

CFC Meeting Agenda

November 11, 2015, 3:30 p.m. in the Vogel Room

Seid Adem
Rick Barker
Sharla Blank
Karen Camarda
Charles Cranston
Jason Emry
Rachel Goossen
Michael Hager

Chris Hamilton
Park Lockwood
Gabi Lunte
Taylor Marcell
Eric McHenry
Kim Morse
Dave Provorse
Michael Rettig

Tracy Routsong
Janet Sharp
Ian Smith
Ann Marie Snook
Sharon Sullivan
Jennifer Wagner
Ye Wang
Corey Zwikstra

I. Call to Order

II. *Approval of Minutes, October 7, 2015

III. Division Reports

- A. *Natural Sciences/Math Division September and October Minutes
- B. *Social Sciences Division September Minutes
- C. *Education/Kinesiology Division September Minutes
- D. *Humanities Division October Minutes

IV. Committee Reports

- A. *Curriculum Committee September and October Meeting Notes

V. New Business

- A. *Course change—LE 100
- B. Curriculum Changes
 - 1. *Bachelor of Science in Environmental Biology
 - 2. *Bachelor of Arts in Environmental Biology
 - 3. *Minor in Biology
 - 4. *Bachelor of Music in Performance: Piano Emphasis
 - 5. *Bachelor of Music in Performance: Voice Emphasis
- C. Vote for Grand Marshal for Spring 2016 Commencement

VI. Discussion

VII. Announcements

VIII. Adjournment

Next CFC Meeting: Wednesday, December 2, 3:30 p.m. in the Shawnee Room

*See attachment

CFC Meeting Minutes

October 7, 2015, 3:30 in the Vogel Room

In attendance:

Seid Adem	Park Lockwood	Tracy Routsong
Rick Barker	Gabi Lunte	Janet Sharp
Sharla Blank	Taylor Marcell	Ian Smith
Karen Camarda	Eric McHenry	Ann Marie Snook
Charles Cranston	Kim Morse	Sharon Sullivan
Jason Emry	Mark Peterson (for Chris Hamilton)	Jennifer Wagner
Rachel Goossen	Dave Provorse	Ye Wang
Michael Hager	Michael Rettig	Corey Zwikstra

Absent: Chris Hamilton (Mark Peterson sub)

I. The meeting was called to order by Dean Stephenson at 3:30 pm.

II. *Approval of Minutes, September 2, 2015

- A. Correction – Hispanic serving institution
- B. Motion to approve moved and seconded
- C. Motion carried.

III. Division Reports

A. *NSD March 13 Minutes

1. Motion to approve moved and seconded
2. Motion carried.
 - a. A discussion was made regarding the timing of official minutes and voting. The question was made whether we can approve minutes until they have been voted on by the division.

B. *SocSci September 16 and September 23 Minutes

1. Motion to approve moved and seconded
2. Motion carried.
 - a. LE 100 has been approved through the division and will now go to CFCCC.
 - b. After the discussion regarding division minutes, it was decided that Social Science division would send out minutes and get results from that email prior to our acceptance.

C. *EDKN September 16 Minutes

1. Held for approval from EDKN

IV. New Business

A. New Program

1. *Bachelor of Music in Music Performance- Guitar Emphasis
 - a. Motion to approve moved and seconded
 - b. Motion carried.

V. Discussion

A. CAS Faculty Travel

1. Currently budgeted at ~ \$57,414

2. Faculty are eligible for up to \$1000 based on paper, chairing/paneling, or attending a conference.
3. The college has allocated 98% of the funds already.
 - a. 80 faculty; \$636 was the average amount spent; 10% of faculty were attending conferences without presenting
 - b. Priority goes to a first trip if funds are limited. It is encouraged that individuals submit for funding in anticipation of a trip.
 - c. It was discussed whether being a “commentator” would be eligible for the full \$1000 funding. The Dean’s office looks to department chairs to help differentiate the funding levels, but that for some departments, a “commentator” may request the full \$1000.

B. SIR-II *

Comments

1. We are transitioning to an Opt-Out option instead of Opt-In. If you are going to Opt-Out, you need to email Matt Arterburn with your course sections and CRNs. *A motion was made to use the SIR-II on the Opt-Out scale. Show of hands. Motion carried.
2. There will be a survey window. There was a discussion regarding the length the window should be open.
3. Small classes can still get data, it just can’t get consolidated.

Concerns with SIR-II

4. There is a concern noted regarding who has ownership of the data collected. The company can aggregate the data and can access the information.
5. Instructors will need to request tablets if they need them for their classes.
6. It does not work with Blackberry.
7. There was a concern mentioned regarding how it will look for formatting and consistency for those going up for tenure and promotion.
8. A concern was brought up regarding whether the wireless is ready for this switch
9. There is a question about what is the anticipated return on the cost for this change – are we hoping to hire better faculty from this information?
10. It was mentioned that data could be skewed based on how instructors gave the survey – in class versus online, with incentive versus no incentives.

C. *Recruitment Process Overview

1. There is a manual that you can request from Richard Liedtke.

D. *Senior Lecturer

1. Discussion at the VP level regarding implementation of this new position.
2. Professional Development Committee has been charged to look at this.
 - a. What will the process look like?
 - b. Who will make up the deciding body?

VI. Announcements

- A. Grand Homecoming – October 23/24
- B. CAS office has been decorated with local art – Invitation to take a look.
- C. Take Back the Night - October 29, 2015
- D. John Lewis – October 14 7:00 in White Concert Hall
- E. King Lecturer: Amy-Jill Levine – October 15

VII. Meeting adjourned at 4:56pm.

Discussion Wish List

Discussion regarding how to get a list of first year students for easier Midterm grade reporting.

Discussion regarding Chartwell's new contract.

Discussion regarding Senior and Transfer Days

Next CFC Meeting: Wednesday, November 11, 3:30 p.m. in the Vogel Room

Respectfully submitted by Tracy Routsong

Natural Science Division (NSD) Minutes for Friday, September 11, 2015.

- I. Called to order at 2:01 pm by Division Chair Jennifer Wagner.
- II. Rick Barker was elected the Secretary of the Division.
- III. Minutes of the previous NSD meeting (3/13/15) were approved as modified.
- IV. New NSD Faculty were introduced.
 - Matthew Cook, Assistant Professor (Physiology)
 - Heather Snyder, Lecturer (Introductory Biology Lab Coordinator and Lecturer)
 - Jason Shaw, Assistant Professor (Actuarial Science)
- V. Committee Reports – none
- VI. Old Business – none.
- VII. New Business –
 - A. The NSD approved Computer Information Sciences changes – CM111 and CM113
 - B. The NSD approved Math changes – MA 344 and MA 320
 - C. The NSD approved Physics changes – PS 102
 - D. The NSD approved Physics new course – AS 104
- VIII. Discussion Items –
 - A. WU 101 for Math/Science students, the division in general supports this idea. There is concern about staffing WU101/NSD by NSD faculty. Kevin C., Keith M., Susan B., Steve A., and Cecil S will be a committee to pursue this with Kevin as the chair.
 - B. Math requirements in science classes, the Math Department is more than willing to support this.
 - C. SIR II student perception instrument – the Dean of CAS is proposing to use this on-line student evaluation for all Fall 2015 classes that do not opt out. Questions were raised about how this will impact promotion and tenure issues with two(or more) sets of data, as well as how do we handle technical glitches. How do we handle uniform delivery of the evaluations?
- IX. Announcements

The meeting was adjourned at 3:00 pm.

Minutes respectfully submitted by Rick Barker, Secretary

Natural Science Division (NSD) Minutes for Friday, October 9, 2015.

- I. Called to order at 2:03 pm by Division Chair Jennifer Wagner.
- II. Minutes of the previous NSD meeting (9/11/15) were approved as circulated.
- III. Committee Reports – none
 - A. Kevin Charwood – Reporting for NSD-FYE course exploration, they have talked to Music and are exploring other input.
- IV. Old Business – none.
- V. New Business –
 - A. The NSD approved Biology course deletion – BI105
 - B. The NSD approved Biology new course proposal – BI140
 - C. The NSD approved Biology new course proposal – BI234
 - D. The NSD approved Biology new course proposal – BI314
 - E. The NSD approved Biology program change – minor in Biology
 - F. The NSD approved Biology program change – B.A. in Environmental Biology
 - G. The NSD approved Biology program change – B.S. in Environmental Biology
- VI. Discussion Items –
 - A. NSD approved a process for electronic approval of minutes; minutes will be circulated via email the day of the meeting for responses within one week of the meeting. After that one week, they will be listed as electronically approved.
- VII. Announcements – none

The meeting was adjourned at 2:12 pm.

Minutes respectfully submitted by Rick Barker, Secretary

There was an interesting and informative presentation by Brian Thomas about “Modeling Terrestrial Effects of a Pleistocene Supernova.”

**Social Science Division
Electronic Meeting
September 14-16, 2015**

The Social Science Division met electronically between September 14 and September 16. We considered a course change to PY252. The request to change prerequisites passed unanimously.

Respectfully submitted,

Kim Morse
Social Science Division Chair

**Social Science Division Meeting
September 23, 2015
Minutes**

The Social Science Division met at 3:30 on September 23, 2015. Members present were Rachel Goossen, Kelly Erby, John Paul, Chris Conner, Cheryl Childers, Mark Peterson, Jericho Hockett, Michael McGuire, Michael Russell, Linsey Moddelmog, Bob Beatty, Cindy Turk, Tom Prasch, Sharla Blank, Cindy Wooldridge, Kerry Wynn, and Kim Morse. Kim Morse had Alan Bearman's proxy.

The Division unanimously approved revisions to the course description of PY301.

The Division voted 10-8 to approve LE100 as a Social Science General Education course.

The Division then considered the matter of changes to the language and policies that govern funds for faculty international travel as approved by the International Education Committee. As international travel for scholarly purposes is not always limited to presentation at conferences, and as the internationalization of campus requires opportunity for study and dialog, not just presentation, the Division approved the following statement to be presented to Faculty Senate by Linsey Moddelmog, the Division's Faculty Senate representative.

"The Social Science Division requests that the International Education Committee return to the original language of the Fund Guidelines. The original language of the Fund Guidelines better support the true internationalization of campus and faculty learning, as well as more effectively supports teaching, scholarly, and creative endeavors through international activity.

The Division also requests greater transparency in the International Education Committee's budgeting, planning, and allocation processes."

The meeting officially adjourned at 4:35pm.

Division of Education and Kinesiology
Minutes of September 16, 2015
Division meeting
PC 225

Present: Park Lockwood (Chair), Ross Friesen, Tiffany Dirks, Tracie Lutz, Judy McConnell-Farmer, Taylor Marcell, Margie Miller, Roy Wohl, Sandy Tutwiler, Cherry Steffen, Susan Alexander, Loree Weir, David Pownell

- I. The meeting was called to order at 3:00pm.
- II. Minutes of the May 7, 2015 meeting were approved.
- III. Committee reports.
 - a. Assessment Committee – Roy Wohl will stand in for Gloria Dye during her sabbatical.
 - b. College Faculty Council – The main discussion was about recruitment and how to better recruit students.
 - c. Undergraduate Probation and Reinstatement – The committee looked at the standards of other institutions. Those standards were lower than Washburn's. The committee decided to lower the standards to similar levels in hopes of retaining more students.
 - d. Committees not included above did not meet or were not reported this month.
- IV. Old Business – No old business
- V. New business
 - a. Program change: B.Ed in Physical Education
The discussion centered on the courses ED 150 EPIC, RD 484 Reading in the Content Area, and ED 402 Struggling Learners.

With regards to ED 150, Kinesiology felt that their students need to have good experiences in PE settings. There was an agreement that the course would not be renamed but that Kinesiology would do the placements for their students.

There was a long discussion with regards to 484 and 402. The B.ED. program has a large number of hours and Kinesiology is trying to find ways to reduce the amount of hours and eliminate redundancy in courses, thereby improving curriculum and recruiting and retaining more students. The crux of the discussion was how to meet the standards of the B.ED, how to cut credit hours, but maintain a high quality program.

Kinesiology feels it can meet the standards of 484 and 402 through KN courses.

Education has concerns about not having those courses and inquired as to where the standards from 484 and 402 are addressed in KN courses.

There was a discussion of “teaching reading” vs “integrating reading” with regards to the new standards. There was agreement that there should be a “crosswalk” between the ED course standards and the KN courses and where those standards will be met.

Education has concerns about changing state approved programs that include 484 and 402 and whether it was even possible at this time.

There was an agreement that the first step would be to talk with KSDOE to see if these changes are possible. Faculty from both departments will meet with KSDOE to determine what can and can't be changed. Dr. Steffen will call the KSDOE and set up a meeting.

The proposal will be revisited after the KSDOE meeting.

Next meeting location will be in Carnegie, date and time TBA.

Meeting adjourned at 3:49pm
David Pownell, Recorder

**Humanities Division of Washburn University
College of the Arts and Sciences Minutes
October 21, 2015 through November 5, 2015 (online)**

Dr. Corey Zwikstra, Chair of the Division, conducted a meeting via e-mail beginning October 21, 2015.

New business included approving the following six items:

1. EN 310 title change
2. EN 301 title change
3. EN 320 title change and new course description
4. EN 145 new course description
5. CN 342 title change
6. CN 380 new course

Members were instructed to vote by reply to Dr. Zwikstra's e-mail no later than 5:00pm October 30 with their votes, or if members had questions, comments, or concerns, to reply to all members.

On November 5th Dr. Zwikstra announced via e-mail that all six items passed with a quorum. One minor edit was suggested to Communication Studies. Since a friendly amendment was not proposed, Dr. Zwikstra recommended that Communication Studies make the edit if they desired. There were no objections.

Respectfully Submitted,
Dr. Danny Wade
Department of English
Secretary to the Humanities Division

Curriculum Committee of College Faculty Council (CFC-CC)

Electronic Meeting Minutes: 9-18-2015

Members participating: Dave Provorse (Chair), Karen Camarda, Jason Emry, Tracy Routsong, Eric McHenry, Kim Morse, Ye Wang, Park Lockwood

Following email discussion and electronic voting, the CFC-CC voted unanimously to approve the Bachelor of Music in Music Performance—Guitar Emphasis with the following changes:

1. ALL references to a Guitar "Major" should be changed to read Guitar "Emphasis" (sections 1, 2 and 3 of the CAS New Program Review Form)
2. Also in section 2, the final sentence "The MU dept. has a highly qualified adjunct guitar instructor on the faculty" should be DELETED.

Curriculum Committee of College Faculty Council (CFC-CC)

Electronic Meeting Minutes: 10-13-2015

Members participating: Dave Provorse (Chair), Karen Camarda, Jason Emry, Tracy Routsong, Eric McHenry, Kim Morse, Ye Wang, Park Lockwood

Following email discussion and electronic voting, the CFC-CC voted unanimously to approve the following **Course Changes:**

CM111 Intro to Structured Programming--request to change to a less restrictive Math prerequisite

PS102 Intro to Physics—Health emphasis--request for a change in the TITLE to "Physics for Health Professionals" to more clearly distinguish this course from PS101

KN493 Clinical Experience in Athletic Training--increase credit hours from 2 to 3

KN492 Clinical Experience in Athletic Training-General Medical--increase credit hours from 2 to 3

Following email discussion and electronic voting, the CFC-CC voted unanimously to approve the following **New Course:**

AS104 Life in the Universe--request for a NEW course

Curriculum Committee of College Faculty Council (CFC-CC)
Meeting Minutes: 10-13-2015

Members in attendance: Dave Provorse (Chair), Karen Camarda, Jason Emry, Tracy Routsong, Eric McHenry, Kim Morse, Ye Wang (vote by proxy), Park Lockwood (vote by proxy)

Following discussion of concerns listed below, **the CFC-CC voted 6 to 2 in favor of the proposal to add LE100: Exploring the Concept of Leadership to the list of courses approved for General Education credit within the Social Sciences.**

Following direction from the CAS Dean's office, and in acknowledgement of the unique status of this course not residing within one of the three Divisions of the CAS, this outcome was forwarded to the full CFC committee for review.

Specific concerns raised by members of CFC-CC that served as the focal points of discussion included:

1. The degree to which the CONTENT of LE100 is drawn from Social Science academic disciplines
2. Whether the course requirements used to determine GRADES in the course are consistent with requirements utilized in other courses that are approved for Social Science General Education.
3. That attention should be given to updating the scholarly foundation of the content of the course (In other words, that some of the content described in the syllabus may be outdated, and more contemporary theories and concepts may be available)
4. In anticipation of expected changes in HLC requirements regarding competency of Instructors, whether or not faculty assigned to teach LE100 possess adequate graduate-level education and training in the area of Leadership
5. How the aforementioned concerns may be exacerbated when this course is offered within CEP settings beyond Washburn campus
6. The degree to which this decision serves as an additional precedent for approval of courses for General Education that are taught within areas outside the traditional academic disciplines that comprise the CAS at Washburn University.

I appreciate your willingness to share the attached LE100 information with the curriculum sub-committee of the College Faculty Council. A few points I'd like to share with you and the committee:

- *Having LE100 approved as general education will resolve an advising issue and will better serve students.* For approximately 8 years, LE 100 has been cross-listed with HN 202. Therefore, for 8 years students have received Social Science General Education credit for taking the course if they enroll in HN 202 rather than LE 100. Having LE 100 listed as a Social Science General Education course will eliminate the need for students to drop LE 100 and enroll in HN 202, despite the fact that the 2 courses are exactly the same.
- *Our intent is NOT to expand the number of sections we are offering,* so there should be no adverse impact on other Social Science General Education course enrollments.
- *The Social Sciences Division approved the proposal to make LE 100 a Social Science General Education class.*

Attached are:

- 1) The master syllabus and course schedule
- 2) The general education application
- 3) Two rubrics referenced in the assessment methods related to critical thinking

I'm happy to answer any questions the committee may have. Thanks for your time.

Michael

WASHBURN UNIVERSITY
Leadership Institute

LE 100: Exploring the Concept of Leadership
Master Syllabus

Course Objectives

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

**also fulfills Critical Thinking U-SLO*

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

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

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

Required Texts:

(subject to change)

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

COURSE POLICIES

Absences and Lateness:

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

Grading Scale:

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

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

Grades will be determined by the following:

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

Assessments:

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

Assignments:

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

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

Projects:

Personal Leadership Assignments

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

Campus Action Project

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

Exams:

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

Participation:

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

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

	<u>Date</u>	<u>Topic</u>	<u>Reading Assignment</u>	<u>Assignments Due</u>
Week 1	August 18	Course Introduction		
	August 20	Introduction	Bennis: Preface & Ch. 1	
Week 2	August 25	On Becoming a Leader	Bennis (article online): Ch. 3	Leadership Images Worksheet
	August 27	CAP Brainstorming/Topic Selection		
Week 3	September 1	Real Self	Bennis: Ch. 2-3 (<i>will be assigned one chapter</i>)	
	September 3	Defining Moments	Bennis Ch. 4	Essay 1 Due
Week 4	September 8	Adaptive Capacities/Shared Meaning	Bennis: Ch. 5	Essay 2 Due
	September 10	Ideal Self		CAP Phase I
Week 5	September 15	Strengths	Rath: Pp. 1-31	Strengths Finder Assessment
	September 17	Trait Theory/Skills Approach	Northouse: Ch. 2 (pp. 19-32) & 3 (pp. 43-60)	LTQ, Skills Inventory
Week 6	September 22	Style Approach	Northouse Ch. 4	Essay 3 Due
	September 24	Situational Theories Contingency Theory	Northouse: Ch. 5 (pp. 99-109) Northouse: Ch. 6	Leadership Self-Study
Week 7	September 29	Path Goal Theory	Northouse: Ch. 7	Essay 4 Due Assessment: PGLQ
	October 1	Leader-Member Exchange	Northouse: Ch. 8	Assessment: LMX-7
Week 8	October 6	No Class – Fall Break		
	October 8	Transformational Leadership	Northouse: Ch. 9	Review PLP Assignment Essay 5 Due
Week 9	October 13	Gender & Leadership	Northouse: Ch. 14	Essay 6 Due
	October 15	Psychodynamic Approach	Northouse: Ch. 13	CAP Phase II Psychodynamic Survey
Week 10	October 20	CAP Work Day		Essay 7 Due
	October 22	Motivation Theories	Shriberg: Ch. 5	
Week 11	October 27	Emotional Intelligence	Goleman: Emotional Intelligence	Personal Leadership Puzzle
	October 29	Power and Influence	Yukl: Ch. 6	

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

UNIVERSITY ADDITIONS – COURSE SYLLABUS

Mission of the University:

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

Definition of a Credit Hour:

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

Notice of Non-Discrimination/Safe Educational Environment:

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

Harassment & Discrimination

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

Confidential Resources

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

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

Academic Misconduct Policy:

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

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

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

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

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

Counseling Services

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

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

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

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

Student Services - Military Withdrawals:

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

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

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

Phone: 785-670-1629

E-Mail: student-services@washburn.edu

Center for Student Success:

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

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

Withdrawal Policy:

During fall and spring semesters, students may go online and withdraw from full semester courses through the second week of class with no recorded grade. From the third through the eleventh week a “W” is recorded for any dropped course. After the eleventh week, there are NO withdrawals, and a grade will be assigned for the course. These deadlines will be different for short-term, out-of-sequence, or summer courses. To view the deadline dates for your courses visit the “Last Day” Deadlines web page at: <https://www2-prod.washburn.edu/self-service/coursedates.php> Depending on the timing of the request to withdraw from a course, students may be eligible for a full or partial refund. Information regarding tuition refunds is available at <http://www.washburn.edu/current-students/business-office/tuition-refunds.html> Please note: tuition refund amounts and deadlines are changing effective Fall 2014. In addition, depending on the timing of the request to withdraw from a course, students may be responsible for repaying all or a portion of their financial aid. **Students who do not attend their courses and fail to officially withdraw themselves will receive a grade of “F” and may also be required to repay all or a portion of their financial aid based on their non-attendance.** For further information, contact the Financial Aid Office at 785.670.1151 or e-mail financialaid@washburn.edu.

Attendance/Administrative Withdrawal:

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

Official E-Mail Address:

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

Outlook Web App: Set Forwarding Address

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

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

Success Week:

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

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

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

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

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

o Subject

Leadership

o Course Number

100

o Title

Exploring the Concept of Leadership

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

o If Other Checked above, please describe.

o Does this course have prerequisites?

No

o Please list the prerequisites.

o Please describe the frequency at which this course is offered

Fall and Spring

o Is this course offered online?

Not Currently

o Indicate the distribution area for this course.

Social Sciences

o Please indicate the USLO for this course.

Critical & Creative Thinking

o Discipline is currently approved to offer general education

No

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

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

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

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

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

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

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

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

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

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

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

Requirement a or b

Requirement c and d

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

Yes

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

Yes

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

Yes

- o Please indicate the number of course objectives.

5

- o Course Objective 1

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

Assessment(s) for Course Objective 1

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

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

o Measures for Course Objective 1

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

o Objective 1 is part of General Education SLO assessment.

No

o Course Objective 2

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

o Assessment(s) for Course Objective 2

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

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

o Measures for Course Objective 2

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

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

- o Objective 2 is part of General Education SLO assessment.

Yes

- o Course Objective 3

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

- o Assessment(s) for Course Objective 3

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

- o Measures for Course Objective 3

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

- o Objective 3 is part of General Education SLO assessment.

Yes

- o Course Objective 4

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

o Assessment(s) for Course Objective 4

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

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

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

o Measures for Course Objective 4

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

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

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

o Objective 4 is part of General Education SLO assessment.

No

o Course Objective 5

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

o Assessment(s) for Course Objective 5

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

o Measures for Course Objective 5

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

o Objective 5 is part of General Education SLO assessment.

Yes

o Description of USLO evaluation

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

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

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

Grades will be determined by the following:

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

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

michael.gleason@washburn.edu

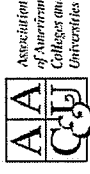
- o Comments for the Committee

Thank you!

- o Submission Date
- o Unique ID

CRITICAL THINKING VALUE RUBRIC

for more information, please contact value@aaacst.org



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

Definition

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

Framing Language

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

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

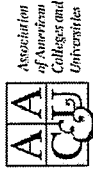
Glossary

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

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

CRITICAL THINKING VALUE RUBRIC

for more information, please contact valuel@aacu.org



Definition

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

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

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

How To Use *The Holistic Critical Thinking Scoring Rubric*



1. Understand what the Rubric is intended to Address.

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

2. Differentiate and Focus.

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

3. Practice, Coordinate and Reconcile.

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

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

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

The Holistic Critical Thinking Scoring Rubric - HCTSR

A Tool for Developing and Evaluating Critical Thinking

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

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

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

Acceptable 3. Does most or many of the following:

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

Unacceptable 2. Does most or many of the following:

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

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

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



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To download free copies of this rubric visit <http://www.insightassessment.com/9HCTSR.html>

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USA Phone: (650) 697- 5628

(PAF49;R4.2;062694)

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COLLEGE OF ARTS AND SCIENCES PROGRAM CHANGE FORM

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

1. Reason for this program change?

BI 105 and BI 110 are courses that we will no longer be offering and will eventually be deleted from the catalog. BI 105 is currently in the "course deletion" process. Because of this we need to remove them from the "Elective Supportive Organismal Courses for Environmental Biology Majors" section. We also wish to add BI 322 Advanced General Botany to the aforementioned section to provide these students an opportunity for further study in plant biology. Furthermore, BI 314 Statistics for Biologists (New course proposal) should replace BI 380 Statistical Methods for Biologists. BI 380 is our generic "Special Topics" course number and should be replaced with BI 314 as soon as it is approved as a new course. Both the new course proposal and this program change are going through the process simultaneously with the course approval being "addressed" before the program change.

2. Complete revised description.

The B.S. degree in Environmental Biology is designed to meet the needs of students expressing an interest in environmental biology and prepares them to be competitive as applicants to graduate programs. This degree is built around a biology core emphasizing the principles of ecology and evolution with an orientation towards natural resources, conservation, and other environmental concerns.

REQUIREMENTS FOR ENVIRONMENTAL BIOLOGY (EB) MAJORS:

Environmental Biology Majors must take a 23-hour core consisting of:

- BI 102 General Cellular Biology (5)
- BI 103 General Organismal Biology (5)
- BI 310 Ecology (4)

BI 333 General Genetics (4)
BI 340 Evolutionary Biology (3)
BI 390 Biology Seminar (1) - Capstone Course
BI 395 Biology Research (1) - Capstone Course

Elective Supportive Organismal Courses for Environmental Biology Majors:
(Students must complete a total of 21 additional credit hours of biology electives with a minimum of 14 hours from the following list and at least 1 course from the Field Electives section)

BI 301 General Microbiology (4)
BI 303 Invertebrate Zoology (4)
BI 305 Parasitology (4)
BI 322 Advanced General Botany
BI 328 Plant Anatomy and Physiology (3)
BI 330 Animal Physiology (4)

Field Electives Section

BI 300 Field Biology (3)
BI 302 Entomology (4)
BI 315 Vertebrate Zoology (4)
BI 324 Systematic Botany (3)

Quantitative Course Requirement for Environmental Biology Majors:
(Students must complete 1 quantitative course from the list below)

BI 314 Statistics for Biologists (3)
MA 140 Statistics (3)
MA 145 Mathematics for Decision Making (3)

The following non-biology courses are required of Environmental Biology majors:

- MA 151
- One year of physics with lab (PS 261/PS 262 or PS 281/PS 282)
- One year of general chemistry with lab (CH 151/CH 152)
- One semester of organic chemistry with lab (CH 340/CH 342)

The Bachelor of Science (B.S.) degree in Environmental Biology requires a minimum of 44 hours in Biology: the 23-hour Environmental Biology core and 21 additional BI hours, plus a 3 credit hour quantitative course. The B.S. degree also requires a 30-hour minor to be chosen from the Natural Sciences (Biology, Chemistry, Mathematics & Statistics, or Computer Information Science). This minor must be in departments other than the major, and must have at least 20 hours in one department. Minors for the B.S. degree are limited to these courses: Chemistry 151 or above, Physics 261 or above, Mathematics 116 or above, Computer Science 110 or above. The B.S. degree in Environmental Biology requires 124 credit hours to graduate.

3. Describe the nature of the proposed change.

Delete both BI 105 and BI 110 from the "Elective Supportive Organismal Courses for Environmental Biology Majors" section.
Add BI 322 Advanced General Botany to the aforementioned section.
Change BI 380 Statistical Methods for Biologists (3) to BI 314 Statistics for Biologists (3).

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

Yes

COLLEGE OF ARTS AND SCIENCES PROGRAM CHANGE FORM

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

1. Reason for this program change?

BI 105 and BI 110 are courses that we will no longer be offering and will eventually be deleted from the catalog. BI 105 is currently in the "course deletion" process. Because of this we need to remove them from the "Elective Supportive Organismal Courses for Environmental Biology Majors" section. We also wish to add BI 322 Advanced General Botany to the aforementioned section to provide these students an opportunity for further study in plant biology.

2. Complete revised description.

The B.A. degree in Environmental Biology is designed to meet the needs of students expressing an interest in environmental biology and prepares them to be competitive as applicants to graduate programs. This degree is built around a biology core emphasizing the principles of ecology and evolution with an orientation towards natural resources, conservation, and other environmental concerns.

REQUIREMENTS FOR ENVIRONMENTAL BIOLOGY (EB) MAJORS:
Environmental Biology Majors must take a 23-hour core consisting of:

- BI 102 General Cellular Biology (5)
- BI 103 General Organismal Biology (5)
- BI 310 Ecology (4)
- BI 333 General Genetics (4)
- BI 340 Evolutionary Biology (3)
- BI 390 Biology Seminar (1) - Capstone Course
- BI 395 Biology Research (1) - Capstone Course

Elective Supportive Organismal Courses for Environmental Biology Majors:

(Students must complete a total of 15 additional credit hours of biology electives with a minimum of 10 hours from the following list and at least 1 course from the Field Electives section)

- BI 301 General Microbiology (4)
- BI 303 Invertebrate Zoology (4)
- BI 305 Parasitology (4)
- BI 322 Advanced General Botany (4)
- BI 328 Plant Anatomy and Physiology (3)
- BI 330 Animal Physiology (4)

Field Electives Section

- BI 300 Field Biology (3)
- BI 302 Entomology (4)
- BI 315 Vertebrate Zoology (4)
- BI 324 Systematic Botany (3)

The following non-biology courses are required of Environmental Biology majors:

- MA 140 or MA 151
- One year of physics with lab (PS 261/PS 262 or PS 281/PS 282)
- One year of general chemistry with lab (CH 151/CH 152)
- One semester of organic chemistry with lab (CH 340/CH 342)

The Bachelor of Arts (B.A.) degree in Environmental Biology requires a minimum of 38 hours in Biology: the 23-hour Environmental Biology core and 15 additional BI hours as outlined above. The B.A. degree in Environmental Biology requires 124 credit hours to graduate.

3. Describe the nature of the proposed change.

Delete both BI 105 and BI 110 from the "Elective Supportive Organismal Courses for Environmental Biology Majors" section.

Add BI 322 Advanced General Botany to the aforementioned section.

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

Yes

COLLEGE OF ARTS AND SCIENCES PROGRAM CHANGE FORM

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

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

Program: Minor in Biology

1. Reason for this program change?

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

2. Complete revised description.

REQUIREMENTS FOR THE MINOR

(optional minor for the Bachelor of Arts degree)

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

3. Describe the nature of the proposed change.

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

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

Yes

COLLEGE OF ARTS AND SCIENCES PROGRAM CHANGE FORM

	Chair's Signature	Recommendation		Review Date
Department	<u>Ann Marie Snook</u>	<u>Approve</u>		<u>2015-09-21</u>
Division	<u>Michael Hager</u>	<u>Approve</u>		<u>2015-10-06</u>
Dept. of Educ.	<u>N/A</u>			
<small>(If relates to teacher certification program.)</small>				
Dean	<u>Laura Stephenson</u>	<u>Approve</u>		<u>2015-10-09</u>
Curriculum Committee	<u>Dave Provorse</u>	<u>Approve</u>		<u>2015-11-05</u>
Accepted by CFC	_____	_____		_____
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 Music in Performance: Piano Emphasis

1. Reason for this program change?

The Bachelor of Music in Performance: Piano Emphasis, is a current degree program (123 hours) offered by the Department of Music. However, it is the only professional degree that does not require MU 317: Orchestration. To be consistent and parallel with all other professional degree programs (Bachelor of Music in Performance: Brass, Strings, Percussion, Woodwinds Emphasis; Voice Emphasis; Organ Emphasis, and, the Bachelor of Music in Music Education: Instrumental Emphasis or Vocal Emphasis)we are recommending that MU 317: Orchestration be added to the degree requirements for the Bachelor of Music in Performance: Piano Emphasis. MU 317: Orchestration is a 2 credit hour course. The current degree plan for the Bachelor of Music in Performance: Piano Emphasis has 5 available credits of General Studies Electives. It is proposed that 2 of these elective credit hours be utilized for MU 317. Therefore, no credit hours will be added to the degree.

2. Complete revised description.

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

COURSE DESCRIPTION

GENERAL EDUCATION (39 Credit Hours)

Required Courses

WU 101 The Washburn Experience (3)

EN 101 Freshman Composition (3)

EN 300 Advanced Composition (3)

MA 112 Essential Mathematics (or above)(3)

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

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

_____ Anthropology 112 (3)

_____ Elective (3)

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

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

_____ Elective (3)

_____ Elective (3)

_____ Elective (3)

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

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

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

_____ Elective (3)

_____ Elective (3)

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

MUSIC (81 Credit Hours)

MU 122 Rhythmic Perception (1)

MU 123 Computers and Music (1)

MU 215 Theory and Aural Comprehension I (4)

MU 314 Theory and Aural Comprehension II (4)

MU 315 Theory and Aural Comprehension III (4)

MU 316 Theory IV (3)

MU 317 Orchestration

MU 320 Form and Analysis (2)

MU 443 Composition (1)

Music History and Literature - 12 Hours

MU 325 Music History I (3)

MU 326 Music History II (3)

MU 337 Piano Lit. I (2)

MU 338 Piano Lit. II (2)

MU 339 Piano Pedagogy (2)

Conducting - 3 Hours

MU 240 Beginning Conducting (1)

MU 441 Advanced Choral Conducting (1)

MU 442 Advanced Instrumental Conducting (1)

Private Lessons - 24 Hours and MU 070 Performance Class (0)

(MU267/467) Students normally enroll for 3 hours of private lessons each semester.

Large Ensembles - 8 Hours

All Bachelor of Arts and Bachelor of Music candidates are required to participate in two large ensembles

(Washburn Choir, Washburn Singers; Women's Chorus, Washburn Orchestra; Washburn String Orchestra;

Accompanying; Washburn Wind Ensemble; University Band; Marching Band; Jazz Band I or Jazz Band II)

each semester of full-time enrollment. For large ensemble requirements particular to each instrument,

please consult the on-line Music Department Handbook www.washburn.edu/music-handbook

Small Ensembles - 4 Hours

Chamber Ensemble (MU254/454)

Specialized Courses - 4 Hours

MU 206 Improvisation (2)

MU 400ST Senior Seminar (2)

Music Electives - 4 Hours

Students may select any courses in Music to complete a total of 80 hours in Music.

General Studies Electives - 3 Hours

General elective courses from any department, including Music, will be taken to complete a total of 124 semester hours.

DEGREE REQUIREMENTS

Piano Proficiency Exam (PPE)

Rhythmic Perception Exam (RPE)

48 Recital Credits

4th Semester Performance Proficiency Exam

Pass Junior Recital Jury and present Junior Recital

Pass Senior Recital Jury and present Senior Recital

3. Describe the nature of the proposed change.

This change will help to fulfill the requirement that Bachelor of Music in Performance degree-seeking students must acquire the Common Body of Knowledge and Skills in Performance as recommended by the National Association Schools of Music (NASM), our Accreditation Agency for the WU Dept. of Music.

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>Ann Marie Snook</u>	<u>Approve</u>		<u>2015-09-23</u>
Division	<u>Michael Hager</u>	<u>Approve</u>		<u>2015-10-06</u>
Dept. of Educ.	<u>N/A</u>			
<small>(If relates to teacher certification program.)</small>				
Dean	<u>Laura Stephenson</u>	<u>Approve</u>		<u>2015-10-09</u>
Curriculum Committee	<u>Dave Provorse</u>	<u>Approve</u>		<u>2015-11-05</u>
Accepted by CFC				
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 Music in Performance: Voice Emphasis

1. Reason for this program change?

The Bachelor of Music in Performance: Voice Emphasis, is a current degree program (124 hours) offered by the Department of Music. Currently, this degree requires 2 credit hours of Small Ensemble participation. All of the other Bachelor of Music in Performance degrees require 4 credit hours of Small Ensemble participation. To be consistent and parallel with all other Bachelor of Music in Performance degree programs (Brass, Strings, Percussion, Woodwinds Emphasis; Organ Emphasis; Piano Emphasis) we are recommending that 2 additional credit hours of Small Ensemble be added to the degree requirements for the Bachelor of Music in Performance: Voice Emphasis. The current degree plan for the Bachelor of Music in Performance: Voice Emphasis has 3 available credits of General Studies Electives. It is proposed that 2 of these elective credit hours be utilized for Small Ensembles. Therefore, no credit hours will be added to the degree.

2. Complete revised description.

Bachelor of Music in Performance: Voice Emphasis (124 Hours)

COURSE DESCRIPTION

GENERAL EDUCATION (40 Credit Hours)

Required Courses

WU 101 The Washburn Experience (3)

EN 101 Freshman Composition (3)

EN 300 Advanced Composition (3)

MA 112 Essential Mathematics (or above) (3)

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

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

_____ Anthropology 112 (3)

_____ Elective (3)

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

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

_____ Elective (3)

_____ Elective (3)

_____ Elective (3)

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

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

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

_____ GE 102 German or FR 102 French (4)

_____ Elective (3)

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

MUSIC (81 Credit Hours)

MU 122 Rhythmic Perception (1)

MU 123 Computers and Music (1)

MU 215 Theory and Aural Comprehension I (4)

MU 314 Theory and Aural Comprehension II (4)

MU 315 Theory and Aural Comprehension III (4)

MU 316 Theory IV (3)

MU 317 Orchestration (2)

MU 320 Form and Analysis (2)

MU 443 Composition (1)

Music History and Literature - 6 Hours

MU 325 Music History I (3)

MU 326 Music History II (3)

Conducting - 3 Hours

MU 237 Choral Clinic (1)

MU 240 Beginning Conducting (1)

MU 441 Advanced Choral Conducting (1)

Private Lessons - 24 Hours and MU 070 Performance Class (0)

Students normally enroll for 3 hours of private lessons each semester.

Group Piano - 4 Hours

Students must enroll in Group Piano (MU 133, 134, 213, 214) until the Piano Proficiency Exam is Passed.

Piano Lessons - 2 Hours

Orchestral Instrument " 1 Hour

Large Ensembles - 8 Hours

All Bachelor of Arts and Bachelor of Music candidates are required to participate in two large ensembles

(Washburn Choir, Washburn Singers; Women's Chorus, Washburn Orchestra; Washburn String Orchestra;

Accompanying; Washburn Wind Ensemble; University Band; Marching Band; Jazz Band I or Jazz Band II)

each semester of full-time enrollment. For large ensemble requirements particular to each instrument,

please consult the on-line Music Department Handbook www.washburn.edu/music-handbook

Small Ensembles - 4 Hours

Washburn Opera Studio (MU 250/450)

Specialized Courses - 9 Hours

MU 220 Vocal Diction for Singers (3)

MU 330 Vocal Pedagogy and Literature (2)

MU 206 Improvisation (2)

MU 400ST Senior Seminar (2)

General Studies electives - 1 Hour

General elective courses from any department, including Music, will be taken to complete a total of 124 semester hours.

DEGREE REQUIREMENTS

Piano Proficiency Exam (PPE)

Rhythmic Perception Exam (RPE)

48 Recital Credits

4th Semester Performance Proficiency Exam

Pass Junior Recital Jury and present Junior Recital

Pass Senior Recital Jury and present Senior Recital

3. Describe the nature of the proposed change.

This change will help to fulfill the requirement that Bachelor of Music in Performance degree-seeking students must acquire the Common Body of Knowledge and Skills in Performance as recommended by the National Association Schools of Music (NASM), our Accreditation Agency for the WU Dept. of Music.

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

Yes.