

CFC Meeting Agenda

March 7, 2018, 3:30 in the Vogel Room, Memorial Union

Rick Barker
Michael Averett
Karen Camarda
Gloria Dye
Karen Garrison
Linzi Gibson
Kristen Grimmer
Danielle Head
Rik Hine

Alex Klaes
Rodrigo Mercader
Linsey Modellmog
Kara Kendall-Morwick
Tony Naylor
Michael O'Brien
Holly O'Neill
Leslie Reynard
RaLynn Schmalzried

Jason Shaw
Cherry Steffen
Brian Thomas
Jennifer Wagner
Ye Wang
Kerry Wynn
Corey Zwikstra

I. Call to Order

II. *Approval of CFC Minutes, February 7, 2018

III. Division Reports

A. *Natural Sciences Division February Meeting Minutes

IV. Committee Reports

A. *CFC-CC Electronic Meeting Minutes for February 20, 2018

B. *CFC-CC Electronic Meeting Minutes for March 23, 2018

V. New Business

A. New Program- Musical Theatre Concentration

B. Program Change- Bachelor of Arts in Kinesiology

C. Program Change- Bachelor of Education in Physical Education

D. Program Change- MEd Building Leadership

E. Program Change- MEd District Leadership

VI. Old Business

A. *Revisions to the Religious Studies Program Changes

VII. Discussion

VIII. Announcements

A. CAS Distinguished Faculty Lecture: Dr. Brian Thomas will speak on "Doing Science to Save Our Species" on Thursday, April 5 at 7:00pm in the Bradbury Thompson Alumni Center

IX. Adjournment

*See attachment

Upcoming Dates:

Next CFC Meeting: Wednesday, May 2, 2018 at 3:30 pm in the Vogel Room

Next CAS Faculty Meeting: Wednesday, April 18, 2018 at 3:00 pm in Henderson 112
Next General Faculty Meeting: Thursday, May 3, 2018 at 3:00 pm in Henderson 100

CFC Meeting Minutes

February 7, 2018, 3:30 in the Vogel Room, Memorial Union

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Corey Zwikstra

I. Call to Order at 3:32

II. CFC Minutes, November 29, 2017 Approved

III. Committee Reports

A. Curriculum Sub-Committee Meeting Minutes (multiple meetings), Accepted

IV. New Business

A. Program Change – MEd Special Education High Incidence, Approved

1. Reducing number of hours from 36 to 33
2. Removing a curriculum course (integrating info into other courses)
3. Making program more comparable to other programs

B. Program Change – Bachelor of Arts in Mathematics (dated 11-28-17), Approved

C. Program Change – Bachelor of Science in Mathematics (dated 11-28-17), Approved

1. Removing Applied Statistic class
2. Changes to math education program
3. Complications with online program change which is why there were so many approval forms
4. Discussion

a. Does this change (BS) affect the Dept. of Ed? -Yes

b. BS form does not reflect that the Department of Ed has signed off (says not applicable). –Needs to be amended

D. Program Change – Bachelor of Arts in Kinesiology in Health and Fitness Promotion, Approved

E. Program Change – Bachelor of Science in Kinesiology in Exercise and Rehabilitation Science, Approved

1. Getting rid of two current programs and phasing-in two new programs

F. Proposed changes to Degree Requirements and Catalog Language

1. Bachelor of Arts, Approved with amendments
 - a. Should read, “A minimum of 120 hours”
 - b. Need to clarify the CLEP score on the foreign language requirement
 - c. Should read EN 101 or 102 (honors composition)
2. Bachelor of Science, Approved with amendments
 - a. 72 Hours outside the major discipline
 - b. Delete language about a minor
 - c. Should read EN 101 or 102 (honors composition)
 - d. Discussion

- (1) There was a discussion about removal of MA 112 (MA 116 required to complete all BS degrees)
- (2) 30-hours concentration should be hyphenated and “s” removed
- (3) Strike out ‘(“the concentration”)’ in third bullet point
3. Associate of Arts in Natural Sciences and Mathematics, Approved with amendments
 - a. Associate degree should be half of the Bachelors requirement, changed to 60 total hours
 - b. Discussion
 - (1) MA 112 should be removed from Associates degree as well, MA 116 required
4. Associate of Arts in Humanities and Creative and Performing Arts, Approved
 - a. Changed from 62 to 60 hours
5. Associate of Liberal Studies, Approved
 - a. Changed from 62 to 60 hours
 - b. Electives hours changed from 21 to 24 hours
6. Bachelor of Science in General Science, Approved
 - a. Struck out sentence about discussing declaration to chairperson

V. Other Updates

A. Undergraduate student level classification

1. More consistent with other institutions, financial aid
2. Concern with students putting of 300-level courses
 - a. Students will need to get an override or the pre-req. can potentially be changed
 - b. Advisors should be informing students of what taking a 300-level course means
 - c. Students need to both meet the pre-req. for the course as well as be junior-level status to register for 300-level courses (instructors should check Banner to be sure both are in place)
 - d. Why 45-hours of upper division courses? – came from Board of Regents
 - e. Students run out of financial aid as hours accrue

VI. Announcements

A. Brian Thomas – CAS Distinguished Speaker, Topic: How science is important for our future survival as a species

1. Will happen on a Thursday, date to come
2. Will be taped

B. Kansas Academy of Science, April 6 & 7

1. Registration is open
2. Student prices are cheap

VII. Adjournment at 4:30 pm

Natural Science Division (NSD) Minutes for Friday, February 16, 2018

- I. Called to order at 2:02 pm by Division Chair Jennifer Wagner.
- II. Minutes of the previous NSD meeting (11/17/17) were approved via email as circulated.
- III. Committee Reports –
 - A. CFC – The new Requirements for the BS degree to require 120 hours for graduation was approved as it went through the division. The requirement for BS graduates to pass the Mathematics requirement at the college algebra level was included.(second page)
 - B. Faculty Senate – they are still monitoring the proposal for an indoor athletic facility.
- IV. Old Business – none.
- V. New Business –
 - A. Committee Elections, the division unanimously elected the following representatives.
 - i. Honors Advisory Board – Matthew Cook
 - ii. Interdisciplinary Studies – Gaspar Porta
 - iii. Faculty IT Advisory Committee – Beth McNamee
 - B. The following change for the Computer Information Sciences Department was approved by the Division.
 - i. Program Change: B.A. in CIS with an Emphasis in Digital Forensics
 - C. The following changes for the Mathematics Department were approved by the Division.
 - i. Course Change – MA 388
 - ii. New Course – MA 230
 - D. The following change for the Physics Department was approved by the Division.
 - i. New Course – PS 108
- VI. Discussion Items –
 - A. Upcoming Faculty Senate Elections – The division still has only 4 representatives, therefore the Biology Department will have a faculty senate representative and the Chemistry department will set out this year according to the approved rotation.
- VII. Announcements – Apeiron will be April 20, 2018.

Physics new faculty candidates will be on campus over the next several weeks, presentation will be on Tuesday 2/20/18 at 2:00pm in Stoffer 118.

This year's annual KAS/KES meeting will be at Washburn on April 6-7 .

The meeting was adjourned at 2:21 pm.

Minutes respectfully submitted by Rick Barker, Secretary

There was an interesting and informative presentation by Holly O'Neill about "A Comparison Study of Infrared data from Cross section slices versus Isolated layer slices of Automotive Paint Chips."

Proposed Change to Degree Requirements and Catalog Language – approved by CFC in February.
Bachelor of Science Degree

Each candidate is required to complete the following:

- A minimum of 120 ~~One hundred twenty four~~ hours, 84 of which must be graded and 45 of which must be at the 300-400 level.
- A major consisting of at least 30 hours, and no more than 48 in one department, of which 12 must be at the upper division level. ~~Majors for the Bachelor of Science degree are limited to the following disciplines: Biology, Chemistry, Computer Information Sciences, Mathematics, Medical Technology, Athletic Training, and Physics.~~
- A thirty-hour concentration (~~minor~~) chosen from the Natural Sciences and Mathematics Division in departments other than the major, and with at least 20 of these hours in one department (“the concentration”). The thirty hours must be approved by the student’s major department chairperson.
- Seventy-six hours outside the major discipline, 30 of which must be allocated to the required ~~concentration~~ ~~minor~~.
- Nine hours in each of the three distribution groups (Arts and Humanities, Social Sciences, and Natural Sciences and Mathematics) with courses selected from at least two disciplines in each group, to include 3 hours in Art, Music, or Theatre within the 9 hours of Arts and Humanities. Courses are selected in consultation with an advisor from the approved courses in each of the distribution groupings.
- ~~Mathematics 112 (MA 112)~~, Mathematics 116 (MA 116) or a course with MA 116 as a prerequisite with a grade of C or better.
- EN101 and EN300. Six hours of English Composition.
- Candidates must have a cumulative grade average of at least 2.0 and a grade of C or better in each course in the major, and ~~concentration~~ ~~minor~~, and in English Composition. See the General Information section of this catalog concerning hours transferred to Washburn University.

In addition to offering the traditional Bachelor of Science Degree in Physics or Mathematics, Washburn University offers a 3-2 engineering program in cooperation with Kansas State University and the University of Kansas. Under this program a typical student will take three years of prescribed curriculum at Washburn and then transfer to Kansas State University or the University of Kansas. Upon completion of one year of prescribed work at either of the institutions named, the student will be awarded the Bachelor of Science degree from Washburn, and upon completion of the requirements of the selected school, the appropriate engineering degree will be awarded by that school. Bachelor of Science candidates should meet with the chairperson of their major department no later than their third semester to complete a declaration of major form.

Curriculum Committee of College Faculty Council (CFC-CC)
Electronic Meeting Minutes: February 20, 2018

Participating Members: Linzi Gibson (Chair), Corey Zwikstra, Leslie Reynard, Danielle Head, Rodrigo Mercader, Kerry Wynn, Holly O'Neill, Cherry Steffen

On February 20, 2018 the following email distribution of CFC approval requests and solicitation of electronic feedback. On March 28, 2018 the CFC-CC collected enough votes to approve the following:

Course Approvals

EN 699 – Special Topics in Writing and Reading

MA 207 – Discrete Mathematics

MA 230 – Mathematics for Middle and Secondary Teachers

Program Approvals

Bachelor of Arts in Kinesiology

Bachelor of Education in Physical Education

Curriculum Committee of College Faculty Council (CFC-CC)
Electronic Meeting Minutes: March 23, 2018

Participating Members: Linzi Gibson (Chair), Corey Zwikstra, Leslie Reynard, Danielle Head, Rodrigo Mercader, Kerry Wynn, Holly O'Neill, Cherry Steffen

On March 23, 2018 the following email distribution of CFC approval requests and solicitation of electronic feedback. On March 28, 2018 the CFC-CC collected enough votes to approve the following:

Course Approvals

CN 367 - Crisis Communication

ED 301 - Classroom Management, Safety, Planning, and Pedagogy

Program Approvals

Musical Concentration (New Program)

MEd - Building Leadership

MEd - District Leadership



Washburn University
College of Arts & Sciences - Course Approval System

Course Information Form

Course Title: **Special Topics in Writing and Reading**

Department: English

Division: Humanities

Course Level: Graduate

Prefix: EN

Course Number: 699

Effective Semester: Fall

Effective Year: 2018

Credits: 3

Course Catalog Description *(include prerequisites)*

Special topics of a varying nature for students needing graduate-level credit hours in English. Typically cross-listed with a lower-division course.

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

None.

Restrictions? Instructor

Course offered? Irregularly

Primarily attract? Non-majors

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

None.

Please state the rationale for offering this course:

Rather than a separate course, we are proposing to add a graduate-level course designation to our offerings that can be cross-listed with the existing EN399 Special Topics in Reading and Writing. We don't anticipate many students enrolling at the graduate level, but we feel that this would benefit CEP teachers needing graduate credit in English for their certification. We would like to offer these teachers the option of taking a literature, writing, or film class through the Washburn English Department rather than sending them to other institutions in the area. Creating the EN699 course designation would be an easy way to allow for this while utilizing all of our existing course infrastructure. MLS students could also use this course designation. We do not anticipate creating wholly separate graduate-level classes.

Is this course required for the major? **N**

If 'Yes', which major(s)?

Does this course replace an existing course? **N**

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

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

None. Again, we envision this only as a way to cross-list other English classes so that they can be taken at the graduate level by CEP teachers or MLS students.

Paste a copy of the master syllabus in the text area below. Please make sure the syllabus addresses:

1. The extent and nature of the reading required for this course.
2. The writing component of the proposed course both qualitatively and quantitatively.
3. How student learning will be assessed.

Since EN699 -- just like the existing EN399 -- is a placeholder for variable content courses, there is no master syllabus. Once a student seeks to take a course at the 600-level, though, the student and instructor always discuss additional assignments that should be completed at the graduate level. In other words, the syllabi for all courses taken as EN699 will be the same as the 300-level syllabi created for those classes, plus some additional requirements appropriate for graduate-level work.

Additional comments:

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

Initiator's E-mail Address: vanessa.steinroetter@washburn.edu



Washburn University
College of Arts & Sciences - Course Approval System

Change Request Form

Discrete Mathematics

What is the rationale for the change?

A new course, MA 204 "Number Theory and Discrete Math for Middle School and Secondary Teachers" is being added to the requirements for math for secondary education specialization students, and this course is a possible prerequisite to MA 207.

Please indicate what about the course is to be changed?

- | | |
|--|---|
| - Course Description (minor change) | - Course Description (substantive change) |
| - Course Number | - Course Title |
| - Credit Hours | Yes Course Prerequisites |
| - Change from graded to credit/no credit | - Change from credit/no credit to graded |
| - Requesting General Ed. Approval | - Other |

If "Other", *please specify*:

Describe the nature of the proposed change (*include prerequisites if entering course description*):

MA 204 will be added to the prerequisite list. All other listed prerequisites will remain the same.

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

None.

- Course repeatable?

Effective date? Fall 2018.

Initiator's E-mail Address: kevin.charlwood@washburn.edu



Washburn University
College of Arts & Sciences - Course Approval System

Course Information Form

Course Title: **Mathematics for Middle and Secondary Teachers**

Department: **Mathematics and Statistics** Division: **Natural Science & Mathematics**

Course Level: **Undergraduate** Prefix: **MA** Course Number: **230**

Effective Semester: **Fall** Effective Year: **2019** Credits: **4**

Course Catalog Description *(include prerequisites)*

Standard and non-standard algorithms of numbers (whole, integer, rational, and irrational) using multiple representations with a focus on linking concepts and procedures. Extend understandings to include ratio, rate, and proportions. Two and three-dimensional Euclidean geometry concepts including principles, shape-hierarchies, cross-sections, transformations, congruence, similarity, constructions and proof. Extend understandings to formula derivation (perimeter, area, surface area, and volume) related to two- and three-dimensional objects. Represent abstract mathematical ideas encountered in grades K-8 using multiple representations including concrete materials.

Prerequisite: Grade of C or better in MA 112 or MA 116, or appropriate ACT/SAT score as determined by the math department.

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

Prerequisite: Grade of C or better in MA 112 or MA 116, or appropriate ACT/SAT score as determined by the math department.

Restrictions? **None** Course offered? **Every other semester**

Primarily attract? **Department majors & majors from specific depts.**

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

None.

Please state the rationale for offering this course:

MA 230 will meet Kansas State Department of Education (KSDE) Standards for Middle (<https://goo.gl/15C2wi>) and Secondary (<https://goo.gl/15C2wi>) Math teachers. Currently, middle school students take MA 228 and MA 229 (totaling 7 credits) to meet standards (Standard 3: Function1 and Function 3) and Secondary students take the existing MA 230 (3 credits) for some of the standards, but are missing other standards (Standard 3: Function1) that the new MA 230 will address. MA228, currently required of middle school students, tends to move more slowly than is needed for them. Course evaluations during the past 4 years have indicated that MA 228 is not challenging enough for these students. This course will also place middle school students into a course with secondary students, which should have a positive impact on everyone's learning.

Is this course required for the major? **Y**

If 'Yes', which major(s)?

Students majoring in (1) Elementary Education with a Middle School Math Endorsement, (2) proposed program: STEM for Middle School , (3) Math with Secondary Education Emphasis.

Does this course replace an existing course? **Y**

How will the teaching of this course be staffed? This will be an additional course taught by full-time faculty.

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

None.

Paste a copy of the master syllabus in the text area below. Please make sure the syllabus addresses:

1. The extent and nature of the reading required for this course.
2. The writing component of the proposed course both qualitatively and quantitatively.
3. How student learning will be assessed.

Master Syllabus:

MA230 Mathematics for Middle and Secondary Teachers

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

Catalog Description: Standard and non-standard algorithms of numbers (whole, integer, rational, and irrational) using multiple representations with a focus on linking concepts and procedures. Extend understandings to include ratio, rate, and proportions. Two and three-dimensional Euclidean geometry concepts including principles, shape-hierarchies, cross-sections, transformations, congruence, similarity, constructions and proof. Extend understandings to formula derivation (perimeter, area, surface area, and volume) related to two- and three-dimensional objects. Represent abstract mathematical ideas encountered in grades K-8 using multiple representations including concrete materials.

Instructor:

Prerequisite: MA 116 or 112 with a "C" or better or appropriate ACT/SAT score

Class Meetings: Appropriate for 4 Credit Hour Course (likely MWF for 75 minutes)

Text and Appropriate Text is required (Likely Mathematics for Elementary Teachers (6th Edition) By Bassarear)

Materials: Calculator TI83 (+) or TI 84 is recommended.

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

1. Explain the key concepts and procedures for the real numbers;
2. Demonstrate facility with standard and non-standard algorithms with real numbers
3. Solve problems involving rate/ratio/proportions
4. Explain key concepts of 2 and 3 dimensional Euclidean geometry
5. Develop awareness of non-Euclidean geometries
6. Apply knowledge of Euclidean geometry to complete proofs;
7. Derive measurement formulae, such as area of a trapezoid
8. Demonstrate key K-8 ideas using a variety of representations

Specifically, upon successful completion of this course students will be able to:

- carry out calculations as required by the problem situation;
- represent relevant information in various and appropriate mathematical forms ;
- model a variety of real-world problems and draw appropriate conclusions based on the quantitative analysis of the ratios and proportions;
- articulate and evaluate important assumptions as a part of the modeling process;
- communicate, clearly and concisely, the results of a problem-solving endeavor using appropriate mathematical and written and oral conventions.

Course Grade

📖 Homework (13% of grade):

It takes practice to be proficient. Successful completion of the homework will require critical reading of the text and supporting material provided in class and online. Included in this grade is the ability to describe, in written form, your conceptual understanding of the information

📖 Quizzes (13% of grade):

An essential component of learning mathematics is practicing small components of the information. This part of your grade will evaluate progress toward understanding the content.

📖 In class exams (54% of grade)

The four unit exams will assess your acquisition of the mathematical content.

Final Exam (20% of grade)

A comprehensive final exam will be given.

The extent and nature of the reading required for this course

Students will read the textbook and make sense of the mathematical representations of the key concepts related to numeration, geometry, measurement and proportions.

The writing component of the proposed course both qualitatively and quantitatively

Students will engage in both qualitative and quantitative reasoning as they complete proofs for various geometry topics and write their own conjectures about all disciplines. They will quantitatively reason as they solve problems from numeracy, measurement and proportions.

How student learning will be assessed

Students will be evaluated on problem solutions completed as "homework" and problem solving completed during class. Exams will focus on problem solving. They will be assessed on their abilities to demonstrate the 8 mathematical practices in their problem solutions.

A final course grade will be assigned as follows:

- Grade of A if weighted average of components listed above is greater than or equal to 90%.
- Grade of B if weighted average of components listed above is greater than or equal to 80%.
- Grade of C if weighted average of components listed above is greater than or equal to 70%.
- Grade of D if weighted average of components listed above is greater than or equal to 60%.
- Grade of F if weighted average of components listed above is less than 60%.

Additional comments:

MA 230 will allow students to investigate a variety of mathematical topics using a hands-on approach. The course will meet three days/week for 75 minutes each meeting. This course will allow middle and secondary students to interact while concurrently meeting some of the new KSDE standards shared by both groups of students.

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

Initiator's E-mail Address: kevin.charlwood@washburn.edu



Washburn University
College of Arts & Sciences - Course Approval System

Course Information Form

Course Title: **Crisis Communication**

Department: **Communication**

Division: **Humanities**

Course Level: **Undergraduate**

Prefix: **CN** Course Number: **367**

Effective Semester: **Fall**

Effective Year: **2018**

Credits: **3**

Course Catalog Description *(include prerequisites)*

Crises are best managed through sound communication practices. This class will help you to develop understanding of the crisis life-cycle, along with effective strategies you can use to foresee, prepare for, and manage crises in professional and personal dimensions of life. Prerequisite: CN 101

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

CN 101 Principles and Practices of Human Communication

Restrictions? **None**

Course offered? **Every three or four semesters**

Primarily attract? **Department majors & majors from specific depts.**

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

None

Please state the rationale for offering this course:

This course has been offered successfully for at least three semesters as a Special Topic. The subject matter is relevant to all majors as well as to individuals. Successful completion of the course provides the student with a set of skills easily transferrable to the workplace.

Is this course required for the major? **N**

If 'Yes', which major(s)?

Does this course replace an existing course? **N**

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

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

None

Paste a copy of the master syllabus in the text area below. Please make sure the syllabus addresses:

1. The extent and nature of the reading required for this course.

2. The writing component of the proposed course both qualitatively and quantitatively.
3. How student learning will be assessed.





CRISIS COMMUNICATION —Master Syllabus

Instructor: LESLIE REYNARD, PhD Office: D2L Web Site / 260-F Morgan
 Office Hours: Via email any time / by appointment Phone: 785-670-2231 (email is preferred)
 E-mail: leslie.reynard@washburn.edu

Welcome to CN3____: CRISIS COMMUNICATION

Recent events – local and global, natural and human-initiated – show us that surviving a crisis involves anticipation, planning and, above all, effective communication. This online seminar will help you to develop the understanding that CRISIS is a process, not an event, along with effective strategies you can use to foresee, prepare for, and manage crises that will arise in the professional and personal dimensions of your life. Crisis preparation and crisis management are always best accomplished through sound communication practices. Prerequisite: CN101.

REQUIRED TEXTS & REQUIRED TECHNOLOGY






-  Fearn-Banks, K. (2011). Crisis communications: A casebook approach. (4th ed.) New York: Routledge.
-  Online readings as assigned
-  D2L site linked to this course (which you check at least twice weekly and Internet access
-  A registered and current Washburn email address

“OFFICE” HOURS

Please feel free to post course-related questions about course concepts and theories, assignments and projects to the online forum or to have email discussions with me about any questions or problems personal to you. You are also welcome to make an appointment to meet “live” online or on campus at a mutually convenient time.




COURSE OBJECTIVES

As a result of participating in this seminar, focused and engaged students will be able to:

-  explain that a “crisis” should be conceptualized as a three-stage process
-  frame the crisis process within relevant communication theories
-  analyze important crises and critique the ways they were handled
-  describe and discuss current “best practices” in crisis communication and crisis management
-  apply theoretical constructs and the lessons of history to crisis communication planning

COURSE METHODS

We will examine the processes underlying most types of crisis and communication resources which can be useful in crisis-planning and crisis-management. We will rely heavily on the text and assigned readings which will be posted or linked on D2L. We will also use online group discussions and reflections, individualized research into examples of crises that illustrate the principles addressed in the readings, and develop a crisis management plan as a semester project, all based on research and reading. Find details in the appropriate D2L folder.

-  Assessments: There will be a pre-test and a post-test, a Course Information Quiz, and four exams
-  Forms and Related Research and Exercises: Topics drawn from history, current events and assigned readings will be used to conduct discussion forums in which student identify, analyze, and critique management of specific crises, applying the theories and practices they illustrate.
-  Research and Crisis Management Plan: There will be a comprehensive project – Crisis Management Plan (“CMP”) – based on researching an actual crisis which you or your “client” organization has faced or is likely to face. Your CMP will provide background information, relate this to the crisis “life cycle,” and identify and describe communication strategies designed to manage that crisis.

COURSE REQUIREMENTS AND POLICIES

Attendance

Regular attendance is vital to your success in this course and is a course requirement.

You may wonder how a professor takes attendance in an online course. In our D2Lclassroom, attendance is defined as “being there.” D2L can track and report a number of types of student / site involvements, including the log-on history and content-area visits.

This means that to be considered present, a student are expected to participate in with relevant and course-oriented posts to each week’s Forums, to read all posts which others have contributed, and to produce some form of relevant interaction that clearly relates to that week’s assigned reading. Students may not score a zero for more than two Forums and still be considered to be attending the course. Additionally, earning at least 50% of points possible as of each week is the minimum standard to be considered in attendance in this course. I access

reports and review students' progress regularly to monitor students' attendance and, in this way, foster their success in this online course.

Administrative Withdrawal Policy - Weeks One and Two:

During Weeks One and Two, failure to log on for at least once during each of those weeks and to earn at least 50% of the points for required tasks or activities assigned for the first two weeks will result in that student being administratively dropped from the course. [This policy conforms to the University's administrative withdrawal policy and procedure.]

This will not only refine the course enrollment to students who have an apparent motivation and commitment to succeed, it will also allow students who were not able to enroll prior to Week One due to the course being filled to capacity an opportunity to take that place.

Administrative Withdrawal Policy Weeks Three through Sixteen:

During Weeks Three through Eleven, failure to meet requirements set out in the first section above will result in that student being subject to administrative withdrawal from the course.

After Week Eleven, the University does not permit withdrawal, and a grade of "F" will be posted to the student's transcript. It will not be possible to pass the course without at least two effective log-ins per week and a good-faith effort to participate in course activities and achieve course goals.

Grading

Grading System:

Assessments 25% of course grade

Discussion Board contributions 35% of course grade

Crisis Research and Crisis Management Plan 40% of course grade

Grading Scale:

A = 90—100%; B = 80—89.99%; C = 70—79.99%; D = 60—69.99%; F = 0—59.99%

Grades will not be "rounded up" and extra credit (if offered) will be capped at 5% of total points possible.

Please see the posted documents "Task Summary" and "Grades" for more details.

Research, Academic Integrity, and Source Citation

Research skills: The Communication Department emphasizes understanding of new technologies, so Internet for research is critical to online learning, but you should not use it as a substitute for "real" libraries and hard-copy texts.

Academic integrity and source citation: Academic integrity includes, but is not limited to, refraining from copying on papers, exams, or other work; unattributed use of others' work (including test and paper "banks"); improper use of Internet or other sources; disruption of class, and discourtesy to or harassment of anyone in the classroom or online, including the instructor. Academic misconduct is likely to result in a failing grade for this class and may result in further consequences at the University level.

It is critical that you properly cite all of your sources. Why? Accurately prepared references help establish your credibility as a careful researcher. An inaccurate or incomplete reference "will stand in print as an annoyance to future investigators and a monument to the writer's carelessness." [see below for source].

[Bruner, K. F. (1942). Of psychological writing: Being some valedictory remarks on style. *Journal of Abnormal and Social Psychology*, 37, 52-70. In: *Publication manual of the American Psychological Association* (5th ed.).(2001). Washington, D. C.: American Psychological Association, 216.]

Please review the posted documents "Academic Integrity," "Washburn Academic Impropriety Policy," "Washburn Student Code of Conduct," and "Plagiarism: 9 Things You Should Already Know."

Project Requirements

Criteria for Written Work: All work needs to be literate and proofread for content, style, mechanics and syntax. Papers which do not meet minimal standards college-level work will not be evaluated. (If you know you have problems producing written English at a college level or have questions preparing the type of texts required for this seminar, please consult with the Writing Center or access some form of tutoring.)

Format for Written Work: Use business report format for all work done in this course. That is: single-spaced; 1" margins all sides; professional-looking and readable fonts; headings and sub-headings ID topics and content areas; one blank line between paragraphs and sections. (See chapter posted to D2L, Writing Business Reports.) Please follow APA (6th ed.) style.

Evaluation of Assignments: Every effort will be made to grade and return all work by 10 days after each assignment has been turned in; it is unlikely that longer papers or projects can be evaluated and returned

sooner.

Grade Reconsideration Procedure: If, after a close reading of the criteria in the Grading Philosophy (posted to D2L) and comparing your work to those criteria, you believe a grade you received is incorrect or there was an error in figuring your grade and you wish to have it reconsidered, submit within one week of the contested grade being posted a written account detailing the reasons why you believe there was an error. Cite specific items in the Grading Philosophy linked to specific elements of the project guidelines and your work to support your argument. Your request will receive careful and open-minded consideration and a written response within 10 days.

Extra Credit: There is a 5% cap on extra credit. Extra credit is never given to individual students. If extra points are available, all members of the class will have an equal opportunity to participate.

Other Considerations

Course Evaluations: Near the end of the course you will be asked to complete departmental and University course evaluations inviting your opinions about the course and the instruction you received. I use the information I receive in course evaluations to make revisions to the courses I teach and as part of an ongoing effort to improve my effectiveness as a teacher. The course evaluations will be administered in such a way as to insure your confidentiality. I will not have access to the information on the evaluations until after grades have been turned in at the end of the semester.

Non-Discrimination: During this session, you will be expected always to treat others with courtesy and dignity. It's easy to hide behind a sort of online anonymity or to come across more harshly than you may intend to. Please try to be sensitive to the feelings and concerns of all of the other people in the course. You should familiarize yourself with the University policies on racial & ethnic harassment, as well as sexual harassment. University policies regarding weapons, political activity, animals, campus security, and so on, create some reasonable limitations on the use of visual aids.

Accommodating Disabilities: Students with disabilities must participate in all programs and activities. If you have special needs (e.g. exams to be taken in special facilities), a physical disability that may affect your participation, or a medical condition which could result in an in-class emergency, please contact me immediately so I can accommodate your special needs. It is the student's responsibility to alert me to any special needs that you might have during Week One.

WASHBURN UNIVERSITY REQUIREMENTS and POLICIES

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 a 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.

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 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/statements-disclosures/copyright/index.html>. 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/faculty-staff/faculty-resources/faculty-handbook/faculty-handbook-section-7.html>.

Student Health Services/WU Counseling Services:

Student Health Services (SHS) works closely with WU Counseling Services to provide support for students experiencing challenges with learning and adapting to university life. SHS also offers urgent care for illness and injury, sports, school, and travel abroad physicals, well woman exams, immunizations/vaccinations and care of chronic illness such as diabetes and high blood pressure.

More information can be found at <http://washburn.edu/current-students/services/health-services/index.html> and <http://washburn.edu/current-students/services/counseling/index.html>

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.

Location: Student Services, Morgan Hall Room 135 (new location)

Phone: 785-670-1629 or TDD 785-670-1025

E-Mail: student-services@washburn.edu

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

Center for Student Success:

As a Washburn student, you may experience difficulty with issues such as studying, personal problems, time management, or choice of major, classes, or employment. The Center for Student Success (Office of Academic Advising, Tutoring Programs, First Year programming, and Testing and Assessment) 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 confidentially and free of charge, contact the office in Morgan 122, 785-670-1942, advising@washburn.edu.

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 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. [Please pay careful attention to the posted attendance policies.]

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. Your instructors, to provide specific course information, may also use it.

If you prefer to use an alternate e-mail address to receive official University notices, you can access your MyWashburn e-mail account, choose the "Options" tab, and select "Settings", scroll to the bottom of the screen, click enable forwarding and enter the e-mail address you would like your Washburn emails forwarded to in the "mail forwarding" area. Click add and then click on save changes. This will complete the process of forwarding your Washburn e-mail. 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.

Additional comments:

The attached syllabus reflects learning objectives and teaching methods from prior-semester offerings as a special topic. Ideally, the course will be modified with each offering to reflect and address current issues in various stages of the crisis life-cycle which are facing both local and global populations. The required semester project (Crisis Management Plan) would be the core assignment.

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

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



Washburn University
College of Arts & Sciences - Course Approval System

Course Information Form

Course Title: **Classroom Management, Safety, Planning, and Pedagogy**

Department: Education

Division: EDKN

Course Level: Undergraduate

Prefix: ED Course Number: 301

Effective Semester: Spring

Effective Year: 2018

Credits: 3

Course Catalog Description *(include prerequisites)*

This course is a stand-alone course for individuals who need some background in classroom management, safety and planning. The course will provide or strengthen a solid foundation for individuals who are currently or soon to be professional teachers/instructors. Specifically the course will address the needs of individuals who require some additional support in these areas or are teaching under provisional licenses and have not yet completed a licensure program.

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

none

Restrictions? None

Course offered? Irregularly

Primarily attract? Non-majors

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

None

Please state the rationale for offering this course:

The state of Kansas is moving toward accepting more non-licensed individuals to teach in the public schools. This course is designed to help these teachers prepare to offer a quality education to students until such time that they can complete programs for teacher licensure.

Is this course required for the major? **N**

If 'Yes', which major(s)?

Does this course replace an existing course? **N**

How will the teaching of this course be staffed? This will be an additional course staffed by both full time and adjunct faculty.

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

None

Paste a copy of the master syllabus in the text area below. Please make sure the syllabus addresses:

1. The extent and nature of the reading required for this course.
2. The writing component of the proposed course both qualitatively and quantitatively.
3. How student learning will be assessed.

Washburn University

ED 301 Classroom Management, Safety, Planning, and Pedagogy

Semester:

Course Description:

This course is a stand-alone course for individuals who need some background in classroom management, safety and planning. The course will provide or strengthen a solid foundation for individuals who are currently or soon to be professional teachers/instructors. Specifically the course will address the needs of individuals who require some additional support in these areas or are teaching under provisional licenses and have not yet completed a licensure program.

The course will address the following specific areas:

Importance of Class Expectations (rules) and Procedures

- Classroom/Shop Expectations and Procedures
- Relevance of Expectations and Procedures
- Develop, Demonstrate, and Practice Creating and Establishing Expectations and Procedures for Classroom/Shop

Instructor and Student Environmental Awareness

- Safety as an Outcome
- Industry Expectations
- Shop Set-Up and Requirements
- Instructor/Student Expectations
- Using your Senses

Lesson Planning

- Developing Effective Lesson Plans for the Classroom/Shop
- Best Teacher Practices (Direct Instruction, Learning Targets, Learning Checks, Differentiation. . .)
- Bloom's Taxonomy; Promoting Higher Level Thinking
- Essential Elements of a Lesson Plan

Student Awareness

- Attitude/Behavior (Frontal Lobe/Executive Brain)
- Ability to Focus
- Medications
- Background
- Culture
- Diversity
- IEPs and Transition Plans for Higher Education
- Student vs. Teacher Mentality- separate roles
- Social Media

Legalities

- Instructor Responsibilities/Resources
- Scope of Work

Establishing Relationships in the Classroom Setting

- The Learning Pyramid
- Student Interest Inventory
- Team Builders (creating a classroom community)
- Collaborative Structures (Kagan)
- Building Relationships with Faculty Members
- IQ vs. EQ

Six Areas of Differentiate Instruction

- Readiness
- Interests
- Learning Style
- Content

- Process
- Product-Tier Assignments

Managing Student Behavior

- Positive Behavior System (PBS)
- Offering Students Choices
- Effectively Responding to Students' Behavior

Required Resources:

The MSPP Handbook, available at the Memorial Union Book Store. Additional required readings will be distributed in class and/or posted on Desire2Learn.

Course Objectives for ED ____:


At the conclusion of this course, learners will be expected to be able to:

1. Understand and discuss classroom expectations and procedures, as well as their relevance in creating an effective classroom.
2. Design and share specific expectations and procedures which can be used in the instructional setting.
3. Understand and discuss the importance of safety in the classroom, as well as industry expectations in order for the students and the environment to be safe and productive.
4. Create a classroom/shop safety plan which adheres to industry guidelines.
5. Understand and discuss the essential elements of developing an effective lesson plan.
6. Develop an effective lesson plan utilizing Best Teacher Practices.
7. Develop an effective lesson plan which includes higher level thinking questions, using Bloom's as a resource.
8. Deepen an understanding and discuss and research students' individuality, specific needs, and/or challenges (i.e. frontal lobe development, Autism, culture, diversity, background).
9. Discuss and understand the role as the teacher vs. the role as the student.
10. Discuss and understand legalities in the school setting as the teacher/instructor.
11. Create an outline detailing safety items within the instructional setting.
12. Understand and discuss the importance of establishing positive relationships in the instructional setting.
13. Administer and analyze surveys in order to understand students and their needs/interests in order to establish positive relationships.
14. Learn about, understand, and participate in a variety of collaborative structures.
15. Understand and discuss the six areas of Differentiated Instruction.
16. Learn about, discuss, and practice a variety of student management techniques.

16 Week Course Hierarchy and Assessment Plan:


1. Importance of Expectations (rules) and Procedures
 - Classroom/Shop Expectations and Procedures
 - Relevance of Expectations and Procedures
 - Develop, Demonstrate, and Practice Creating and Establishing Expectations and Procedures for Classroom/Shop

Assessment Plan:

 Learners will design and share specific expectations and procedures which can be used in their current and/or future classrooms/shops.

2. Instructor and Student Environmental Awareness
 - Safety as an Outcome
 - Industry Expectations
 - Shop Set-Up and Requirements
 - Instructor/Student Expectations
 - Using your Senses

Assessment Plan:

 Learners will create a classroom/shop safety plan.

3. Lesson Planning
 - Developing Effective Lesson Plans for the Classroom/Shop
 - Best Teacher Practices (Direct Instruction, Learning Targets, Learning Checks, Differentiation. . .)
 - Bloom's Taxonomy; Higher Level Thinking
 - Essential Elements of a Lesson Plan

Assessment Plan:

☒ Learners will develop formal lesson plans, relevant to their classroom/shop needs, which include 'Best Teacher Practices' and 'Essential Elements'

4. Student Awareness

- Attitude/Behavior (Frontal Lobe/Executive Brain)
- Ability to Focus; i.e. ADD, ADHD, Autism
- Medications
- Background
- Culture
- Diversity
- IEPs and Transition Plans for Higher Education
- Student vs. Teacher Mentality- separate roles
- Social Media

Assessment Plan:

☒ Learners will discuss, research, summarize, and state their view concerning articles/texts, published within the past five years, which expand upon 'Student Awareness' issues.

5. Legalities

- Instructor Responsibilities/Resources
- Scope of Work

Assessment Plan:

☒ Learners will create an outline detailing the safety items they are responsible for as teachers/instructional staff.

6. Establishing Relationships in the Classroom Setting

- The Learning Pyramid
- Student Interest Inventory
- Team Builders (creating a classroom community)
- Collaborative Structures (Kagan)
- Building Relationships with Faculty Members
- IQ vs. EQ

Assessment Plan:

☒ Learners will administer and analyze various surveys to current or prospective students and will develop an overview per survey outcomes.

☒ Learners will practice a variety of collaborative structures and verbal coaching techniques while in class.

☒ Learners will be expected to actively engage during in-class structure practice and verbal coaching sessions.

7. Six Areas of Differentiate Instruction

- Readiness
- Interests
- Learning Style
- Content
- Process
- Product-Tier Assignments

Assessment Plan:

☒ Learners will adjust a previously developed lesson plan to include two or more of the six areas of Differentiated Instruction.

8. Managing Student Behavior

- Positive Behavior System (PBS)
- Offering Students Choices
- Effectively Responding to Students' Behavior

Assessment Plan:

☒ Learners will practice a variety of classroom management techniques which can be used in their current and future classrooms/shops.

☒ Learners will be expected to actively engage and participate in classroom activities.

Additional Assessments:

☒ The instructor will administer on-going formative checks in the form of analyzing students' verbal responses, facial expressions, discussions with others, exit slips, and in-class activities.

☒ The instructor will administer a summative assessment in the form of a comprehensive exam which includes all learning targets.

Additional comments:

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

Initiator's E-mail Address: cherry.steffen@washburn.edu

COLLEGE OF ARTS AND SCIENCES NEW PROGRAM REVIEW FORM

	Chair's Signature	Recommendation	Review Date
Department	<u>Sharon Sullivan</u>	<u>Approve</u>	<u>2018-02-06</u>
Division	<u>Danielle Head</u>	<u>Approve</u>	<u>2018-02-06</u>
Dept. of Educ.	<u>Cherry Steffen</u>	<u>Approve</u>	<u>2018-02-28</u>
<small>(If relates to teacher certification program.)</small>			
Dean	<u>Laura Stephenson</u>	<u>Approve</u>	<u>2018-03-01</u>
Curriculum Committee	<u>Linzi Gibson</u>	<u>Approve</u>	<u>2018-03-28</u>
Accepted by CFC	_____	_____	_____
CAS Faculty	_____	_____	_____

Approved By:	Faculty Senate _____	University Faculty _____	WU Board of Regents _____
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1. Title of Program.

Musical Theatre Concentration

2. Rationale for offering this program.

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

3. Exact proposed catalog description.

Degree Requirements: The Bachelor of Arts Degree in Theatre with a Musical Theatre concentration consists of forty (40) credit hours in Theatre, nine (9) credit hours of correlate courses in English, and fourteen (14) correlate credits in Music, in addition to the general education requirements of the College of Arts and Sciences. Nineteen (19) hours in the major are taken at the upper division level. The following courses are required for a major in theatre with a Musical Theatre concentration: TH 101 or 301 or 102, 202, 105, 205, 210, 218, 305, 309, 310, 318, 410, 416 and two from 211/311, 315, 316 or 317. In the English Department EN235, 236, and 336 are required correlate courses. In the Music Department MU 109, MU 215, four semesters of ensembles and four semesters of voice lessons are required correlate courses.

Required Courses for the Major in Theatre with Musical Theatre Concentration:

*TH101/301 or TH102 Drama Classics or Intro to Theatre 3

*TH 202 Acting 1 3
 *TH218 Acting and Directing Workshop I 3
 *TH318 Acting and Directing Workshop II 3
 *TH 211/311, 315, 316, 317 2 Tech production classes 6
 TH105 Dance I 3
 TH205 Dance II 3
 TH305 Dance III 3
 TH210 Musical Theatre Performance I 3
 TH310 Musical Theatre Performance II 3
 TH410 Musical Theatre Performance III 3
 TH309 Musical Theatre History 3
 *TH416 Capstone 1 =40
 Correlate Music Courses:
 MU215 Music Theory 4
 Private Voice Lessons (4 semesters @1 cr/ea) 4
 Music Ensembles (4@1cr/ea-in consultation with director) 4
 MU109 Beginning Piano 2 =14

Correlate English Courses:

*EN235 Survey of Drama 1 3
 *EN236 Survey of Drama 2 3
 *EN 336 Contemporary Drama 3 =9
 TOTAL =63

Student Learning Outcomes: By the end of their program students should

Demonstrate performances skills that include:

- Voice production and technique to create roles in full productions (speaking and singing)
- Vocal interpretation and role preparation skills that enable understanding and performance of roles from a wide variety of styles.
- Musicianship, sight-singing competence and analytic skills
- Stage movement and dance skills in at least 3 styles of musical theatre dance genres
- Integration of voice, movement and acting skills.

Demonstrate proficiency in implementation of skills and knowledge of:

- Basic production elements such as costume, sets and props, lighting, makeup and sound.
- Script analysis, dramatic literature and history, and musical theatre repertory.
- Audition and business techniques for musical theatre performers.

4. List and financial implications.

Dance (adjunct)-1 class/semester for 1 year
2 classes/semester for year 2 forward

Musical Theatre Performance-taught by Dr. Noonan.
Requires an adjunct accompanist

TH300 Musical Theatre History-taught by Dr. Noonan once every 4 semesters

Tune piano in GC 32 every semester est. \$300/annual
GC 32 Wooden Floor care est. \$300/annual

Sound System equipment and monitors for musicians \$8606
Add additional electrical outlets to stage estimated \$6000
Music Stands and stand lights (10 each) \$812.40

Purchase scores annually (\$300)

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

Y

We will require 14 hours in correlate music courses: MU109 (2cr) Beginning Piano, MU215 Music Theory I, 4 sections of choir or voice ensemble (4cr), 4 sections of private voice lessons (4cr). Music has agreed to support this program and offer these classes to our Musical Theatre students.

COLLEGE OF ARTS AND SCIENCES PROGRAM CHANGE FORM

	Chair's Signature	Recommendation	Review Date
Department	<u>Roy Wohl</u>	<u>Approve</u>	<u>2017-12-20</u>
Division	<u>Cherry Steffen</u>	<u>Approve</u>	<u>2018-01-17</u>
Dept. of Educ.	<u>Cherry Steffen</u>	<u>Approve</u>	<u>2018-01-17</u>
<small>(If relates to teacher certification program.)</small>			
Dean	<u>Laura Stephenson</u>	<u>Approve</u>	<u>2018-01-22</u>
Curriculum Committee	<u>Linzi Gibson</u>	<u>Approve</u>	<u>2018-03-28</u>
Accepted by CFC	_____	_____	_____
CAS Faculty	_____	_____	_____

Approved By:	Faculty Senate _____	University Faculty _____	WU Board of Regents _____
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Program: Bachelor of Arts in Kinesiology

1. Reason for this program change?

Kinesiology is in the process of deleting, changing and adding degree programs and the descriptions of the two new Bachelor of Arts degrees need to be updated.

2. Complete revised description.

The following degree requirements are in addition to all university and general education requirements necessary for the Bachelor of Arts degree.

The Bachelor of Arts in Kinesiology in Health and Fitness Promotion is designed for students desiring to pursue careers in health promotion, wellness and/or fitness-related settings. Areas such as exercise and sports performance, personal fitness training, corporate wellness, recreation/leisure settings, public health management and not-for-profit health agencies are some examples. In addition, students could pursue advanced degrees in other health and fitness-related professions but may need to complete addition course work to meet prerequisite requirements for graduate school.

BA Health and Fitness Promotion requirements are:

Major requirements (33 credits): HL207, KN248, KN250, KN257, KN266, KN300 or KN318, KN306 or KN330, KN321, KN326, KN342, HL377, KN410, plus two electives from the following: KN308, KN335, KN357, KN411 and/or a KN elective course at the 300 level.

Activity requirements (2 credits): choose one of the following courses: KN341, KN343, KN344, or KN345.

Internship requirement (3-6 credits): KN498 (150-300 contact hours)

Prerequisite Science requirements (12-13 credits): BI100/BI101 or BI102, BI250 or BI275, BI255.

Correlated Requirements (12 credits): choose four of the following courses: AL320, CN306,

HS371, MU307, PY326, SO315.

The Bachelor of Arts in Kinesiology in Sport Management is designed for students desiring to pursue careers in the business side of sports and activity-oriented industries. Some examples are front office administration, facility operations, advertising and ticket sales, game day promotions, and retail equipment sales. Students completing this degree also qualify for a Minor in Business (see the School of Business for Certification of the Minor). Note: MA 112 or MA 116 must be completed with a "C" minimum AND appear on the student's official transcript before acceptance into this concentration is allowed.

BA Sport Management requirements are:

Major requirements (30-31 credits): KN248, KN250, KN257, KN266, KN306, KN321, KN326, KN370, plus three, non-activity, electives, with at least two being from course work at the 300 level.

Activity requirements (4 credits): choose two of the following courses: KN341, KN342, KN343, KN344, or KN345.

Internship requirement (6-12 credits): KN497 (300-600 contact hours).

Prerequisite Science requirements (12-13 credits): BI100/BI101 or BI102, BI250 or BI275, BI255.

Correlated Requirement (3 credits): SO315.

School of Business requirements (21 credits): EC200, EC201, AC224, BU360; choose one of the following: BU342, BU345, BU346; plus two electives from either AD, BU, or EC, with each being at the 300 level.

3. Describe the nature of the proposed change.

The two KN BA degrees are described above.

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

Yes

5. Does this change affect any other departments?

Y

Yes, some departments may see an increase in Kinesiology majors enrolled in their classes because of the correlated course work required in these new degrees

COLLEGE OF ARTS AND SCIENCES PROGRAM CHANGE FORM

	Chair's Signature	Recommendation	Review Date
Department	<u>Roy Wohl</u>	<u>Approve</u>	<u>2017-12-20</u>
Division	<u>Cherry Steffen</u>	<u>Approve</u>	<u>2018-01-17</u>
Dept. of Educ.	<u>Cherry Steffen</u>	<u>Approve</u>	<u>2018-01-17</u>
<small>(If relates to teacher certification program.)</small>			
Dean	<u>Laura Stephenson</u>	<u>Approve</u>	<u>2018-01-22</u>
Curriculum Committee	<u>Linzi Gibson</u>	<u>Approve</u>	<u>2018-03-28</u>
Accepted by CFC	_____	_____	_____
CAS Faculty	_____	_____	_____

Approved By:	Faculty Senate _____	University Faculty _____	WU Board of Regents _____
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Program: Bachelor of Education in Physical Education

1. Reason for this program change?

The number for KN333 has been changed to KN266 and needs to be changed in the BEd-P12 Physical Education Teaching degree plan.

2. Complete revised description.

The following degree requirements are in addition to all university and general education requirements necessary for the Bachelor of Education degree.

The Bachelor of Education in P-12 Physical Education Teaching is designed for undergraduate students desiring to teach in the public school system. This degree is completed in conjunction with the Washburn University Education Department and prepares students to obtain their Kansas Teaching Licensure. In addition, a P-12 Physical Education Teaching Licensure program is offered for students who have graduated with a non-teaching degree in any discipline and want to pursue a licensure program in Physical Education.

BEd P-12 Physical Education Teaching requirements are:

Major requirements (25 credits): KN133 or KN134, KN248, KN250, KN266, KN299, KN306 or KN311, KN321, KN326, KN340 and current First Aid/CPR certification.

Elementary and Secondary PE certification requirements (17 credits): KN341, KN342, KN343, KN344, KN345, KN374, KN375, KN430.

Prerequisite Science requirements (7 credits): BI250, BI255.

Professional Education P-12 Certification Requirements (36 credits): ED150, ED225, ED285, ED300, ED302 or SE476, ED385, RD484, ED402, ED400, ED405, ED440 (student teaching).

Contact the Education Department for more information on specific Teacher Education admission requirements.

3. Describe the nature of the proposed change.

Changing the course number of KN333 to KN266 and updating the program description.

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

Yes

5. Does this change affect any other departments?

N

COLLEGE OF ARTS AND SCIENCES PROGRAM CHANGE FORM

	Chair's Signature	Recommendation	Review Date
Department	<u>Cherry Steffen</u>	<u>Approve</u>	<u>2018-03-02</u>
Division	<u>Cherry Steffen</u>	<u>Approve</u>	<u>2018-03-02</u>
Dept. of Educ.	<u>Cherry Steffen</u>	<u>Approve</u>	<u>2018-03-02</u>
<small>(If relates to teacher certification program.)</small>			
Dean	<u>Laura Stephenson</u>	<u>Approve</u>	<u>2018-03-05</u>
Curriculum Committee	<u>Linzi Gibson</u>	<u>Approve</u>	<u>2018-03-28</u>
Accepted by CFC	_____	_____	_____
CAS Faculty	_____	_____	_____

Approved By:	Faculty Senate _____	University Faculty _____	WU Board of Regents _____
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Program: MEd - Building Leadership

1. Reason for this program change?

Following the 2016-17 Kansas State Department of Education program review of the building leadership licensure programs, Education Department faculty met to discuss the future of this program. It was decided that the program needed a total redesign to meet the needs of current building level administrators and to make the program more competitive with other state universities.

2. Complete revised description.

Washburn University offers a Master's Degree program in Building Leadership for candidates seeking administrative positions in Pre-Kindergarten – 12th grade teaching and learning environments, as well as other positions of leadership within educational agencies of government and industry, or within professional organizations. This program fulfills the State of Kansas requirements for initial school leadership licensure.

MEd - Building Leadership Program Requirements
(total of 30 credit hours)

Core Courses:

- ED 665 Introduction to Educational Research (3)
- ED 682 Leadership in Education Technology (3)
- SE 610 Learning and Behavior Problems (3)
- ED 672 Issues in Modern American Education (3)
- ED 698 Action Research Capstone (2)

Building Leadership Courses:

ED 663 Building A School Learning Culture

ED 664 Creating and Evaluating the Instructional Program

ED 666 Building Level Management

ED 667 Leading and Engaging a Collaborative Environment

3. Describe the nature of the proposed change.

The core courses for the MEd for Building Leadership were reduced from 15 to 14 hours with a Action Research Capstone added to the core courses. The building leadership emphasis courses were reduced from 21 to 16 hours. The courses were totally redesigned to meet the InTASC, CAEP, and KSDE standards for building leadership.

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

Yes

5. Does this change affect any other departments?

N

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Program: MEd - District Leadership

1. Reason for this program change?

Following the 2016-17 Kansas State Department of Education program review of the district leadership licensure programs, Education Department faculty met to discuss the future of this program. It was decided that the program needed a total redesign to meet the needs of current building level administrators and to make the program more competitive with other state universities.

2. Complete revised description.

Licensure-Only District Level Leadership Program Requirements
(total of 16 credit hours)

Eligible candidates must hold a Building Level License

- EA 673 Creating a Systemic District Learning Culture
- EA 675 Creating and Evaluating a System Instructional Program
- EA 676 System District Level Management
- EA 677 Building a Systemic Collaborative District Environment

3. Describe the nature of the proposed change.

The proposed courses for the District Level Leadership licensure were totally redesigned. Each of the four-hour courses includes a one-hour practicum focusing on the topics of that particular course. The district leadership courses were increased from 12 to 16 hours to meet the InTASC, CAEP, and KSDE standards for district leadership.

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

Yes

5. Does this change affect any other departments?

N

Revised Religious Studies Program Changes:

The major as initially proposed (as passed by the Academic Affairs committee of the Faculty Senate)

- RG 101 (3): Introduction to Religion
- RG 102 (3): World Religions
- PH 201 (3): Corrupting the Youth: Ancient Greek Philosophy
- PH 202 (3): I Think Therefore I Am? Modern Philosophy 1600-1800
- RG 331 (3): Understanding Religion
- RG 398 (1): Senior Thesis Research
- RG 399 (3): Senior Thesis
- Twelve (12) additional credits
 - At least six must be RG courses
 - At least nine must be upper division
 - External courses require advisor's prior approval

The revised major (as suggested by Dean Stephenson, to be proposed to the full Faculty Senate)

- RG 101 (3): Introduction to Religion
- RG 102 (3): World Religions
- PH 201 (3): Corrupting the Youth: Ancient Greek Philosophy
- PH 202 (3): I Think Therefore I Am? Modern Philosophy 1600-1800
- RG 331 (3): Understanding Religion
- RG 398 (3): Senior Thesis Research
- RG 399 (3): Senior Thesis
- Twelve (12) additional credits
 - At least **nine** must be RG courses
 - At least nine must be upper division
 - External courses require advisor's prior approval

Comment

The problem with the major, as initially proposed, was that it failed to meet the (apparently implicit) requirement that a major consist of at least 24 hours from within the same discipline (see p. 97 of the Undergraduate Catalog). The six hours of PH (201, 202) count as correlated hours, and thus not toward that minimum 24 hours. Dean Stephenson suggested that we could meet the requirement by making two changes to the proposal:

1. Making 398 a three-hour course (see rationale below, as required in the course approval system for this change)
2. Requiring 9, rather than 6, elective hours in RG courses

The major would consist of exactly 24 RG hours, plus 6 PH hours and up to 3 hours from another discipline (at the advisor's discretion). It would also consist of 18 hours of upper division credit: 12 in coursework, and 6 in senior thesis.

What is the rationale for changing the credit hours requirement, the course title, the course description, and the change from credit/no credit to graded?

The philosophy department recently instituted the portfolio requirement for our PH majors. This requirement has also been instituted for our RG majors. This project involves the students submitting a folder containing six religious studies papers from previous 200/300 level courses along with their reflection upon their development in writing such papers over time. They then apply what they have learned about their development to the process of writing their senior thesis. This portfolio is a new addition to the RG curriculum. As such, it requires students to do more than write a thesis proposal for RG 398, which was all that was required in the past. In requiring more of students, it is appropriate to increase the credit hours to 3 from 1. Finally, we decided that changing from credit/no credit to graded will incent the students to take the proposal more seriously than it has been taken in the past. Being credit/no credit in the past has created some problems for some students in terms of them not taking the project seriously enough, and therefore not being sufficiently prepared to write the senior thesis itself.

Describe the nature of the proposed change:

New Course Title: Senior Thesis Preparation (3 credits)

Independent research in preparation for a senior thesis. Students will complete preliminary research in the area of their senior thesis and prepare a thesis proposal. In addition, students will complete the portfolio project which asks them to submit a folder containing religious studies papers from previous courses along with their reflection upon their development over time in writing such papers. The proposal completed in RG 398 may not be or have been submitted for credit in any other course.

Prerequisite: Senior Religious Studies Major

The old catalog language was as follows:

RG 398 Senior Thesis Research (1).

Independent research in preparation for a senior thesis. Students will complete preliminary research in the area of their senior thesis and prepare a thesis proposal. The work completed in RG 398 and RG 399 may not be or have been submitted for credit in any other course. Pass/Fail only. *Prerequisite: Senior Religious Studies Major.*