

# CFC Meeting Agenda

## March 4, 2015, 3:30 in the Vogel Room

Seid Adem  
Karen Diaz Anchante  
Susan Bjerke  
Steve Black  
Stephanie Decker  
Jason Emry  
Kelly Erby  
Ross Friesen

Tim Fry  
Michael Hager  
Chris Hamilton  
Chris Kelts  
Eric McHenry  
Kathy Menzie  
Kim Morse  
Dave Provorse

Michael Rettig  
Jim Schnoebelen  
Janet Sharp  
Ian Smith  
Sharon Sullivan  
Nan Sun  
Craig Treinen  
Corey Zwikstra

The next regularly scheduled meeting of the College Faculty Council is this Wednesday, March 4, at 3:30 pm in the Vogel Room of Memorial Union.

- I. Call to Order
- II. \*Approval of Minutes, February 4, 2015
- III. Committee Reports
- IV. New Business
  - A. Curriculum Changes
    1. Program Change
      - a. \*Bachelor of Arts in English Literature
      - b. \*Bachelor of Arts in Kinesiology
      - c. \*Bachelor of Science in Athletic Training
      - d. \*Bachelor of Education in Physical Education
- V. Discussion
  - A. Student Perception Forms
  - B. Enrollment/Recruitment
- VI. Announcements
  - A. Grand Marshal
- VII. Adjournment

Next CFC Meeting: Wednesday, April 1, 3:30 p.m. in the Vogel Room

\*See attachment

## College Faculty Council (CFC) Meeting Minutes

February 4, 2015

In attendance: Laura Stephenson, Tim Fry, Michael Retting, Corey Zwickstra, Ian Smith, Jason Emry, Eric McHenry, Dave Provorse, Lisa Sharpe Elles, Steve Black, Bruce MacTavish (guest), Stephanie Decker, Ross Friesen, Janet Sharp, Chris Kelts, Chris Hamilton, Nan Sun, Kathy Menzie, Kelly Erby

---

- I. Call to Order 3:30 PM
- II. Discussion with Richard Liedtke—Liedtke acknowledged a significant recent drop in retention and recruitment, especially among students who are not direct from high school. He thanked faculty for their efforts to help address this issue, underscoring his office's position that everyone, faculty included, must pitch in to reverse the trend. Dr. Liedtke then responded to questions from faculty members about what his office is doing to address the decline in enrollment. He indicated that he supported a shift away from television advertising and toward a heavier emphasis on print media, including letters aimed at high school freshmen and sophomores. In addition, he endorses holding regular "Sophomore Days" to bring high school sophomores to campus in addition to seniors in an attempt to reach students earlier in their high school careers. Liedtke indicated new strategies to reach prospective community college transfer students, including organizing groups of WU faculty and students to visit community colleges like Allen County and Highland. Liedtke explained a new video media campaign focused on the slogans "Become an Ichabod" and "Be different. Be an Ichabod." He also said his office is pursuing digital marketing campaigns. Liedtke indicated that his office employs 2 full-time transfer-student recruiters and 4 high-school recruiters. He said that he did not see WU's student default rate as a recruitment problem, although he did acknowledge that it would be "annoying" to transfer students. In response to a question about what his office is doing to recruit Latino/a students, Liedtke said that it had produced promotional, "tool-kit" literature in Spanish and that it had formed partnerships with groups like Herminitas and HALO. In response to a committee member who asked about what his office is doing to tap into recruiting students who are already coming to campus, including Herminitas and Women in Science, Liedtke acknowledged that his office had recently reduced its funding in support of such initiatives. Committee member responded by indicating that she would like to see increased presence of Admissions Officers at events, something that would require little financial investment. In response to questions about the logic behind the Concurrent Enrollment Program as a recruitment tool, Liedtke highlighted the new Senior Academy Program and indicated that he believes that CEP students who have no intention of coming to WU have the benefit of taking some monies away from schools like KU and K-State. In response to questions about insufficient billboard-campaigns promoting WU throughout the Midwest, Liedtke said that he did not support billboard initiatives unless a number of billboards could be purchased, a considerable investment. Liedtke indicated his belief

that the Topeka market was "oversaturated" with Washburn promotional campaigns.

III. Approval of Minutes from 1/21/15

IV. Division Reports Withdrawn

V. New Business

a. Grand Marshall Ballot

b. Curriculum Changes

i. New Programs

1. Approval of ESOL

ii. Program Changes

1. Approval of Bachelor of Science in Athletic Training

2. Approval of Bachelor of Science in Athletic Training

VI. Discussion Items

a. Student Perception Forms—committee members reported back on how their respective departments felt about the previously-circulated IDEA and SIR II forms. There was a slight preference among departments for the SIR II forms. Another suggestion brought up by several committee members was for a form that only included "Question 10" (teaching effectiveness) and asked for student comments. Dean Stephenson suggested that committee members take this idea back to their home departments for feedback.

VII. Adjourned 4:56 PM

Respectfully submitted by Kelly Erby

# COLLEGE OF ARTS AND SCIENCES PROGRAM CHANGE FORM

	Chair's Signature	Recommendation	Review Date
Department	<u>Danny Wade</u>	<u>Approve</u>	<u>2014-06-30</u>
Division	<u>Corey Zwikstra</u>	<u>Approve</u>	<u>2014-12-08</u>
Dept. of Educ.	<u>N/A</u>		
<small>(If relates to teacher certification program.)</small>			
Dean	<u>Laura Stephenson</u>	<u>Approve</u>	<u>2014-12-08</u>
Curriculum Committee	<u>Michael Hager</u>	<u>Approve</u>	<u>2015-02-11</u>
Accepted by CFC	_____	_____	_____
CAS Faculty	_____	_____	_____
Approved By:	Faculty Senate _____	University Faculty _____	WU Board of Regents _____

Program: Bachelor of Arts in English Literature

**1. Reason for this program change?**

The English literature emphasis proposes changing the requirements from four literature surveys required to five. We also propose removing the communication or theatre correlative and adding 6 hours in upper-division literature courses in consultation with an advisor.

1. Adding 6 additional hours will bring the literature emphasis in line with the writing and education emphases, which are both at or above 39 hours.
2. The additional hours will add rigor to the program.
3. Additional hours will better prepare students for the GRE and graduate school.
4. Additional literature surveys will provide more breadth and a broader historical background.
5. Adding more surveys (instead of more period courses) will give the students a broader literary base. Survey courses are also offered more frequently than the period courses.
6. Specific communication and theatre classes will no longer be required as correlate courses for the literature emphasis, although students will still have the option of adding these classes in fulfillment of the general-education requirements. Removing these courses will allow the literature emphasis students to select courses touching on a focal area of their choice.

**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:

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.

### 3. Describe the nature of the proposed change.

The literature faculty proposes increasing the requirements for the emphasis from 33 to 39 hours. Currently literature emphasis students must complete EN 301 (Critical Reading and Writing), EN 310 (Modern English Grammar), EN 400 (Senior Seminar), and four (out of a possible six) surveys in English, American, and World literature. They must also complete one course each in a literary form, period, and major author.

We propose changing the requirements from four surveys required to five. We also propose removing the communication or theatre correlative and adding 6 hours in upper-division literature courses in consultation with an advisor.

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

Yes.

---

# COLLEGE OF ARTS AND SCIENCES PROGRAM CHANGE FORM

	Chair's Signature	Recommendation	Review Date
<b>Department</b>	<u>Roy Wohl</u>	<u>Approve</u>	<u>2014-12-12</u>
<b>Division</b>	<u>Tim Fry</u>	<u>Approve</u>	<u>2014-12-12</u>
<b>Dept. of Educ.</b>	<u>N/A</u>		
<small>(If relates to teacher certification program.)</small>			
<b>Dean</b>	<u>Laura Stephenson</u>	<u>Approve</u>	<u>2015-01-15</u>
<b>Curriculum Committee</b>	<u>Michael Hager</u>	<u>Approve</u>	<u>2015-02-11</u>
<b>Accepted by CFC</b>	_____	_____	_____
<b>CAS Faculty</b>	<u>N/A</u>	_____	_____
<b>Approved By:</b>	<b>Faculty Senate</b> <u>N/A</u>	<b>University Faculty</b> <u>N/A</u>	<b>WU Board of Regents</b> <u>N/A</u>

Program: Bachelor of Arts in Kinesiology

**1. Reason for this program change?**

HL152 Personal and Community Health is not addressing certain health and wellness areas that we desire for our majors. We feel these can be more appropriately addressed by KN248 Wellness Concepts and Application. Some examples are: KN248 contains a large component on the behavior change process and requires each student to complete a behavior change project; KN248 is able to cover, in more depth, all of the dimensions of wellness due to the specific wellness focus of the class; KN248 can more successfully teach competencies required in our BS Athletic Training and BED P-12 Physical Education Teaching degree programs that HL152 had difficulty doing; KN248 provides a solid foundation of instruction for the many KN upper level courses that depend on an understanding and working knowledge of behavior change theory. The Kinesiology Department feels this change will greatly benefit its majors and improve their preparation for pursuing careers in the health and human movement professions.

**2. Complete revised description.**

The Bachelor of Arts degree in Kinesiology prepares students for future study and/or careers in the sub-disciplines of Kinesiology and Allied Health, as well as activity-oriented businesses. This degree is NOT for students seeking teaching certification. Each student will take the general education requirements necessary for the Bachelor of Arts degree. The Kinesiology core requirements include the following 16 credits: HL 152, KN 250, KN 320, KN 321, KN 326, KN 496. Activity requirements are 4 credits from the 100-level, one-hour activity course listing or from the following list: KN 260, KN 261, KN 357, KN 360, KN 361, KN 365, or KN 400. Students are also required to take 12 interest area credits in Kinesiology, all of which must be 200+ level with at least 6 at 300+ level. Interest area credits may be fulfilled by concentration courses in Kinesiology but not more than three credits of internship can be applied in this area.

The concentration in Exercise Physiology includes the following: KN 257 or KN 335, KN 300 or KN 318, KN 308, KN 333, KN 400, KN 410, KN 411 and KN 494 (internship 50 hours). Correlated requirements include: MA 140 or PY 150, CH 121, PS 101 or PS 102, and SO 315.

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

---

The concentration in Sport Management includes the following: BU 360, AC 224, EC 200, EC 201, MM 100, SO 315, 3 credits from BU 342/BU 345/BU 346; 6 credits (3 credits upper division) from: BU 250/BU 315/BU 363/ BU 364/BU 470; KN 306, KN 333, KN 370, and KN 494 (Internship 300-600 hours). Students who complete this concentration also qualify for a Minor in Business (see the School of Business for Certification of the Minor).

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

3. Describe the nature of the proposed change.

Have KN248 Wellness Concepts and Application become a Core requirement for all Kinesiology Bachelor Degree programs, replacing HL152 Personal and Community Health in the KN Core. These BA degree programs are as follows: Exercise Physiology, Sport Management, Physical Therapist Assistant, Flexible Option.

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

Yes



# COLLEGE OF ARTS AND SCIENCES PROGRAM CHANGE FORM

	Chair's Signature	Recommendation	Review Date
Department	<u>Roy Wohl</u>	<u>Approve</u>	<u>2014-12-12</u>
Division	<u>Tim Fry</u>	<u>Approve</u>	<u>2014-12-12</u>
Dept. of Educ.	<u>N/A</u>		
<small>(If relates to teacher certification program.)</small>			
Dean	<u>Laura Stephenson</u>	<u>Approve</u>	<u>2015-01-15</u>
Curriculum Committee	<u>Michael Hager</u>	<u>Approve</u>	<u>2015-02-11</u>
Accepted by CFC	_____	_____	_____
CAS Faculty	<u>N/A</u>		
Approved By:	Faculty Senate <u>N/A</u>	University Faculty <u>N/A</u>	WU Board of Regents <u>N/A</u>

Program: Bachelor of Science in Athletic Training

**1. Reason for this program change?**

HL152 Personal and Community Health is not addressing certain health and wellness areas that we desire for our majors. We feel these can be more appropriately addressed by KN248 Wellness Concepts and Application. Some examples are: KN248 contains a large component on the behavior change process and requires each student to complete a behavior change project; KN248 is able to cover, in more depth, all of the dimensions of wellness due to the specific wellness focus of the class; KN248 can more successfully teach competencies required in our BS Athletic Training and BED P-12 Physical Education Teaching degree programs that HL152 had difficulty doing; KN248 provides a solid foundation of instruction for the many KN upper level courses that depend on an understanding and working knowledge of behavior change theory. The Kinesiology Department feels this change will greatly benefit its majors and improve their preparation for pursuing careers in the health and human movement professions.

**2. Complete revised description.**

The Athletic Training core requirements include:

HL 152, KN 320, KN 321, KN 326, KN 333, and KN 411.

Athletic Training major coursework includes:

KN 256, KN 257, KN 300, KN 308, KN 350, KN 355, KN 357 and KN 455.

The clinical experience courses are:

KN 258, KN 292, KN 392, KN 393, KN 492, and KN 493.

Correlated requirements include:

KN 250 and NU 102 or AL 101, BI 255, BI 275, CH 121, PS 101 or PS 102, AL 315, AL 320, and SO 315.

3. Describe the nature of the proposed change.

Have KN 248 Wellness Concepts and Application become a Core requirement in the BS Athletic Training degree program, replacing HL152 Personal and Community Health in the BS AT Core.

---

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

Yes

# COLLEGE OF ARTS AND SCIENCES PROGRAM CHANGE FORM

	Chair's Signature	Recommendation	Review Date
Department	<u>Roy Wohl</u>	<u>Approve</u>	<u>2014-12-12</u>
Division	<u>Tim Fry</u>	<u>Approve</u>	<u>2014-12-12</u>
Dept. of Educ. <small>(If relates to teacher certification program.)</small>	<u>Donna Lalonde</u>	<u>Approve</u>	<u>2014-12-13</u>
Dean	<u>Laura Stephenson</u>	<u>Approve</u>	<u>2015-01-15</u>
Curriculum Committee	<u>Michael Hager</u>	<u>Approve</u>	<u>2015-02-11</u>
Accepted by CFC	_____	_____	_____
CAS Faculty	<u>N/A</u>	_____	_____

Approved By:	Faculty Senate <u>N/A</u>	University Faculty <u>N/A</u>	WU Board of Regents <u>N/A</u>
--------------	---------------------------	-------------------------------	--------------------------------

Program: Bachelor of Education in Physical Education

1. Reason for this program change?

HL152 Personal and Community Health is not addressing certain health and wellness areas that we desire for our majors. We feel these can be more appropriately addressed by KN248 Wellness Concepts and Application. Some examples are: KN248 contains a large component on the behavior change process and requires each student to complete a behavior change project; KN248 is able to cover, in more depth, all of the dimensions of wellness due to the specific wellness focus of the class; KN248 can more successfully teach competencies required in our BS Athletic Training and BED P-12 Physical Education Teaching degree programs that HL152 had difficulty doing; KN248 provides a solid foundation of instruction for the many KN upper level courses that depend on an understanding and working knowledge of behavior change theory. The Kinesiology Department feels this change will greatly benefit its majors and improve their preparation for pursuing careers in the health and human movement professions.

2. Complete revised description.

The Bachelor of Education degree in Physical Education requires satisfactory completion of 49 hours, of which 30 are considered core physical education requirements. These courses include: HL 152, KN 133 or KN 134, KN 250, KN 257, KN 299, KN 306, KN 311, KN 320, KN 321, KN 326, KN 340, and First Aid/CPR certification. In addition, twenty hours of coursework are required for P-12 certification including KN 260, KN 261, KN 270, KN 324, KN 325, KN 360, KN 361, and KN 365. Additional requirements are listed under degree requirements in the Education Department.

3. Describe the nature of the proposed change.

Have KN248 Wellness Concepts and Application become a Core requirement in the BEd P-12 Physical Education Teaching degree program, replacing HL152 Personal and Community Health in the KN Core.

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

Yes

---