Spring CAS Faculty Meeting Agenda
Wednesday, March 4, BTAC Convocation Hall
3 p.m. refreshments | 3:30 p.m. meeting begins

I.   Welcome and Dean's Remarks

II. *Approval of Minutes
    A. September 4, 2019

III. Old Business

IV. New Business
    A. *New Programs
    1. BS in Computer Information Sciences with Concentration in Data Science
    2. B.Ed. in Government and Political Science
    3. B.Ed. in Middle Grades STEM Education
    4. BA in Musical Theater
    5. LEAP
    6. Minor program in African American and African Diaspora Studies
    7. Minor program in Museum and Curatorial Studies
    B. *Program Deletions
    1. BA in German
    2. Master of Liberal Studies
    C. *Program Changes
    1. BA in Creative Writing
    2. BA in English Literature
    3. English minor
    4. Bachelor of Integrated Studies
    5. 99 Credit hour rule

V.   Informational Items/Updates
    A. Faculty Success Groups (participating departments)

VI.   Discussion

VII. Updates

VIII. Announcements

IX.   Adjournment

*Attachments

CAS All Faculty Meeting
Wednesday, Sept. 4, BTAC Convocation Hall

I. Dean Stephenson called the meeting to order at 3:30 p.m.
II. Dean Stephenson shared remarks and stories of recent CAS faculty successes
III. Kelly Erby was elected CAS general faculty secretary
IV. Approval of Minutes
   a. Minutes from March 7, 2019 in-person meeting were approved
   b. Minutes from April 24 to May 1, 2019 electronic meeting were amended and approved
   c. Minutes from May 24 to June 2, 2019 electronic meeting were amended and approved
V. Old Business- None
VI. New Business
   a. New Programs
      i. *B Ed English Secondary Education was amended and approved
      ii. *B Ed History Secondary Education was approved
   b. Program Change
      i. *BFA Art was amended and approved
      ii. *BFA + Teaching License was amended and approved
      iii. *AA Lab Science was approved
VII. Informational Items/Updates
   a. New faculty members were introduced by their respective chairs
   b. Kelly Erby provided information about this fall's Faculty Success Groups
   c. Dean Stephenson shared information about changes to professional development funds. In addition to the availability of up to $1100 to present a referred paper at a professional conference, full-time faculty members are now also eligible to apply for up to $550 to attend a conference or to augment travel funds to present at a conference. Faculty members may accrue up to $2200 of these newly available funds to apply to travel.
   d. CAS Deans shared information about their roles and responsibilities
   e. Dean Stephenson shared the Mulvane Art Museum is now part of CAS. Director Connie Gibbons welcomes collaboration with faculty members in the College
   f. Dean Stephenson shared that a new process for student perception forms will begin this fall, using the questions from SIRII. The new system will be embedded in D2L.
   g. Kelly Erby shared information about WUmester 2020: Citizenship and Suffrage
   h. Jason Miller shared information about this spring's CAS Faculty Colloquium. Deadline for proposals is Oct. 25, 2019.
VIII. Faculty members shared several announcements about upcoming events this fall.
IX. The meeting adjourned at 4:34 p.m.

Respectfully submitted,
Kelly Erby

COLLEGE OF ARTS AND SCIENCES
NEW PROGRAM REVIEW FORM

	Chair's Signature	Recommendation	Review Date
Department	Bruce Mechtly	Approve	2019-03-27
Division	Seid Adem	Approve	2019-09-13
Dept. of Educ.	Cherry Steffen	Approve	2019-11-04

(If relates to teacher certification program.)

	Chair's Signature	Recommendation	Review Date
Dean	Laura Stephenson	Approve	2020-01-23
Curriculum Committee	Kerry Wynn	Approve	2020-01-28
Accepted by CFC	Michaela Saunders	Approve	2020-02-04
CAS Faculty			

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

1. Title of Program.

   Bachelor of Science in Computer Information Science with a Concentration in Data Science (CIP: 52.1301)

2. Rationale for offering this program.

   Data Science degrees are becoming popular in academic institutions across the country. In conversations with the Department of Math & Statistics we decided we should offer such a program.

3. Exact proposed catalog description.

   Computer Information Sciences Core - 13 hrs
     CM111 Intro to Structured Programming (4)
     CM231 Computer Organization/Assembler (3)
     CM245 Contemp Programming Methods (3)
     CM261 Networked Systems I (3)

   Computer Information Sciences Required - 21 hrs
     CM307 Data Structures & Algorithmic Analysis (3)
     CM322 Operating Systems (3)
     Either CM331 Computational Intelligence (3)
     or CM332 Data Mining (3)
     CM333 Software Engineering (3)
     CM334 Modeling with VBA/Excel (3)
     CM336 Database Management Systems (3)
     CM465 CIS Capstone Project (3)

Approved CM Electives - 12 hrs
These courses should be selected in consultation with a departmental advisor. A minimum of 6 hours must be upper division.

Correlated - 46 hrs
  PH220 Logic (3)
  EC200 Princ of Microeconomics (3)
  EC201 Princ of Macroeconomics (3)
  Either BU342 Organization and Management (3)
  or BU346 Organizational Behavior (3)
  EN208 Business/Technical Writing (3)
  CN150 Public Speaking (3)
  Either CN340 Professional Interviewing (3)
  or CN341 Persuasive Speaking (3)
  MA140 Statistics (3)
  MA151 Calculus I (5)
  MA152 Calculus II (5)
  MA206 Discrete Math - Computing (3)
  MA301 Linear Algebra (3)
  MA346 Regression Analysis (3)
  MA384 Theory of Interest (3)

Additional Bachelor of Science Requirements

Students must also meet the Bachelor of Science University Requirements. A 30-hour concentration in the Division of Natural Sciences and Mathematics is required and must be approved by the department chairperson. At least 20 of these hours must be selected from one discipline. Transfer students must complete at least nine upper division hours in computer information sciences from Washburn University.

4. List any financial implications.

  None.

5. Are any other departments affected by this new program? Yes

  The Math & Statistics Department has committed to teaching MA301, MA346 & MA384 regularly enough to support this program.

COLLEGE OF ARTS AND SCIENCES
NEW PROGRAM REVIEW FORM

	Chair's Signature	**Recommendation**	**Review Date**
Department	Bob Beatty	Approve	2019-04-26
Division	RaLynn Schmalzried	Approve	2019-05-06
Dept. of Educ.	Cherry Steffen	Approve	2019-05-06

(If relates to teacher certification program.)

	Chair's Signature	**Recommendation**	**Review Date**
Dean	Laura Stephenson	Approve	2019-05-07
Curriculum Committee	Kerry Wynn	Approve	2019-10-01
Accepted by CFC	Michaela Saunders	Approve	2019-10-07
CAS Faculty			

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

1. Title of Program.

   Bachelor of Education (B.Ed.) in Government and Political Science (CIP: 45.1099)

2. Rationale for offering this program.

   Many schools are offering more and more courses in political science and government with teachers who exclusively teach government and political science courses. This degree program will allow students to concentrate on government and political science courses as teachers. Also, as other KBOR institutions offer and develop political science B.Ed. 120-hour programs, this B.Ed. will allow Washburn University to remain competitive, as students who wished to teach political science have pursued education degrees at other universities rather than Washburn. The B.Ed. in Government and Political Science will allow students to complete degree requirements within 120 credit hours while continuing to earn the same core curriculum as all other Education majors, acquire adequate content knowledge, and satisfy KSDE 6-12 licensure standards.

3. Exact proposed catalog description.

   To be placed in the catalog after the section on the Political Science Minor:

   Preparation for Teachers

   Bachelor of Education (B.Ed.) in Government and Political Science

   The B.Ed. in Government and Political Science provides students with a program to complete degree requirements within 120 credit hours while continuing to earn the same core curriculum as all other Education majors, acquire content knowledge emphasizing government and political science, and satisfy KSDE 6-12 licensure standards.

University Requirements
WU 101: 3 credits; EN 101: 3 credits; MA 112 (or higher): 3 credits; and EN 300: 3 credits. (Note: The B.Ed does not include a Foreign Language requirement).
Total Hours: 12

General Education Requirements
Humanities: GEHU: 9 credits (3 of which must be in AR, MU, or TH)
Social Sciences: 9 credits: EC 200, AN 112, GG 102 (9 credits)
Natural Sciences: GENS: 9 credits
Total Hours: 27

Content Area Courses
PO 106: US Government
PO 107: State and Local Government
PO 225: Intro to International Relations or PO 235: Intro to Comparative Politics
PO 325 (Advanced International Relations) or PO 335 (Advanced Comparative Politics)
PO 371: Special Topics in American Politics
3-credit Upper Division Political Science course (any)
PO 390: Political Science Research Methods
HI 100: Early World History
HI 101 or HI 102: World History
HI 111: US History I
HI 112: US History II
HI 322: Kansas History
Upper Division History (6 credits, one of which must be non-Western History)
Total Hours: 42

Education Core Courses
ED 155: Teaching Learning and Leadership
ED 285: Educational Psychology
ED 165: Ed. 1: Examining Teaching as a Profession
Ed 275: Ed. 2: Exploring Teaching as a Profession
ED 295: Ed. 3: Experiencing Teaching as a Profession
Ed 395: Ed. 4: Extending Teaching as a Profession
ED 345: Curriculum and Assessment
ED 302: Teaching Exceptional Learners
ED 366: Methods of Teaching Social Studies in Secondary School
ED 410: Secondary Student Teaching (12 hours)
Total Hours: 39

4. List any financial implications.

   None

5. Are any other departments affected by this new program? Yes

   The Education Department will be affected. Since this is a new program the Education Department will need to update their own information.

   Students pursuing the B.Ed will not be required to take Foreign Languages. The History

Department to be positively affected with these B.Ed students taking the seven required History classes associated with the program.

COLLEGE OF ARTS AND SCIENCES
NEW PROGRAM REVIEW FORM

	Chair's Signature	**Recommendation**	**Review Date**
Department	Cherry Steffen	Approve	2020-02-14
Division	Roy Wohl	Approve	2020-02-17
Dept. of Educ.	Cherry Steffen	Approve	2020-02-17

(If relates to teacher certification program.)

Dean	Laura Stephenson	Approve	2020-02-17
Curriculum Committee	Kerry Wynn	Approve	2020-02-25
Accepted by CFC	Michaela Saunders	Approve	2020-03-03
CAS Faculty			

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

1. Title of Program.

    BEd in Middle Grades STEM Education (CIP: 13.1203)

2. Rationale for offering this program.

    This program will prepare students to teach both mathematics and science at the middle grades level.

3. Exact proposed catalog description.

    The focus of the Middle Grades STEM Education program is on science and mathematics education and on integrating STEM throughout the curriculum. The program prepares students for licensure in both mathematics and science education in grades 6-8.

    Candidates for the degree and licensure in Middle Grades STEM Education are advised by the faculty of the Department of Education.

    Pre-admission courses required for formal admission to teacher education:
    ED 155 Teaching, Learning and Leadership
    ED 285 Educational Psychology

    Education Core Courses:
    ED 165 ED 1: Examining Teaching as a Profession
    ED 275 ED 2: Exploring Teaching as a Profession
    ED 295 ED 3: Experiencing Teaching as a Profession
    ED 395 ED 4: Extending Teaching as a Profession
    ED 354 Curriculum and Assessment

ED 302 Teaching Exceptional Learners
ED 420 Student Teaching

Content/General Education/University Requirements
Arts and Humanities:
EN 101 First Year Writing
EN 300 Advanced College Writing (Teaching Emphasis)
CN 150 Public Speaking
2 Humanities Electives (from Approved General Education List)

Social Sciences:
PY 100 Basic Concepts in Psychology
PY 211 Adolescent Psychology
SO 101 Social Problems

Mathematics and Natural Sciences:
AS 104 Life in the Universe
BI 100 Introduction to Biology
MA 116 College Algebra
MA 131 Trig/Calculus
MA 140 Statistics
MA 204 Number Theory and Discrete Mathematics
MA 230 Math for Middle and Secondary Teachers
MA 320 Mathematics for Middle School Teachers
MA 381 History and Literature of Mathematics
PS 108 Physical Science

STEM Courses:
ED 217 Introduction to STEM and STEM Education
CH 317 Chemistry for STEM Educators
ED 314 Chemistry Methods for STEM Educators
PS 318 Earth/Space Science for STEM Educators
ED 318 Earth/Space Science Methods for STEM Educators
BI 319 Life Science for STEM Educators
ED 319 STEM Practicum I
EG 320 Engineering for STEM Educators I
ED 321 STEM Practicum II

4. List any financial implications.

None

5. Are any other departments affected by this new program? Yes

   Courses for this degree will be offered in the education department as well as in the Mathematics, Chemistry, Biology and Physics Departments.

COLLEGE OF ARTS AND SCIENCES
NEW PROGRAM REVIEW FORM

	Chair's Signature	Recommendation	Review Date
Department	Sharon Sullivan	Approve	2019-10-31
Division	Danielle Head	Approve	2019-11-25
Dept. of Educ.	Cherry Steffen	Approve	2020-01-27

(If relates to teacher certification program.)

Dean	Laura Stephenson	Approve	2020-01-27
Curriculum Committee	Kerry Wynn	Approve	2020-02-25
Accepted by CFC	Michaela Saunders	Approve	2020-03-03
CAS Faculty			

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

1. Title of Program.

   B.A.in Musical Theatre (CIP: 50.0509)

2. Rationale for offering this program.

   The Musical Theatre concentration is very popular. After additional discussion, it was decided the MT program is unique enough that it should be a separate degree from the B.A. in Theatre.

3. Exact proposed catalog description.

   Musical Theatre prepares students for life as working artists in the theatre and further study in performance. Students develop skills in music, dance and acting. Practical training and creative experiences are coupled with an interdisciplinary liberal arts curriculum and a foundation in theatre history and theory. Students must audition for admittance to the Musical Theatre program. The audition will evaluate music, dance and acting skills. Students are expected to participate in the Theatre Showcase each semester. Students are expected to audition and perform as cast. Students must pass a jury each year to remain in the program.

   STUDENT LEARNING OUTCOMES
   By the end of their program students should
    Demonstrate performances skills that include:
    - Voice production and technique to create roles in full productions (speaking and singing)
   - Vocal interpretation and role preparation skills that enable understanding and performance of roles from a wide variety of styles.
    -Musicianship, sight-singing competence and analytic skills
    -Stage movement and dance skills in at least 3 styles of musical theatre dance genres
    - Integration of voice, movement and acting skills.

Demonstrate proficiency in implementation of skills and knowledge of:
 - Basic production elements such as costume, sets and props, lighting, makeup and sound.
 - Script analysis, dramatic literature and history, and musical theatre repertory.
 - Audition and business techniques for musical theatre performers.

Musical Theatre course requirements
TH100/300 Practicum (1 cr ea) 4
TH202 Acting 1   3
TH206 Theatre History/Lit 3
TH207 Theatre History/Lit 3
TH311 Stagecraft 3
1 Additional Tech class: 3
(TH315 Set/Props, TH316 Lights/Sound, TH317 Costume, TH319 Stage Makeup)
TH 401 Directing/Analysis 3
TH406 American Musical Theatre History 3
TH104 Dance 1   3
TH204 Dance 2   3
TH304 Dance 3   3
TH209 MT Performance 1 3
TH309 MT Performance 2 3
TH409 MT Performance 3 3
Music Correlates:
MU109 Piano for beginners   2
MU215 Theory and Aural Comprehension 4
MU 275 Voice Lessons (4 semesters) 4
MUTBA Music Ensemble (4 semesters) 4

4. List any financial implications.

   Increased cost to Music for voice lessons due to increase in students in the musical theatre
   program.

5. Are any other departments affected by this new program? Yes

   Music teaches fourteen credit hours in the B.A. in Musical Theatre

New Program Review Form: LEAP

1. Title of Program: Washburn Law Early Admission Program (LEAP)

2. Rationale for offering this program:
LEAP is proposed to help attract well-qualified and highly motivated students to Washburn's undergraduate program and, ultimately, to Washburn's School of Law.

3. Exact proposed catalog description:
LEAP is designed to enable academically talented and focused students to complete their undergraduate degree while simultaneously completing their first year of law school. This program is a modification of a baccalaureate degree from Washburn's College of Arts and Sciences (CAS). As there is no prelaw major, students are required to complete an existing major and to complete all other University core and general education requirements. The program is designed so that students in the program would complete at least 91 credits toward their undergraduate degree. Students who anticipate completing at least 91 credits by the end of their junior year are eligible to apply for entry to Washburn University School of Law in their junior year. In law school they would earn the remaining 29 credits of undergraduate study and receive their bachelor's degree after earning a passing grade in at least 29 law credit hours of coursework.

LEAP is also designed to lessen financial barriers to students desiring to pursue law degrees. Upon enrollment at Washburn Law, LEAP students will be charged Washburn Law School's in-state tuition and fees for each year of enrollment. As part of the program, Washburn's School of Law agrees to provide LEAP students a full tuition scholarship for the first year of law school and a minimum tuition scholarship of $5000 per year for years two and three of law study, contingent on successful academic progress.

Program Eligibility:

LEAP is designed for highly qualified and exceptionally motivated students. The criteria are:

1) a high school grade-point average of 3.0 or higher on a 4.0 scale, **OR** an ACT score in the top quartile (28–36 ACT) or comparable SAT score. For current Washburn or transfer students with at least 15 or more undergraduate credit hours the requirement is an undergraduate GPA of 3.0; and

2) application to and acceptance by the LEAP admission committee, chaired by the CAS LEAP coordinator.

Once the CAS prelaw coordinator accepts a candidate into LEAP, the candidate will be identified to the Washburn University School of Law Associate Dean for Centers and External Programs. Washburn Law will then assign the CAS student a law-school faculty advisor and a mentor from the local bench or bar, both of whom will assist the CAS student in their preparation for law school and a career in the law. The CAS student will also have the support of an academic advisor at CAS and the prelaw coordinator at CAS.

LEAP Completion Requirements: CAS students accepted into LEAP must:

1. maintain a 3.0 undergraduate GPA,

2. take the LSAT as administered by the Law School Admission Council (LSAC) (ideally, LEAP students will take the LSAT after their second year and no later than the end of the first semester of their third year);

3. complete a free application to Washburn Law by the deadlines for the semester of intended enrollment, and

4. ***earn admission to Washburn Law as determined by its admission requirements and process***, including the mandated character and fitness review that is necessary for admission to both law school and the bar.

Additionally, LEAP students must have completed:

5. any CAS specific course requirements for their major;

6. all of the CAS requirements for their general education program;

7.   university core requirements; and

7. enough total undergraduate credit hours so that the credits earned at Washburn Law will be sufficient to complete the CAS Bachelor's degree.

For example, a LEAP CAS student who needs 120 credit hours to earn the Bachelor's degree would need to have accumulated at least 91 credit hours by the end of the third undergraduate year so that the 29 credit hours completed during the first year at Washburn Law would total the hours necessary to earn the CAS Bachelor's degree.

4. Financial Implications:

As part of this program, CAS will lose tuition and enrollment from LEAP students during their final year of undergraduate study. However, it is likely the generous scholarships it provides will help to attract undergraduates to Washburn.

*Please note that new LEAP will replace the old 3.5. However, under the new LEAP, students may leap at either 3 or 3.5 years.

> ## *Memorandum of Understanding*
> ## *Washburn University School of Law*
> ## *Law Early Admission Program (LEAP)*
> ## *Partnership with Washburn University College of Arts and Sciences (WUCAS) for Early Law School Entry for Undergraduates*

Statement of Program Mission:

Washburn University School of Law [hereinafter "Washburn Law"] and WU College of Arts and Sciences University [hereinafter "WUCAS"] agree to offer the Washburn University *Law Early Admission Program* (*LEAP*) to academically talented and highly motivated undergraduate students at WUCAS. This program will allow WUCAS's outstanding undergraduates early entry into law school by matriculating into Washburn Law after completing at least 91 credit hours of undergraduate study. The affiliation is structured to assist these students with their preparation for law school by exposing them to the skills necessary for the study of law, the qualities necessary for the successful practice of law, and the programming and curriculum available at Washburn Law. By pairing students early with law-faculty and attorney mentors, students will be prepared to serve their communities in a variety of roles in law firms, prosecutors' offices, corporations, not-for-profit enterprises, and other professional legal environments.

Program Objectives:

Through participation in the *LEAP* partnership, students will be able to:

1. Reduce the number of years spent on their combined undergraduate and law education;

2. Lower the total cost of their undergraduate and law school education;

3. Enter the job market earlier;

4. Develop mentor/mentee relationships with Washburn Law faculty, staff and alumni while still undergraduates at WUCAS;

5. Participate in curricular and extracurricular activities jointly sponsored by Washburn Law and WUCAS that are designed to demonstrate the critical

thinking, legal analysis, technical writing, and oral communication skills and competencies essential to success in law school;

6. Appreciate the benefits of a career in the law and develop a better understanding of the range of career options through special events and activities offered to participants by Washburn Law; and

7. Comprehend the importance of honesty, integrity, and ethical behavior to the legal profession and become committed to the exercise of such values in their personal and professional endeavors.

Program Requirements & Processes:

The WUCAS prelaw coordinator will identify candidates for LEAP when students matriculate as incoming freshmen, transfers, or as soon thereafter as possible and recommend a course of study that will satisfy the LEAP requirements in a timely fashion.

Students may participate in the program even if they do not decide on a prelaw course of study until a later date in their undergraduate education. However, as a practical matter, the program will be most feasible for undergraduate prelaw students who are identified early. Advance planning will be necessary to complete required coursework for undergraduate majors. Early and focused consultation with both the prelaw coordinator and the student's undergraduate academic advisor will facilitate timely fulfillment of the LEAP requirements and preparation for early enrollment at Washburn Law.

Student Scholarships

Upon enrollment at Washburn Law, the student will be charged Washburn Law School's in-state tuition and fees for each year of enrollment. The law school agrees to provide to the student a full tuition scholarship for the first year of law school and a minimum tuition scholarship of $5000 per year for years two and three of law study, contingent on successful academic progress. Following successful completion of the student's first year of study at Washburn Law, the student will apply to WUCAS to transfer up to 29 credits from Washburn Law to WUCAS to complete the Bachelor's degree. A student who earns fewer than 29 credits in the first and second semesters of law school will be permitted to earn the remaining credits needed to complete the Bachelor's degree through summer coursework at Washburn Law.

Admission Requirements

LEAP is designed for highly qualified and exceptionally motivated students. The criteria are:

1) a high school grade-point average of 3.0 or higher on a 4.0 scale, **OR** an ACT score in the top quartile (28–36 ACT) or comparable SAT score. For current Washburn or transfer students with at least 15 or more undergraduate credit hours the requirement is an undergraduate GPA of 3.0; and

2) application to and acceptance by the *LEAP* admission committee, chaired by the WUCAS *LEAP* coordinator.

Once the WUCAS prelaw coordinator accepts a candidate into *LEAP*, the candidate will be identified to the Washburn University School of Law Associate Dean for Centers and External Programs. Washburn Law will then assign the WUCAS student a law-school faculty advisor and a mentor from the local bench or bar, both of whom will assist the WUCAS student in their preparation for law school and a career in the law. The WUCAS student will also have the support of an academic advisor at WUCAS and the prelaw coordinator at WUCAS.

LEAP Completion Requirements: WUCAS students accepted into *LEAP* must:

1. maintain a 3.0 undergraduate GPA,

2. take the LSAT as administered by the Law School Admission Council (LSAC);

3. complete a free application to Washburn Law by the deadlines for the semester of intended enrollment, and

4. ***earn admission to Washburn Law as determined by its admission requirements and process***, including the mandated character and fitness review that is necessary for admission to both law school and the bar.

Additionally, *LEAP* students must have completed:

5. any WUCAS specific course requirements for their major;

6. all of the WUCAS requirements for their general education program;

7. university core requirements; and

7. enough total undergraduate credit hours so that the credits earned at Washburn Law will be sufficient to complete the WUCAS Bachelor's degree.
For example, a LEAP WUCAS student who needs 120 credit hours to earn the Bachelor's degree would need to have accumulated at least 91 credit hours by the

end of the third undergraduate year so that the 29 credit hours completed during the first year at Washburn Law would total the hours necessary to earn the WUCAS Bachelor's degree.

WUCAS agrees to accept law school credit hours as coursework toward both the total credit hour requirement for the Bachelor's degree and the required credit hours of upper-division coursework. In some undergraduate majors, law school credit may count toward the major or minor requirements. In some undergraduate majors, law school credit may count toward the major or minor requirements as determined by the department.

Upon WUCAS's receipt of official transcripts evidencing the completion of the law school credit hours necessary for completion of the undergraduate degree, the Office of the Registrar for WUCAS will conduct the remaining steps necessary for the student to be awarded the Bachelor's degree and diploma, and will forward an official transcript to the Washburn Law registrar for inclusion in the law student's academic record.

If there are insufficient credit hours completed at Washburn Law after the first and second semester of law school, students have the option of completing the undergraduate degree program at WUCAS or using subsequently earned law credits to complete the undergraduate degree.

In coordination with WUCAS's prelaw coordinator, Washburn Law faculty and staff will develop and sponsor events and activities designed to achieve the objectives set forth in this Memorandum.

Program Assessment: Washburn Law and WUCAS agree to share information so that each unit can assess the effectiveness of this program. Data related to the program such as program enrollment, law school enrollment through the program, law school completion, and employment outcomes will be provided annually with a formal assessment report on a five-year cycle.

_____   _____
Dr. Laura A. Stephenson   Carla D. Pratt
Dean   Dean
WU College of Arts and Sciences   Washburn University School of Law

_____   _____
Date   Date

_____   _____
Dr. JuliAnn Mazachek

Vice President for Academic Affairs, Washburn University

_____
Date

_____

*** Washburn Law's First Year Courses – Total 29 Credit Hours:**

Fall Semester: The Law of Torts (4), Criminal Law (3), The Law of Property (4), Legal Analysis, Research, and Writing I (3) – Total of 14 Credit Hours.

Spring Semester: Constitutional Law I (4), Contract Law (4), Civil Procedure (4), Legal Analysis, Research, and Writing II (3) – Total of 15 Credit Hours.

Note that January enrollees take Legal Analysis, Research, and Writing I (LARW I) in the spring semester and LARW II during the following fall semester.

COLLEGE OF ARTS AND SCIENCES
NEW PROGRAM REVIEW FORM

	Chair's Signature	Recommendation	Review Date
Department	Mary Sundal	Approve	2020-01-24
Division	Mary Sundal	Approve	2020-02-04
Dept. of Educ.	N/A		

(If relates to teacher certification program.)

Dean	Laura Stephenson	Approve	2020-02-05
Curriculum Committee	Kerry Wynn	Approve	2020-02-25
Accepted by CFC	Michaela Saunders	Approve	2020-03-03
CAS Faculty			

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

1. Title of Program.

   African American and African Diaspora Studies Minor Program (CIP: 05.02)

2. Rationale for offering this program.

   A new minor program in AAADS will provide a needed opportunity to revise, modernize, and diversify the curriculum at Washburn. It will help attract students and faculty members of color to the University; promote inclusion of existing students and faculty of color; and allow participating students from all backgrounds to hone skills in cultural fluency, which is repeatedly one of the top 5 skills that employers surveyed by the National Association of College Employers (NACE) say they look for in hiring undergraduates. Minors in AAADS will gain an interdisciplinary view of the world that is grounded in the perspective of Africa and the African diaspora. They will come to understand the forces that influence and impact the lives of people of African descent in the United States and beyond.

   Washburn's curriculum and level of faculty expertise already supports the creation of this minor program but, as stated above, it is anticipated that the existence of the program will help to further diversify the curriculum and attract a more diverse faculty and student body. In these ways, the minor will help Washburn to live up to its core value inclusion.

   The initial director of the program will be Dr. Mary Sundal, an Africanist scholar. Dr. Sundal earned a graduate certificate in African Studies from the University of Kansas, is a member of the African Studies Association, published multiple peer-reviewed articles on the pastoral peoples of Uganda, and currently has a book project focusing on African indigenous healers. As additional faculty members of color with expertise in African American and African Diaspora Studies join the faculty at Washburn, it will be important to revisit the appointment of this position.

   The Social Sciences Division will be the home for this proposed minor; however, it will need to be

highly interdisciplinary in order to be academically robust. Faculty members and departments from across the University are encouraged to cross-list courses with the program and/or offer courses that could count toward the fulfillment of the minor program.

3. Exact proposed catalog description.

African American and African Diaspora Studies

Mission:

African American and African Diaspora Studies (AAADS) is an interdisciplinary program that examines the societies and cultures of people of African descent around the globe. This includes the ideas, institutions, and practices that African Americans and people throughout the African diaspora have used to survive and shape the modern world. The mission and learning objectives of the program are rooted in critical race theory-in particular, the premise that the construction of race and ethnicity is inextricably linked to systems of power and privilege-and thus an ability to analyze how concepts of race and ethnicity both influence and are influenced by social, historical, and cultural processes is essential to the pursuit of social justice. AAADS aims to help students cultivate this ability, preparing them to contribute to the creation of a more socially just world through their professional and civic endeavors.

Student Learning Outcomes:

Upon completion of the AAADS minor, students will be able to:

1. Describe the history of the African diaspora and the continued impact of colonialism, global slave trade, and segregation/apartheid on African Americans and other African diasporic communities.
2. Analyze the social construction of race and ethnicity and how their intersections with class, gender, and other factors affect African Americans and other African diasporic individuals and communities.
3. Apply interdisciplinary methods and theories appropriate to African American and African Diaspora Studies.
4. Demonstrate social justice praxis informed by critical race theory.

Study Plan:
To obtain the optional minor in African American and African Diaspora Studies (AAADS), a student must complete at least 15 hours of designated AAADS coursework, including both required and elective courses. Electives must be taken in at least two disciplines, and at least 6 hours of electives must be at the upper-division level. These courses should include XX 200: Introduction to Critical Race and Ethnic Studies. The minor will be supervised by the director of the AAADS program or a member of the AAADS advisory board. Students may complete the minor two ways. They may a) submit a study plan consisting of coursework formally identified as counting toward the AAADS minor, or b) they may develop a study plan to request alternate coursework be accepted toward the minor. The minor plans will be reviewed by the director of the program and advisory board to ensure the program learning outcomes are met. Students wishing to complete the minor must submit their study plan for approval before completing coursework in the minor.

Required Courses:
- XX 200: Introduction to Critical Race and Ethnic Studies

- One of the following courses: HI 328 African American History; HI 329 the Civil Rights Movement; HI 370 Modern Africa; OR AN 317: Peoples and Cultures of Africa

Electives that may count toward the minor include, but are not limited to:

- AN 317: Peoples and Cultures of Africa
- AR 309: Arts of Africa
- HI 328: African American History
- HI 329: The Civil Rights Movement
- HI 370: Modern Africa
- HS 450/HS 650: Multicultural Issues
- MM 360: Minorities and the Media
- PY 395: Psychology of Social Power
- SO 207: Race and Ethnic Relations
- Approved directed readings or independent studies

Please note that, while the classes above all require prerequisites, these prerequisites will be waived for students pursuing this minor program.

4. List any financial implications.

None.

5. Are any other departments affected by this new program? Yes

Other CAS departments will be positively affected as their course offerings will count toward the fulfillment of this minor program. The Department of Human Services will also be positively affected because one of their existing courses (HS450/HS650) will also count toward this program. In the future, additional courses in schools outside of CAS may offer courses that could count toward the minor as well.

Washburn University
College of Arts & Sciences - Course Approval System

Course Information Form   Edit Print version Delete Request Return to List

Course Title: **Introduction to Critical Race and Ethnic Studies**

Department: **CAS**   Division: **Social Sciences**

Course Level: **Undergraduate**   Prefix: **XX**   Course Number: **200**

Effective Semester: **Fall**   Effective Year: **2020**   Credits: **3**

Course Catalog Description *(include prerequisites)*
This course provides students with foundational knowledge of Critical Race Theory as a lens to understand race and ethnicity as socially, culturally, and historically constructed realities that sustain unequal distribution of political and socioeconomic power and inform constructions of identity and community. Students will gain skills to work toward an anti-racist and socially just society.

Prerequisites *(please enter in textbox below and also in catalog description)*
None

Restrictions?   None   Course offered? Every three or four semesters

Primarily attract? Non-majors

Specify type and amount of any additional fees or tuition of other than the norm:

None

Please state the rationale for offering this course:

This course will provide foundational knowledge of Critical Race Theory. It will be required of students minoring in the proposed African American and African Diaspora Studies minor program. It will also appeal to a broad range of students interested in studying and combating systemic racism and discrimination.

Is this course required for the major? N

If 'Yes', which major(s)?

Does this course replace an existing course? N

How will the teaching of this course be staffed?   This course will be alternated with existing courses so no additional faculty needed.

What, if any, additional equipment or facilities will be needed to teach this class?

n/a

Paste a copy of the master syllabus in the text area below. Please make sure the syllabus addresses:
1. The extent and nature of the reading required for this course.
2. The writing component of the proposed course both qualitatively and quantitatively.
3. How student learning will be assessed.

XX 200: Introduction to Critical Race and Ethnic Studies Syllabus Draft

Course Description

This course provides students with foundational knowledge of Critical Race Theory as a lens to understand race and ethnicity as socially, culturally, and historically constructed realities that sustain unequal distribution of political and socioeconomic power and inform constructions of identity and community. Students will gain skills to work toward an anti-racist and socially just society.

Course Objectives

Upon successfully completing this course, students will be able to:

• CONTEXT: Explain race and ethnicity as socially, culturally, and historically constructed realities that sustain unequal distributions of political and socioeconomic power and inform constructions of identity and community. This course objective fulfills the Global Citizenship, Ethics, and Diversity USLO.

• THEORY: Analyze social structures using Critical Race Theory and its central tenets and recognize their implications. This course objective fulfills the Global Citizenship, Ethics, and Diversity USLO.

• METHODS: Apply diverse methods of inquiry to understand race and ethnicity, focusing on our local community. This course objective fulfills the Global Citizenship, Ethics, and Diversity USLO.

• COMMUNICATION: Articulate through critical thinking, writing, and public speaking how power relations result from the cultural and institutional productions of race, ethnicity, and/or indigeneity

• PRAXIS: Demonstrate social justice praxis informed by critical race theory. This course objective fulfills the Global Citizenship, Ethics, and Diversity USLO.

General Education

Introduction to Critical Race and Ethnic Studies provides three credit hours toward satisfying the General Education Student Learning Outcome (SLO) of Global Citizenship, Ethics, and Diversity. This SLO carries the following description:

"the broad understanding of peoples and cultures in the United States and around the world, and to humankind's place and effects in the world. Global citizenship includes a respect for the commonalities and differences in peoples, including an understanding of values, beliefs and customs. It places an emphasis on the economic, religious, political, geographic, linguistic, historic, environmental and social aspects that define cultures. It places an emphasis on ethics, equality and human rights, an appreciation for diversity, the interconnectedness of societies and cultures, and a commitment to finding solutions to problems that can affect the world."

Approximately 30% of your grade will be derived from writing assignments and projects designed to evaluate your learning in this area. In addition to the General Education component, Introduction to Critical Race and Ethnic Studies serves as a foundational course for the African American and African Diaspora Studies minor.

Textbooks

• Delgado, R., & Stefancic, J. (2017). Critical race theory: An introduction. NYU Press.

• Bonilla-Silva, E. (2017). Racism without racists: Color-blind racism and the persistence of racial inequality in America

• Additional readings, videos, images, audio, and other sources will be available on D2L.

You will be expected to engage in reading, listening to and watching a variety of material throughout the course which will form the basis of course discussions. In addition to the assigned texts, readings may take the form of journal articles, governmental reports, media reports, book chapters, stories from periodicals, films, music, art, etc. There may also be assignments where you will need to watch a news or documentary video or listen to a podcast. These assigned materials will be provided to you as documents posted to the course page and/or as links to internet sources in D2L.

Please note that you will be expected to read, listen to or watch the assigned material prior to the class for which it is assigned. It is important to do so as this material will provide the foundation for class discussions and assist you in completing future writing assignments. As you read, listen to, or watch the assigned material, you should look for the primary themes, facts versus opinions, point of view the author or producer is coming from, and what questions are left unanswered.

Assignments

Preparation for and Participation in Class 100 points

Racial Autobiography 50 points

Reflection Papers 100 points (4 @ 25 points)

Case Study Papers 250 points (1 @ 100 points and 1 @ 150 points)

The Power of a Single-Story Project 200 points

Praxis Paper 300 points

Preparation and Participation

This course emphasizes discussion and is intended to advance understanding and prompt critical analyses of the topics being covered. Students should expect to read the assigned material carefully and be ready to engage in a discussion related to those readings with your peers and instructors in class. The quality of your answers to questions posed in class and contributions to the discussions will be more important than the quantity. Questions and comments that challenge the claims of the authors we read, or the instructors' interpretation and analysis of the readings, are welcome; we look forward to learning new things and new perspectives on the topics from you too. We do not expect mastery of the readings prior to our discussions; questions of understanding often benefit the entire class. Some of the readings may be difficult, but the course is intended for beginners to the subject matter. The discussion that occurs during class should not only increase your understanding of the material but cause you to think about it from another perspective that you may not have considered. For each 20+ minutes of class you miss, or if you are unable to contribute to the discussion in a thoughtful way that demonstrates that you read the material, or if you do not appear actively engaged in listening to your instructors or peers, you will lose points from your grade. We take class seriously, not only for what you learn but because you contribute to our collective learning by offering good comments and probing questions.

With regard to the way in which discussion is to take place, we employ the Paideia method proposed by Mortimer Adler. This method includes the following ideas:

1. The subject matter should permit discussion. While there will be material that will provide you with facts and research on the topic, there will also be material that presents ideas, beliefs, and/or interpretations of the topic. There will often be more material assigned for the day than it will be possible to incorporate fully into the discussion. However, this also means that you as a student share responsibility with the instructors as to the direction of the discussion. In other words, you help decide which points are most profitable to explore more deeply.

2. The goals of education are to acquire knowledge; to develop intellectual skills such as listening, writing, speaking, problem solving and critical thinking; and to increase the understanding of ideas, values and issues. With this in mind, the goal of discussions should be to gain the essence of the topic and its complexity. It is not about debate or winning an argument. You should be talking to, not at, your classmates, which means that listening and processing what you hear is just as important of a skill as talking. Everyone has something to contribute so please also be mindful not to dominate the conversation.

3. Do not take things for granted or at face value. It is okay to question what is being presented. Recognize when you are getting angry or your emotions are getting the best of you. At times, the material or something a peer says in class may cause you to have a reaction that is not conducive to the learning process. If you feel yourself getting frustrated or angry, please stop, take a deep breath, and think about how you can phrase your objection in a way that does not attack or humiliate the other student before speaking. Adding fuel to the fire by reacting emotionally tends to result in others shutting down rather than allowing them to open themselves up to considering other points of view and gaining a broader understanding

Racial Autobiography

Students will explore the extent that race impacts their own lives through the production of a racial autobiography. On D2L and handed out in class there are a list of questions meant to encourage you to think more deeply about your own conceptions of race and where they come from. Then, you will write an autobiographical essay where you share your reflections. Complete instructions for the racial autobiography can be found on D2L along with a grading rubric.

Reflection Papers (x4)

Students will complete four short reflection papers about course readings, films, and other content. These are meant to help you focus your thoughts and reflect critically on your own understanding of race and ethnicity. Complete instructions for the reflection papers can be found on D2L along with a grading rubric.

Case Study Papers (x2)

In class, we will explore two case studies related to race and ethnicity in the United States. From these case studies, students will write papers that utilize Critical Race Theory (CRT) to provide analysis and insight into the case studies. Complete instructions for the papers can be found on D2L along with a grading rubric.

The Power of a Single-Story Project

Students will complete a project (individually or in small groups) whereby they create a public work that explores, celebrates, honors and respects the story of an individual's lived experience as it relates to the course. These projects can take many forms from writing obituaries of famous people left out of history to creating digital stories or short films celebrating local people of color. You will share your story in a presentation. Examples of types of projects and detailed instructions as to the parameters of the project and a grading rubric can be found on D2L.

Praxis Paper

Over the course of the semester, students will develop a praxis paper on a topic related to the course. Unlike many papers you will write during your university experience, this is not a one-and-done paper. Rather, it is broken into several parts that culminate in a final, fully developed paper. Specific instructions for each part can be found in the Praxis Paper folder on our course page in D2L.

Course Calendar

WK Date Topic Readings Films Assignments

1
Introductions, overview of the course, expectations setting CRT Ch. 1

2
Racial Formations (p)Reflection 1

3
CRT Foundations and Tenets CRT Ch. 2 Racial Autobio.

4
CASE STUDY 1 Welcome to Shelbyville

5
Race as Imagined Biology Race: Pwr of an Illsn, Ep. 1

6
Race in American History RWR Ch. 1-2 Race: Pwr of an Illsn, Ep. 2 Case Study 2

7
Storytelling and Counter Storytelling CRT Ch. 3 Reflection 2

8
Intersectionality, Anti-Essentialism, and "Offshoots" of CRT CRT Ch. 4

9
"Offshoots" and Intersectionality CRT Ch. 5 Reflection 3

10
CASE STUDY 2 Dark Girls

11 Colorblindness and Other Myths of "Post-Racial" Society RWR 3-4 Race: Pwr of an Illsn, Ep. 3

12
RWR 5-6 Case Study 2

13
Critiques of CRT CRT Ch. 6 Reflection 4
14
No Class. Thanksgiving/Spring Break
15
Where we are: CRT speaking to the current moment, Hope, and Moving Forward CRT Ch. 7 Single Story
16
CRT Praxis, Hope, and Moving Forward Single Story
17
Praxis Paper Presentations Praxis Papers

Intro to Critical Race and Ethnic Studies Course Assessment Plan
General Education SLOs

As a General Education course, Introduction to Critical Race and Ethnic Studies emphasizes learning in the area of Global Citizenship, Ethics, and Diversity.

Global Citizenship refers to the broad understanding of peoples and cultures in the United States and around the world, and to humankind's place and effects in the world. Global Citizenship includes a respect for the commonalities and differences in peoples, including an understanding of values, beliefs and customs. It places an emphasis on the economic, religious, political, geographic, linguistic, historic, environmental and social aspects that define cultures. It places an emphasis on ethics, equality and human rights, an appreciation for diversity, the interconnectedness of societies and cultures, and a commitment to finding solutions to problems that can affect the world.

The Introduction to Critical Race Studies student learning outcomes are:

1. CONTEXT: Explain race and ethnicity as a socially, culturally, and historically constructed reality that sustains unequal distribution of political and socioeconomic power and informs constructions of identity and community
2. THEORY: Analyze social structures using Critical Race Theory and its central tenets and recognize their implications
3. METHODS: Apply diverse methods of inquiry to understand race and ethnicity.
4. COMMUNICATION: Articulate through critical thinking, writing, and public speaking how power relations result from the cultural and institutional productions of race, ethnicity, and/or indigeneity
5. PRAXIS: Demonstrate social justice praxis informed by critical race theory

Outcomes one, two, three, and five are connected to and assessed as part of the Global Citizenship, Ethics, and Diversity General Education SLO.
Assessing Student Learning in Introduction to Critical Race and Ethnic Studies

SLO 1 (Context) asks students to articulate the social, cultural, and historical aspects of race and ethnicity, how those structures sustain an unequal distribution of political and socioeconomic power, and how they inform constructions of identity and community. SLO 2 (Theory) asks students to apply critical race theory and draw out implications. SLO 3 (Methods) asks students to, at an introductory level, use appropriate methodological tools to understand race and ethnicity. Students will be tasked with two assignments to demonstrate mastery of the three learning outcomes.

First, students will complete two case study analysis papers where they will apply what they have learned about context and theory to analyze a visual or written case study. To successfully complete each case study analysis paper, students will need to draw from their understanding of context (SLO1) and theory (SLO2). Each paper is worth 12.5% of the students' course grade or 25% collectively. A grading rubric is included as Appendix A.

Second, students will engage in a praxis paper where they must synthesize their contextual (SLO1); theoretical (SLO2); methodological (SLO3) knowledge and demonstrate social justice praxis informed by critical race theory (SLO5). This paper is broken into various "chunks" (worth 30% of the student's course grade) but only the final piece will be assessed for gen ed. The final portion is worth 10% of the student's course grade. A grading rubric is included as Appendix B.

Students' SLO scores will be determined as follows:
• SLO1 (Context): 30% of Case Study 1; 30% of Case Study 2; 40% of praxis paper
• SLO2 (Theory): 30% of Case Study 1; 30% of Case Study 2; 40% of praxis paper
• SLO3 (Methods): 100% of praxis paper
• SLO5 (Praxis): 100% of praxis paper

Scores and Reporting
The following scale will be used to articulate between assignment score (as percentage) and Gen Ed reporting:

Advanced Target Developing Beginning* Not Observed
90-100% 75-89% 65-74% 60-64% 0-59%
* Beginning category may include students scoring below 60% at instructor's discretion

Appendix A: Grading Rubric for Case Study Papers

Criteria Advanced Target Developing Beginning
Introduction and Thesis Statement
(20 points) Introduction skillfully tells the reader the purpose of the essay and provides context. Includes a clear thesis statement. Introduction is present and includes a thesis statement but could be further developed and strengthened. An introduction is present but is weak and/or lacks a clear thesis statement. Essay lacks an introduction.
Application of Context
(25 points) Skillfully applies contextualizing information to case study. Provides specific evidence from case study and other course examples to support claims. Applies contextualizing information to case study. Provides general evidence from case study and other course examples to support claims. Applies contextualizing information to case study in a surface way. Provides only very general evidence to support claims. Does not apply contextualizing information to case study. Does not provide appropriate evidence to support claims.
Application of Theory
(25 points) Skillfully applies CRT to case study. Provides specific evidence from case study and other course examples to support claims. Applies CRT to case study. Provides general evidence from case study and other course examples to support claims. Applies CRT to case study in a surface way. Provides only very general evidence to support claims. Does not apply CRT to case study. Does not provide evidence to support claims.
Conclusion
(10 points) Essay includes a compelling conclusion that restates thesis and articulates its significance. Essay includes a conclusion that restates thesis and articulates its significance. Essay includes a conclusion, but it is basic or weak. Essay lacks a conclusion.
In-text Citations
(10 points) Essay consistently utilizes required citation format with no errors throughout. Essay utilizes required citation format with minimal errors throughout. Essay utilizes required citation format with several errors throughout. Essay does not utilize required citation format.
Structure and Organization
(5 points) Information is very organized with well-constructed paragraphs and subheadings where appropriate. Information is organized with well-constructed paragraphs. Information is organized, but paragraphs are not well constructed. Information is disorganized. A clear structure is needed.
Style, Spelling, Grammar, and Mechanics (5 points) No grammatical, spelling or punctuation errors. Style and voice are effective. Almost no grammatical, spelling, or mechanical errors. Style and voice are consistent with a scholarly paper. Several grammatical, spelling, or mechanical errors. Style and voice could be further polished. Many grammatical, spelling, or mechanical errors. Style and voice are inconsistent with a scholarly paper.
Appendix B: Grading Rubric for Final Praxis Paper

Criteria Advanced Target Developing Beginning
Introduction (w/ Thesis Statement and problem statement)
(10 points) Introduction skillfully tells the reader the purpose of the essay and provides problem/context. Includes a clear thesis statement. Introduction is present and includes a thesis statement and problem/context statement but could be further developed and strengthened. An introduction is present but is weak and/or lacks a clear thesis statement and/or problem/context statement. Essay lacks an introduction.
Application of Context and Theory
(20 points) Skillfully applies contextualizing information and theory. Provides specific evidence to support claims. Applies contextualizing information and theory. Provides general evidence to support claims. Applies contextualizing information and theory in a surface way. Provides only very general evidence to support claims. Does not apply contextualizing information and theory. Does not provide appropriate evidence to support claims.
Application of Methodology (10 points) Skillfully uses appropriate methodology as part of plan. Uses appropriate methodology as part of plan. Uses appropriate methodology as part of plan, but needs further development. Does not use appropriate methodology as part of plan.
Action Plan and Outcomes
(20 points) Includes a well thought out and detailed action plan with realistic outcomes. Includes a reasonable action plan and outcomes. Includes an action plan and outcomes, but these need to be more fully developed. Does not provide a reasonable action plan and outcomes.
Conclusion
(10 points) Essay includes a compelling conclusion that restates thesis and articulates its significance. Essay includes a conclusion that restates thesis and articulates its significance. Essay includes a conclusion, but it is basic or weak. Essay lacks a conclusion.
In-text Citations and Works Cited
(10 points) Essay utilizes Chicago author-date citation format with no errors throughout. An error free works cited page is included. Essay utilizes Chicago author-date citation format with minimal errors throughout. An almost error-free works cited page is included. Essay utilizes Chicago author-date citation format with several errors throughout. A works cited page is included, but there are many errors. Author does not employ Chicago author-date citation format or are missing a works-cited page.
Structure and Organization
(5 points) Information is very organized with well-constructed paragraphs and subheadings where appropriate. Information is organized with well-constructed paragraphs. Information is organized, but paragraphs are not well constructed. Information is disorganized. A clear structure is needed.
Style, Spelling, Grammar, and Mechanics (5 points) No grammatical, spelling or punctuation errors. Style and voice are effective.
Almost no grammatical, spelling, or mechanical errors. Style and voice are consistent with a scholarly paper.
Several grammatical, spelling, or mechanical errors. Style and voice could be further polished.

Many grammatical, spelling, or mechanical errors. Style and voice are inconsistent with a scholarly paper.

Presentation
(10 points) Student presents a well-polished, professional praxis presentation Student presents a polished praxis presentation Student presents a praxis presentation that could use additional polish Student does not present their praxis project.

Additional comments:
Introduction to Critical Race and Ethnic Studies is proposed as a General Education Social Science division course and, as such, is likely to attract a wide-range of students. In addition, the course would be required for the African American and African Diaspora Studies minor (pending approval of the AAADS minor program).

Is this course being proposed as a General Education course?   Y

Initiator's E-mail Address: mary.sundal@washburn.edu

Submitted for Approval

COLLEGE OF ARTS AND SCIENCES
NEW PROGRAM REVIEW FORM

	Chair's Signature	**Recommendation**	**Review Date**
Department	Kelly Erby	Approve	2020-02-19
Division	Danielle Head	Approve	2020-02-20
Dept. of Educ.	Cherry Steffen	Approve	2020-02-20

(If relates to teacher certification program.)

Dean	Laura Stephenson	Approve	2020-02-20
Curriculum Committee	Kerry Wynn	Approve	2020-02-25
Accepted by CFC	Michaela Saunders	Approve	2020-03-03
CAS Faculty			

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

1. Title of Program.

   Museum and Curatorial Studies Minor (CIP: 30.14)

2. Rationale for offering this program.

   In 2019, the Mulvane Art Museum officially became part of the College of Arts and Sciences (CAS) at Washburn University. This change in organizational structure presents new opportunities for enhanced collaboration between the Mulvane and CAS departments and disciplines. In particular, the creation of a minor program in Museum and Curatorial Studies will enrich the learning and career opportunities for students in a broad range of majors including but not limited to: art, biology, anthropology, history, mass media, music, and public administration. For students in these and other fields, the addition of an interdisciplinary course of study in Museum and Curatorial Studies will allow them to further hone their skills of interpretation and analysis as well as obtain greater access to professional opportunities in the world of museums, libraries, and cultural programs. Labor statistics suggest that the market for Museum and Curatorial Studies professionals is expanding. This program will better position Washburn students to take advantage of these positions.

3. Exact proposed catalog description.

   Museum and Curatorial Studies

   Mission:

   Museum and Curatorial Studies is an interdisciplinary program that examines the practices associated with the collection, analysis, and exhibition of art, artifacts, specimens, and

interpretive displays for the purpose of preservation, interpretation, and public engagement. It also considers the practices associated with the governance, administration, and responsible fiscal management within the professional world of museums and other collection and exhibition spaces. Finally, the field of museum studies seeks to understand the dynamic role museums, galleries, and collecting play in history and culture.

Student Learning Outcomes:

Upon completion of the Museum and Curatorial Studies minor, students will be able to:

1. Demonstrate understanding of approaches to work performed in museums and galleries including operations, collections management, interpretation, exhibition, and museum education.
2. Analyze the role of public exhibitions in culture, for example, as institutions embedded in historical contexts and as sites of cultural production.
3. Apply interdisciplinary methods and theories appropriate to the various aspects of museum and curatorial studies to an aspect of museum work that could include operation, collections management, interpretation, exhibition, or museum education.

Study Plan:
To obtain the optional minor in Museum and Curatorial Studies, a student must complete at least 18 hours of designated Museum and Curatorial Studies coursework, including both required and elective courses. Required courses include XX 200: Introduction to Museum and Curatorial Studies, XX 313/AR 313: Museums and Materials, and XX 400: Capstone in Museum and Curatorial Studies. Students will work with the director of the Museum and Curatorial Studies to create a study plan of 9 additional credit hours in elective courses that satisfy the program's learning outcomes and complement a student's major area and interests. These electives must be taken in at least two disciplines, and at least 6 hours of electives must be at the upper-division level. This study plan must be approved before a student completes coursework in the minor program.

Required Courses:
- XX 200 Introduction to Museum and Curatorial Studies
- XX 313/AR 313 Museums and Materials
- XX 400 Capstone in Museum and Curatorial Studies

4. List any financial implications.

None

5. Are any other departments affected by this new program? Yes

Yes. Other CAS departments will be positively affected, as their course offerings will count toward the fulfillment of this minor program and this could increase their enrollments. In addition, the availability of this program will enhance other existing programs by providing their students' greater access to professional opportunities in the world of museums, galleries, libraries, and cultural programs.

Washburn University
College of Arts & Sciences - Course Approval System

Course Information Form

Course Title: **Introduction to Museum and Curatorial Studies**

Department: **Art**   Division: **Creative & Performing Arts**

Course Level: **Undergraduate**   Prefix: **XX**   Course Number: **200**

Effective Semester: **Fall**   Effective Year: **2020**   Credits: **3**

Course Catalog Description *(include prerequisites)*

Museums, collections, and exhibition spaces: why do we have them and what are their functions in society? What sort of institutions fall under the definition of a museum? What does it mean to work in a museum, a gallery, a private collection, or to serve in a curatorial role? This class will explore the history of museums and exhibition spaces and current debates about these institutions, including mission and vision statements, roles and organizational structure, architecture and facilities management, and legal and ethical issues. Lectures, readings, and assignments will encompass interdisciplinary ideas and establish for students the capabilities required of a curatorial professional—from the practical skills needed to operate a museum or gallery to theories on the societal role of museums and other exhibition spaces. Students will learn through lecture, discussion, in-class activities, reading, writing assignments, museum visits, and guest speakers.

Prerequisites *(please enter in textbox below and also in catalog description)*

None

Restrictions?   None   Course offered? Every three or four semesters

          Primarily attract? Non-majors

Specify type and amount of any additional fees or tuition of other than the norm:

Please state the rationale for offering this course:

This course will provide foundational knowledge in the interdisciplinary field of museum and curatorial studies. It will be required of students minoring in the new proposed Museum and Curatorial Studies minor program.

          Is this course required for the major?   N

If 'Yes', which major(s)?

It will be required of the proposed minor program in museum and curatorial studies

          Does this course replace an existing course?   N

How will the teaching of this course be staffed? This course will be alternated with existing courses so no additional faculty needed.

What, if any, additional equipment or facilities will be needed to teach this class?

None

Paste a copy of the master syllabus in the text area below. Please make sure the syllabus addresses:
 1. The extent and nature of the reading required for this course.
 2. The writing component of the proposed course both qualitatively and quantitatively.
 3. How student learning will be assessed.
XX 200
Introduction to Museum & Cultural Studies
Museums, collections, and exhibition spaces: why do we have them and what are their functions in society? What sort of institutions fall under the definition of a museum? What does it mean to work in a museum, a gallery, a private collection, or to serve in a curatorial role? This class will explore the history of museums and exhibition spaces and current debates about these institutions, including mission and vision statements, roles and organizational structure, architecture and facilities management, and legal and ethical issues. Lectures, readings, and assignments will encompass interdisciplinary ideas and establish for students the capabilities required of a curatorial professional—from the practical skills needed to operate a museum or gallery to theories on the societal role of museums and other exhibition spaces. Students will learn through lecture, discussion, in-class activities, reading, writing assignments, museum visits, and guest speakers.

COURSE INFORMATION

Credit hours: 3

Required Book: FOUNDATIONS OF MUSEUM STUDIES: EVOLVING SYSTEMS OF KNOWLEDGE

Readings excerpts from several books, including:
Weil, Stephen E. A Cabinet of Curiosities: Inquiries into Museums and Their Prospects, (Washington: Smithsonian Institution Press), 1995
AAM Mastering Civic Engagement: A Challenge to Museums, (Washington: American Association of Museums), 2002
Gurian, Elain Heumann Civilizing the Museum: The Collected Writings of Elaine Heumann Gurian, (New York: Routledge), 2006
Duncan, Carol Civilizing Rituals: Inside Public Art Museums (New York: Routledge), 2010
Hein, Hilda S. The Museum In Transition: A Philosophical Perspective (Washington: Smithsonian Institution Press), 2000
Carbonell, Bettin Mesias, ed. Museum Studies: An Anthology of Contests (Oxford: Blackwell Press) 2004

Websites:
AAM American Alliance of Museums: http://www.aam-us.org/
ICOM International Council of Museums: http://icom.museum/
MPMA Mountain Plains Museum Association: http://www.mpma.net/
International Coalition of Sites of Conscience: http://www.sitesofconscience.org/

Course Description: Museums, collections, and exhibition spaces: why do we have them and what are their functions in society? What sort of institutions fall under the definition of a museum? What does it mean to work in a museum, a gallery, a private collection, or to serve in a curatorial role? This class will explore the history of museums and exhibition spaces and current debates about these institutions, including mission and vision statements, roles and organizational structure, architecture and facilities management, and legal and ethical issues. Lectures, readings, and assignments will encompass interdisciplinary ideas and establish for students the capabilities required of a curatorial professional—from the practical skills needed to operate a museum or gallery to theories on the societal role of museums and other exhibition spaces. Students will learn through lecture, discussion, in-class activities, reading, writing assignments, museum visits, and guest speakers.
At the end of the course students should be able to:
• Demonstrate an understanding of exhibition history, the kinds of museum and cultural programs in operations, and their professional organizations
• Debate ethical issues within museum and curatorial practices
• Discuss critically, in written and verbal form, current issues in the philosophy of museum and curatorial studies,

including institutional missions, representations of the past, interpretations of cultural objects and the role of museums and other exhibition spaces in society
• Conduct research, review, and develop a critical assessment over an issue or topic in the field of museum and curatorial studies and present that research in written form and as a PPT-supported oral presentation
• Work collaboratively with others in team-based learning and problem solving
• Articulate why museum and curatorial spaces matter
• Critically discuss their goals and aspirations as a museum and curatorial professional
Course Requirement:
• Complete assigned readings and web site visits
• Attend regularly and participate actively in discussions, presentations, and exercise
• Write 2 essays (600-700 words each)
• Research and write a formal paper (1200 – 1800 words)
• Present research in a PPT presentation (10 to 15 min)
• Complete Midterm
• Complete Final
Course Evaluation: attainment of course learning objectives is assessed through the work students produce in the following individual and collaborative projects. Grades will be based on a student's total score out of a possible 100 point weighted in the following manner.
Participation in presentations, discussion 20 pts.
Essays (2 @ 10 points) 10 pts.
Project/Research (total 30 points) 15 pts.
Presentation 15 pts.
Midterm 15 pts.
Final 25 pts

(Unexcused absences will reduce total possible points 2pts for each occurrence)

 Additional comments:

We will seek a unique course prefix for this course as opposed to using AR

                    Is this course being proposed as a General Education course?   N

        Initiator's E-mail Address: kelly.erby@washburn.edu

Washburn University
College of Arts & Sciences - Course Approval System

Course Information Form

Course Title: **Capstone in Museum and Curatorial Studies**

Department: **Art**   Division: **Creative & Performing Arts**

Course Level: **Undergraduate**   Prefix: **XX**   Course Number: **400**

Effective Semester: **Fall**   Effective Year: **2020**   Credits: **3**

Course Catalog Description *(include prerequisites)*

The Museum and Curatorial Studies Capstone prepares students to successfully plan and complete a project related to their professional interests in Museum and Curatorial Studies. Capstone projects may an include an analysis of an issue topic related in areas ranging from collections or curatorial management to education to administration. Prerequisites: Introduction to Museum and Curatorial Studies, AR 313, and at least 12 hours of credit in the Museum and Curatorial Studies minor or permission of the director of the Museum and Curatorial Studies program.

Prerequisites *(please enter in textbox below and also in catalog description)*

Introduction to Museum and Curatorial Studies, AR 313, and at least 12 hours of credit from courses approved for the Museum and Curatorial Studies minor or permission of the director of the Museum and Curatorial Studies program.

Restrictions?   None   Course offered? Every semester

Primarily attract? Non-majors

Specify type and amount of any additional fees or tuition of other than the norm:

None

Please state the rationale for offering this course:

This course will provide a capstone experience in the interdisciplinary field of museum and curatorial studies. It will be required of students minoring in the new proposed Museum and Curatorial Studies program and provide students an opportunity to apply their knowledge.

Is this course required for the major? N

If 'Yes', which major(s)?

But it will be required as part of a new proposed minor program in museum and curatorial studies.

Does this course replace an existing course? N

How will the teaching of this course be staffed?   This course will be alternated with existing courses so no additional faculty needed.

What, if any, additional equipment or facilities will be needed to teach this class?

None

Paste a copy of the master syllabus in the text area below. Please make sure the syllabus addresses:
1. The extent and nature of the reading required for this course.
2. The writing component of the proposed course both qualitatively and quantitatively.

3. How student learning will be assessed.

XX 400
Capstone in Museum and Curatorial Studies
The Museum and Curatorial Studies Capstone provides students with preparation for and opportunity to complete a project related to their professional interests in Museum and Curatorial Studies. Capstone projects may an include an analysis of a museum-studies issue in areas ranging from collections or curatorial management to education to administration.

With the help of the Museum and Curatorial Studies director, students will pursue a theme developed in the core interdisciplinary program and/or individualized study program. By the end of the second week of the semester in which a student is enrolled in the capstone project, they must submit a written proposal. At that point, the project is submitted to a capstone committee for review and approval. The expectation is a research paper or an approved equivalent. Students are encouraged to develop creative alternatives that might include a curatorial project or media production. Regardless of the form the project takes, it must reflect an in-depth understanding of a specific theme and demonstrate the interdisciplinary nature of curatorial interpretation and analysis.

Readings, writings, and assessment measures to be determined on an individual basis.

Additional comments:

We will apply for a unique course prefix for this program and course.

Is this course being proposed as a General Education course?   N

Initiator's E-mail Address: kelly.erby@washburn.edu

Submitted for Approval

COLLEGE OF ARTS AND SCIENCES
PROGRAM DELETION FORM

	Chair's Signature	**Recommendation**	**Review Date**
Department	Miguel Gonzalez-Abellas	Approve	2019-02-21
Division			
Dept. of Educ.	N/A		

(If relates to teacher certification program.)

Dean	Laura Stephenson	Approve	
Curriculum Committee	Kerry Wynn	Approve	2020-02-25
Accepted by CFC	Michaela Saunders	Approve	2020-03-03
CAS Faculty			

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

Program: Bachelor of Arts in German (CIP:)

1. Reason for this program deletion?

Low enrollment in German courses, along with the low number of majors and minors does not justify hiring a full time faculty member to continue the program. Most majors in German are graduating this semester (spring 2019) and we are not admitting new majors in German.

2. Complete description.

3. Is the program being deleted from the catalog being replaced with another program? No

If so, please explain.

Unfortunately, the answer is no. Modern Languages continues but with only two programs now, French and Spanish. No new language program is being added.

4. Is the content of this program being distributed to another program? No

Not really. However, students looking to fulfill the language requirement for the BA can continue to take German classes, since we plan to keep the first year offering (GE101 and GE102). Obviously, they can fulfill the language requirement with other languages as well.

5. Does this change affect any other departments? No

I do not believe so. Most departments or programs with a language requirement of some sort have a general "foreign language" requirement, which can still be fulfilled with French or Spanish if it goes beyond the 100-level (as it is the case with the minor in International Studies or in Latino, Caribbean and Latin American Studies). No unit has a German specific requirement.

COLLEGE OF ARTS AND SCIENCES
PROGRAM DELETION FORM

	Chair's Signature	**Recommendation**	**Review Date**
Department	Michaela Saunders	Approve	2019-03-25
Division	No Division	Approve	2019-03-29
Dept. of Educ.	N/A		

(If relates to teacher certification program.)

Dean	Laura Stephenson	Approve	2019-03-29
Curriculum Committee	Kerry Wynn	Approve	2019-10-29
Accepted by CFC	Michaela Saunders	Approve	2019-11-05
CAS Faculty			

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

Program: Master of Liberal Studies (CIP:)

1. Reason for this program deletion?

   Declining enrollments.

2. Complete description.

3. Is the program being deleted from the catalog being replaced with another program? No

If so, please explain.

4. Is the content of this program being distributed to another program? No

5. Does this change affect any other departments? Yes

   Numerous CAS departments have offered graduate courses in support of this program. Graduate sections of cross-listed courses will no longer need to be offered.

1. Reason for this program deletion.

Enrollments in the MLS have dropped precipitously in the past five years. The required research course for the degree, LS 600, has averaged 2 students the last three years it was offered. Although enrollments for the MLS have never been large, this represents a significant decline.

HLC requires that *"the institution's policy and practice assure that at least 50% of courses applied to a graduate program are courses designed for graduate work, rather than undergraduate courses credited toward a graduate degree. "* With such small enrollments, for MLS courses to be viable they have been combined with upper division undergraduate courses. It is difficult to offer a quality graduate program when most of the students in the courses are undergraduates.

Nationally, EAB (a higher ed consulting firm) reports that the masters market is saturated. The demand among working professionals tends to be towards online programs and programs that are directly tied to career skills, career advancement, or change in careers. The MLS program has been a face-to-face program that "is designed to develop students who understand the integrated nature of learning." Neither the format (face-to-face) nor the content (liberal arts and sciences integration) of the MLS seems to be a good fit for today's post-baccalaureate students.

Although the MLS has not required much in the way of resources (no separate budget, no dedicated faculty), it does not seem that we can offer a rich graduate experience with so few students. It also appears that given our current trends as well as national trends, the situation is unlikely to change.

2. Complete Description.

Students must take LS 600 Introduction to Graduate Research in Liberal Studies and three interdisciplinary seminars. In addition to these core interdisciplinary seminars (12 credit hours) and individualized study (15 hours which may be courses dual-listed at the 300/600 level), this 30 hour program culminates with a 3-credit capstone experience. The Student Learning Outcomes include:

- Demonstrated the ability to complete graduate-level independent academic research using both primary and secondary sources.
- Demonstrated a mastery of the formal conventions of scholarly writing.
- Acquired an understanding of the interconnection among the various academic dsciplines so that "interdisciplinary becomes an active approach to understanding and interpretation.
- Acquired the ability to put these skills into practice by writing and designing a capstone project that carefully analyzes a specific problem and that does so by placing that problem in a context that transcends disciplinary boundaries.

3. Is the program being deleted in the catalog being replaced by another program? If so, please explain.

No. However, it is likely that students who once might have chosen the MLS program are now enrolling in the Masters in Communication and Leadership program. The latter program is more directly aimed at professionals seeking to advance their careers through leadership, teamwork, communication skills, and problem-solving abilities; it is also an online program which provides more scheduling flexibility for the working student.

4. Is the content of this program being distributed to another program?

Not specifically. However, the CAS is committed to providing elective interdisciplinary courses and teaching opportunities, particularly at the upper division level. Many of the courses that were developed for the MLS program can continue to be taught at the upper division level and new interdisciplinary courses will be supported. The MLS was a catalyst for creative collaborative curriculum and we would like to continue offering these types of courses. We are currently looking at ways to more systematically encourage such offerings.

5. Does this change affect any other departments?

Yes. Numerous CAS departments offer courses that could be counted towards the MLS degree (90 courses are listed in the catalog). However, given the small number of MLS students, the effects on enrollment should be minimal. The graduate cross-listing of these courses could continue to be offered for individuals who are interested in taking them for graduate credit (e.g., potential CEP instructors who need additional graduate hours in a discipline).

Other questions from the CFC-CC:

- What have been the attempts to recruit to the program?

Website was updated. Postcards were made to be distributed at Washburn Career Fair and community events such as Chamber of Commerce. Faculty teaching in the program spoke about it in capstone classes and departmental events.

- Is there a negative consequence to retaining the program? What resources does it require?

There is not a critical mass of graduate students to form a cohort; this results in a very diminished graduate school experience. There are not sufficient students to support dedicated graduate classes (e.g., LS 600 Research Methods). Based on EAB research, it appears unlikely that there is a population from which we could recruit more graduate students. With such few students taking mostly cross-listed upper-division courses, it also seems unlikely that we can continue to meet HLC accreditation criteria. However, even with the program deletion, the cross-listed classes could still be continued as electives for both undergraduates and the occasional student wanting to take it for graduate credit.

The resources to support the program have been minimal (e.g., reassigned time for the program director or part of associate dean's duties; administrative support has been provided by CAS staff); there are no program specific faculty and no designated program budget.

- Are there departments, such as Education, that may benefit from the graduate courses this program facilitates?

Since the Individualized Study portion of the program relied on existing upper division courses taken for graduate credit, these arrangements could continue.

- Is the form complete? There seems to be information missing.

Additional information has been provided.

- What are the numbers of MLS participants and graduates over the years?

	AY10	AY11	AY12	AY13	AY14	AY15	AY16	AY17	AY18	AY19
LS SCH	147	159	114	78	66	69	39	30	27	18
MLS Majors	18	17	18	10	7	8	6	7	3	4
MLS Graduates	0	3	5	7	1	5	2	3	4	2

Note: As of AY19, we have stopped admitting students to the program. There are two students who are currently working on finishing their degrees; both are on schedule to complete their degrees this year.

COLLEGE OF ARTS AND SCIENCES
PROGRAM CHANGE FORM

	Chair's Signature	**Recommendation**	**Review Date**
Department	Vanessa Steinroetter	Approve	2019-08-29
Division	Jim Schnoebelen	Approve	2019-10-01
Dept. of Educ.	N/A		

(If relates to teacher certification program.)

Dean	Laura Stephenson	Approve	2019-10-03
Curriculum Committee	Kerry Wynn	Approve	2019-10-28
Accepted by CFC	Michaela Saunders	Approve	2019-11-05
CAS Faculty			

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

Program: Bachelor of Arts in Creative Writing (CIP:)

1. Reason for this program change?

   The introduction of a new required course for all English majors (EN 105: Introduction to English Studies) requires the elimination of 3 credit hours from elsewhere in the current requirements.

   EN 105: Introduction to English Studies is a course designed to introduce majors and non-majors to the work being done within the fields of Literature, Creative Writing, English Education, and Composition and Rhetoric. The course will serve as a "gateway" course for upper-level courses in the English department, and majors will have to take the class during their first year after declaring a major in English. For this reason, our current plan is to offer at least one section of the course every semester. EN 105 has two main goals: help students explore and engage with the concepts, approaches, and vocabulary critical to succeeding in the major, and introduce students to the career possibilities available to them with an English major through meeting and interacting with both current English faculty and Washburn English alumni working in a variety of fields and careers.

2. Complete revised description.

   English Content Requirements

   Core Requirements (24 hours)
   EN 105 Introduction to English Studies (3)
   EN 206 Beginning Poetry Writing (3)
   EN 207 Beginning Nonfiction Writing (3)
   EN 209 Beginning Fiction Writing (3)

EN 301 Literary Criticism and Theory (3)
EN 310 English Grammar and Linguistics (3)
EN 315 Reading as Writers (3)
EN 384 Publishing Lab (3)

Two courses from the following (6 hours)
EN 305 Advanced Fiction Writing (3)
EN 306 Advanced Poetry Writing (3)
EN 309 Advanced Nonfiction Writing (3)

Three courses from the following with at least one course from each area (9 hours)
EN 325 - English Literature through 1785
 EN 326 - English Literature since 1785
 EN 330 - American Literature through 1865
 EN 331 - American Literature since 1865
 EN 360 - World Literature through 1650
 EN 361 - World Literature since 1650

    = 39 hours

PLUS:

One writing or literature correlate course from outside the major, chosen in consultation with the student's advisor (3 hours)

3. Describe the nature of the proposed change.

EN 105 will be a required course for all English majors and will be added to the Core Requirements for all students in the Writing Emphasis. To accommodate this change without exceeding the limit of 40 required hours within the major, the Literature Elective and Writing Elective are being eliminated and replaced by the Writing/Literature Correlate Course.

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

Yes

5. Does this change affect any other departments? No

COLLEGE OF ARTS AND SCIENCES
PROGRAM CHANGE FORM

	Chair's Signature	**Recommendation**	**Review Date**
Department	Vanessa Steinroetter	Approve	2019-04-24
Division	Jim Schnoebelen	Approve	2019-10-01
Dept. of Educ.	N/A		

(If relates to teacher certification program.)

Dean	Laura Stephenson	Approve	2019-10-03
Curriculum Committee	Kerry Wynn	Approve	2019-10-28
Accepted by CFC	Michaela Saunders	Approve	2019-11-05
CAS Faculty			

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

Program: Bachelor of Arts in English Literature (CIP:)

1. Reason for this program change?

There are two reasons why the English Department is proposing to make changes to the BA in English with a literature emphasis:
1) The introduction of a new required course for all English majors (EN 105: Introduction to English Studies)
2) The addition of a Film Studies track to the Literature Emphasis of the English major in response to student interest in film studies

1) EN 105: Introduction to English Studies is a course designed to introduce majors and non-majors to the work being done within the fields of Literature, Creative Writing, English Education, and Composition and Rhetoric. The course will serve as a "gateway" course for upper-level courses in the English department, and majors will have to take the class during their first year after declaring a major in English. For this reason, our current plan is to offer at least one section of the course every semester. EN 105 has two main goals: help students explore and engage with the concepts, approaches, and vocabulary critical to succeeding in the major, and introduce students to the career possibilities available to them with an English major through meeting and interacting with both current English faculty and Washburn English alumni working in a variety of fields and careers.

2) The English Department has approved a change to redesign the Literature Emphasis to be the Literature and Film Emphasis, providing a track for students who are interested in the field of Film Studies and Theory. The creation of this new track will allow for several Film Studies courses already offered in the department to count towards the major, something that has been difficult for our students to do in past years. In the process, the English Department will also be able to develop a clearer Film Studies curriculum for students interested in the field through the creation of a new course, EN 240: Introduction to Film Studies, and an increased offering of film courses

in the future based on the needs of the major.

(Important Note: The program on record in the CAS approval system for the BA in English with a literature emphasis -- copied below under "Current Program description" -- represents an older version that was already replaced by the current program in 2014. For the sake of completeness, here is the 2014 version of the program that we are now proposing to make further changes to:

Thirty-nine total English hours required, including core requirements, excluding English 101 and 300. The literature emphasis major's field program should look as follows:

Core Requirements
  EN 301 Critical Reading and Writing (3)
  EN 310 Modern English Grammar (3)
  EN 400 Senior Seminar (3)

Choose five Courses from the Following:
  EN 325 English Literature I (3)
  EN 326 English Literature II (3)
  EN 330 American Literature I (3)
  EN 331 American Literature II (3)
  EN 360 World Literature I (3)
  EN 361 World Literature II (3)

Group A - Literary Forms (Choose one)
  EN 337 The Short Story (3)
  EN 380 Modern Poetry (3)
  EN 381 Drama (3)
  EN 382 Modern Novel (3)

Group B - Literary Periods (Choose one)
  EN 370 Medieval Literature (3)
  EN 371 Renaissance Literature (3)
  EN 372 Restoration and 18th Century Literature (3)
  EN 373 Romantic/Victorian Literature (3)
  EN 374 Modern Literature (3)
  EN 375 Contemporary Literature (3)
  EN 376 19th Century American Literature (3)

Group C - Major Authors
  EN 345 Shakespeare (3)
  EN 350 Major Author (3)

 (or another major author course approved by the departmental chairperson)

Six Additional Hours in Upper-Division Literature Courses (300 level or above)*
  EN_____(3)
  EN_____(3)

*In consultation with advisor

Students in the Literature emphasis should consider EN 400 their capstone course.
     =39 total hours
Within the Humanities offerings, one course numbered 102 or its equivalent in any modern

foreign language.)

2. Complete revised description.

Thirty-nine total English hours required, including core requirements, excluding English 101 and 300. The literature emphasis major's field program should look as follows:

English Content Requirements

Core Requirements (12 hours)
EN 105 Introduction to English Studies (3)
EN 301 Literary Criticism and Theory (3)
EN 310 Grammar and Linguistics (3)
EN 400 Senior Seminar (3)

Five Literature Surveys from the Following (15 hours)
 EN 325 - English Literature through 1785
 EN 326 - English Literature since 1785
 EN 330 - American Literature through 1865
 EN 331 - American Literature since 1865
 EN 360 - World Literature through 1650
 EN 361 - World Literature since 1650

Choose Literature or Film Track in consultation with an advisor:

Option A: Literature Track
- Choose 1 Literary Genre Course from the following (3 hours)
EN 337 Short Story (3)
EN 380 Poetry (3)
EN 381 Drama (3)
EN 382 Novel (3)
- Choose 3 Upper-Division Literature or Film Courses (two must be literature) (9 hours)

Option B: Film Track

- Take EN 240 Introduction to Film Studies (3 hours)
- Take 3 Upper-Division English Department Film Courses (9 hours)

    =39 hours

3. Describe the nature of the proposed change.

EN 105 will be a required course for all English majors and will be added to the Core Requirements for all students in the Literature and Film Emphasis. Students on the Literature Track will take 5 literature survey courses, 1 literary genre course, and 3 upper-level literature and film courses (2 of which must be literature courses) to complete the degree. Students on the Film track will take 5 literary survey courses, Introduction to Film Studies, and 3 upper-level film courses to complete the degree.

Note: Given the current structure of the curriculum, film students will take EN 390: Aspects of Film and EN 399: Special Topics to fulfill their upper-level film elective requirement. These courses are variable topic courses that students may repeat based on the topics. The department will offer at least 3 upper-division film courses each semester.

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

Yes

5. Does this change affect any other departments? No

COLLEGE OF ARTS AND SCIENCES
NEW PROGRAM REVIEW FORM

	Chair's Signature	**Recommendation**	**Review Date**
Department	Vanessa Steinroetter	Approve	2019-04-22
Division	Jim Schnoebelen	Approve	2019-10-01
Dept. of Educ.	N/A		

(If relates to teacher certification program.)

Dean	Laura Stephenson	Approve	2019-10-03
Curriculum Committee	Kerry Wynn	Approve	2019-10-28
Accepted by CFC	Michaela Saunders	Approve	2019-11-05
CAS Faculty			

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

1. Title of Program.

   Minor in English (*already exists, but program changes are requested) (CIP: 23.01)

2. Rationale for offering this program.

   The minor in English has already existed for many years, and we are not in fact proposing a new program. Rather, we are requesting changes to the existing minor that will accommodate the newly added course EN105 Introduction to English Studies -- which will be required of all new EN majors and minors -- as well as clarify the structure of the minor in English. Currently, the old description of our minor program is quite confusing to students, and we want to provide better guidance for students and their advisors while still ensuring that the minor is flexible enough to cater to particular student interests.

   (Since the CAS program approval system does not allow for program change requests to existing minors, Matt Arterburn advised me to submit the proposed changes to our minor using the new program form.)

3. Exact proposed catalog description.

   The minor in English consists of 18 credit hours. Students work in consultation with a faculty advisor in English to configure a plan of study that enhances work within their own discipline and suits the students' interests. The requirements for the minor in English are as follows:

   - EN 105-Introduction to English Studies (3 hours)
   - 15 additional EN hours (excluding EN 100, 101, 102, and 300) in these categories:
     __ 3 hours in writing (creative, business, or rhetoric)
     __ 3 hours in upper-division (300- or 400-level) literature

   __ 6 additional upper-division (300- or 400-level) hours
   __ 3 additional hours at any level

= 18 total hours

4. List any financial implications.

None.

5. Are any other departments affected by this new program? No

COLLEGE OF ARTS AND SCIENCES
PROGRAM CHANGE FORM

	Chair's Signature	Recommendation	Review Date
Department	Tracy Routsong	Approve	2019-02-11
Division	Tracy Routsong	Approve	
Dept. of Educ.	N/A		

(If relates to teacher certification program.)

Dean	Laura Stephenson	Approve	2020-02-18
Curriculum Committee	Kerry Wynn	Approve	2020-02-25
Accepted by CFC	Michaela Saunders	Approve	2020-03-03
CAS Faculty			

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

Program: Bachelor of Integrated Studies (CIP:)

1. Reason for this program change?

The current program was created when there were fewer options for courses and course programs that could be completed or mostly completed online. As a part of the PLAN 2+2 program, this was essential. As PLAN phased out, the needs of the integrated studies program transitioned to work with a wider array of students. While still an option for online students, this degree also serves a purpose for students who desire more flexibility or creativity within the program. Last, these degree changes are similar to statewide and national trends for a flexible option toward graduation for students.

2. Complete revised description.

Mission Statement: The Integrated Studies program aims to foster cross-disciplinary connections in preparation for the complexity of a global society.
The Bachelor of Integrated Studies allows students the opportunity to blend resources in a sound and creative manner. Consistent with the mission of the University and the College of Arts and Sciences, students are able to individualize their academic experiences. This degree can provide a broad, general studies focus, or a more concentrated development of an emphasis delivered in a variety of platforms including online, face-to-face, and weekend options. This degree may be completed fully online.

The requirements of the BIS degree are based on the assumption that a multi-disciplinary approach is suitable for the depth of experience of an undergraduate student's degree. In particular, those students who desire exposure of various disciplines relevant to their personal interests, goals, aspirations, or career path will benefit from this degree. This program allows for more flexible and creative options toward reaching students' degree goals. Multi-disciplinary plans

of study within the Bachelor of Integrated Studies may be created in one of two ways:
- Unique, customized plan created by a student with the assistance of the director of the program.
- Standard multi-disciplinary plan.

Program Goals
Students who complete the Bachelor of Arts in Integrated Studies should be able to:
- Demonstrate the ability to engage in objective, multidisciplinary perspective taking. Outcome:
Develop an ISP that includes two or more disciplines.

- Integrate knowledge and modes of thinking drawn from two or more disciplines
Outcome: Articulate how course materials integrate into a cohesive program in a reflection paper.

- Integrate interdisciplinary understanding of a complex problem or intellectual question Outcome:
Design and complete an interdisciplinary project.

Descriptions of Plans

Individualized Study Plan: To meet the depth of experience component within traditional degree
requirements, the student designs and submits for approval an Individualized Study Program
(ISP). This ISP is formulated by selecting courses consistent with a specific focus, theme, or
unifying conceptual principle with the approval of the BIS Director. All ISPs will have a minimum
of 30 credit hours.

Multi-Disciplinary Study Plan: As the world becomes more complex, the needs for interdisciplinary
educational experiences increases. To respond to this trend, groups of departments may design
a Multi-disciplinary Study Program (MDSP) for approval by the Integrated Studies Advisory
Committee (ISAC) and the BIS Director. Students who choose to pursue these "pre-approved"
plans of study must complete the course-work identified by the participating departments or work
with the BIS Director to find appropriate substitutions. All MDSPs will have a minimum of 30 credit
hours but may have more depending on the individualized plan.

The following pre-approved multi-departmental study programs (MDSPs) are currently available:

Two Areas of Emphasis
12 - 18 hours completed in each of two departments or disciplines, one of which must be within
CAS.

Three Areas of Emphasis
  12 - 18 hours will be completed in each of three departments or disciplines, two of which must
be within CAS.

All programs require the completion of:
IS 389 Capstone Project Development (1 credit hour) plus IS 390 Capstone Project (2 credit
hours)

Upper division courses may require prerequisites or consent of instructor. Programs must be
formulated in consultation with the BIS Director. If considering a customized plan, use the
standard program examples below as models.

Administrative Communication:
Students must complete the following plan of study.
39 hours of required courses:

CN 308 Organizational Communication CN elective (3 credit hours)
CN 330 Conflict & Negotiation
CN 350 Persuasion
Select 12 Credits of Psychology Core
Select 12 Credits from Business/Political Science/Sociology Core
IS 389 Capstone Development
IS 390 Capstone Project

Web Technology Utilization Emphasis:
Students must complete the following plan of study. 34 hours of required courses:

AR 223 Graphic Design I (3)
AR 321 Photoshop Imaging (3)
CM 101 Computer Concepts and Applications (3)
CM 111 Introduction to Structured Programming (4)
CM 113 Visual Programming (3)
CM 130 Web development I (3)
CM 330 Web Development II (3)
MM 202 Creative Media Writing (3)
MM 321 Visual Communication (3)
MM 372 Filmmaking I (3)
3 hours in Integrated Studies Capstone courses or Internship: IS 388 Internship *pending approval (1 -7) OR
IS 389 Capstone Project Development (1) and IS 390 Capstone Project (2)
Approved AR/CM/MM Electives

(21 hours-at least 18 must be upper division) from below:
AR 120 Design I: 2-D (3)
AR 321 Photoshop Imaging (3)
AR 322 Graphic Design II (3)
AR 325 Photoshop Imaging II (3)
AR 326 2- and 3-D Digital Animation (3)
AR 403 Workshop in Art Media (3) Consent of Instructor required
AR 429 Web Design (3)
CM 203 Digital Forensics I (3)
CM 231 Comp. Organization/Assembler Language (3)
CM 245 Contemporary Programming Methods (3)
CM 261 Networked Systems I (3)
CM 307 Data Structures and Algorithmic Analysis (3)
CM 322 Operating Systems (3)
CM 361 Networked Systems II (3)
MM 100 Introduction to Mass Media (3)
MM 319 Public Relations I (3)
MM 352 Advertising I (3)
MM 422 Editing (3)

Required Correlated Courses:
MA 116 College Algebra (3)
MA 140 Statistics (3)
BU 250 Management Information Systems (3)
EN 208 Professional Writing (3)
CN 150 Public Speaking (3)

One of the following two:
CN 340 Interviewing (3)
CN 341 Persuasive Speaking (3)

Students interested in obtaining more information about the Bachelor of Integrated Studies should contact the College of Arts and Sciences Dean's office or the Director of the Program.

Grade of "C" or better required for designated courses in the ISP/MDSP.

ISP/MDSP consists of at least 30 graded hours, including 12 hours 300-400 level courses and a capstone project (IS 389 and IS 390 or substitute approved by ISAC).

Courses applied to the General Education distribution requirements may not also be utilized to meet ISP/MDSP requirements.

All requirements for the Bachelor of Arts degree must be met with the following exceptions: no major requirements; no foreign language requirement.

3. Describe the nature of the proposed change.

These changes adjust to current needs of students and programs. The proposed changes create more flexibility for those changing from other schools (Nursing, Business, etc.), and for those who are wanting to have other combinations within their coursework. In lay terms, think about the options like this: 1. The almost major - This is for the student who has nearly completed a degree, but has switched to the BIS. They will bulk up the major with coursework from one additional area (e.g. A student nearly completes an education degree, but then chooses not to move forward. That student might take courses in another area to prepare him or her to work with youth, but not in the same way as a classroom teacher. *Example created with the Education department) 2. A double minor to a major. This is a very typical way other colleges and universities handle an integration or general studies program. Students take 15 - 18 hours within two areas, plus the Capstone. 3. The triple area emphasis. This is the current model of the BIS. The change would open up the three areas to allow for students to take coursework from any discipline, instead of just Communication and Psychology.

Additionally, this change falls in line with practice and will allow for more transparency and consistency. (Currently, course availability and student interest has led to substitutions.)

There is also a change open up which upper division courses in Psychology and Communication Studies might be taken. This change is because since this program originated, both departments have added online options and in discussion with the department chairs, neither could see good reason to keep the limitations in place.

Last, it allows for a major to have 30 credit hours instead of 39. This falls in line with the CAS requirements for a major, and with other similar programs within other colleges and universities.

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

yes

5. Does this change affect any other departments? Yes

This allows students to take courses, assuming they have met the pre-requisites, within any of the CAS departments to build their Integrated program instead of only Communication Studies and Psychology.

Program Change Form: 99 CAS credit-hour rule

1. Reason for this program change:

CAS proposes to eliminate the 99 semester hours of credit in courses that are offered in the College of Arts and Sciences (CAS), or would normally be taught by a discipline in a college of arts and sciences, as a requirement for baccalaureate (BA, BEd, BFA, BM, BPA, or BS) degrees from Washburn.

The requirement of the 99 hours of CAS credit was originally intended to ensure students graduating with a baccalaureate degree had a strong background in the liberal arts and sciences disciplines. However, the requirement has more recently become an obstacle to graduation for some students, especially as the total hours required for a degree have decreased to 120 in most cases. In particular, this requirement has become cumbersome for students pursuing a dual degree, double major, or a minor in a program outside of CAS (e.g. business or social work), as well as students who transfer to a CAS major after being in another program. Current requirements for CAS bachelor degrees assure that students still have a strong background in liberal arts and sciences (a minimum of 79 hours for a BA—at least 92 hours is more likely given the average number of hours required in majors for a BA—and 84 for a BS). Eliminating this requirement is congruent with Washburn's mission to eliminate barriers to graduation or transfer, as well as CAS's goal to encourage interdisciplinary study.

2. Complete Revised Description:

Eliminate paragraph in catalog, p. 99:

~~To receive a BA, BEd, BFA, BM, BPA, or BS degree from Washburn University, a student must complete a minimum of 99 semester hours of credit in courses that either are offered in the College of Arts and Sciences or would normally be taught by a discipline in a college of arts and sciences.~~

CFC passed an amended version of the proposal as follows:

To receive a BA, BEd, BFA, BM, BPA, or BS degree from Washburn University, a student must complete a minimum of ~~99~~ 84 semester hours of credit in courses that either are offered in the College of Arts and Sciences or would normally be taught by a discipline in a college of arts and sciences.

3. Describe the nature of the proposed change:
Students receiving a baccalaureate degree will no longer be required to take 99 semester hours of credit in courses that are offered in CAS.

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

Yes.

5. Does this change affect any other departments?

Yes. While this change will eliminate the requirement for students graduating with a baccalaureate degree to complete ~~99~~ 84 semesters hours of credit, it will also eliminate a barrier to students pursuing a double major or a minor in a program from outside of CAS (e.g. a modern languages student majoring or minoring in business).

Information item: Faculty Success Groups

Find even more about the Faculty Success Groups at:

- https://www.washburn.edu/academics/college-schools/arts-sciences/faculty-staff/ (search several years)
- https://www.washburn.edu/academics/college-schools/arts-sciences/files/F19-fsg-final-reports.pdf (Fall 2019)

CAREER READINESS
for the New College Graduate
A DEFINITION AND COMPETENCIES

NACE.

Career readiness of college graduates is of critical importance in higher education, in the labor market, and in the public arena. Yet, up until now, "career readiness" has been undefined, making it difficult for leaders in higher education, work force development, and public policy to work together effectively to ensure the career readiness of today's graduates.

In accordance with its mission to lead the community focused on the employment of the new college graduate, the National Association of Colleges and Employers (NACE), through a task force comprised of representatives from both the higher education and corporate sides, has developed a definition and identified competencies associated with career readiness for the new college graduate.

> *Definition:*
> Career readiness is the attainment and demonstration of requisite competencies that broadly prepare college graduates for a successful transition into the workplace.

COMPETENCIES:

Critical Thinking/Problem Solving: Exercise sound reasoning to analyze issues, make decisions, and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.

Oral/Written Communications: Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization. The individual has public speaking skills; is able to express ideas to others; and can write/edit memos, letters, and complex technical reports clearly and effectively.

Teamwork/Collaboration: Build collaborative relationships with colleagues and customers representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints. The individual is able to work within a team structure, and can negotiate and manage conflict.

Digital Technology: Leverage existing digital technologies ethically and efficiently to solve problems, complete tasks, and accomplish goals. The individual demonstrates effective adaptability to new and emerging technologies.

Leadership: Leverage the strengths of others to achieve common goals, and use interpersonal skills to coach and develop others. The individual is able to assess and manage his/her emotions and those of others; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work.

Professionalism/Work Ethic: Demonstrate personal accountability and effective work habits, e.g., punctuality, working productively with others, and time workload management, and understand the impact of non-verbal communication on professional work image. The individual demonstrates integrity and ethical behavior, acts responsibly with the interests of the larger community in mind, and is able to learn from his/her mistakes.

Career Management: Identify and articulate one's skills, strengths, knowledge, and experiences relevant to the position desired and career goals, and identify areas necessary for professional growth. The individual is able to navigate and explore job options, understands and can take the steps necessary to pursue opportunities, and understands how to self-advocate for opportunities in the workplace.

Global/Intercultural Fluency: Value, respect, and learn from diverse cultures, races, ages, genders, sexual orientations, and religions. The individual demonstrates openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people and understand individuals' differences.

USING THE DEFINITION AND COMPETENCIES

How do the definition and competencies help those focused on ensuring new college graduates have the skills necessary to enter and become part of a strong, productive work force?

The definition and competencies provide for development of strategies and tactics that will close the gap between higher education and the world of work. They lay the foundation for the work necessary to prepare college students for successful entry into the work force by:

- Providing a common vocabulary and framework to use when discussing career readiness metrics on campus, within employing organizations, and as part of national public policy.

- Establishing defined competencies as guidelines when educating and advising students.

- Establishing defined competencies to identify and assess when hiring the college educated.

NOW AVAILABLE: CAREER READINESS RESOURCES

NACE members have generously shared a variety of resources designed to support your efforts in integrating career readiness into your programs and services. You can access those materials and measurements at **www.naceweb.org/career-readiness/competencies/career-readiness-resources.**

The National Association of Colleges and Employers
Advancing college talent together

Established in 1956, the National Association of Colleges and Employers (NACE) is the leading source of information on the employment of the college educated.

In carrying out its mission — to lead the community of professionals focused on the employment of the college educated by providing access to relevant knowledge, resources, insight, and relationships — NACE connects more than 9,000 college career services professionals at nearly 2,000 colleges and universities nationwide, and more than 3,200 HR/staffing professionals focused on university relations and recruiting, and business affiliates who serve this community.

Among colleges and universities, NACE represents more than 50 percent of all four-year colleges and universities in the United States, and 98 percent of all research universities. Approximately 30 percent of two-year public institutions count themselves as NACE members.

On the employer side, NACE members include mid-size and large national and global organizations, ranging from Fortune 500 organizations to start-up companies to government agencies. NACE employer members represent a wide range of industries, including finance, energy, retail, manufacturing, pharmaceuticals, insurance, consulting services (accounting, engineering, computer), government and nonprofits, and more.

Headquartered in Bethlehem, Pennsylvania, NACE forecasts trends in the job market; tracks, analyzes, and reports on outcomes for new college graduates by discipline, degree level, and type of school through its First-Destination Survey; monitors legal issues in employment, the job search, and hiring practices; and provides college and employer professionals with professional standards as well as an ethical framework by which both groups can work together to benefit the college-educated candidate. NACE provides its members with benchmarks and metrics; research; resources, including a survey of starting salaries for new college graduates, a quarterly journal, and a biweekly newsletter; and professional development opportunities.

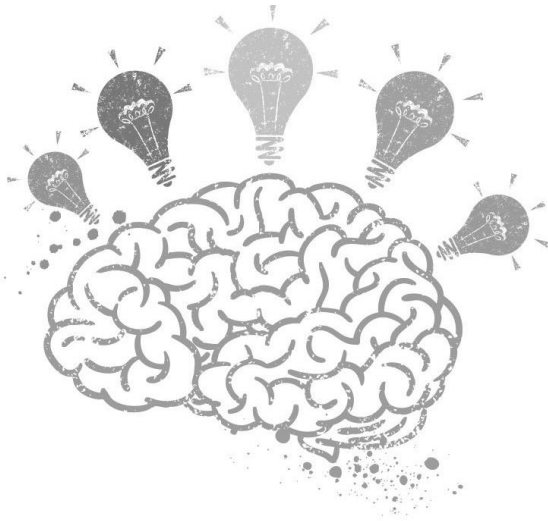**www.naceweb.org**
62 Highland Avenue • Bethlehem, PA 18017 • Phone: 610.868.1421
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Linking <<course>> to Your Future Career

Welcome everyone. Introduce topic: how do we connect the skills we're learning in this course with skills students will use in their future careers.

Brainstorm: What skills do you think employers look for?

Ask students to brainstorm some of the skills that they think employers look for in their new hires. <<Make list on the white board>>

Skills Employers Value (National Association of Colleges & Employers 2014)

Communication
- Written
- Verbal

People Skills
- Teamwork
- Interpersonal
- Leadership

Work Ethic
- Initiative
- Perseverance

Critical Thinking
- Analytical thinking
- Problem solving
- Data analysis

Organizational Skills
- Detail oriented
- Planning
- Technical skills
- Computer skills

According to a NACE survey of hundreds of employers in 2014, these are the five types of skills that employers look for in new hires. What do you think? How does your list match up with this list? If there are differences, why do you think that is?
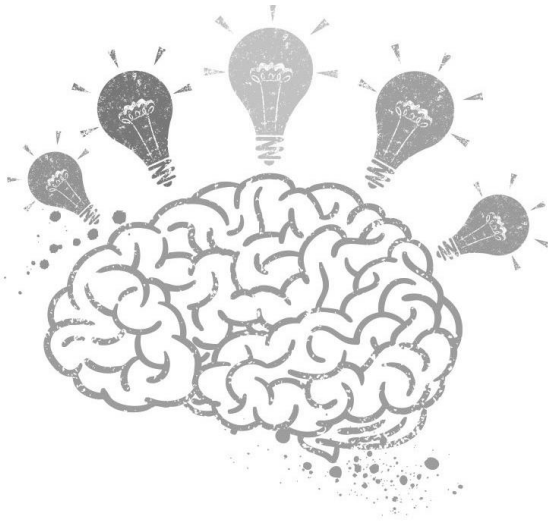
Brainstorm: What were our class activities and assignments?

Brainstorm together about what the course activities and assignments were in this class this semester. (Papers, exams, but also class discussions, activities, etc.) <<Make list on the white board>>

Linking Career Skills to Activities and Assignments

In small groups, make a mind map linking each skill area to the relevant activities and assignments that helped you to develop those skills
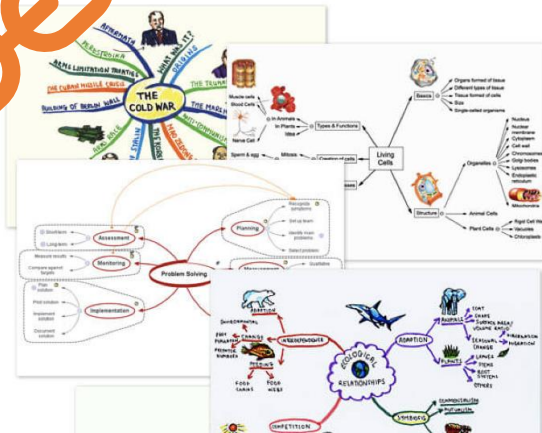
Break class into small groups of 3-4. Ask each group to create a mind-map that links each of the class activities and assignments to the various domains or sub-domains employers are looking for in new hires. Ask groups to reflect on their skills development over the semester.
Come back together as a big group. Ask groups to report back and share their mind maps.

Final Reflection:
How will you explain your skills on a resume, job application, or job interview?

On the back of the skills handout, write 2-3 sentences about the skills you developed in this course

Ask students to turn their handout over. Give students a few minutes (individually) to choose a couple of the skills they linked and write 2-3 sentences that might appear on their future resume, job application or in a job interview. If time, have a few students share at the end.

Mass Media SKILLS Table

Get to know the skills you acquire as part of your degree

Concentrations

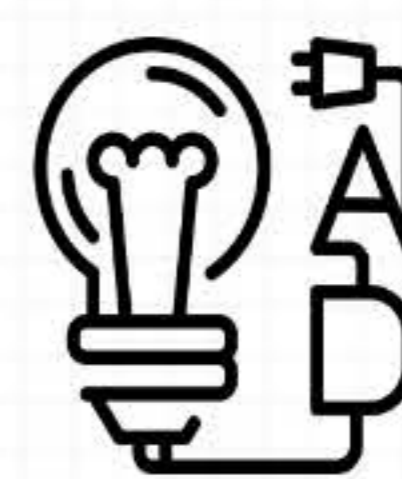- Contemporary Journalism
- Film and Video
- Creative Advertising
- Public Relations

Skills

Skill	Contemporary Journalism	Film and Video	Creative Advertising	Public Relations
Oral & written communication	★	★	★	★
Knowledge of media operations	★	★	★	★
Visual storytelling	★	★	★	★
Project/team management	★	★	★	★
Video production & editing		★		
Audience segmentation & analysis		★	★	★
Media campaign planning			★	★
Research, data collection & interpretation	★	★	★	★
Digital platform management	★	★	★	★
Client relations	★	★	★	★
Event planning & management			★	★
Sound production & post production		★		
Media publishing	★			★
International & cultural competency	★	★	★	★
Media law & ethics	★	★	★	★
Market & consumer forecasting			★	★
Career readiness	★	★	★	★

WASHBURN UNIVERSITY

Mass Media Department

Study Habits Checklist: Days 1-21

1. Did you study for at least an hour today? Yes_____ or No_____

2. If not, how long did you study?
    a. 0 minutes   _____
    b. 15-30 minutes   _____
    c. 30-45 minutes   _____
    d. 45-60 minutes   _____
3. What skills did you cover today? Check all that apply.
    a. Listening   _____
    b. Speaking   _____
    c. Reading   _____
    d. Writing   _____
    e. Culture   _____
4. How did you address these skills? Select all that apply.
    a. Watching videos/Films   _____
    b. Reading text/lists   _____
    c. Writing words/sentences   _____
    d. Grammar tutorials   _____
    e. Seeing the language tutor   _____
    f. Online practice activities   _____
    g. Music/podcasts   _____
    h. Review of notes   _____
    i. Conversation   _____
    j. Other_____

Last day reflective survey: Day 22

1. Modern Languages created this exercise to help instill helpful study habits.
    a. Did this clarify the expectations for learning a foreign language? Yes_____ or No_____
    b. Did this exercise help you establish helpful study habits?

2. Which study approach(es) do you feel benefitted you the most?

Certificate of Completion

THIS ACKNOWLEDGES THAT

Name Here

has successfully completed the course

Introduction to Religion

and has thereby demonstrated competence in the following skills
identified as desirable by employers:

Critical thinking and analytical reasoning (from writing about religious ethnographies)
Ethical judgment and decision-making (from exploring moral reasoning in Vodou)
Ability to work together on teams (from team-based classroom discussions)
Effective oral and written communication (from class discussion and written assignments)
Self-motivated (from contract grading course structure)

Granted: DATE

_____
Christopher M. Jones, Assistant Professor of Religious Studies

Certificate of Completion

THIS ACKNOWLEDGES THAT

Name Here

has successfully completed the course

World Religions

and has thereby demonstrated competence in the following skills
identified as desirable by employers:

Critical thinking and analytical reasoning (from writing about religious memoirs)
Intercultural competency (from discussing memoirs of worldwide experiences)
Ability to work together on teams (from team-based classroom discussions)
Effective oral and written communication (from class discussion and written assignments)
Self-motivated (from contract grading course structure)

Granted: DATE

_____

Christopher M. Jones, Assistant Professor of Religious Studies