

# CFC Meeting Agenda

May 2, 2018, 3:30 in the Vogel Room, Memorial Union

Michael Averett  
Rick Barker  
Karen Camarda  
Gloria Dye  
Karen Garrison  
Linzi Gibson  
Kristen Grimmer  
Michael Hager  
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  
Jim Schnobelen

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

## I. Call to Order

II. Dr. Juli Mazachek, Vice President of Academic Affairs, and Dr. Alan Bearman, Dean of University Libraries and the Center for Student Success and Retention, on the EAB Student Success Collaborative (SSC)

III. \*Approval of CFC Minutes, April 4, 2018

## IV. Division Reports

- A. \*Humanities Division Meeting Minutes for March 6, 2018
- B. \*Natural Sciences Division Meeting Minutes for March 30, 2018
- C. \*Natural Sciences Division Virtual Meeting Minutes for April 2018
- D. \*Humanities Division Virtual Meeting Minutes for April 5- April 16, 2018
- E. \*Social Sciences Division Minutes for April 18-20, 2018

## V. Committee Reports

- A. \*CFC-CC Electronic Meeting Minutes for April 25, 2018

## VI. New Business

### A. Program Approvals

- 1. \*MEd - Reading Specialist- Change
- 2. \*B.A. in Computer Information Sciences with Emphasis in Digital Forensics - Change
- 3. \*B.S. in Computer Information Science - Change
- 4. \*B.S. in Computational Physics- Change

### B. \*CFC Subcommittee Assignments

## VII. Old Business

## VIII. Discussion

- A. \* Strategic Plan Draft

## IX. College Updates

X. Announcements

XI. Adjournment

XII. Election of Subcommittee Chairs for 18-19

\*See attachment

Upcoming Dates:

Next General Faculty Meeting: Thursday, May 3, 2018 at 3:00 pm in Henderson 100

# CFC Meeting Minutes

April 4, 2018, 3:30 in the Vogel Room, Memorial Union

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

Rodrigo Mercader  
Lindsey Moddelmog  
Kara Kendall-Morwick  
Tony Naylor  
Michael O'Brien  
Alex Kalas  
Holly O'Neill  
Jason Shaw

Brian Thomas  
Jennifer Wagner  
Ye Wang  
Kerry Wynn

I. Call to Order at 3:32

II. CFC Minutes, February 7, 2018 Approved

III. Division Reports

A. Natural Sciences Division February Meeting Minutes, Accepted

IV. Committee Reports

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

1. Course changes approved along with accepting the minutes

V. New Business

A. New Program – Musical Theater Concentration, Approved

1. Theater working with the music department to create this concentration. They would be majoring in TH, but they would also have voice classes, dance, piano, and performance classes.

B. Program Change – Bachelor of Arts in Kinesiology, Approved

1. Course numbers and descriptions are changing as we phase out the old programs and bring in the new.

C. Program Change – Bachelor of Education in Physical Education, Approved

1. Description change in the degree.

D. Program Change – MEd Building Leadership, Approved

1. Updated and reconfigured to meet standards.

E. Program Change – MEd District Leadership, Approved

1. Updated and reconfigured to meet standards.

VI. Old Business

A. Revisions to the Religious Studies Program Changes

1. Undergraduate handbook does not explicitly state the hours needed within the major on pg 97 in the Undergraduate Catalog. We want to increase the hours to 31. There's going to be 24 in Religion, 6 in Philosophy, and PH398 Senior Research will be changed from 1 credit to 3 credits.

VII. Discussion

A. Faculty Handbook and CFC

1. Nancy Tate sent language from faculty handbook, particularly pertaining to

faculty governance, which is out of date.

- a. CFC committee on committees no longer exists (assigns faculty members to committees)
- b. Student academic appeals process
- c. Selection and evaluation of the Dean and other administrators
  - (1) Evaluation of Dean and department chairs done by Vice President
  - (2) Should we update language in the handbook? What is the University procedure? What are the other colleges doing?
  - (3) Professional development committee will review the handbook and discuss the update with respect to dean selection and evaluation.
  - (4) There is concern from some CFC members that we may lose faculty input into this process.

#### B. Advising and Retention Initiatives

1. April 4, 2018 at noon was the first town hall about the student success collaborative (there will be another meeting on 4/5/18 at noon)
  - a. More forums would be useful (different times)
  - b. Emphasize how will this impact faculty (very important to attend)
2. Faculty will no longer be bombarded with grade checks because they (student athletics, Greek system, etc.) will be able to access the information on the platform
3. You can get early alerts for students
4. Makes advising appointment easier (calendar syncs with outlook)
5. Will we have plenty of warning when this will be instituted?
  - a. It will take two years to roll it all out
  - b. Starts with NSOs
6. Concerns about who can access this data
7. Not all faculty use Outlook calendar (nor do they want to)
8. Some faculty members prefer the interaction of setting up meeting in-person or through email (don't necessarily want students to make appointments without some sort of interaction)
9. What kinds of alerts will we get with respect to advising?
10. How are we restricting the number of emails students get?
11. The timing of advising this year fell at a very hectic point in the semester

#### C. Other Updates

1. Attempting to get more students into MA 112 (publicity to students and advisors)
  - a. Shifting in pedagogy for MA 112 (modular based math program, emporium set up in library)
  - b. Getting rid of MA 104, implementing co-curricular model for remediation
2. Moving to 120 hours for degree programs, 15 credits per semester (big message in NSOs this year). Students should take 30 hours per year (may include summer courses for some students).
  - a. Advising workshops in May
  - b. Preparing faculty advisors for NSO
  - c. One credit lab sections create a challenge for our students at times
  - d. Aimed at first-time, full-time freshman (not necessarily non-traditional students)
  - e. Important: Do the departments have a degree plan where students can graduate in four years?
3. Once students create schedule during NSO, students cannot change schedule without consulting with an advisor

- a. Not locked out once the semester starts (can make changes)
- b. Student withdraws – students must talk to an advisor
- 4. Faculty Handbook Modifications
  - a. Vote in faculty senate
    - (1) Faculty representation being diluted in faculty senate
    - (2) Concern among some CFC members

#### VIII. Announcements

- A. CAS Distinguished Faculty Lecture: Dr. Brian Thomas will speak on “Doing Science to Save Our Species” on Thursday, April 5 at 7:00 pm in the Bradbury Thompson Alumni Center
- B. Friday, April 13<sup>th</sup> Potluck in college office
- C. One more CFC meeting in early May, CAS meeting April 18<sup>th</sup>, General Faculty Meeting May 3<sup>rd</sup>
- D. Louise Krug is receiving the Hefner Heitz Kansas Book Award tomorrow at 4:00pm in the Library
- E. Ichabods Speak Out Book Release 1:30pm tomorrow Union Underground
- F. Marat Sade opens Friday the 13<sup>th</sup> of April, Free with WU ID
- G. MM Keynote Speaker: Ivy Preuss (sp?), Works on Oprah and Greenleaf. Next Week.
- H. Art Dept Student Exhibition Opens Friday 5:30-8:00pm Mulvane Art Museum
- I. Tarana Burke – “Me Too” Movement Wed. April 25, 7 pm, Garvey

#### IX. Adjournment at 4:36 pm

**Humanities Division of the Washburn University  
College of Arts and Sciences Minutes  
March 6, 2018**

Dr. Corey Zwikstra, Division Chair, called the meeting to order at 3:03 p.m.

Present: Wade, Weed, Way, Krug, Burdick, Kendall-Morwick, McHenry, Siebert, Sheldon, Smith, Hine, Jones, Derrington, Chamberlain, Steinroetter, Wasserstein, Schnoebelen, Pilgrim, Routsong, O'Brien, and Sullivan.

Old business: There was no old business.

New business:

- Approved the minutes of the Nov. 3-Nov. 15, 2017 and Jan 29-Feb 26, 2018.
- Humanities Division Elections:
  1. Humanities Division Chair: Dr. Jim Schnoebelen (Communication Studies) was nominated and elected to fill the position.
  2. CAS Promotion and Tenure Committee: Dr. Leslie Reynard (Communication Studies) was nominated and elected to fill the position.
  3. Sabbatical Committee: Eric McHenry (English) was nominated and elected to fill the position.
  4. Humanities Division Secretary: Dr. Chris Jones (Philosophy) was nominated and elected to fill the position.

Discussion Items

- Division members agreed and approved that Dr. Geoff Way should permanently serve on the Honors Advisory Board in place of Dr. Courtney Sullivan. Dr. Sullivan's teaching schedule conflicts with when the HAB meets.
- Faculty shared upcoming courses they would be teaching in the summer and fall.
- Dr. Zwikstra asked the Division members if they knew of whether any by-laws or other documents had been written to guide Division governance. No one was aware of any such documents.

Announcements

- Apeiron, April 20—Dr. Courtney Sullivan announced the event and encouraged participation.

Dr. Corey Zwikstra, Division Chair, adjourned the meeting at 3:30 p.m.

Respectfully submitted,

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

## Natural Science Division (NSD) Minutes for Friday, March 30, 2018

- I. Called to order at 2:01 pm by Division Chair Jennifer Wagner.
- II. Minutes of the previous NSD meeting (02/16/2018) were approved via email as circulated.
- III. Committee Reports –
  - A.
- IV. Old Business – none.
- V. New Business –
  - A. Faculty Senate Elections, the division unanimously elected the following representatives.
    - i. Two Year senators Matthew Cook and Rick Barker, One year senator to finish Steve Black's term, Mark Smith were elected.
  - B. The following change for the Biology Department was approved by the Division.
    - i. Course Change – BI 202
  - C. The following change for the Chemistry Department was approved by the Division.
    - i. New Course – CH 317
  - D. The following changes for the Computer Information Systems Department
    - i. Program Change – BS in CIS approved by the Division.
    - ii. Program Change – BA in CIS with emphasis in Digital Forensics  
There was an ammendment proposed to change the title by substituing the word Emphasis for Concentration. The ammendment was approved. The ammended proposal was then approved.
  - E. The following change for the Physics Department was approved by the Division.
    - i. Program Change – BS in Computational Physics
- VI. Announcements – Apeiron will be April 20, 2018.

The meeting was adjourned at 2:15 pm.

Minutes respectfully submitted by Rick Barker, Secretary

There was an interesting and informative presentation by Steve Black about “The Washburn Radio Telescope.”

**Natural Science Division (NSD) Minutes for virtual Meeting  
Via email for the Month of April 2018.**

The following course change was approved by the Natural Science Division (NSD) via an email vote during the second week of April 2018. 33 votes in favor with a quorum above 60%.

Mathematics: Change the title of MA 112 from "Essential Mathematics" to "Contemporary College Mathematics."

Minutes respectfully submitted by Rick Barker, Secretary



**Humanities Division of Washburn University  
College of Arts and Sciences Minutes  
April 5, 2018 through April 16, 2018 (online)**

Dr. Corey Zwikstra, Chair of the Division, conducted a meeting via e-mail beginning April 5, 2018.

New business included:

1. Elect a Faculty Senate member to represent the Division

Nominees included 1.) Erin Chamberlain from English and 2.) Chris Jones from Religious Studies

2. Approving the following item:

Religious Studies Course Change for RG 398 Senior Thesis

Members were instructed to vote by reply to Dr. Zwikstra's e-mail no later than noon, April 12, 2018 with their Faculty Senate votes.

Members were instructed to vote by reply to Dr. Zwikstra's e-mail no later than noon, April 16, 2018 with their Religious Studies Course Change votes, send discussion to the list, and direct specific questions to Ian Smith in Philosophy. There was no discussion of the items.

On April 13, 2018, Dr. Zwikstra announced via e-mail that Chris Jones has been elected to represent the division on Faculty Senate beginning in the fall of 2018.

On April 16, 2018, Dr. Zwikstra announced via e-mail that the Religious Studies Course Change passed with a quorum.

The meeting concluded on Monday, April 16, 2018.

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

**Social Sciences Division  
Electronic Meeting Minutes  
April 18-20, 2018**

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Electronic Voting for Social Science committee representatives and some course revisions took place between April 18 and April 20 via SurveyMonkey. Twenty-four people voted and the results are as follows: The winners for each are noted with an \*.

1. Social Sciences Division Chair
  - a. \*RaLynn Schmalzried (24 votes)
2. General Education Committee
  - a. \*Cheryl Childers (12 votes)
  - b. Christina Menager (12 votes)

*Note: After the vote closed and result was a tie, Division Chair RaLynn Schmalzried talked with, Christina Menager, who rescinded her nomination.*
3. Probation & Reinstatement Committee
  - a. \*Michael McGuire (24 votes)
4. Faculty Senate (3 positions open)
  - a. Cheryl Childers – 10 votes (withdrew from election prior to closing)
  - b. \*Christina Menager – 22 votes
  - c. \*Kim Morse – 22 votes
  - d. \*Tom Prasch - 17 votes
5. Approval for Course deletion of PY 252
  - a. \*Yes – 24 votes
6. Approval for Course deletion of PY 630
  - a. \*Yes – 24 votes
7. Approval for Pre-requisite change to PY 640
  - a. \*Yes – 24 votes
8. Approval for revisions to Anthropology minor
  - a. \*Yes – 23 votes
  - b. No – 1 vote
9. Approval for revisions to Sociology minor
  - a. \*Yes – 24 votes

In a separate email vote on Wednesday, April 25 and Thursday April 26, Mary Sundal was elected to serve on the Academic Program Review Committee with 20 yes votes.

Curriculum Committee of College Faculty Council (CFC-CC)  
Electronic Meeting Minutes: April 25, 2018

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

Following email distribution of CFC approval requests and solicitation of electronic feedback, the CFC-CC voted to approve the following:

<b>Course Change</b>
RG 398 Senior Thesis Research
CH 317 Chemistry for STEM Educators I
EA 676 District Level Management
RD 626 The Reading Specialist
<b>Program Change</b>
Bachelor of Arts in Computer Information Sciences with Emphasis in Digital Forensics
Bachelor of Science in Computer Information Science
Bachelor of Science in Computational Physics
MEd - Reading Specialist



**Washburn University**  
College of Arts & Sciences - Course Approval System

## Change Request Form

### Senior Thesis Research

What is the rationale for the change?

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.

Please indicate what about the course is to be changed?

- |  |   |
|--|---|
| - Course Description (minor change)      | Yes Course Description (substantive change) |
| - Course Number                          | Yes Course Title                            |
| Yes Credit Hours                         | - Course Prerequisites                      |
| - Change from graded to credit/no credit | Yes 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*):

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

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

- Course repeatable?

Effective date? Fall 2018

Initiator's E-mail Address: [ian.smith1@washburn.edu](mailto:ian.smith1@washburn.edu)



Washburn University  
College of Arts & Sciences - Course Approval System

### Course Information Form

Course Title: **CH317 Chemistry for STEM Educators I**

Department: **Chemistry** Division: **Natural Science & Mathematics**

Course Level: **Undergraduate** Prefix: **CH** Course Number: **317**

Effective Semester: **Fall** Effective Year: **2018** Credits: **3**

#### Course Catalog Description *(include prerequisites)*

Designed to introduce concepts and applications of chemistry to STEM educators. This includes chemical safety, vocabulary, atomic structure, states of matter, gases, chemical interactions, bonding, solutions, kinetics, thermodynamics, and thermochemistry. Composed of three hours of lectures/demonstrations/laboratory exercises each week. This course does not satisfy any chemistry prerequisite/requirement outside of the STEM program. Prerequisites: MA112 or MA116 and PS108 with a letter grade of a "C" or higher; concurrent enrollment in ED317 Chemistry for STEM Educators II

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

MA112 or MA116 and PS108 with a letter grade of a "C" or higher; concurrent enrollment in ED317 Chemistry for STEM Educators II

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

Primarily attract? **Non-majors**

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

Please state the rationale for offering this course:

As part of the new education program focused on STEM teachers at the middle school level, CH317 is the chemistry content course which is aligned with an Education course ED317 which will focus on the methodology for teaching the content at the middle school level.

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?

**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.

CH317 Chemistry for STEM Educators I

Master Syllabus

Offered every Spring Semester

Catalog Description: Designed to introduce concepts and applications of chemistry to STEM educators. This includes chemical safety, vocabulary, atomic structure, states of matter, gases, chemical interactions, bonding, solutions, kinetics, thermodynamics, and thermochemistry. Composed of three hours of lectures/demonstrations/laboratory exercises each week. This course does not satisfy any chemistry prerequisite/requirement outside of the STEM program.

Prerequisites: MA112 or MA116 and PS108 with a letter grade of a "C" or higher; concurrent enrollment in ED317 Chemistry for STEM Educators II

Credit Hours: CH317 is a 3 credit hour course.

Text and Materials: These will be determined by the professors of these courses.

Participation: Exercises may be explored with partners, Partners will change. Attendance is required in lecture and the laboratory.

Evaluation: The instructors for the courses will state a specific grading scheme. Both lecture and laboratory components will be evaluated in determining the grade.

Recommended Content: Under titled sections: The student is expected to...  
(Reference 2016 Kansas Educator Preparation Program Standards for Science (5-8))

- Safety: demonstrate techniques for safe handling of chemicals in the laboratory, classroom, and at home; determine explosive, flammable, toxic, carcinogenic, and safe chemicals, and learn how to handle, store, and dispose of them; distinguish between organic and inorganic waste; practice safe laboratory standards; demonstrate safe behavior throughout the semester.  
(3.2.3, 3.1.1, 3.1.2, 3.2.1, 3.2.2, 3.3.3)
- Measurement: name the laboratory equipment; report precision and accuracy of laboratory equipment; convert units; collect data for analysis; report results in significant figures; apply scientific method to solve real-world problems.  
(1.1.1, 2.2.1, 2.2.2, 2.3.1, 6.1.1)
- Properties: distinguish between physical and chemical properties; measure density of solids and liquids; mix chemicals and observe reactions to determine unknown chemical.  
(6.1.2, 7.1.1)
- Periodic Table/Elements: use the Bohr model of the atom to explain interaction between atomic and electromagnetic energy; determine trends in groups/periods; predict elements that are solids, liquids, or gases, and those that will form either ionic compounds or molecules.  
(7.1.1, 7.1.7)
- Application of Periodic Table: understand differences between ionic and molecular compounds; determine chemical formulas; apply nomenclature to compounds  
(7.1.1, 7.1.2)
- Chemical Reactions and Equations: use moles and molar concentrations; mass and charge balance chemical equations; name the different reactions; understand and balance simple oxidation/reduction reactions.  
(7.1.3, 7.1.5)
- Chemical Equations: use stoichiometry to find the relationship between reactants, reactants and products, and different products; find the limiting reagent; determine theoretical and actual yield.  
(7.1.2)
- Electrolytes: predict strong, weak, and non-electrolytes; demonstrate properties of electrolytes; predict precipitates; predict solubilities.  
(7.1.2, 7.1.5)

- Acids/Bases: predict properties of acids and bases; distinguish between strong and weak acids and bases; distinguish between different categories of acids; demonstrate an understanding of buffers; use pH to determine concentrations of acids and bases.  
(7.1.2, 7.1.5)
- Thermodynamics: explain the first, second and third law; use heating and cooling curve; determine specific heat of compounds; demonstrate endothermic and exothermic reactions using Hess's Law.  
(7.1.3, 7.1.4, 7.1.6)
- Equilibrium Application: use phase diagrams in explaining vapor pressure, volatility; freezing, and melting, boiling point elevation, freezing point depression, and osmosis – colligative effects.  
(7.1.4)
- Chemical Equilibrium: use the First and Second Laws in introducing the concept of Free Energy; predict the direction of a reaction using the reactant quotient and equilibrium constant; determine equilibrium concentrations of products and reactants.  
(7.1.4)
- Kinetics: determine rates of reactions using different techniques such as initial rates and spectroscopy; demonstrate the connection between activation energy and catalysts/enzymes and their effect on the rates of reaction.  
(7.1.3)
- Organic Molecules: demonstrate a working knowledge of organic nomenclature; identify and discuss physical and chemical effects of functional groups such as alcohols, ethers, amines, and carboxylic acids; use chirality to explain effectiveness of pharmaceuticals.  
(10.1.1, 10.1.6)

Additional comments:

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

Initiator's E-mail Address: shaun.schmidt@washburn.edu



**Washburn University**  
College of Arts & Sciences - Course Approval System

## Course Information Form

Course Title: **District Level Management**

Department: **Education**

Division: **EDKN**

Course Level: **Graduate**

Prefix: **EA**

Course Number: **676**

Effective Semester: **Fall**

Effective Year: **2019**

Credits: **4**

### Course Catalog Description *(include prerequisites)*

District Level Management is one of the four courses required for district level leadership licensure. The course will cover topics regarding the management of a school district, including district finances and budgeting, facility management and maintenance, human resources, and policies for district welfare and safety. The course will include a one-credit hour practicum where the building level candidate will practice and implement the course objectives in a real-life setting.

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

None

Restrictions? **Departmental permission**

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

Primarily attract? **Department majors**

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

None

Please state the rationale for offering this course:

This course is part of the total redesign of the district level leadership courses for the licensure only program. It is one of four courses which covers the standards for district level leadership licensure.

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

If 'Yes', which major(s)?

District Level Leadership licensure program

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

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  
Department of Education  
EA 676 - District Level Management  
Session - Year

**COURSE OVERVIEW**

District Level Management is one of the four courses required for district level leadership licensure. The course will cover topics regarding the management of a school district, including district finances and budgeting, facility management and maintenance, human resources, and policies for district welfare and safety. The course will include a one-credit hour practicum where the building level candidate will practice and implement the course objectives in a real-life setting.

**KANSAS LICENSURE PROGRAM STANDARDS FOR DISTRICT LEVEL LEADERSHIP**

Standard 3: Management: An education leader at the district level applies knowledge that promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Function 1: Evaluation - Candidates understand and can monitor and evaluate district management and operational systems.

Function 2: Efficiency - Candidates understand and can efficiently use human, fiscal, and technological resources within the district.

Function 3: Policy Management - Candidates understand and can promote district-level policies and procedures that protect the welfare and safety of students and staff across the district.

Function 4: Develop Capacity - Candidates understand and can develop district capacity for distributed leadership.

Function 5: Prioritize - Candidates understand and can ensure that district time focuses on supporting high quality school instruction and student learning.

**COURSE OBJECTIVES:**

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

- " Analyze district processes and operations to identify and prioritize strategic and tactical challenges for the district.
- " Develop district operational policies and procedures.
- " Develop plans to implement and manage long-range plans for the district.
- " Develop plans to create and sustain strategic alignment throughout the district.
- " Analyze a district

Additional comments:

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

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



**Washburn University**  
College of Arts & Sciences - Course Approval System

## Change Request Form

# The Reading Specialist

What is the rationale for the change?

Change in course title and description to reflect the inclusion of ESOL

Please indicate what about the course is to be changed?

- |  |   |
|--|---|
| - Course Description (minor change)      | Yes Course Description (substantive change) |
| - Course Number                          | Yes Course Title                            |
| - Credit Hours                           | - 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*):  
The course title will be changed from "The Reading Specialist" to "The Literacy/ESOL Specialist"

Course Description: A seminar in the role of the literacy specialist and ESOL specialist in elementary, middle, or secondary school settings with emphasis on the knowledge and skills necessary to think and act as a literacy/ESOL professional with students, teachers, paraprofessionals, administrators, professional colleagues, and the community. This course will focus on federal, state, and local literacy/ESOL programs, current research and curricular practices, historical and current trends and issues in the field of literacy and ESOL, and organizations which support and advocate for literacy, ESOL learners, and literacy/ESOL specialists.

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: cherry.steffen@washburn.edu

# COLLEGE OF ARTS AND SCIENCES PROGRAM CHANGE FORM

	Chair's Signature	Recommendation	Review Date
<b>Department</b>	<u>Cherry Steffen</u>	<u>Approve</u>	<u>2018-03-20</u>
<b>Division</b>	<u>Cherry Steffen</u>	<u>Approve</u>	<u>2018-03-20</u>
<b>Dept. of Educ.</b>	<u>Cherry Steffen</u>	<u>Approve</u>	<u>2018-03-20</u>
<small>(If relates to teacher certification program.)</small>			
<b>Dean</b>	<u>Laura Stephenson</u>	<u>Approve</u>	<u>2018-03-26</u>
<b>Curriculum Committee</b>	<u>Linzi Gibson</u>	<u>Approve</u>	<u>2018-04-25</u>
<b>Accepted by CFC</b>	_____	_____	_____
<b>CAS Faculty</b>	<u>N/A</u>	_____	_____

<b>Approved By:</b>	<b>Faculty Senate</b> <u>N/A</u>	<b>University Faculty</b> <u>N/A</u>	<b>WU Board of Regents</b> <u>N/A</u>
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Program: MEd - Reading Specialist

1. Reason for this program change?

The current Reading Specialist MEd has been revised to include the teaching of reading and writing for both native and non-native English speakers. The changes reflect the inclusion of ESOL (English for Speakers of Other Languages) content in the required courses.

2. Complete revised description.

The graduate Literacy/ESOL Specialist program is designed to provide the graduate student seeking advanced educational specialization with both theoretical knowledge and practical experience in the teaching of reading and writing to both native and non-native speakers of English. The recipient of this degree has the competencies necessary to act as a Reading Specialist and/or ESOL Specialist in Pre-Kindergarten through 12th grade classrooms. This program fulfills the standards set forth by the Kansas Department of Education for licensure as a Reading Specialist and endorsement in ESOL and with the recommendations and guidelines of such professional groups as the International Literacy Association.

MEd - Reading/ESOL Specialist Program Requirements  
(total of 36 credit hours)

Core Courses

- ED 665 Introduction to Educational Research (3)
- ED 668 Curriculum Development & Evaluation (3)
- ED 660 Advanced Educational Psychology (3)

Reading/ESOL Specialist Professional Courses

RD 684 Literacy Instruction in the Middle and Secondary Content Areas (3)  
RD 610 Literacy/ESOL Instructional Approaches(3)  
RD 612 Literature for Children, Adolescents, and Young Adults(3)  
RD 616 Teaching Writing (3)  
RD 620 Literacy and ESOL Assessment (3)  
RD 622 Literacy/ESOL Instructional Strategies (3)  
RD 626 The Literacy/ESOL Specialist (3)  
RD 628 Linguistics, Language Development & Assessment (3)  
RD 630 Literacy/ESOL Practicum (3)

3. Describe the nature of the proposed change.

The current Reading Specialist degree requirements have been revised to include the theoretical knowledge and practical experience in the teaching of reading and writing to both native and non-native speakers of English. Completion of the requirements will fulfill the standards necessary for licensure as a Reading Specialist as well as ESOL endorsement.

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
<b>Department</b>	<u>Bruce Mechtly</u>	<u>Approve</u>	<u>2018-03-14</u>
<b>Division</b>	<u>Jennifer Wagner</u>	<u>Approve</u>	<u>2018-03-30</u>
<b>Dept. of Educ.</b>	<u>N/A</u>		
<small>(If relates to teacher certification program.)</small>			
<b>Dean</b>	<u>Laura Stephenson</u>	<u>Approve</u>	<u>2018-04-02</u>
<b>Curriculum Committee</b>	<u>Linzi Gibson</u>	<u>Approve</u>	<u>2018-04-25</u>
<b>Accepted by CFC</b>	_____	_____	_____
<b>CAS Faculty</b>	_____	_____	_____

<b>Approved By:</b>	<b>Faculty Senate</b> _____	<b>University Faculty</b> _____	<b>WU Board of Regents</b> _____
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Program: Bachelor of Arts in Computer Information Sciences with Emphasis in Digital Forensics

1. Reason for this program change?

These changes are being made to allow completion of this degree in 120 hours. Only the correlated courses are being changed. We are dropping CJ130, CJ415 and PY2XX. We are adding AN118 Intro to Forensic Science.

2. Complete revised description.

Computer Information Sciences Core - 16 hrs  
 CM111 Intro to Structured Programming (4)  
 CM203 Digital Forensics I (3)  
 CM231 Computer Organization/Assembler (3)  
 CM245 Contemporary Programming Methods (3)  
 CM261 Networked Systems I (3)

Computer Information Sciences Required - 18 hrs  
 CM303 Digital Forensics II (3)  
 CM307 Data Structures & Algorithmic Analysis (3)  
 CM322 Operating Systems (3)  
 Either CM331 Computational Intelligence (3)  
 or CM332 Data Mining (3)  
 CM361 Network Systems II (3)  
 CM465 CIS Capstone Project (3)

Approved Elective CM Upper Division Coursework - 6 hrs  
 Course(s) should be selected in consultation with a departmental advisor. All 6 hours must

be upper division.

Correlated - 27-29 hrs

AN118 Intro to Forensic Science

CN150 Public Speaking (3)

Either CN340 Professional Interviewing (3)

or CN341 Persuasive Speaking (3)

EN208 Business/Technical Writing (3)

PY100 Basic Concepts in Psychology (3)

PH220 Logic (3)

Either MA140 Statistics (3)

or MA343 Applied Statistics (3)

Either MA141 Applied Calculus I (3)

or MA151 Calculus I (5)

MA206 Discrete Math - Computing (3)

3. Describe the nature of the proposed change.

We are dropping CJ130, CJ415 and PY2XX. We are adding AN118 Intro to Forensic Science.

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

AN, CJ and PY may be affected.

# COLLEGE OF ARTS AND SCIENCES PROGRAM CHANGE FORM

	Chair's Signature	Recommendation	Review Date
<b>Department</b>	<u>Bruce Mechtly</u>	<u>Approve</u>	<u>2018-03-14</u>
<b>Division</b>	<u>Jennifer Wagner</u>	<u>Approve</u>	<u>2018-03-30</u>
<b>Dept. of Educ.</b>	<u>N/A</u>		
<small>(If relates to teacher certification program.)</small>			
<b>Dean</b>	<u>Laura Stephenson</u>	<u>Approve</u>	<u>2018-04-02</u>
<b>Curriculum Committee</b>	<u>Linzi Gibson</u>	<u>Approve</u>	<u>2018-04-25</u>
<b>Accepted by CFC</b>	_____	_____	_____
<b>CAS Faculty</b>	_____	_____	_____

<b>Approved By:</b>	<b>Faculty Senate</b> _____	<b>University Faculty</b> _____	<b>WU Board of Regents</b> _____
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Program: Bachelor of Science in Computer Information Science

1. Reason for this program change?

This change is to allow the degree to be completed with 120 hours. We are also changing the "minor" to "concentration" per recent votes at various levels of CAS. In addition we are requiring that at least 3 hours of the concentration be upper-division hours.

2. Complete revised description.

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

Computer Information Sciences Required - 21 hrs  
 CM307 Data Structures & Algorithmic Analysis (3)  
 CM322 Operating Systems (3)  
 Either CM331 Computational Intelligence (3)  
     or CM332 Data Mining (3)  
 CM333 Software Engineering (3)  
 CM336 Database Management Systems (3)  
 CM361 Network Systems II (3)  
 CM465 CIS Capstone Project (3)

Approved CM Electives - 12 hrs

These courses should be selected in consultation with a departmental advisor. Minimum of 6

hours must be upper division.

Correlated - 32 hrs

CN150 Public Speaking (3)

Either CN340 Professional Interviewing (3)

or CN341 Persuasive Speaking (3)

EC200 Princ of Microeconomics (3)

EC201 Princ of Macroeconomics (3)

Either BU342 Organization and Management (3)

or BU346 Organizational Behavior (3)

EN208 Business/Technical Writing (3)

PH220 Logic (3)

Either MA140 Statistics (3)

or MA343 Applied Statistics (3)

MA151 Calculus I (5)

MA206 Discrete Math - Computing (3)

Additional Bachelor of Science Requirements

Students must also meet the Bachelor of Science University Requirements. A 30-hour concentration in the Division of Natural Sciences and Mathematics is required and must be approved by the department chairperson. If the concentration is in Math, the student must take MA152. At least 20 of these hours must be selected from one discipline. At least 3 of these hours must be at the 300-level or higher.

3. Describe the nature of the proposed change.

Changes in wording of "minor" to "concentration". At least 3 hours of the concentration must be at the upper-division level.

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
<b>Department</b>	<u>Steve Black</u>	<u>Approve</u>	<u>2018-03-16</u>
<b>Division</b>	<u>Jennifer Wagner</u>	<u>Approve</u>	<u>2018-03-30</u>
<b>Dept. of Educ.</b>	<u>N/A</u>		
<small>(If relates to teacher certification program.)</small>			
<b>Dean</b>	<u>Laura Stephenson</u>	<u>Approve</u>	<u>2018-04-02</u>
<b>Curriculum Committee</b>	<u>Linzi Gibson</u>	<u>Approve</u>	<u>2018-04-25</u>
<b>Accepted by CFC</b>	_____	_____	_____
<b>CAS Faculty</b>	_____	_____	_____

<b>Approved By:</b>	<b>Faculty Senate</b> _____	<b>University Faculty</b> _____	<b>WU Board of Regents</b> _____
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Program: Bachelor of Science in Computational Physics

1. Reason for this program change?

Three required correlated courses are no longer taught on a regular basis. These courses are CM170 (Fortran Programming), MA376 (Numerical Analysis), and CM244 (The C Programming Language). Thus these three courses are to be removed from the required correlated courses for the B.S in Computational Physics. Fortran is the language used in the PS366 (Introduction to Computational Physics) course, and the course covers many topics in numerical analysis. This change also insures that the degree can be completed in 120 hours.

2. Complete revised description.

To major in Computational Physics with a Bachelor of Science Degree, one must satisfactorily complete Physics 261 and 262 or 281 and 282, 291, 320, 330, 334, 335, 340, 350, 365, 366, and 368, and pass a written (Major Field Test) and/or oral comprehensive examination. The required correlated courses in Computer Information Sciences are 111, 113, 245, 307, and 390. The required correlated courses in Mathematics and Statistics are 151, 152, 153, 206, 241, 301, and 343.

3. Describe the nature of the proposed change.

Eliminating three required correlated courses.

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

## CFC Subcommittees 2018-2019

### Curriculum Committee

Michael Hager, CPA  
Rodrigo Mercader, NSD  
Leslie Reynard, HUM  
Cherry Steffen, EDKN  
Kerry Wynn, SOCSCI  
Jim Schnoebelen, HUM  
Holly O'Neill, NSD  
Linzi Gibson, SOCSCI

### Resources Committee

Nan Sun, NSD  
Kristen Grimmer, CPA  
Brian Thomas, NSD  
Danielle Head, CPA  
Rik Hine, HUM  
Alex Klales, SOCSCI  
Gloria Dye, EDKN  
Linsey Modellmog, SOCSCI

### Professional Development Committee

Tony Naylor, CPA  
Jason Shaw, NSD  
Karen Garrison, EDKN  
RaLynn Schmalzried, SOCSCI  
Kara Kendall-Morwick, HUM  
Michael O'Brien, HUM  
Michael Averett, CPA  
Jennifer Wagner, NSD

## Strategic Framework Name

**1) Academic Excellence and Innovation – Recognized as a student-centered teaching-focused institution with faculty and staff committed to creating exceptional undergraduate and graduate learning experiences with an enduring dedication to student success and the development of graduates with the education, knowledge and skills to excel as citizens and in their careers in our ever-evolving world.**

- a. Enhance academic student success by creating a graduation-focused academic environment with the resources and opportunities to support students in their unique paths improving graduation rates, credit hour completion rates, and time to degree for students.
- b. Offer quality degree programs and courses supporting and valuing continual improvement and innovation in content, learning pedagogies, and course delivery modes to meet the evolving need of students and the workplace.
- c. Create diverse educational pathways and distance learning opportunities for students enabling the attainment of desired skills, certifications and degree completion for all students.
- d. Ensure a thriving culture of instruction that recognizes and promotes excellence in teaching and supports the development of innovative and relevant teaching methods.
- e. Foster opportunities and support for faculty to engage in scholarship recognizing its importance for excellence in the classroom and valuing the diverse forms of scholarship including pedagogy, teaching and learning.
- f. Plan for and obtain funding for enhanced learning environments and capital improvements to meet the needs of the 21<sup>st</sup> century learner on all campuses.

**2) Student Engagement – Embrace the importance of student involvement in activities outside the classroom and a student’s connection to others as vital to a student’s success at Washburn. Remain student-centered by providing integrated, inclusive experiences that enrich the learning environment.**

- a. Ensure comprehensive support services for all students are easily accessible and contribute to an environment that encourages individual growth.
- b. Produce a vibrant campus experience, virtually and in-person, that extends the boundaries of the classroom so that everything is part of the learning experience.
- c. Build students' leadership skills through curricular, co-curricular, and extra-curricular competition, performance, and alumni network.
- d. Encourage civil discourse by celebrating diverse views and experiences, highlighting cultural experiences, and learning about various perspectives.

- e. Adopt an approach to holistic student wellness so they have safe, healthy futures as contributing alumni and taxpayers.
- f. Provide opportunities for engagement in athletics, both for student athletes to compete, and for all students, employees and alumni to support and participate in athletic events.

**3) Engaged Employees – Become a sought-after place to work because we give competitive compensation and benefits and offer a collegial culture that attracts and retains the best employees, while providing opportunities for professional development and a desirable quality of life.**

- a. Attract, hire, and retain excellent faculty and staff members who are integrated into the campus community and are committed to our mission.
- b. Strengthen efforts to increase the diversity of faculty and staff.
- c. Enhance processes and practices to enable hiring and retaining excellent employees
- d. Provide opportunities and programs for faculty and staff professional development.
- e. Expand communication, campus engagement, and participation among employees at all campuses.
- f. Provide a work environment that supports overall health and well-being for all employees.
- g. Support and model diversity of thought and civility in all interactions with students and fellow employees.

**4) Valuable Community Partner – Provide opportunities for local and global experiences that demonstrate the value of Washburn education to Topeka so the community seeks our graduates and recognizes we are an integral part of Topeka's economy and culture.**

- a. Collaborate with businesses/non-profits to develop and enhance degree programs and partnerships that support economic growth and raise talent levels in Topeka.
- b. Expand Community-Engaged learning experiences, courses, and partnerships to enhance our students' education and benefit the community partner.
- c. Encourage employees to collaborate on and off campus in ways that positively impact students and make a difference in our community, regionally and nationally.
- d. Support and enrich Topeka's quality of life and quality of place by offering diverse events, programs, and spaces for local citizens.
- e. Continue and enhance student outreach at home and abroad.

**5) Fiscal and Operational Excellence -- Responsible stewards of all resources – people, financial, and physical – seeking ongoing improvement of processes and practices to meet the evolving needs of faculty, staff and students while using resources efficiently and effectively.**

- a. Develop a student recruitment and retention strategy that is supportive of student success while thoughtful of affordability and access.
- b. Maintain stable public support and obtain additional funding for capital improvements at all campuses.
- c. Utilize established processes to promote available private funds and to identify desirable projects for giving opportunities.
- d. Exercise care for and protection of our financial strength by being fiscally responsible with public, private, and student dollars.
- e. Seek new business and administrative processes that serve faculty, staff, and students with the greatest efficiency and service levels.
- f. Continue a responsible maintenance schedule for buildings, grounds, and technology that supports accessibility, beauty (art), infrastructure, and needs.
- g. Enhance information technology resources to meet the changing needs of our students and the institution.
- h. Develop and streamline policies and practices to improve effectiveness, more nimbly respond to changes, support working collaboratively, and solve problems while nurturing innovative ideas.