- **Assumptions:** Ideas, conditions, or beliefs (often implicit or unstated) that are "taken for granted or accepted as true without proof." (quoted from www.dictionary.reference.com/browse/assumptions)
- **Context:** The historical, ethical, political, cultural, environmental, or circumstantial settings or conditions that influence and complicate the consideration of any issues, ideas, artifacts, and events.
- **Literal meaning:** Interpretation of information exactly as stated. For example, "she was green with envy" would be interpreted to mean that her skin was green.
- **Metaphor:** Information that is (intended to be) interpreted in a non-literal way. For example, "she was green with envy" is intended to convey an intensity of emotion, not a skin color.

CRITICAL THINKING VALUE RUBRIC

for more information, please contact valuet@aacu.org



Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	3	Milestones 2	Benchmark 1
Explanation of issues	Issue/ problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding	Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/ problem to be considered critically is stated without clarification or description.
Evidence <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.
Influence of context and assumptions	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
Student's position (perspective, thesis/ hypothesis)	Specific position (perspective, thesis/ hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) acknowledges different sides of an issue	Specific position (perspective, thesis/ hypothesis) is stated, but is simplistic and obvious.
Conclusions and related outcomes (implications and consequences)	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

How To Use *The Holistic Critical Thinking Scoring Rubric*



1. Understand what the Rubric is intended to Address.

Critical thinking is the process of making purposeful, reflective and fair-minded judgments about what to believe or what to do. Individuals and groups use critical thinking in problem solving and decision making. This four level rubric treats this process as a set of cognitive skills supported by certain habits of mind. To reach a judicious, purposeful judgment a good critical thinker engages in analysis, interpretation, evaluation, inference, explanation, and reflection to monitor and, if needed, correct his or her thinking. The disposition to pursue open-mindedly and with intellectual integrity the reasons and evidence wherever they lead is crucial to reaching sound, objective decisions and resolutions to complex, high-stakes, ill-structured problems. So are the other critical thinking habits of mind, such as being inquisitive, systematic, confident in reasoning, anticipatory of possible consequences, prudent in making judgments. [For a deeper understanding of critical thinking, download your free copy of *Critical Thinking: What It Is and Why It Counts* and the research which grounds this concept: "*The Delphi Report*" - *Critical Thinking: An Expert Consensus* from www.insightassessment.com]

2. Differentiate and Focus.

Holistic scoring requires focus. Whatever one is evaluating, be it an essay, a presentation, a group decision making activity, or the thinking a person displays in a professional practice setting, many elements must come together for overall success: critical thinking, content knowledge, and technical skill (craftsmanship). Deficits or strengths in any of these can draw the attention of the rater. However, in scoring for any one of the three, one must attempt to focus the evaluation on that element to the exclusion of the other two. To use this rubric correctly, one must apply it with focus only on the critical thinking – that is the reasoning process used.

3. Practice, Coordinate and Reconcile.

Ideally, in a training session with other raters one will examine samples (documents, videotaped examples, etc.) which are paradigmatic representations of each of the four levels. Without prior knowledge of their level, novice raters will be asked to evaluate and assign ratings to these samples. After comparing these preliminary ratings, collaborative analysis with the other raters and the experienced trainer is used to achieve *consistency of expectations* among those who will be involved in rating the actual cases. Training, practice, and inter-rater reliability are the keys to a high quality assessment. This gives operational agreement, which is very important.

Usually, two raters will evaluate each essay, assignment, project, or performance. If they disagree there are three possible ways that resolution can be achieved: (a) by a conversation between the two raters regarding their evaluations, (b) by using an independent third rater, or (c) by taking the average of the two initial ratings. But, the averaging strategy is strongly discouraged. Discrepancies of more than one level between raters indicates that the raters must review together the evidence considered salient by each rater. This rubric is a **four** level scale, forced choice scale. Half point and "middle of the two" scoring is not possible. The only variation which would be consistent with this tool is to combine #1 and #2 so that this became a three level scale: Strong, Acceptable, Weak.

When working alone, or without paradigm samples, one can achieve a greater level of internal consistency by not assigning final ratings until a number of essays, projects, assignments, performances have been given preliminary ratings. Frequently natural clusters or groupings of similar quality soon come to be discernible. At that point one can be more confident in assigning a firmer critical thinking score using this four level rubric. After assigning preliminary ratings, a review of the entire set assures greater internal consistency and fairness in the final ratings.

The Holistic Critical Thinking Scoring Rubric - HCTSR

A Tool for Developing and Evaluating Critical Thinking

Peter A. Facione, Ph.D. and Noreen C. Facione, Ph.D.

Strong 4. Consistently does all or almost all of the following:

- Accurately interprets evidence, statements, graphics, questions, etc.
- Identifies the most important arguments (reasons and claims) pro and con.
- Thoughtfully analyzes and evaluates major alternative points of view.
- Draws warranted, judicious, non-fallacious conclusions.
- Justifies key results and procedures, explains assumptions and reasons.
- Fair-mindedly follows where evidence and reasons lead.

Acceptable 3. Does most or many of the following:

- Accurately interprets evidence, statements, graphics, questions, etc.
- Identifies relevant arguments (reasons and claims) pro and con.
- Offers analyses and evaluations of obvious alternative points of view.
- Draws warranted, non-fallacious conclusions.
- Justifies some results or procedures, explains reasons.
- Fair-mindedly follows where evidence and reasons lead.

Unacceptable 2. Does most or many of the following:

- Misinterprets evidence, statements, graphics, questions, etc.
- Fails to identify strong, relevant counter-arguments.
- Ignores or superficially evaluates obvious alternative points of view.
- Draws unwarranted or fallacious conclusions.
- Justifies few results or procedures, seldom explains reasons.
- Regardless of the evidence or reasons, maintains or defends views based on self-interest or preconceptions.

Weak 1. Consistently does all or almost all of the following:

- Offers biased interpretations of evidence, statements, graphics, questions, information, or the points of view of others.
- Fails to identify or hastily dismisses strong, relevant counter-arguments.
- Ignores or superficially evaluates obvious alternative points of view.
- Argues using fallacious or irrelevant reasons, and unwarranted claims.
- Does not justify results or procedures, nor explain reasons.
- Regardless of the evidence or reasons, maintains or defends views based on self-interest or preconceptions.
- Exhibits close-mindedness or hostility to reason.



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