

CFC Meeting Agenda  
Monday, November 2, 2020, 4 p.m., via Zoom

Seid Adem  
Allan Ayella  
Rick Barker  
Amber  
Dickenson  
Rachel Goossen  
Danielle Head  
Lindsey Ibañez  
Rebecca Meador

Michael McGuire  
Justin Moss  
Matt Nyquist  
Michael O'Brien  
Sangyoub Park  
Vince Rossi  
Jim Schnoebelen  
Azyz Sharafy  
Janet Sharp

Theodore Shonka  
Bradley Siebert  
Josh Smith  
Cherry Steffen  
Courtney  
Sullivan  
Loree Weir  
Roy Wohl

I. Call to Order

II. \*Approval of CFC Minutes, Monday, October 5, 2020

III. Accept Division Reports

- A. \*Humanities Division Minutes – April 5-22, 2020 Online
- B. \*Social Science Division Minutes – October 9, 2020
- C. \*Natural Science Division Minutes October 16, 2020

IV. Committee Reports

- A. \*CFC Curriculum Committee – August 31, 2020, with course info, and September 28, 2020

V. New Business

- A. \* Program Change – Forensic Chemistry Minor (note that the form says “new” because it is the only way to enter minors into the current system)
- B. \* Program Change – BS Forensic Chemistry
- C. \* Program Change – BA Math
- D. \* Program Change – BS Math
- E. \* Program Change – BA Philosophy
- F. \* Program Change – BA Religious Studies
- G. \* Program Change – BA Political Science

VI. Discussion

VII. Information Items

- A. Fall 2020 Graduate Recognition Ceremony: 6:30 p.m., Friday, Nov. 20, 2020, at Lee Arena

VIII. Concerns

IX. Announcements

X. Adjourn

# CFC Meeting Minutes

## Monday, October 5, 2020, 4 p.m., via Zoom

Present:	Michael McGuire	Theodore Shonka
Seid Adem	Michael O'Brien	Bradley Siebert
Allan Ayella	Sangyoub Park	Josh Smith
Rick Barker	Vince Rossi	Cherry Steffen
Amber Dickinson	Jim Schnoebelen	Courtney Sullivan
Rachel Goossen	Azyz Sharafy	Loree Weir
Danielle Head	Janet Sharp	Roy Wohl
Lindsey Ibañez		
Rebecca Meador		

- I. Call to Order – 4:00pm  
Elect CFC Secretary -- Joshua Smith was elected as CFC Secretary.
- II. \*Approval of CFC Minutes, Monday, May 4, 2020 -- Approved
- III. Accept Division Reports
  - A. \*NSD March 20, 2020 and Sept. 11, 2020 -- Accepted
  - B. \*SOCSCI April 10, 2020 -- Accepted
- IV. Committee Reports
  - A. \*CFC Curriculum Committee Aug. 31, 2020 -- The vote on the approval of this report was delayed until a future meeting when materials are available for review.
- V. New Business
  - A. Committee Appointments -- Approved
    1. Small Research Grants: Kara Kendall-Morwick and Benjamin Reed through June 2022
    2. Major Research Grants: Rodrigo Mercader through June 2022
      - \*There will be not be any research grants awarded this academic year.
      - \*A discussion point brought up during the approval of these members is that currently the College of Arts and Sciences is reviewing how the various CAS committees (or CAS membership for University level committees) are formed and which committees are by appointment versus election.
  - B. \*Program Deletion: BS in Athletic Training -- Approved

A primary justification for the deletion of the program is that a Master's degree cannot be granted, which has become the standard in the field. It was mentioned the way this program deletion and rationale for the deletion was outlined and presented was exemplary.
- VI. Discussion
  - \*Washburn University has decided to adopt a shared set of questions for student evaluations. Different schools and departments have the option of adding additional questions. Kelly Erby is the College of Arts and Sciences representative for the determination of the shared set of questions.
  - \*The new student evaluations will be an abbreviated form of SIR-II, similar to what was used in the Spring and Summer 2020 semesters. The new questions will be adopted by the Spring 2021 semester evaluations.
  - \*It was noted that the different committees for tenure and promotions will understand that evaluations are changing numerous times for pre-tenured individuals.

- \*A question was asked whether Faculty Senate will have a representative to ensure faculty input.
- \*The possibility that questions could come before the CFC was mentioned.

#### VII. Information Items

\*The University will be announcing plans for the recognition of fall 2020 graduates (there are ~100 for CAS). Recognition ceremonies will take place the week before Thanksgiving break. Each college or school will have its own separate ceremony. The current plan is for only the graduates to attend (no guests of the graduates will be allowed). The ceremony will be live streamed so interested parties (family, faculty, etc.) can watch. There is an opportunity for some faculty to volunteer to be on stage. The CAS's ceremony is scheduled for 11/20/20. The time is still being decided, but a tentative start at 6:30pm was mentioned.

\*A question was asked whether graduate students would be included and whether there would be a hooding ceremony. The answers to these questions are currently not known.

\*Ideas regarding how hooding could be done safely were discussed.

\*It was also mentioned that we want to make sure the Spring 2020 graduates are not forgotten.

#### VIII. Concerns

\*There was a recent cluster of COVID cases present on the dashboard. A question was asked regarding how a cluster was defined.

\*A concern about the internet possibly going down after the General Election was brought up and whether there was a plan in place for what to do in such an occurrence. There are not any plans but any interruption in internet would be detrimental to many modalities this semester. Any disruptions would be dealt with as they come.

\*A question was brought up regarding Teaching Modality 2 and whether attendance can be enforced.

\*A comment was made that current circumstances allow for reflection on which learning objectives instructors want to focus on.

#### IX. Announcements

\*There is hope that Apeiron will be able to occur in the Spring.

\*There is a theatre production at the end of the month, Mr. Marmalade, with both a live version and live streaming option.

\*The "Speak Off" is planned to take place in early November.

\*Information of academic events can be sent by emailing pertinent information to [academicevents@washburn.edu](mailto:academicevents@washburn.edu).

\*The Senior shows have started for art students.

#### X. Adjourn – 4:39pm

**Humanities Division of Washburn University**  
**College of Arts and Sciences Minutes**  
**Apr 5 – Apr 22, 2020 (online)**

Dr. Jim Schnoebelen, Chair of the Division, conducted a meeting via e-mail beginning Apr. 5, 2020.

New business included:

1. Approval of Minutes from February 16-21, 2020
2. Nominations for the following Division offices:
  1. Division Chair
  2. Division Secretary
  3. Academic Sabbatical Committee
  4. College Committee on Promotion and Tenure (CCPT)
  5. Faculty Senate

Members were instructed to make nominations by e-mail by April 10 at 5 p.m.

On April 13, Dr. Schnoebelen announced via e-mail that there were still no nominations for Division Secretary or CCPT, and requested nominations ASAP. Mary Sheldon e-mailed to say that a member cannot sit on their departmental Third Year Review or T&P committees or participate in discussion/voting in CCPT for a candidate from their department. That can make it a challenge to find nominees. Dr. Schnoebelen clarified that the Dean's office makes exceptions for those who must serve on departmental committees; they can simply recuse themselves at the CCPT level from commenting on petitions from their department. Nothing prevents CCPT members from commenting on petitions at the department level. Dr. Sheldon replied that the changes may have been made after she left the CCPT.

On Apr. 15, Dr. Schnoebelen announced the nominees for the positions, and opened up voting to approve the minutes from Feb. 16-21 and to vote for Senate (the only competitive position). Division members were instructed to vote via e-mail by April 22 at 5 p.m.

The nominees were:

Division Chair: Michael O'Brien (ML)

Division Secretary: Danny Wade (EN)

Academic Sabbatical Committee: Vanessa Steinroetter (EN)

College Committee on Promotion and Tenure (CCPT): Miguel Gonzalez-Abellas (ML)

The two candidates for Senate were:

Liz Derrington (EN)

Kara Kendall-Morwick (EN)

On April 16, Dr. Schnoebelen e-mailed statements from the two candidates for Senate for the Division to consider.

On April 22, Dr. Schnoebelen e-mailed to announce that the minutes were approved without amendment, and that Dr. Kendall-Morwick had won election to the Senate.

The meeting concluded on Friday, April 22, 2020.

Respectfully Submitted,  
Dr. Chris Jones  
Department of Philosophy and Religious Studies  
Secretary to the Humanities Division

Meeting minutes: Friday, October 9, 2020 at noon (DRAFT)

Social Science Division, Washburn University

In attendance: Lindsey Ibañez, Mary Sundal, Jason Miller, Ashley Maxwell, Alex Klaes, Alex Myers (Sociology & Anthropology); Kim Morse, Kelly Erby, Tom Prasch, Kim Morse, Kerry Wynn (History); Jericho Hockett, Michael McGuire, Cindy Turk, Linzi Gibson, Mike Russell (Psychology), Linsey Modellmog, Amber Dickenson, Bob Beatty, Grant Armstrong (Political Science)

1. Proposed deletion of Masters in Liberal Studies (MLS) program – approved
2. Proposed change to Political Science program requirements – approved
3. Proposed course additions to African American and African Diasporic Studies (AAADS) minor program – approved

Items of discussion:

*Quorum for Division meetings:*

Morse noted, at the beginning of the meeting, that there was not a quorum (17 people were present). Thus, she suggested that votes on curriculum changes not be held, citing the fact that traditionally, the division does not vote on such matters without a quorum. Ibañez pointed out that the faculty handbook does not mention a quorum being required for division meetings, and Sundal remarked that, according to the handbook, division votes carry with a majority of members “present.” It was suggested that the division move forward with this meeting and look into clarifying the handbook language in the future. It was also mentioned that members would be less likely to attend division meetings if a quorum were difficult to obtain and decisions could not be made. By then, two more members had joined the meeting, so the discussion was moot. Morse said she would bring this up with the handbook committee.

*Library resources:*

During discussion of the addition of proposed courses to the AAADS minor, Prasch pointed out that, in the form, the answer to the question about library resources was “no.” Sundal and Erby stated that this was intended to mean that the library would not have sufficient resources for new courses but that existing courses cross-listed as AAADS courses would be supported. It was suggested that the vote carry on but that Sundal try to get the response changed in the form. Others remarked that inadequate library resources are a reality for many disciplines, and new course proposals may reflect this. The question was raised whether the lack of library resources should hamstring the development of curricula. In the end, the vote was taken and courses were approved.

*Distinctions among 199/299/399 courses:*

During the discussion of AAADS course additions, the question was raised of what the difference is between 199 and 299 courses. Sundal replied that the courses are meant to be cross-listed with other departments' courses, so offering AAADS courses at the 100, 200, and 300 level allows those courses to be cross-listed with 100-, 200-, or 300-level courses in each department. It was noted that 200-level courses are somewhat rare but some departments do have them. Therefore, the question of what the difference is between 100 and 200 level courses is for the departments themselves to answer, not AAADS.

## **Natural Science Division (NSD) Minutes for Friday, October 16, 2020.**

I. Zoom meeting called to order at 2:01 pm by Substitute Division Chair Jennifer Wagner.

II. Minutes of the previous NSD meetings (9/11/20) were approved as circulated.

III. Committee Reports – none

IV. Old Business – none

V. New Business

A. The revised MLS(Masters of Liberal Studies) deletion proposal from the CAS Dean's office was approved by the Natural Sciences Division.

B. Chemistry Proposals:

1. The program change for the Bachelor of Science in Forensic Chemistry was approved by the Natural Sciences Division.

2. The change to the minor in Forensic Chemistry was approved by the Natural Sciences Division.

VI. Discussion – There was a vigorous discussion on how exams are being given in this environment. We also discussed attendance problems incorporating zoom with in person classes.

VII. Announcements – none

The meeting was adjourned at 2:41pm.

Minutes respectfully submitted by Rick Barker, Secretary



**College Faculty Council  
Curriculum Committee Minutes  
August 31, 2020, 4:00 PM – Zoom Meeting**

Present: Dickinson, Meador, Moss, Sharp, Smith, Steffen, Schnoebelen

- I. The following new course proposals were approved:
  - a. ED 217 – Introduction to STEM and STEM Education
  - b. ED 314 – Chemistry Methods for STEM Educators
  - c. ED 318 – Earth/Space Science Methods for STEM Educators
  - d. ED 319 – STEM Practicum I
  - e. ED 321 – STEM Practicum II

General committee discussion/confirmation concerned corequisites, proposed courses and the timeline for teacher education admission, and course objectives/standards. It was also noted that, though approved, the Bachelor of Education in Middle Grades STEM Education degree was not updated in the CAS program approval queue.

Meeting Adjourned, 4:24 PM

Minutes Approved, 9/28/2020

Submitted by Rebecca Meador





**Course Information Form**

**Course Title: Introduction to STEM and STEM Education**

Department: **Education** Division: **EDKN**

Course Level: **Undergraduate** Prefix: **ED** Course Number: **217**

Effective Semester: **Fall** Effective Year: **2020** Credits: **3**

**Course Catalog Description (include prerequisites)**

This course, introduces the history and current state of STEM (Science, Technology, Engineering and Mathematics) and STEM education while giving students the opportunity to explore the various components of STEM and STEM careers. A strong emphasis is placed upon critical STEM areas (specifically underrepresented populations in STEM and how STEM impacts people and the environment) and STEM in the Community. Students will explore various STEM careers. No prerequisites.

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

None

Restrictions? **None** Course offered? **Irregularly**

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 is an introductory course for the Middle Grades STEM majors. It will also be open to any students who are interested in STEM and STEM education.

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

If 'Yes', which major(s)?

Middle Grades STEM (new program proposal)

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.

Introduction to STEM and STEM Education

ED 217

**CATALOG COURSE DESCRIPTION:**

This course, introduces the history and current state of STEM (Science, Technology, Engineering and Mathematics) and STEM education while giving students the opportunity to explore the various components of STEM and STEM careers. A strong emphasis is placed upon critical STEM areas (specifically underrepresented populations in STEM and how STEM impacts people and the environment) and STEM in the Community. Students will explore various STEM careers.

**TEXTS:**

Required: No required textbook. All readings will be from online sources.

**Suggested:**

- Bybee, R. (2013). The case for STEM education. Arlington, VA: NSTA Press.
- Teitelbaum, M.S. (2014). Boom, bust & the global race for scientific talent. Princeton, NJ: Princeton University Press.

**COURSE GOALS AND OBJECTIVES:**

**Objectives**

Students will:

1. Demonstrate an understanding of STEM (Science, Technology, Engineering and Mathematics) and STEM education including what is STEM and STEM education, why are they important, the history of STEM education and the rationale for STEM education at the elementary level.
2. Demonstrate knowledge of the historical background and development of the fields of science, mathematics, technology education, and engineering
3. Clearly articulate how the components of STEM are interrelated.
4. Explore STEM careers (visible and invisible) and the 21st Century workforce with an emphasis on underrepresented populations in STEM careers.
5. Demonstrate an understanding of Critical STEM areas and the need for 21st century skills for all – particularly the underrepresented populations in STEM careers.
6. Explore and report on STEM in the community.
7. Research and visit an existing STEM- based organization or business and explore the associated STEM careers.

**IX. COURSE REQUIREMENTS/ASSIGNMENTS:**

Discussion Boards – in particular to address objectives 1 and 2, but also to discuss readings from the texts. This will include but not be limited to the history STEM (Where have we been, where are we going?), STEM schools (What is in place in your school or school in your community?), STEM careers as they relate to your community and students (Should all STEM schools look alike?), and analysis of STEM lessons and programs (Is this STEM? Why or why not?)

Virtual Field Trip – Create a virtual field trip that shows evidence of STEM and STEM careers in the community around the school. Be creative, think beyond the “typical” STEM evidence and careers.

Plan/Blueprint to Make STEM Attractive to Underrepresented Groups – Create a plan or blueprint to make STEM attractive to underrepresented groups. Take into consideration the findings from the creation of your virtual field trip. Present this as an infographic and a narrative that expresses your findings and expectations.

**X. EVALUATION AND GRADING:**

A = 92% – 100%

B = 84% – 91%

C = 75% – 83%

F = 0% - 74%

Note: All written work should reflect careful organization of material and the high standards of investigation associated with graduate-level studies. All work submitted should follow APA 6th edition format. Manuscripts must be proofread to ensure accuracy in spelling, punctuation, and grammar.

**XI. COURSE OUTLINE**

A. What STEM is and What STEM is not

- a. STEM as a way of knowing
- b. STEM as an umbrella for education
- c. What STEM looks like in the classroom in light of current trends in education

Suggested Reading: <https://www.iteea.org/File.aspx?id=96139&v=535ac9f0>

B. Why STEM is important

- a. Brain research and STEM education
- Suggested Readings: How People Learn – Chapter 1-5 (available for free download from <https://www.nap.edu/catalog/9853/how-people-learn-brain-mind-experience-and-school-expanded-edition>)

C. History and future of STEM and STEM Education

- a. STEM in our society
  - b. STEM at all levels of education
  - c. STEM in the elementary school – How young is too young?
- Suggested Readings: [http://www.ijastnet.com/journals/Vol\\_2\\_No\\_1\\_January\\_2012/3.pdf](http://www.ijastnet.com/journals/Vol_2_No_1_January_2012/3.pdf)  
<https://search.proquest.com/openview/4373ec233af749d21f0ad082773d2efb/1?pq-origsite=gscholar&cbl=34845>

D. Science

- a. How Science fits into the STEM way of knowing

E. Technology

- a. What does Technology look like as it relates to STEM and STEM education
- b. How Technology fits into the STEM way of knowing

F. Engineering

- a. What is Engineering?
- b. What does engineering look like as it relates to STEM and STEM education?
- c. The engineering design process

G. Mathematics

- a. How Mathematics fits into the STEM way of knowing
- Suggested Readings: (D-G): <https://www.iteea.org/File.aspx?id=96139&v=535ac9f0>  
<https://search.proquest.com/openview/4373ec233af749d21f0ad082773d2efb/1?pq-origsite=gscholar&cbl=34845>

H. STEM careers

- a. Visible and invisible
  - b. Underrepresented populations in STEM careers
  - c. Introducing children to STEM careers
- Suggested Readings: <https://files.eric.ed.gov/fulltext/ED533548.pdf>  
<https://onlinelibrary.wiley.com/doi/abs/10.1002/sce.21007>  
<https://search.proquest.com/openview/441b5aaa52a9214da982e9da47aacfb7/1?pq-origsite=gscholar&cbl=27805>  
<https://www.publicagenda.org/files/asilentcrisis.pdf>

I. Critical STEM areas

- a. Who is underrepresented in STEM careers?
  - b. How does STEM impact people and the environment
- Suggested Readings: <https://onlinelibrary.wiley.com/doi/abs/10.1002/sce.21007>  
<https://search.proquest.com/openview/441b5aaa52a9214da982e9da47aacfb7/1?pq-origsite=gscholar&cbl=27805>  
<https://www.publicagenda.org/files/asilentcrisis.pdf>

J. STEM in the community

- a. The STEM vs STEAM Debate
- Suggested Readings: <https://www.edweek.org/tm/articles/2014/11/18/ctq-jolly-stem-vs-steam.html>  
[https://www.huffingtonpost.com/vince-bertram/stem-of-steam-were-missin\\_b\\_5031895.html](https://www.huffingtonpost.com/vince-bertram/stem-of-steam-were-missin_b_5031895.html)

**XII. REFERENCES AND BIBLIOGRAPHY**

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**Additional comments:**

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

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





## Course Information Form

Course Title: **Chemistry Methods for STEM Educators**

Department: **Education** Division: **EDKN**

Course Level: **Undergraduate** Prefix: **ED** Course Number: **314**

Effective Semester: **Fall** Effective Year: **2020** Credits: **3**

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

This course is designed for pre-service education students and covers a range of chemistry topics related to curriculum and instruction at the middle or secondary grades level. It includes planning instruction, instructional methods and strategies, managing the classroom, assessing student performance, and working with others in the school environment, especially pertaining to the teaching of chemistry. Students are also required to participate in a 6 week observation/practicum and experience actually teaching several lessons in the student's major area. Corequisite: CH 317

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

Corequisite: CH 317

Restrictions? **None** Course offered? **Irregularly**

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 designed to accompany CH 317 - Chemistry for STEM Educators. The course will focus on teaching the content that is addressed in the Chemistry content course and explore the teaching of that specific content.

Is this course required for the major?

If 'Yes', which major(s)?

**Middle Grades STEM Education (proposed new program) and Secondary Chemistry Education**

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.

Washburn University  
Department of Education  
ED 314 Chemistry Methods for STEM Educators  
3 credit hours

Instructor: Office Hours:

REQUIRED TEXT: Burden, P. and Byrd, D. Methods for Effective Teaching; Pearson, 8th ED.

COURSE PURPOSE: This course is designed for pre-service education students and covers a range of chemistry topics related to curriculum and instruction at the middle and secondary grades level. It includes planning instruction, instructional methods and strategies, managing the classroom, assessing student performance, and working with others in the school environment, especially pertaining to the teaching of chemistry. Students are also required to participate in a 6 week observation/practicum and experience actually teaching several lessons in the student's major area.

COREQUISITE: CH 317

COURSE OBJECTIVES: This course focuses on Standards 5 & 6 of the Kansas Professional Teaching Standards, which are based on the InTASC standards. The InTasc standards are found on page xvi of the textbook. Components of Standards 1-4 and 7-8 are addressed to a certain extent as well.

Standard 5: Application of Content. The teacher understands how to engage learners through interdisciplinary lessons that utilize concept based teaching and authentic learning experiences to engage students in effective communication and collaboration, and in critical and creative thinking.

Function 1: The teacher engages learners through the creation of interdisciplinary lessons and facilitates the examination of issues from multiple perspectives through varied communication modes.

Content Knowledge (CK): Professional Skills (PS):  
5.1.1CK The teacher understands how cross-curricular themes interlace and provide an in-depth learning experience.

5.1.2CK The teacher understands varied communication methods are used as vehicles for gaining and expressing learning, and for gaining an understanding of and expressing multiple perspectives. 5.1.3PS Using content specific pedagogy, the teacher creates interdisciplinary lessons connecting content themes and literacy.

5.1.4PS The teacher develops learners' communication skills by creating interdisciplinary learning opportunities requiring the employment of varied forms of communication tailored to given audiences and purposes.

5.1.5PS The teacher facilitates learning opportunities that require examination of issues from multiple perspectives, expanding understanding of local and global issues.

Function 2: The teacher facilitates learning opportunities involving critical and creative thinking.

Content Knowledge (CK): Professional Skills (PS):  
5.2.1CK The teacher understands thinking processes which lead to creative and critical analysis.

5.2.2CK The teacher understands the role of high level questioning to promote independent thinking. 5.2.3PS The teacher facilitates innovative learning experiences that require creative and critical analysis.

5.2.4PS The teacher engages learners through experiences requiring analysis of complex issues resulting in inventive solutions through original thinking.

5.2.5PS The teacher engages learners in questioning and challenging assumptions and processes to foster innovative thinking and problem solving.

Function 3: Through concept-based teaching, the teacher incorporates learning opportunities that involve solving authentic, real world problems independently and collaboratively.

Content Knowledge (CK): Professional Skills (PS):  
5.3.1CK The teacher understands the concepts that govern his/her content area.

5.3.2CK The teacher understands how concept based teaching leads to conceptual and philosophical understandings. 5.3.4PS The teacher creates concept-based lessons, which facilitate conceptual and philosophical understandings.

5.3.5PS The teacher facilitates the application of conceptual and philosophical understandings to

5.3.3CK The teacher understands the role information literacy skills play in understanding issues and solving problems independently and collaboratively. the resolution of local and global issues.

5.3.6PS Through the use of varied technologies and resources, the teacher facilitates the acquisition and application of that knowledge to solve real world problems.

Standard 6: Assessment. The teacher understands how to use multiple measures to monitor and assess individual student learning, engage learners in self-assessment, and use data to make decisions.

Function 1: The teacher understands how to use multiple measures to monitor and assess individual student learning.

Content Knowledge (CK): Professional Skills (PS):  
6.1.1CK The teacher understands the difference between formative and summative assessment.

6.1.2CK The teacher understands the multiple methods of assessment and how to select assessments based that are both reliable and valid based on the specific learning goals and learner needs.

6.1.3CK The teacher understands the role of feedback in learner achievement and can supply feedback in a variety of communication modes. 6.1.4PS The teacher designs assessment plans with a balance between formative and summative assessments.

6.1.5PS The teacher designs assessments aligned with the learning goals, utilizing multiple measures that maintain validity and reliability.

6.1.6PS The teacher differentiates assessments and assessment environments based on learner needs.

6.1.7PS The teacher provides effective feedback and shares this with learners in a variety of communication modes.

Function 2: The teacher understands how to engage learners in self-assessment.

Content Knowledge (CK): Professional Skills (PS):  
6.2.1CK The teacher knows when to engage learners in analyzing their own assessment results.

6.2.2CK The teacher knows how and when to engage learners in setting goals for future achievement.

6.2.3CK The teacher knows how to prepare learners for assessments. 6.2.4PS The teacher engages learners in analyzing their own assessment data.

6.2.5PS The teacher guides learners through a process of analyzing their own thinking and learning, resulting in goal setting using data.

6.2.6PS The teacher engages learners in the assessment process through appropriate feedback utilizing technology and other communication modes.

Function 3: The teacher understands how to make informed decisions.

Content Knowledge (CK): Professional Skills (PS):  
6.3.1CK The teachers knows how to analyze and report assessment data to understand patterns and gaps in learning based on given learning goals.

6.3.2CK The teacher knows how to use data to guide planning and instruction.

6.3.3CK The teacher knows how to provide relevant feedback to all learners. 6.3.4PS The teacher works independently and collaboratively to examine test and other performance data to understand patterns and gaps in learning based on given learning goals.

6.3.5PS The teacher works independently and collaboratively to examine test and other performance data to understand each learner's differentiated needs and to guide planning and instruction accordingly.

6.3.6PS The teacher communicates feedback from assessments to assist students in making relevant decision.

### MISSION, DEPARTMENT OF EDUCATION

The Washburn university Department of Education seeks to facilitate the education and development of reflective educators along the professional continuum, from pre-service to nationally certified teachers, as well as individuals in educational leadership positions. We are committed to preparing educators to work in rural, suburban, and urban settings. WE are further committed to educating leaders and professional specialty practitioners for leadership roles in schools and other community settings.

### CONCEPTUAL FRAMEWORK

The Department of Education has a goal of developing reflective educators. This course supports development of reflective educators through readings, assignments, and class discussions using the following:

- Reflection on self as an emerging, developing, and maturing professional
- Reflection on collaboration and leadership
- Reflection on the context of teaching and learning
- Reflection on student diversity
- Reflection on content
- Reflection on instructional practices
- Reflection on assessment as a process to inform decision making
- Reflection on role of technology

### Diversity at Washburn

Diversity is important to Washburn University and in this course. During the semester you will be encouraged to bring to the class's attention diversity associated events and attend diversity associated events approved by your professor. Extra credit for attendance at such events may be available as per your professor's specifications. Maximum of 3 extra credit activities per semester.

### DIMENSIONS OF DIVERSITY PROFICIENCIES

The Washburn University Department of Education is committed to preparing educators who demonstrate respect for and value human diversity and the ability to work with others (e.g., parents, colleagues, community members) to meet the needs of diverse student populations. The dimensions of diversity proficiencies addressed in this course are as follows:

- Knowledge Construction - Students will build upon their present understandings of diversity and multiculturalism and use this knowledge to enhance their interactions with students and others.
- Content Integration - Through course work students will develop an understanding of the value of incorporating examples and content from a variety of cultures in instructional practice.
- Prejudice Reduction - Students will interact with people whose backgrounds differ from their own, challenge their assumptions and stereotypical thinking, and engage different ideas.
- Equitable Pedagogy - Students will explore the concept of equitable pedagogy as a method of teaching which ensures all students are able to participate in ways that help them achieve learning goals, and that no one is kept from participating as a result of teaching methods.
- Empowering School Culture - Through course work students will develop an understanding of the importance of examining group and labeling practices, sports participation, and other school activities, and interaction of staff and students across ethnic and racial lines as a means for creating a school culture that empowers students from all groups.

Professional Learning Community Requirements-Education students will work together to create a positive, supportive, and non-judgmental learning environment, both on and off campus. Members will be respectful and validating while assisting one another to reach the goal of "learning for all." Members will be present for each class period and participate fully to gain the knowledge and skills necessary to become effective future educators.

### Professional Learning Communities\*

- Big Idea #1: Learning to Ensure that All Students Learn
- Big Idea #2: Demonstrate a Culture of Collaboration and Professionalism
- Big Idea #3: Focus on Results

\*Source: Association for Supervision and Curriculum Development

### COURSE REQUIREMENTS

- Attend all scheduled meetings.
- Complete readings and related questions.
- Weekly reflections on classroom observations and experiences.
- Create a teaching unit relevant to topics presented in CH 317 (see attached template and rubrics)
- Develop a safety plan for a chemistry class
- Complete a practicum of 20 hours of observing, assisting, and microteaching 3 lessons.
- Tasks consisting of some portions of the KPPT

### Teaching Unit Project

SEE information posted on D2L.

### Assessments

- 40% Written Work
- 40% Field Experience
- 20% Attendance & Participation

100%

### Grading

ED 317 is a graded course for which 3 credit hours are earned. The grading scale is 90-100% A, 80-89% B, 70-79% C, 60-69% D, 59% and below F. Students who complete each assignment should NOT assume that full credit will be given. Assessment of assignments is based on the quality, not quantity, of work.

### Late Work Policy

All work is expected to be completed and submitted on time. Requests for extended time must be made at least 24 hours in advance of the due date and class starting time. Otherwise, late work may not receive credit. Work not handed in due to an absence will be considered late unless submitted on time electronically. However, all work must still be printed and handed in on paper.

### COURSE TOPICS

This course is required to be completed as a co-requisite with CH 317 (Chemistry for STEM Educators). ED 317 and CH 317 are co-taught classes. Participants will explore and develop lessons that include best practices for presenting relevant chemistry content to middle grades students. Topics to be covered include safety, measurement, density and specific gravity, periodic table and elements, chemical formulas, chemical reactions, acids/bases/buffers, salts, organic molecules, carbohydrates, peptides and proteins and kinetics and equilibrium.

### The teacher as decision maker

- Planning instruction
- Fundamentals of planning
- Planning lessons and unit
- (WU lesson plan template required)
- Teacher-centered instructional strategies

### Student-centered instructional strategies

- Strategies that promote understanding, thinking, and engagement
- Managing lesson delivery

### Classroom management and safety

- Classroom discipline

### Assessing student performance

### Grading systems, marking, and reporting

### Additional comments:

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

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





**Course Information Form**

**Course Title: Earth/Space Science Methods for STEM Educators**

Department: **Education** Division: **EDKN**

Course Level: **Undergraduate** Prefix: **ED** Course Number: **318**

Effective Semester: **Fall** Effective Year: **2020** Credits: **3**

**Course Catalog Description (include prerequisites)**

This course is designed for pre-service education students and covers a range of Earth and space science topics related to curriculum and instruction at the middle and secondary level. It is designed to be taught in conjunction with Earth/Space Science for STEM Educators (PS 318). It includes planning instruction, instructional methods and strategies, managing the classroom, assessing student performance, and working with others in the school environment, especially pertaining to the teaching of chemistry. Students are also required to participate in a 6 week observation/practicum and experience actually teaching several lessons in an Earth/Space science classroom.

CO-REQUISITE: Earth/Space Science for STEM Educators (PS 318)

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

CO-REQUISITE: Earth/Space Science for STEM Educators (PS 318)

Restrictions? **Majors only** Course offered? **Irregularly**

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 will be taught as a corequisite with Earth/Space Science for STEM Educators. The focus will be on methods for teaching the content in the middle and secondary classroom.

Is this course required for the major?

If "Yes", which major(s)?

Middle Grades STEM and Secondary Physics Education (planned for a future proposal).

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.

Washburn University  
Department of Education  
ED 318 Earth/Space Science Methods for STEM Educators  
3 credit hours

Instructor: Office Hours:

REQUIRED TEXT: Burden, P. and Byrd, D. Methods for Effective Teaching; Pearson, 8th ED.

**COURSE PURPOSE:** This course is designed for pre-service education students and covers a range of Earth and space science topics related to curriculum and instruction at the middle and secondary level. It is designed to be taught in conjunction with Earth/Space Science for STEM Educators (PS 318). It includes planning instruction, instructional methods and strategies, managing the classroom, assessing student performance, and working with others in the school environment, especially pertaining to the teaching of chemistry. Students are also required to participate in a 6 week observation/practicum and experience actually teaching several lessons in an Earth/Space science classroom.

CO-REQUISITE: Earth/Space Science for STEM Educators (PS 318)

**COURSE OBJECTIVES:** This course focuses on Standards 5 & 6 of the Kansas Professional Teaching Standards, which are based on the InTASC standards. The InTasc standards are found on page xvi of the textbook. Components of Standards 1-4 and 7-8 are addressed to a certain extent as well.

**Standard 5: Application of Content.** The teacher understands how to engage learners through interdisciplinary lessons that utilize concept based teaching and authentic learning experiences to engage students in effective communication and collaboration, and in critical and creative thinking.

**Function 1:** The teacher engages learners through the creation of interdisciplinary lessons and facilitates the examination of issues from multiple perspectives through varied communication modes.

**Content Knowledge (CK): Professional Skills (PS):**  
5.1.1CK The teacher understands how cross-curricular themes interlace and provide an in-depth learning experience.

5.1.2CK The teacher understands varied communication methods are used as vehicles for gaining and expressing learning, and for gaining an understanding of and expressing multiple perspectives. 5.1.3PS Using content specific pedagogy, the teacher creates interdisciplinary lessons connecting content themes and literacy.

5.1.4PS The teacher develops learners' communication skills by creating interdisciplinary learning opportunities requiring the employment of varied forms of communication tailored to given audiences and purposes.

5.1.5PS The teacher facilitates learning opportunities that require examination of issues from multiple perspectives, expanding understanding of local and global issues.

**Function 2:** The teacher facilitates learning opportunities involving critical and creative thinking.

**Content Knowledge (CK): Professional Skills (PS):**  
5.2.1CK The teacher understands thinking processes which lead to creative and critical analysis.

5.2.2CK The teacher understands the role of high level questioning to promote independent thinking. 5.2.3PS The teacher facilitates innovative learning experiences that require creative and critical analysis.

5.2.4PS The teacher engages learners through experiences requiring analysis of complex issues resulting in inventive solutions through original thinking.

5.2.5PS The teacher engages learners in questioning and challenging assumptions and processes to foster innovative thinking and problem solving.

**Function 3:** Through concept-based teaching, the teacher incorporates learning opportunities that involve solving authentic, real world problems independently and collaboratively.

**Content Knowledge (CK): Professional Skills (PS):**  
5.3.1CK The teacher understands the concepts that govern his/her content area.

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5.3.5PS The teacher facilitates the application of conceptual and philosophical understandings to

5.3.3CK The teacher understands the role information literacy skills play in understanding issues and solving problems independently and collaboratively. the resolution of local and global issues.

5.3.6PS Through the use of varied technologies and resources, the teacher facilitates the acquisition and application of that knowledge to solve real world problems.

**Standard 6: Assessment.** The teacher understands how to use multiple measures to monitor and assess individual student learning, engage learners in self-assessment, and use data to make decisions.

**Function 1:** The teacher understands how to use multiple measures to monitor and assess individual student learning.

**Content Knowledge (CK): Professional Skills (PS):**  
6.1.1CK The teacher understands the difference between formative and summative assessment.

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**Function 2:** The teacher understands how to engage learners in self-assessment.

**Content Knowledge (CK): Professional Skills (PS):**  
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6.2.5PS The teacher guides learners through a process of analyzing their own thinking and learning, resulting in goal setting using data.

6.2.6PS The teacher engages learners in the assessment process through appropriate feedback utilizing technology and other communication modes.

**Function 3:** The teacher understands how to make informed decisions.

**Content Knowledge (CK): Professional Skills (PS):**  
6.3.1CK The teachers knows how to analyze and report assessment data to understand patterns and gaps in learning based on given learning goals.

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6.3.3CK The teacher knows how to provide relevant feedback to all learners. 6.3.4PS The teacher works independently and collaboratively to examine test and other performance data to understand patterns and gaps in learning based on given learning goals.

6.3.5PS The teacher works independently and collaboratively to examine test and other performance data to understand each learner's differentiated needs and to guide planning and instruction accordingly.

6.3.6PS The teacher communicates feedback from assessments to assist students in making relevant decision.

**MISSION, DEPARTMENT OF EDUCATION**

The Washburn university Department of Education seeks to facilitate the education and development of reflective educators along the professional continuum, from pre-service to nationally certified teachers, as well as individuals in educational leadership positions. We are committed to preparing educators to work in rural, suburban, and urban settings. WE are further committed to educating leaders and professional specialty practitioners for leadership roles in schools and other community settings.

**CONCEPTUAL FRAMEWORK**

The Department of Education has a goal of developing reflective educators. This course supports development of reflective educators through readings, assignments, and class discussions using the following:

- Reflection on self as an emerging, developing, and maturing professional
- Reflection on collaboration and leadership
- Reflection on the context of teaching and learning
- Reflection on student diversity
- Reflection on content
- Reflection on instructional practices
- Reflection on assessment as a process to inform decision making
- Reflection on role of technology

**Diversity at Washburn**

Diversity is important to Washburn University and in this course. During the semester you will be encouraged to bring to the class's attention diversity associated events and attend diversity associated events approved by your professor. Extra credit for attendance at such events may be available as per your professor's specifications. Maximum of 3 extra credit activities per semester.

**DIMENSIONS OF DIVERSITY PROFICIENCIES**

The Washburn University Department of Education is committed to preparing educators who demonstrate respect for and value human diversity and the ability to work with others (e.g., parents, colleagues, community members) to meet the needs of diverse student populations. The dimensions of diversity proficiencies addressed in this course are as follows:

- Knowledge Construction** – Students will build upon their present understandings of diversity and multiculturalism and use this knowledge to enhance their interactions with students and others.
- Content Integration** – Through course work students will develop an understanding of the value of incorporating examples and content from a variety of cultures in instructional practice.
- Prejudice Reduction** – Students will interact with people whose backgrounds differ from their own, challenge their assumptions and stereotypical thinking, and engage different ideas.
- Equitable Pedagogy** – Students will explore the concept of equitable pedagogy as a method of teaching which ensures all students are able to participate in ways that help them achieve learning goals, and that no one is kept from participating as a result of teaching methods.
- Empowering School Culture** – Through course work students will develop an understanding of the importance of examining group and labeling practices, sports participation, and other school activities, and interaction of staff and students across ethnic and racial lines as a means for creating a school culture that empowers students from all groups.

Professional Learning Community Requirements-Education students will work together to create a positive, supportive, and non-judgmental learning environment, both on and off campus. Members will be respectful and validating while assisting one another to reach the goal of "learning for all." Members will be present for each class period and participate fully to gain the knowledge and skills necessary to become effective future educators.

**Professional Learning Communities\***

- Big Idea #1: Work to Ensure that All Students Learn
  - Big Idea #2: Demonstrate a Culture of Collaboration and Professionalism
  - Big Idea #3: Focus on Results
- \*Source: Association for Supervision and Curriculum Development

**COURSE REQUIREMENTS**

- Attend all scheduled meetings.
- Complete readings and related questions.
- Weekly reflections on classroom observations and experiences.
- Create a teaching unit relevant to topics in PS 318 (see attached template and rubrics)
- Develop a safety plan for the Earth/Space Science classroom
- Complete 20 hours of observing, assisting, and microteaching 3 lessons

Teaching Unit Project  
SEE information posted on D2L.

**Assessments**

- 40% Written Work and Presentations
  - 40% Field Experience
  - 20% Attendance & Participation
- 
- 100%

**Grading**

ED 317 is a graded course for which 3 credit hours are earned. The grading scale is 90-100% A, 80-89% B, 70-79% C, 60-69% D, 59% and below F. Students who complete each assignment should NOT assume that full credit will be given. Assessment of assignments is based on the quality, not quantity, of work.

**Late Work Policy**

All work is expected to be completed and submitted on time. Requests for extended time must be made at least 24 hours in advance of the due date and class starting time. Otherwise, late work may not receive credit. Work not handed in due to an absence will be considered late unless submitted on time electronically. However, all work must still be printed and handed in on paper.

**COURSE TOPICS**

- Planning lessons and the units for middle grades Earth/space science
- WU lesson plan template
- Teacher-centered instructional strategies for middle grades Earth/space science
- Student-centered instructional strategies for teaching middle grades Earth/space science
- Strategies that promote understanding, thinking, and engagement in the middle grades Earth/space science class
- Managing lesson delivery and classroom safety
- Classroom management
- Classroom discipline
- Assessing student performance
- Grading systems, marking, and reporting

**Additional comments:**

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

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





Course Information Form

Course Title: **STEM Practicum I**

Department: **Education**

Division: **EDKN**

Course Level: **Undergraduate**

Prefix: **ED** Course Number: **319**

Effective Semester: **Fall**

Effective Year: **2020**

Credits: **1**

**Course Catalog Description (include prerequisites)**

Catalog Description: Supervised field experience in the teaching of STEM in the middle grades. ED 319 will be taught in conjunction with BI 319 (or an approved substitute). The course will focus on the Biology course content as it relates to teaching the content at the middle grades level.

Prerequisite: Admission to Professional Teacher Education Program. Concurrent enrollment in BI 319

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

Prerequisite: Admission to Professional Teacher Education Program. Concurrent enrollment in BI 319.

Restrictions? **Majors only**

Course offered? **Irregularly**

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 a practicum associated with the Middle Grades STEM Education major (proposed). Students will have the opportunity to spend time in classrooms and to practice teaching content associated with content in BI 319 (Biology for STEM Educators).

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

If 'Yes', which major(s)?

**Middle Grades STEM Education (proposed new program)**

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.

**ED 319 – STEM Practicum I**

**1 credit hour**

Catalog Description: Supervised field experience in the teaching of STEM in the middle grades. ED 319 will be taught in conjunction with BI 319 (or an approved substitute). The course will focus on the Biology course content as it relates to teaching the content at the middle grades level.

Prerequisite: MA 116, BI 100, BI 101, PS 126 and Admission to Professional Teacher Education Program. Concurrent enrollment in BI 319

Credit Hours: **CH 319 is a 1 credit hour course.**

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

Participation: **All hours in the field as well as class time is mandatory.**

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

Content:

1. ED319 requires 50 total hours in a STEM setting . You will need to turn in a Time / Activity Log.
2. You will need to complete a minimum of two integrated STEM lessons = to the whole class. Your lesson needs to be written with your Mentor Teacher and run by me before it is taught. Lesson plan format is attached below.
3. I will observe you and write up a formal observation. This is for you to learn and grow, and to make changes; please do not stress over this observation – I am not "grading" your teaching.
4. Your MT will also write up a formal observation. I have sent them / will send them the same observation form that I use. I have included that form for you below.
5. Your final assignment is a 2-page reflection on your experiences. Most often, students cannot get all their thoughts, feelings, suggestions, and stories, into 2 pages. Please try.

Assignment Pts. Possible

Lesson plan 25

Time/Activity Log 25

2 page Reflection of practicum 25

Supervisor & Mentor Teacher observation forms 25

TOTAL 100

Additional comments:

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

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



Course Information Form

Course Title: **STEM Practicum II**

Department: **Education**

Division: **EDKN**

Course Level: **Undergraduate**

Prefix: **ED**

Course Number: **321**

Effective Semester: **Fall**

Effective Year: **2020**

Credits: **1**

**Course Catalog Description (include prerequisites)**

Supervised field experience in the teaching of STEM in the middle grades. ED 321 will be taught in conjunction with EG 320 (or an approved substitute) and will focus on the course content as it relates to teaching the content at the middle grades level.

Prerequisite: Admission to Professional Teacher Education Program. Concurrent enrollment in EG 320 or approved PY or EG course.

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

Prerequisite: Admission to Professional Teacher Education Program. Concurrent enrollment in EG 320 or approved PY or EG course.

Restrictions? **Majors only**

Course offered? **Irregularly**

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 will be the final practicum experience prior to student teaching for Middle Level STEM Education majors. Students will have an opportunity to observe and practice teaching content as it relates to Engineering in the Middle Level Science and Math classroom.

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

If 'Yes', which major(s)?

**Middle Level STEM Education (proposed new program)**

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.

**ED 321 – STEM Practicum II**

**1 credit hour**

Catalog Description: Supervised field experience in the teaching of STEM in the middle grades. ED 321 will be taught in conjunction with EG 320 (or an approved substitute) and will focus on the course content as it relates to teaching the content at the middle grades level.

Prerequisite: Admission to Professional Teacher Education Program. Concurrent enrollment in EG 320 or approved PY or EG course.

Credit Hours: ED 321 is a 1 credit hour course.

Text and Materials: **No text required**

Participation: **All hours in the field as well as class time is mandatory.**

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

STEM Content:

1. ED321 requires 50 total hours in a STEM setting . You will need to turn in a Time / Activity Log.
2. You will need to complete a minimum of two integrated STEM lessons = to the whole class. Your lesson needs to be written with your Mentor Teacher and run by me before it is taught. Lesson plan format is attached below.
3. I will observe you and write up a formal observation. This is for you to learn and grow, and to make changes; please do not stress over this observation – I am not "grading" your teaching.
4. Your Mentor Teacher will also write up a formal observation. I have sent them / will send them the same observation form that I use. I have included that form for you below.
5. Your final assignment is a 2-page reflection on your experiences. Most often, students cannot get all their thoughts, feelings, suggestions, and stories, into 2 pages. Please try.

Assignment Pts. Possible Your Pts.

Lesson plan 25

Time/Activity Log 25

2 page Reflection of practicum 25

Supervisor & MT observation forms 25

TOTAL 100

Additional comments:

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

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

**College Faculty Council**  
**Curriculum Committee Minutes**  
**September 28<sup>th</sup>, 2020, 4:00 PM – Zoom Meeting**

Present: Meador, Moss, Sharp, Smith, Steffen, Schnoebelen

- I. Call for approval of the minutes: Approved
- II. The following program changes/deletions were discussed:
  - a. Bachelor of Science in Athletic Training
    - i. The expectations for this profession have moved from an undergraduate to a Masters level emphasis.
    - ii. The School of Nursing and the Department of Allied Health were consulted.
    - iii. CAATE provided official written approval for the closure.
    - iv. Deletion approved.
  - b. Bachelor of Arts in Mathematics – Change
    - i. Reflects an effort to align the BA in Mathematics with Secondary Education Specialization with the BEd in Mathematics Secondary Education.
    - ii. Indirectly impacts Department of Education, but courses affected are housed within the math department.
    - iii. Delete MA 388 (1 credit)
    - iv. Select 2 additional classes from a list provided.
    - v. Does this add hours to the degree?
    - vi. Sent back to the department for clarification/revisions
  - c. Bachelor of Science in Mathematics – Change
    - i. Reflects an effort to align the BS in Mathematics with Secondary Education Specialization with the BEd in Mathematics Secondary Education.
    - ii. Indirectly impacts Department of Education, but courses affected are housed within the math department.
    - iii. Delete MA 388 (1 credit)
    - iv. Select 2 additional courses from a list provided.
    - v. Does this add hours to the degree?
    - vi. Sent back to the department for clarification/revisions.

Meeting Adjourned, 4:20 PM

Submitted by Rebecca Meador

# COLLEGE OF ARTS AND SCIENCES NEW PROGRAM REVIEW FORM

	Chair's Signature	Recommendation	Review Date
<b>Department</b>	<u>Shaun Schmidt</u>	<u>Approve</u>	<u>2020-09-22</u>
<b>Division</b>	<u>Seid Adem</u>	<u>Approve</u>	<u>2020-10-16</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>2020-10-19</u>
<b>Curriculum Committee</b>	<u>Rebecca Meador</u>	<u>Approve</u>	<u>2020-10-26</u>
<b>Accepted by CFC</b>	_____	_____	_____
<b>CAS Faculty</b>	_____	_____	_____

**Approved By:**      **Faculty Senate** \_\_\_\_\_      **University Faculty** \_\_\_\_\_      **WU Board of Regents** \_\_\_\_\_

1. Title of Program.

Minor in Forensic Chemistry (CIP: 40.0510)

2. Rationale for offering this program.

This is a minor change of required coursework only.

CH 203 Forensic Chemistry Laboratory is no longer offered and CH 320 Analytical Chemistry has been removed from this course of study. These two courses have been replaced by CH 323 Advanced Forensic Chemistry as it will better fit the needs of students who are adding this minor to their major course of study.

3. Exact proposed catalog description.

Old description:

THE MINOR IN FORENSIC CHEMISTRY

The Forensic Chemical Science minor must include: CH 103, CH 151, CH 152, CH 203, CH 320, and CH 340.

New description:

THE MINOR IN FORENSIC CHEMISTRY

The Forensic Chemical Science minor must include: CH 103, CH 151, CH 152, CH 323, and CH 340.

4. List any financial implications.

none



5. Are any other departments affected by this new program? No

There are no courses outside of Chemistry included.

# COLLEGE OF ARTS AND SCIENCES PROGRAM CHANGE FORM

	Chair's Signature	Recommendation	Review Date
<b>Department</b>	<u>Shaun Schmidt</u>	<u>Approve</u>	<u>2020-10-07</u>
<b>Division</b>	<u>Seid Adem</u>	<u>Approve</u>	<u>2020-10-16</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>2020-10-19</u>
<b>Curriculum Committee</b>	<u>Rebecca Meador</u>	<u>Approve</u>	<u>2020-10-26</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 Forensic Chemistry (CIP: 40.0510)

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

When the curriculum changes were put through the faculty governance process in 2018-19, the Proposed Program description was not updated on the final version of the change form at the time. The Proposed Program description below reflects the changes described in the addendum provided and discussed at the time. That same addendum is attached to this change. We have been operating the program based upon the addendum and Proposed Program description below.

**2. Complete revised description.**

At least 43 hours in the department are required, including the following courses and their prerequisites: Chemistry 151, 152, 202, 320, 321, 323, 340, 341, 342, 343, 346, 350, 351, 355, 391, 393 (3 cr) and either 352 & 353, 381 & 385, or 386 & 345. Cognate course requirements are BI 102, 103, 301, 333, 353, 420; CJ 115, 415, 416; CN 150; MA 140, 151; PH 102 or 214; and PS 261 & 262 or 281 & 282.

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

Correcting required courses in the catalog to reflect what was previously approved.

**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? Yes

Technically yes, the courses are changed in the program description. In actuality, no. We have already gained approval for these changes in 2018-19 and have been operating under the new requirements. It was just an honest mistake to not paste in the proper language into the form.

# COLLEGE OF ARTS AND SCIENCES PROGRAM CHANGE FORM

	Chair's Signature	Recommendation	Review Date
<b>Department</b>	<u>Sarah Cook</u>	<u>Approve</u>	<u>2020-09-04</u>
<b>Division</b>	<u>Seid Adem</u>	<u>Approve</u>	<u>2020-09-11</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>2020-09-14</u>
<b>Curriculum Committee</b>	<u>Rebecca Meador</u>	<u>Approve</u>	<u>2020-10-26</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 Mathematics (CIP: )

1. Reason for this program change?

This will align our BA and BS in Mathematics with Secondary Education Specialization with our BEd in Mathematics Secondary Education.

2. Complete revised description.

Mathematics (Secondary Education Specialization)

Statistics (MA 140), Calculus (MA 151, 152, 253), Number Theory and Discrete Math for Middle School and Secondary Teachers (MA 204), Discrete Mathematics (MA 207), Mathematics for Middle and Secondary Teachers (MA 230), Linear Algebra (MA 301), Abstract Algebra (MA 354), Modern Geometry (MA 367), Introduction to Real Analysis I (MA 371), History of Mathematics (MA 381), a minimum of 2 hours of Problem Solving Strategies (MA 380), and at least two of the following:

Teaching Algebra (MA 316)

Teaching Trigonometry (MA 317)

Teaching Statistics (MA 318)

A third credit hour of Problem Solving Strategies (MA 380)

Capstone Research (MA 388)

Students seeking certification to teach mathematics must also be formally admitted to the University's Professional Teacher Education Programs. For admission requirements, see EDUCATION in this catalog.

3. Describe the nature of the proposed change.

We are eliminating the requirement of MA 388 Capstone Research (1 credit hour). Instead, we will include this class as an option in the proposed additional requirement:

Select at least two of the following: (each of these is 1 credit hour)

MA 316

Teaching Algebra

MA 317

Teaching Trigonometry

MA 318

Teaching Statistics

MA 380

Problem Solving Strategies (a third credit hour)

MA 388

Capstone Research

In AY 2018-2019, the Mathematics Department proposed a new Secondary Mathematics program with a Bachelor of Education degree. The approved BEd is a 120 hour degree and includes the same 45 hours of math content as proposed for the BA. When the BEd was submitted, the Math Department intended to also submit changes to the BA so that the math courses for the two degrees would coincide. The change to the BA was not submitted. This change will correct our oversight.

The proposed change will add 1 credit hour to the BA in Secondary Math Education degree. The Math Department does not believe the addition of one hour will prevent students who want a BA in Math Secondary Education from pursuing the degree. Due to BA degree requirements and State requirements for math content and education courses, the BA in Math Secondary Education is necessarily more than 120 hours. Students who choose to pursue the BA are doing so for reasons other than a concern over 120 hours and hence the addition of one more hour will not be a hindrance. Students who are concerned about the number of hours should pursue the 120 hour BEd instead.

Further, the one hour addition to the major was developed due to comments at exit interviews with our Seniors. The students indicated they wanted more opportunities to hone their teaching before graduating. Other students commented on how the Capstone Research and the Problem Solving courses helped them to better understand mathematics, which in turn made them better prepared to teach. These comments encouraged the Math Department to include the additional hour and give the students more flexibility in their course choices.

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? Yes

Since this is a secondary education specialization, the change does indirectly impact the Education Department. However, none of the proposed course changes are taught in the Education Department.

# COLLEGE OF ARTS AND SCIENCES PROGRAM CHANGE FORM

	Chair's Signature	Recommendation	Review Date
<b>Department</b>	<u>Sarah Cook</u>	<u>Approve</u>	<u>2020-09-04</u>
<b>Division</b>	<u>Seid Adem</u>	<u>Approve</u>	<u>2020-09-11</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>2020-09-14</u>
<b>Curriculum Committee</b>	<u>Rebecca Meador</u>	<u>Approve</u>	<u>2020-10-26</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 Mathematics (CIP: )

1. Reason for this program change?

This will align our BA and BS in Mathematics with Secondary Education Specialization with our BEd in Mathematics Secondary Education

2. Complete revised description.

Mathematics (Secondary Education Specialization)  
 Statistics (MA 140), Calculus (MA 151, 152, 253), Number Theory and Discrete Math for Middle School and Secondary Teachers (MA 204), Discrete Mathematics (MA 207), Mathematics for Middle and Secondary Teachers (MA 230), Linear Algebra (MA 301), Abstract Algebra (MA 354), Modern Geometry (MA 367), Introduction to Real Analysis I (MA 371), History of Mathematics (MA 381), a minimum of 2 hours of Problem Solving Strategies (MA 380), and at least two of the following:  
 Teaching Algebra (MA 316)  
 Teaching Trigonometry (MA 317)  
 Teaching Statistics (MA 318)  
 A third credit hour of Problem Solving Strategies (MA 380)  
 Capstone Research (MA 388)  
 Students seeking certification to teach mathematics must also be formally admitted to the University's Professional Teacher Education Programs. For admission requirements, see EDUCATION in this catalog.

3. Describe the nature of the proposed change.

We are eliminating the requirement of MA 388 Capstone Research (1 credit hour). Instead, we will include this class as an option in the proposed additional requirement:

Select at least two of the following: (each of these is 1 credit hour)

MA 316

Teaching Algebra

MA 317

Teaching Trigonometry

MA 318

Teaching Statistics

MA 380

Problem Solving Strategies (a third credit hour)

MA 388

Capstone Research

In AY 2018-2019, the Mathematics Department proposed a new Secondary Mathematics program with a Bachelor of Education degree. The approved BEd is a 120 hour degree and includes the same 45 hours of math content as proposed for the BS. When the BEd was submitted, the Math Department intended to also submit changes to the BS so that the math courses for the two degrees would coincide. The change to the BS was not submitted. This change will correct our oversight.

The proposed change will add 1 credit hour to the BS in Secondary Math Education degree. The Math Department does not believe the addition of one hour will prevent students who want a BS in Math Secondary Education from pursuing the degree. Due to BS degree requirements and State requirements for math content and education courses, the BS in Math Secondary Education is necessarily more than 120 hours. Students who choose to pursue the BS are doing so for reasons other than a concern over 120 hours and hence the addition of one more hour will not be a hindrance. Students who are concerned about the number of hours should pursue the 120 hour BEd instead.

Further, the one hour addition to the major was developed due to comments at exit interviews with our Seniors. The students indicated they wanted more opportunities to hone their teaching before graduating. Other students commented on how the Capstone Research and the Problem Solving courses helped them to better understand mathematics, which in turn made them better prepared to teach. These comments encouraged the Math Department to include the additional hour and give the students more flexibility in their course choices.

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? Yes

Since this is a secondary education specialization, the change does indirectly impact the Education Department. However, none of the proposed course changes are taught in the Education Department.

# COLLEGE OF ARTS AND SCIENCES PROGRAM CHANGE FORM

	Chair's Signature	Recommendation	Review Date
<b>Department</b>	<u>Ian Smith</u>	<u>Approve</u>	<u>2020-07-06</u>
<b>Division</b>	<u>Michael OBrien</u>	<u>Approve</u>	<u>2020-10-09</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>2020-10-19</u>
<b>Curriculum Committee</b>	<u>Rebecca Meador</u>	<u>Approve</u>	<u>2020-10-26</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: Bachelor of Arts in Philosophy (CIP: )

1. Reason for this program change?

PH 202 was deleted and effectively renamed PH 301, as the course content was being taught at an upper division level anyway and needed to remain being taught at that level. The deletion request and PH 301 approval were made official in the spring. The philosophy program description must now be changed to reflect these changes.

2. Complete revised description.

The Philosophy major consists of 33 hours of Philosophy distributed as follows:

Required: PH 201, 220, 301, 303, 398, 399 (18 hours)

At least two of the following (Value Theory): PH 200\*, 211, 214, 300\*, 311, 312, 313, 315, 340, 386\* (6 hours)

At least two of the following (Metaphysics and Epistemology): PH 200\*, 203, 205, 207, 300\*, 302, 320, 325, 327, 330, 335, 386\* (6 hours)

Three hours of elective credit is also required as part of the 33-hour requirement. A 100-level course may count toward this elective credit, but only with the permission of the Chair. At least 15 hours of the 33 (in addition to PH 398/399) must be at the 300 level.

\*If course material is appropriate (Chair's discretion).

3. Describe the nature of the proposed change.

PH 202 was deleted and effectively renamed PH 301.



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? No

# COLLEGE OF ARTS AND SCIENCES PROGRAM CHANGE FORM

	Chair's Signature	Recommendation	Review Date
<b>Department</b>	<u>Ian Smith</u>	<u>Approve</u>	<u>2020-07-06</u>
<b>Division</b>	<u>Michael OBrien</u>	<u>Approve</u>	<u>2020-10-09</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>2020-10-19</u>
<b>Curriculum Committee</b>	<u>Rebecca Meador</u>	<u>Approve</u>	<u>2020-10-26</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: Bachelor of Arts in Religious Studies (CIP: )

1. Reason for this program change?

PH 202 was deleted and effectively renamed PH 301, as the course content was being taught at an upper division level anyway and needed to remain being taught at that level. The deletion request and PH 301 approval were made official in the spring. The religious studies program description must now be changed to reflect these changes. Additionally, we determined that the prerequisites for what is now PH 301 should be changed from PH 201 to a disjunctive list, as in PH 100, PH 201, PH 203, or PH 207. Relatedly, it was determined that RG students did not need PH 201 specifically in order to satisfy the objectives for the RG program, whereas students do need PH 301 specifically in order to satisfy such objectives.

2. Complete revised description.

Requirements for the major (33 credits):  
 RG 101 Introduction to Religion (3)  
 RG 102 World Religions (3)  
 RG 331 Understanding Religion (3)  
 RG 398 Senior Thesis Preparation (3)  
 RG 399 Senior Thesis (3)  
 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.  
 Required Correlated Courses  
 PH 100, PH 201, PH 203, or PH/RG 207 (3)  
 PH 301 I think therefore I am? Modern Philosophy 1600-1800 (3)

3. Describe the nature of the proposed change.

See the rationale above in 1.

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? No

# COLLEGE OF ARTS AND SCIENCES PROGRAM CHANGE FORM

	Chair's Signature	Recommendation	Review Date
<b>Department</b>	<u>Bob Beatty</u>	<u>Approve</u>	<u>2020-07-01</u>
<b>Division</b>	<u>Lindsey Ibanez</u>	<u>Approve</u>	<u>2020-10-16</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>2020-10-19</u>
<b>Curriculum Committee</b>	<u>Rebecca Meador</u>	<u>Approve</u>	<u>2020-10-26</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: Bachelor of Arts in Political Science (CIP: )

1. Reason for this program change?

The political science BA requires an upper division international relations course and an upper level comparative politics course. These are currently survey courses, PO 325: IR and PO 335: Comparative. However, the department also requires two other survey courses (required PO 225: IR and PO 235: Comparative). The Department is exchanging the two upper level survey courses (PO 325 and PO 335) with Special Topics courses on IR (PO 373) and Comparative (PO 372) to better take advantage of the strengths of the departmental faculty and also enable students and faculty to delve deeply into an important topic of both sub-disciplines.

2. Complete revised description.

A required curriculum of twenty-five (25 ) credit hours consisting of:

- PO106 The Government of the United States
- PO 107 Kansas and the U.S. State and Local Government
- PO 225 Introduction to International Politics
- PO 235 Introduction to Comparative Politics
- PO 308 Federalism and Public Policies
- PO 372 Topics in Comparative Politics
- PO 373 Topics in International Relations
- PO 390 Applied Political Research
- PO 450 Senior Seminar

A further nine (9) credit hours from the following upper division courses:

- PO 371 Topics in American Politics and Government
- PO 372 Topics in Comparative Politics

PO 373 Topics in International Relations  
PO 374 Topics in Public Administration  
PO 396 Topics in Applied Research  
PO 397 Advanced Applied Research

3. Describe the nature of the proposed change.

Two required upper division courses (PO 325: Advanced International Relations and PO 335: Advanced Comparative Politics) are being replaced by two other IR and Comparative upper division courses (PO 373: Topics in International Relations and PO 372: Topics in Comparative Politics). There is no change in required hours for the major or required upper division courses or even required type (IR and Comparative), just the nature of the IR and Comparative 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? No