

CAS General Faculty Meeting
November 1, 2022 3:30 PM
Washburn B, Memorial Union

- I. Call to Order
- II. Welcome & Dean's Remarks
- III. Approval of Minutes from September 21, 2022 CAS General Faculty Meeting—see p. 2
- IV. New Business
 - a. New Program
 - i. Great TEXTS Certificate Program—see p. 5
- V. Discussion/Questions from CAS Faculty
- VI. Announcements
 - a. Call for Participants in Spring 2023 CAS Faculty Colloquium on topic “Health & Healing” due Dec. 5

Fall 2022 CAS General Faculty Meeting
Minutes
September 21, 2022 3:30 PM
Henderson 100

- I. Call to Order at 3:31 PM.—Welcome & Dean’s Remarks. Interim Dean Arterburn welcomed everyone. He apologized that Chartwells delivered the food to the wrong location. Expressed support for the importance of shared governance, particularly now during this period of transition and change. Pledged to do his best as interim dean and thanked CAS faculty for their support of him in this position. Introduced others in CAS office, including new members interim assistant dean Holly O’Neill and the academic advisor Jeannette Nobo. Recognized the many (14!) new faculty in CAS. Information about each new faculty member was included in meeting agenda and slide presentation that ran before the meeting began. Arterburn shared his hope that this will be the “back to (a new) normal” year, but also a year of confronting unresolved trauma from the pandemic. Dean Arterburn encouraged faculty to use the year to renew and reconnect. Also shared important updates, including:
- a. Salaries have improved considerably after years of stagnation. \$450,000 in raises and \$300,000 in market adjustments to bring salaries closer to market value. More work to be done, including increasing promotion bumps to confront salary compression problem. This is a current focus of his, along with interim VPAA Stephenson.
 - b. Senior Lecturer promotion process has resumed.
 - c. Salaries have also improved for staff. Outdated administrative assistant positions have been changed to administrative specialist or office coordinator positions. Average wage for staff in CAS has increased in the last year from \$13/hr to \$16/hr.
 - d. Presidential search is underway. Situation at Emporia State University, where arts and sciences are being downsized and tenured and untenured faculty are being fired, is understandably causing anxiety at WU about the presidential search process and its outcome. Arterburn reminded faculty that WU is not ESU; we have our own board of regents and our search has already been more collaborative than the process at ESU. Encouraged faculty to participate when invited to do so.
 - e. There is strong pressure for WU to adopt the KBOR General Education Plan. There will be considerable discussion of this over the next year. Arterburn shared some information about how the new plan would affect CAS as well as some potential opportunities. Stressed importance of CAS programs working together in confronting changes.
 - f. University has announced integrated marketing plan where University Relations and Marketing will merge into one unit. Hope that this will be more effective and allow for more specific marketing of academic programs.
 - g. WU’s rankings in *U.S. News and World Report* are higher than ever before. Now #14 among public regional institutions and recognized for low student debt.
 - h. Thanked faculty for efforts in student success, including completing academic progress reports and early alerts, and for efforts in advising.
 - i. Enrollment for university is down 3.2% this fall. That represents about \$750,000 in revenue. CAS, however, barely lost any enrollment—only 1.5%. Early analysis of data suggests that new programs Corrections and WUFLEx are likely largely responsible for enrollment stability.

- j. A break was taken at 4:08 PM for the food that had arrived from Chartwells.
Meeting resumed at 4:23 PM.
- II. Minutes from March 2 were approved.
 - III. Elections
 - a. Kelly Erby was elected as CAS general secretary.
- The subcommittees of the College Faculty Council (CFC) were ratified with some corrections.
- IV. Old Business
 - a. The proposed changes to CAS Tenure and Promotion criteria were approved unanimously.
 - V. New Business
 - a. Proposed new division structure to move Mass Media out of the Creative/Performing Arts Division to form a new division with Kinesiology was approved unanimously.
 - b. Program Deletions
 - i. Approval to delete BA in Mass Media with concentration in Creative Advertising.
 - ii. Approval to delete BA in Mass Media with concentration in Public Relations.
 - VI. Discussion/Questions from CAS Faculty
 - a. Question was raised about whether WU has to adopt KBOR gen ed plan. Arterburn said no, but acknowledged the drawbacks of not adopting the plan. These include a perception of transfer “unfriendliness” because we do not participate in the gen ed plan. Arterburn also acknowledged drawbacks of the plan, including of the diminishment of arts and sciences taken by students and the fact that the plan will actually make transferring more difficult in most cases by limiting flexibility of degree programs.
 - b. Question was asked about flexibility in choosing to adopt or not. For example, could WU have more time to decide or to make changes since it is not governed by KBOR? Arterburn said CAS deans have asked for clarification in what options are, including those related to timeline.
 - c. Question was asked about how proactive WU upper administration is being in considering KBOR plan. Is WU trying to set parameters or simply reacting to KBOR? Arterburn said both are happening as far as he knows and more discussion will occur throughout this year. He emphasized that making preparations for the new system doesn’t imply that we are resigned to adopting it or that we are ceasing debate.
 - d. Question was asked about process for determining what will remain gen ed. Arterburn said this is TBD but that having fewer gen ed will likely be an institutional advantage in the future, if the new system is adopted.
 - e. Question was asked about making WU 101 a gen ed. Arterburn said discussion is happening about instead making it a degree requirement.
 - f. Frustration expressed by faculty about overreach of KBOR and undermining of distinctive WU identity.
 - g. Concerns expressed by faculty that KBOR is now extending its reach to our curriculum; also that schools are within a few years of converting to a state-wide

system. Does adopting new plan undermine our responsibilities to Shawnee County? Arterburn acknowledged that these are good questions, worth addressing during debate and conversation as WU weighs its options.

- h. Point raised by faculty that new plan is not all that different from 9-9-9 gen ed we currently have for all degrees except the BA. Meaning of gen ed has already been eviscerated. Let's accept the KBOR plan and move on to create something really great for the BA that will distinguish WU as the premiere liberal arts institution in the state. Arterburn agrees with that goal/value but also cautions that whatever comes next must not be so different from what we have that it results in loss of existing faculty positions.

VII. Announcements

- a. [WUemester 2023: Health and Healing coming Spring 2023](#)
- b. [Call for CAS Scholarly and Professional Development Travel Funding](#) (priority deadline Sept. 30)
- c. Call for Facilitator for CAS Faculty Colloquium (due Sept. 30)
- d. English faculty updates: Izzy Wasserstein has new book out and book release party is coming up; Louise Krug received an Arty Award; Kansas Book Festival is this weekend.

Respectfully submitted,
Kelly Erby

New Program Proposal

Title of program & CIP: Great TEXTS Certificate Program (CIP: 24 Liberal Arts and Sciences, General Studies, and Humanities)

Rationale for offering this program:

Historically, the benefits of a liberal arts education have been limited to students from more privileged backgrounds. Today, family and financial pressures continue to steer many students—including many of Washburn’s growing number of first-generation students—away from the study of the traditional liberal arts and toward more occupationally specific and applied majors.

The Washburn University Foundation recently approached the College of Arts and Sciences about a donor interested in funding a new program to expand the number of students at Washburn who pursue courses in the humanities and who benefit from the power of the liberal arts, as Roosevelt Montás writes in *Rescuing Socrates* (2021), to inspire students to ask questions and realize their own intellectual capacity and self-worth.

In response, an interdisciplinary team of faculty designed the Great TEXTS certificate program. TEXTS is **T**ransformative, **EX**periential, and **T**eam-Taught **S**tudies. The program is intended to engage Washburn students in examining significant texts and exploring big questions associated with humanistic inquiry under the mentorship of College of Arts and Sciences faculty. Every course is team-taught and includes unique opportunities to pursue knowledge outside of the traditional classroom, including travel to historic and cultural sites and engagement with the local community. The program leverages the power of the liberal arts to broaden students’ perspectives on the world while developing their abilities to read closely, think critically, write effectively, and communicate with others of different perspectives. The program is available to any student pursuing any degree program. Its emphasis of big, timely, and timeless problems and questions complements all major programs by helping students to see connections between the topics they study and contemporary debates that they will confront as business, science, political, and industry leaders and as citizens in a multicultural democracy.

Topics and texts selected for the required seminars will change each semester, as will the opportunities for cocurricular and extracurricular engagement. Each year, the program will issue a call for course proposals similar to the call faculty receive from the Honors Program. A Great TEXTS faculty advisory board consisting of membership from disciplines across the humanities will review these proposals. Proposals will be assessed based on their ability to meet the program’s learning objectives as well as the rationale explaining the significance and transformational nature of the texts selected for the course. The specific “texts” that students explore in these courses need not be limited to books but could also include films, works of art, musical compositions, performances, and other significant and transformative works. It is critical that these texts represent a diversity of perspectives and this will be part of the evaluation criteria for Great TEXTS courses as well. Additional criteria will include the

timeliness of the proposed course topic, the quality of the embedded experiential element, and an inclusive pedagogical approach. Other decisions related to selection of courses will be made later by the program's advisory board.

Faculty selected to teach in the Great TEXTS program will become TEXTS faculty fellows for one semester. They will receive a stipend to co-develop their course as well as an additional .75 teaching load credit to serve as a TEXTS faculty fellow. This additional load time, in combination with the 2.25 load assignment for team-teaching their Great TEXTS course, will bring their teaching load to 1.0 FTE, making up for the reduction in faculty load required by the handbook for co-taught classes. TEXTS fellows will be asked to help promote the program and participate in Great TEXTS events in addition to co-teaching one Great TEXTS course. The student credit hours for Great TEXTS courses will be divided and attributed to each faculty member's home department.

There are already several creative, experience-based, and interdisciplinary courses offered at Washburn, some of which are also team-taught. We invite faculty to consider adapting and proposing these existing courses for the Great TEXTS program in addition to proposing new courses.

Students will be recruited into the program during their first semester at Washburn, with the introductory course offered in the spring semester. Exceptions to this timeline may be granted as needed (e.g., for transfer students, etc.). In their remaining years of study, students will complete three additional 3-credit hour seminars, as well as a 3-credit hour capstone experience. The program advisory board will work with other units on campus (e.g. the Center for Student Success and Retention and Enrollment Management) to develop a more specific plan to recruit, select, and retain students to the program.

The budget for the pilot program includes scholarships for students to earn the Great TEXTS certificate. The budget also includes funding to cover the costs associated with purchasing assigned books and other materials for Great TEXTS courses as well as funding to provide unique learning experiences outside the traditional classroom. In addition, funding has been allocated for faculty development and to provide stipends to faculty who develop Great TEXTS courses (see above). The Washburn University Foundation has secured funding through the private donor to finance these costs associated with the Great TEXTS program for at least the next three years. Following this trial period, the program and budget may need to be reevaluated. Administrative support will be provided by the office of the College of Arts and Sciences.

[Exact proposed catalog description](#)

Washburn University's Great TEXTS certificate program is an interdisciplinary program that engages students in reading transformative texts to explore big, timely, and timeless problems and questions of humankind. The program is open to students in all majors and degree

programs, especially those who want to enhance their reading, writing, speaking, and critical-thinking skills. Each Great TEXTS course is team-taught by a pair of faculty members through an approach inspired by humanist traditions. Each course also includes unique opportunities to pursue knowledge outside of the traditional classroom, including travel to historic and cultural sites and engagement with the community. Additional benefits of the TEXTS program include smaller classes that are discussion based. The unique Great TEXTS plan of study helps students to see connections between the topics they study and contemporary debates that they will confront as business, science, political, and industry leaders and as citizens in a multicultural democracy. Great TEXTS courses are **T**ransformative, **E**Xperiential, and **T**eam-Taught **S**tudies.

Student Learning Outcomes

Students who complete the certificate program will be able to:

1. Engage critically with transformative texts, drawing on multiple perspectives, to reflect on one's position in the world
2. Analyze major intellectual ideas, human institutions, and human behavior as expressed in transformative texts from the Western and non-Western traditions
3. Apply interdisciplinary methods and theories from the liberal arts to current challenges facing individuals, communities, and societies.

Plan of Study

The certificate program requires a total of 15 credit hours of Great TEXTS courses.

Required Introductory Course:

TX 100: Critical Thinking, Communication, and Transformative Texts: Antiquity to Modernity

This first-year gateway course introduces students to the great questions and problems of humankind through discussion-based exploration of transformative texts from a variety of disciplines and genres. These texts will be examined in the context in which they were written and explored for what they mean today. The course helps students practice the critical thinking and communication skills they will need for success in college and in life. Throughout the course, students' understanding and enjoyment of the selected texts will be supplemented by extracurricular activities and presentations, such as visits to historic and cultural sites, plays, musical performances, films, galleries, poetry readings, public lectures, and community engagement.

Required Seminars:

TX 200: Enduring Questions and Transformative Texts

TX 300: Complex Problems and Transformative Texts

TX 301: Inspiring Visions and Transformative Texts

These seminars will approach an important and timely problem or question from the perspective of the humanities. Topics will vary by semester.

Capstone

TX 400: Capstone

With faculty consultation, students will complete a project based in transformational texts that applies to their lives, major, and interests. The project may be based in research, creative work, or community engagement.

List any financial implications: The team-taught model of all Great TEXTS courses will have financial implications for the College. Additional costs for compensating faculty to develop courses and funding scholarships and special experiences for students will be borne by the private donor for at least the next three years. In terms of enrollments, we anticipate the program will be revenue neutral.

Are any other departments affected by this new program? Yes. CAS faculty members will be needed to teach these courses and this will impact the offerings of their home departments. The student credit hours for Great TEXTS courses, however, will be divided and attributed to each faculty member's home department. In addition, every Great TEXTS class is a potential gateway to additional exploration in the humanities for Washburn students. We further envision the program as a significant opportunity to cultivate Washburn's reputation as the premier liberal arts institution in the state and region.

X New Course

Course Title: Critical Thinking, Communication, and Transformative Texts: Antiquity to Modernity

Department: Great TEXTS certificate program

Division: CAS

Course Level: lower division

Prefix: TX

Course Number: 100

Credit Hours: 3

Effective Semester: Spring 2023

Course Catalog Description (include prerequisites): This first-year gateway course introduces students to the great questions and problems of humankind through discussion-based exploration of transformative texts from a variety of disciplines and genres. These texts will be examined in the context in which they were written and explored for what they mean today. The course helps students practice the critical thinking and communication skills they will need for success in college and in life. Throughout the course, students' understanding and enjoyment of the selected texts will be supplemented by extracurricular activities and presentations, such as visits to historic and cultural sites, plays, musical performances, films, galleries, poetry readings, public lectures, and community engagement. Prerequisites: Acceptance into TEXTS program.

Prerequisites: acceptance into Great TEXTS certificate program

Is this course required for the minor/program?: Yes

Does this course replace an existing course?: No

How will the teaching of this course be staffed?: It will be co-taught by two existing faculty members

What, if any, additional equipment or facilities will be needed to teach this course?: None

Paste a copy of the master syllabus in the text area below. Make sure the syllabus addresses 1) the extent and nature of the reading for the course; 2) the writing component of the proposed

course both quantitatively and qualitatively; 3) how student learning will be assessed. See attached.

Additional Comments: None

Is this course being proposed as general education?: No

TX 100: Critical Thinking, Communication, and Transformative Texts: Antiquity to Modernity (3)

Course Description

This first-year gateway course introduces students to the great questions and problems of humankind through discussion-based exploration of transformative texts from a variety of disciplines and genres. These texts will be examined in the context in which they were written and explored for what they mean today. The course helps students practice the critical thinking and communication skills they will need for success in college and in life. Throughout the course, students' understanding and enjoyment of the selected texts will be supplemented by extracurricular activities and presentations, such as visits to historic and cultural sites, plays, musical performances, films, galleries, poetry readings, public lectures, and community engagement.

Prerequisites: Acceptance into Great TEXTS certificate program.

Instructor Information

[Indicate instructors' names and contact information here.]

Course Objectives

Upon successful completion of the course, students will be able to:

1. Engage critically with transformative texts, drawing on multiple perspectives, to reflect on one's position in the world
2. Develop a carefully reasoned argument with support from close reading of a variety of sources
3. Write effectively
4. Present and discuss ideas verbally with clarity

Required Texts

[Indicate what texts will be required and purchased for students as part of their TEXTS scholarship/course materials will be made available on D2L or other delivery method.]

Course Assignments

[Indicate here the course assignments that will assess student learning of the above objectives. Also indicate point values of each assignment.]

Course Schedule

[Indicate assigned course readings, assignments, and due dates here.]

University Syllabus Additions

[Insert current version here.]

X New Course

Course Title: Enduring Questions and Transformative Texts

Department: Great TEXTS certificate program

Division: CAS

Course Level: lower division

Prefix: TX

Course Number: 200

Credit Hours: 3

Effective Semester: Spring 2023

Course Catalog Description (include prerequisites): This course examines a series of transformative texts written in a variety of different genres, cultural traditions, and historical periods that engage with life's big questions, both contemporary and enduring. Throughout the course, students' understanding and enjoyment of the selected texts will be supplemented by extracurricular activities and presentations, such as visits to historic and cultural sites, plays, musical performances, films, galleries, poetry readings, public lectures, and community engagement. Specific topics and texts will change each semester. Prerequisites: TX 100.

Prerequisites: Prerequisites: TX 100.

Is this course required for the minor/program?: Yes

Does this course replace an existing course?: No

How will the teaching of this course be staffed?: It will be co-taught by two existing faculty members

What, if any, additional equipment or facilities will be needed to teach this course?: None

Paste a copy of the master syllabus in the text area below. Make sure the syllabus addresses 1) the extent and nature of the reading for the course; 2) the writing component of the proposed course both quantitatively and qualitatively; 3) how student learning will be assessed. See attached.

Additional Comments: None

Is this course being proposed as general education?: No

TX 200: Enduring Questions and Transformative Texts (3)

Course Description

This course examines a series of transformative texts written in a variety of different genres, cultural traditions, and historical periods that engage with life's big questions, both contemporary and enduring. Throughout the course, students' understanding and enjoyment of the selected texts will be supplemented by extracurricular activities and presentations, such as visits to historic and cultural sites, plays, musical performances, films, galleries, poetry readings, public lectures, and community engagement. Specific topics and texts will change each semester. Prerequisites: TX 100.

Instructor Information

[Indicate instructors' names and contact information here.]

Course Objectives

Upon successful completion of the course, students will be able to:

1. Engage critically with transformative texts, drawing on multiple perspectives, to reflect on one's position in the world
2. Analyze literary texts, especially in relation to the material, economic, social, cultural, and political conditions in which they were produced
3. Demonstrate understanding of multiple worldviews, experiences, and power structures to address or analyze significant global problems

Required Texts

[Indicate what texts will be required and purchased for students as part of their TEXTS scholarship. Indicate if additional readings/course materials will be made available on D2L or other delivery method.]

Course Assignments

[Indicate here the course assignments that will assess student learning of the above objectives. Also indicate point values of each assignment.]

Course Schedule

[Indicate assigned course readings, assignments, and due dates here.]

University Syllabus Additions

[Insert current version here.]

X New Course

Course Title: Complex Problems and Transformative Texts

Department: Great TEXTS certificate program

Division: CAS

Course Level: lower division

Prefix: TX

Course Number: 300

Credit Hours: 3

Effective Semester: Spring 2023

Course Catalog Description (include prerequisites): This course examines a series of transformative texts written in a variety of different genres, cultural traditions, and historical periods that engage with the essential problems of the human condition, both contemporary and enduring. Throughout the course, students' understanding and enjoyment of the selected texts will be supplemented by extracurricular activities and presentations, such as visits to historic and cultural sites, plays, musical performances, films, galleries, poetry readings, public lectures, and community engagement. Specific topics and texts will change each semester. Prerequisites: TX 100 and TX 200.

Prerequisites: Prerequisites: TX 100 and TX 200.

Is this course required for the minor/program?: Yes

Does this course replace an existing course?: No

How will the teaching of this course be staffed?: It will be co-taught by two existing faculty members

What, if any, additional equipment or facilities will be needed to teach this course?: None

Paste a copy of the master syllabus in the text area below. Make sure the syllabus addresses 1) the extent and nature of the reading for the course; 2) the writing component of the proposed course both quantitatively and qualitatively; 3) how student learning will be assessed. See attached.

Additional Comments: **None**

Is this course being proposed as general education?: **No**

TX 300: Complex Problems and Transformative Texts (3)

Course Description

This course examines a series of transformative texts written in a variety of different genres, cultural traditions, and historical periods that engage with the essential problems of the human condition, both contemporary and enduring. Throughout the course, students' understanding and enjoyment of the selected texts will be supplemented by extracurricular activities and presentations, such as visits to historic and cultural sites, plays, musical performances, films, galleries, poetry readings, public lectures, and community engagement. Specific topics and texts will change each semester. Prerequisites: TX 100 and TX 200.

Instructor Information

[Indicate instructors' names and contact information]

Course Objectives

Upon successful completion of the course, students will be able to:

1. Engage critically with transformative texts, drawing on multiple perspectives, to reflect on one's position in the world
2. Evaluate written and/or visual information, evidence, and argument for reliability and authority/usefulness
3. Develop a carefully reasoned argument with support from close reading of a variety of sources

Required Texts

[Indicate what texts will be required and purchased for students as part of their TEXTS scholarship. Indicate if additional readings/course materials will be made available on D2L or other delivery method.]

Course Assignments

[Indicate here the course assignments that will assess student learning of the above objectives. Also indicate point values of each assignment.]

Course Schedule

[Indicate assigned course readings, assignments, and due dates here]

University Syllabus Additions

[Insert current version here]

X New Course

Course Title: Inspiring Visions and Transformative Texts

Department: Great TEXTS certificate program

Division: CAS

Course Level: upper division

Prefix: TX

Course Number: 301

Credit Hours: 3

Effective Semester: Spring 2023

Course Catalog Description (include prerequisites): This course examines a series of transformative texts written in a variety of different genres, cultural traditions, and historical periods that inspire, foresee, or call to action. Throughout the course, students' understanding and enjoyment of the selected texts will be supplemented by extracurricular activities and presentations, such as visits to historic and cultural sites, plays, musical performances, films, galleries, poetry readings, public lectures, and community engagement. Specific topics and texts will change each semester. Prerequisites: TX 100, TX 200, and TX 300.

Prerequisites: Prerequisites: TX 100, TX 200 and TX 300.

Is this course required for the minor/program?: Yes

Does this course replace an existing course?: No

How will the teaching of this course be staffed?: It will be co-taught by two existing faculty members

What, if any, additional equipment or facilities will be needed to teach this course?: None

Paste a copy of the master syllabus in the text area below. Make sure the syllabus addresses 1) the extent and nature of the reading for the course; 2) the writing component of the proposed course both quantitatively and qualitatively; 3) how student learning will be assessed. See attached.

Additional Comments: None

Is this course being proposed as general education?: No

TX 301: Inspiring Visions and Transformative Texts (3)

Course Description

This course examines a series of transformative texts written in a variety of different genres, cultural traditions, and historical periods that inspire, foresee, or call to action. Throughout the course, students' understanding and enjoyment of the selected texts will be supplemented by extracurricular activities and presentations, such as visits to historic and cultural sites, plays, musical performances, films, galleries, poetry readings, public lectures, and community engagement. Specific topics and texts will change each semester. Prerequisites: TX 100, TX 200, and TX 300.

Instructor Information

[Indicate instructors' names and contact information]

Course Objectives

Upon successful completion of the course, students will be able to:

1. Engage critically with transformative texts, drawing on multiple perspectives, to reflect on one's position in the world
2. Evaluate written and/or visual information, evidence, and argument for reliability and authority/usefulness
3. Develop a carefully reasoned argument with support from close reading of a variety of sources

Required Texts

[Indicate what texts will be required and purchased for students as part of their TEXTS scholarship. Indicate if additional readings/course materials will be made available on D2L or other delivery method.]

Course Assignments

[Indicate here the course assignments that will assess student learning of the above objectives. Also indicate point values of each assignment.]

Course Schedule

[Indicate assigned course readings, assignments, and due dates here.]

University Syllabus Additions

[Insert current version here.]

X New Course

Course Title: Great TEXTS Capstone

Department: TEXTS certificate program

Division: CAS

Course Level: upper division

Prefix: TX

Course Number: 400

Credit Hours: 3

Effective Semester: Spring 2023

Course Catalog Description (include prerequisites): With faculty consultation, students will complete a project based in transformational texts that applies to their lives, major, and interests. The project may be based in research, creative work, or community engagement. Prerequisites: TX 100, TX 200, TX 300, and TX 301.

Prerequisites: Prerequisites: TX 100, TX 200, TX 300, and TX 301.

Is this course required for the minor/program?: Yes

Does this course replace an existing course?: No

How will the teaching of this course be staffed?: It will be co-taught by two existing faculty members

What, if any, additional equipment or facilities will be needed to teach this course?: None

Paste a copy of the master syllabus in the text area below. Make sure the syllabus addresses 1) the extent and nature of the reading for the course; 2) the writing component of the proposed course both quantitatively and qualitatively; 3) how student learning will be assessed. See attached.

Additional Comments: None

Is this course being proposed as general education?: N

TX 400: TEXTS Capstone (3)

Course Description

With faculty consultation, students will complete a project based in transformational texts that applies to their lives, major, and interests. The project may be based in research, creative work, or community engagement. Prerequisites: TX 100, TX 200, TX 300, and TX 301.

Instructor Information

[Indicate instructors' names and contact information.]

Course Objectives

Upon successful completion of the course, students will be able to:

1. Connect relevant experiences from previous TEXTS courses and other fields of study
2. Communicate ideas, concepts, and information through written, oral, and nonverbal means
3. Apply interdisciplinary methods and theories from the liberal arts to current challenges facing individuals, communities, and societies

Required Texts

[Indicate what texts will be required and purchased for students as part of their TEXTS scholarship. Indicate if additional readings/course materials will be made available on D2L or other delivery method.]

Course Assignments

[Indicate here the course assignments that will assess student learning of the above objectives. Also indicate point values of each assignment.]

Course Schedule

[Indicate assigned course readings, assignments, and due dates here.]

University Syllabus Additions

[Insert current version here.]