

CFC Meeting Agenda
Monday, February 8, 2021, 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 December 7, 2020
- III. Accept Division Reports
 - a. Social Sciences—minutes + electronic voting results Jan. 22, 2021
 - b. Creative/Performing Arts – October 15, 2020; Dec. 7-11, 2020 email; January 14-21, 2021 email
 - c. Humanities – Sept. 1, 2020; Dec. 2, 2020; Dec. 2, 2020 statement on deletions
 - d. Education & Kinesiology – Oct. 21, 2020
- IV. Committee Reports
 - a. CFC Curriculum Committee 11/30
 - i. HL 377
 - ii. MA 200
 - iii. MA 201
 - iv. PH 625
 - v. PS 322
 - vi. PS 340
 - b. CFC Curriculum Committee 1/25
 - i. CN 359
 - ii. MU 402
 - c. CFC Curriculum Committee 2/1
 - i. AN 490
 - ii. CN 344
 - iii. SO 302
 - d. CFC Resources Committee 1/14
- V. New Business
 - a. New Programs
 - i. B.Ed. Speech and Theatre (Proposal was approved when it came through the CPA division; this is the exact same proposal but coming out of Humanities division. These proposals will be put together when presented to CAS.)
 - ii. B.A. in Mass Media, advertising and public relations concentration—new concentration
 - b. Program Changes
 - i. B.A. in Anthropology
 - ii. B.S. in Anthropology

- c. Program Deletions
 - i. Musical Theatre concentration—pending WUBOR approval of B.A. in Musical Theatre
 - ii. B.A. in German
 - iii. Minor in German
 - iv. Masters of Liberal Studies

- VI. Discussion
 - a. Revised Student Perception Survey Instrument

- VII. Information Items

- VIII. Concerns

- IX. Announcements
 - a. WUmester events: Panel 2/10 at noon; Lecture and Panel 2/18 at 2 p.m. – materials in packet

 - b. The Faculty Affairs subcommittee of Faculty Senate is soliciting questions and concerns from faculty, especially untenured faculty, about how COVID-19 has impacted tenure and promotion processes.
 - To provide anonymous feedback, complete this form:
<https://forms.office.com/Pages/ResponsePage.aspx?id=7Wn3jmCVpUOWbSvHjAvQBqIYyGXp719Ii2RY653OkI9UQkFVTDI\WUjgwUVo0UUtEVVE2NVBTRkhETy4u>

 - Also consider attending and voicing concerns at the listening session on 2/10 @ 4 PM:
<https://washburn.zoom.us/j/96727296294?pwd=UTlneWhtSDIBb1VzOUhzUFROY0lxdz09&from=addon>

CFC Meeting Agenda

Monday, December 7, 2020, 4 p.m., via Zoom

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

I. Call to Order - 4:01pm

II. *Approval of CFC Minutes, Monday, November 2, 2020 -- Approved

III. Accept Division Reports -- Accepted

A. *Social Science Division Minutes – November 20, 2020

B. *Natural Science Division Minutes – November 13, 2020

IV. Committee Reports--

A. *CFC Curriculum Committee – October 26, 2020 – with AD 199, 299, 395, 397, 399 info

--These courses were approved by the Social Science Division (the approval can be found in the Social Science meeting minutes).

--A comment was made about the lack of learning outcomes or learning assessments for some of these courses (AD 395, 397, 399). In response to this comment, it was mentioned these are “shells” being created for this new program and all the courses already exist. For example, a History course is offered and cross-listed as an AD course.

--For AD 397, which is an internship course, it says the completion of a directed study is needed under “Course Learning Outcomes.” AD 395 is the directed study course.

--A question was asked about the number of credit hours for an internship. Essentially, what is the requirement for a credit hour? In response to this question, it was commented there is not a common credit hour requirement. Internships have different requirements based on department. Some require papers, some use feedback, etc.

-- Based on the above comments regarding the internship vs. directed study, it was mentioned that clarity is needed to differentiate between the directed study and the internship.

--A comment was made that the 399 Special Topics course should be listed before the internship.

--The courses were sent back to correct language for the internship vs. the directed study.

V. New Business

A. *New Program – B.Ed. Speech and Theatre--Approved.

B. *Program Change – Physical Education – pulled; see Curricular Approval Process

--See below.

VI. Discussion

A. Curricular Approval Process

--Person responsible for course approval and programs left and was not replaced by Information

Technology. This has led to some technical issues this semester.

--A new software "Course.ly" will help with some of the technical issues. The new software is supposed to come online in spring.

--For curricular process changes, the individuals involved will include the CFC and the Department Chairs.

--Last time procedural changes to the Curricular Approval Process occurred was when the computerized procedure was put in place (April of 2008). This topic will be discussed in more detail at a future meeting.

--In regards to course approval, a concern was mentioned regarding the Library approval process that accompanies new courses moving through the system for approval.

B. *Student Perception Forms

--In spring, likely revisions to the student perception forms will again be addressed.

--The VPAA has a desire for university-wide questions.

--It was commented that it is difficult for various schools to agree to common sets of questions. Instead, the committee working on the revised student perception forms will think about the patterns for questions that are consistent across schools.

--In the spring, the CFC and chairs will look at a draft of revised student perception forms and discuss the revised questions.

--Departments will be able to add their own department-specific questions to the student perception forms.

--Among the revised questions will be one related to diversity and inclusion.

--Any additional department-specific questions need to go through the Dean's office for approval.

--The department-specific questions will be added based on the prefix of the course.

VII. Information Items

A. Degree Audit Update

--From a concern mentioned last meeting, degree auditors do not have an easy solution for 150-hour rule.

--The degree auditors added some language to clarify that no more than 6 hours can come from one discipline for the general education requirements.

VIII. Concerns

--There are 3 or 4 courses across the university where all sections of the course take the final exam at the same time. If there is a conflict between a scheduled exam based on day/time and one of these combined exams, which course is responsible for making an exception and allowing the student to take the exam at a rescheduled time?

--It was asked whether there is a plan for vaccinations at Washburn. There is not a plan currently.

IX. Announcements

--Details on Aperion will be out in January.

X. Adjourn - 5:02pm

Social Science Division meeting minutes

January 22, 2021 at noon via Zoom

In attendance: Ashley Maxwell, Lindsey Ibañez, Mary Sundal, Laura Murphy, Jason Miller, Sangyoub Park, Alex Klales, Alex Myers (Sociology/Anthropology), Kelly Erby, Kim Morse, Kerry Wynn, Tom Prasch, Bruce Mactavish, Rachel Gossen (History), Michael McGuire, Mike Russell, Linzi Gibson (Psychology), Linsey Moddelmog (Political Science).

The minutes from the November 20, 2020 meeting were approved electronically on November 30, 2020.

Items of business:

- 1) **Selection of representative to FITAC** (faculty instructional technology advisory committee): Linsey Moddelmog volunteered to serve again; the division unanimously approved her appointment.
- 2) **Forensic Anthropology course changes:** Minor changes are proposed to AN118, AN116, AN316, AN327, AN358, AN375, AN428, AN374. Sundal explained the changes and their rationale. The division voted unanimously to consider the course changes all at once, rather than separately. Ibañez said she will send a poll for members to vote on the changes. Miller asked why a course was titled Anthropology Field School instead of Forensic Anthropology Field School; Sundal responded that it may be a Banner issue and she will look into it.
- 3) **Forensic Anthropology program change:** Mactavish asked how many hours the program consisted of, and Sundal and Klales noted that the required hours would not change under the proposed rules, and they are consistent with college recommendations. Prasch asked why the natural science requirement was 30 hours, and Klales noted that is the university-wide requirement for a concentration in a Bachelor of Science program. Ibañez said this vote will be included in the poll for the course changes, as a separate question.

Discussion items:

Ibañez asked department chairs to notify her by email when they submit course or program changes because she has not received all notifications through the system when changes are submitted.

Morse addressed concerns over the recent announcement by KBOR that member institutions can dismiss tenured faculty without declaring a financial emergency.

Moddelmog asked about summer advising. Erby said there would be changes to NSO advising this summer.

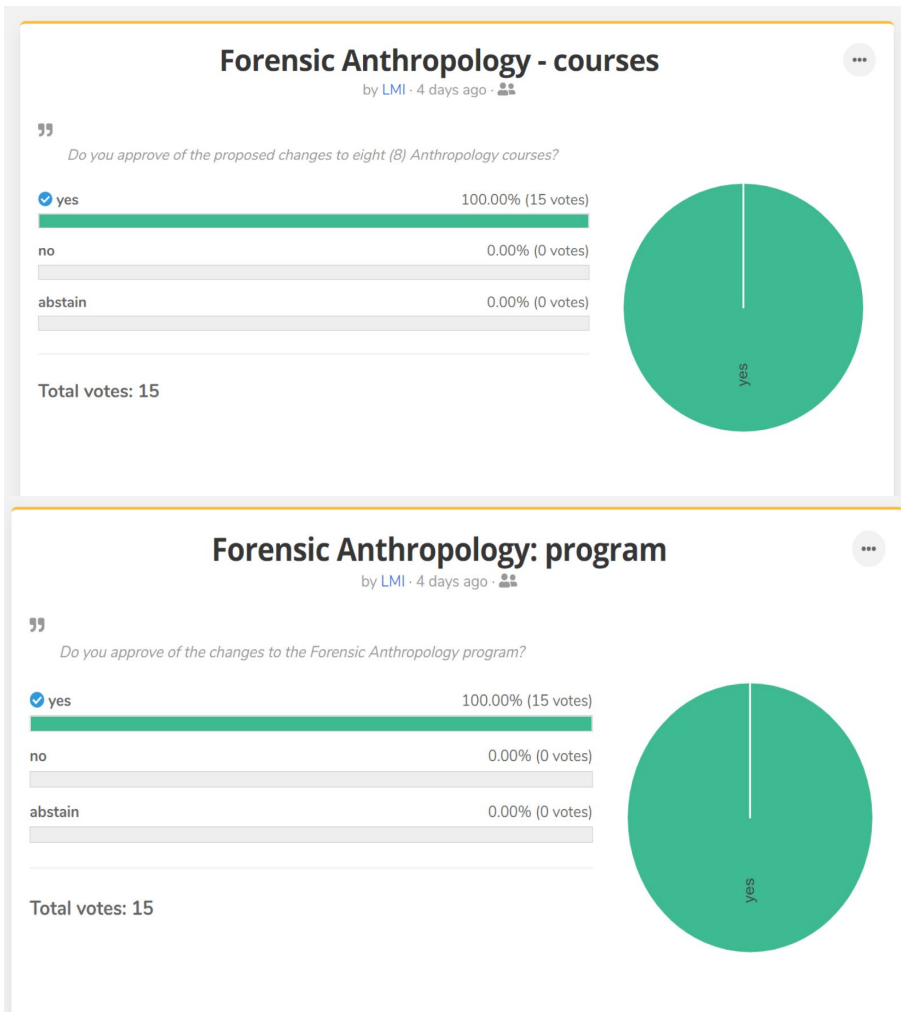
From: [Lindsey Ibanez](#)
To: [socsci](#)
Subject: Vote update and Student Perception Survey
Date: Wednesday, January 27, 2021 1:07:10 PM
Attachments: [CAS Student Perception Survey Instruments.pdf](#)
[FAcourses.png](#)
[FAprog.png](#)

Dear division colleagues,

Thank you for taking the time to vote; the proposed changes to Forensic Anthropology passed.

Also, CAS is seeking our feedback on revisions to the student perception survey; attached is a document that contains 1) the old survey, 2) the abbreviated one we used last spring, and 3) a draft of the proposed revised survey. Please let me know if you have any comments before February 7.

Best,
Lindsey



CPA Meeting Fall 2020, Thursday Oct. 15th@ 12 Noon via Zoom

Agenda

- Introductions
- MLS Program Deletion / CAS Office
 - *Approved by CPA*
- B.Ed in Speech and Theatre
 - *Approved by CPA*
- Vote for Open Committee Seats

- *The Following were approved.*
- *CPA rep on the **Academic/Sweet Sabbatical Committee**, 2 year term, Ye Wang*
- *CPA rep on **Honors Advisory board**, elected in even years, Von Hansen*
- *CPA rep on **Interdisciplinary Studies**, elected in even years, Silas Huff*
- *CPA rep on **University Program Review Committee**, tenured, 2 year term, Mike Hager*

- Announcements and New Business

Virtual Meeting for Voting Dec. 7th – 11th via Email

- Vote for Approval of:
 - Foundations of Music Education 3XX/4XX
 - Elementary Sec Music Ed Vocal
 - Music Accompanying 3XX/4XX

All above approved by CPA.

Virtual Meeting for Voting Jan. 14th – Jan. 2st via Email

- Vote for Program Approval of:
 - BA Mass Media Sports Concentration
 - BA Mass Media Advertising Public Relations Concentration
 - Minor in Applied Media
 - Minor in Film and Video
 - Minor in Mass Media
- *All above approved by CPA.*

- **Vote for Course Changes**
 - Sports and the Media
 - Advanced Student Media Practicum
 - Journalism
 - Cinematography
 - Filmmaking II
 - Creative Media Practicum

- Film Editing and Theory
- Creative Media Writing
- Mass Media Boot Camp
- Filmmaking I
- Visual Communication

- *All above approved by CPA.*

- **Vote for Course Deletions**
 - Cinematic Storytelling
 - Digital Filmmaking I
- *All above approved by CPA.*

Danielle C. Head

**Humanities Division of Washburn University
College of the Arts and Sciences Minutes
September 22, 2020 through September 30, 2020 (online)**

Michael O'Brien, Chair of the Division, conducted a meeting via e-mail beginning September 22, 2020.

New business included approving the following agenda items.

1. Approval of Minutes from April 5-22, 2020 (Online) (see attachment 1)
2. Approval of Program Change-B.A. in Religious Studies (see attachment 2)
3. Approval of Program Change-B.A. in Philosophy (see attachment 3)
4. Approval of Course Change-PH302 (see attachment 4)
5. Approval of Course Change-PH303 (see attachment 5)
6. Approval of Course Change-PH311 (see attachment 6)
7. Approval of Course Change-PH312 (see attachment 7)
8. Approval of Course Change-PH330 (see attachment 8)
9. Approval of Course Change-PH335 (see attachment 9)
10. Approval of Course Change-PH340 (see attachment 10)
11. Approval of Course Change-RG331 (see attachment 11)
12. Approval of Course Deletion-RG601(see attachment 12)
13. Approval of Course Deletion-RG603 (see attachment 13)
14. Approval of Course Deletion-RG605 (see attachment 14)
15. Approval of Course Deletion-RG631 (see attachment 15)
16. Approval of Course Deletion-PH611 (see attachment 16)
17. Approval of Course Deletion-PH615 (see attachment 17)
18. Approval of Course Deletion-PH625 (see attachment 18)
19. Approval of Course Deletion-PH630 (see attachment 19)
20. Approval of Course Deletion-PH635 (see attachment 20)

Members were instructed to vote on the agenda items by reply to Michael O'Brien's e-mail no later than 5:00 p.m. on September 30th.

On October 2, 2020, Michael O'Brien announced via e-mail that all items on the agenda were approved with a quorum.

The meeting concluded on October 2, 2020.

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

CAS Humanities Division Meeting
December 2, 2020, 4:00-5:30 via Zoom

In attendance: Michael O'Brien (chair), Danny Wade, Carson Kay, Erin Chamberlain, Corey Zwikstra, Miguel Gonzalez-Abellas, Helene Perriguet-Keene, Rik Hine, Izzy Wasserstein, Mary Pilgram, Louise Krug, Melanie Burdick, Mary Sheldon, Kara Kendall-Morwick, Kai Xu, Liz Derrington, Tracy Routsong, Jim Schnoebelen, Bradley Siebert, Karen Barron, Vanessa Steinroetter, Justin Moss, Laura Stephenson (guest), and Kelly Erby (guest).

I. Call to Order—Michael O'Brien called the meeting to order at 4:02 p.m.

II. Approval of the minutes from the September 22nd through October 2nd online meeting—
Passed without discussion.

III. Discussion—Dean Laura Stephenson introduced Kelly Erby to discuss the revised proposal of the deletion of the Master of Liberal Studies (MLS). Compared to the previous proposal that was presented and unsupported by the CAS General Faculty on March 4, 2020, Erby explained that the revised proposal includes a stronger rationale with evidence of low enrollment that is “indicative of an academically unsustainable program.” Then Erby explained that although the MLS program has been administered through the CAS Dean's Office and does not require Division approval, the CAS administration has sought support and approval from all the Divisions in the College. HumDiv is the final Division to be contacted, with the other Divisions apparently being supportive.

Several faculty expressed concern and reluctance to approve the deletion of MLS program because the process to approve the deletion sought faculty approval late in the process when it was clear that the administration had made the decision. The process was flawed and nontransparent. Therefore, seeking Division approval this late in the process appears inauthentic and unnecessary when a decision has already been made by the administration to delete the MLS program.

Stephenson responded that it is hard to keep a program when it is not growing. Erby responded that the deletion is based on the fact that students do not find the program attractive and is not a sinister move by the administration. Stephenson admitted that the process taken on the deletion of the MLS program has not been ideal. When queried, Stephenson responded that the Division can choose to vote or not to vote. The discussion concluded and Stephenson and Erby exited the meeting before the Division moved into New Business.

IV. New Business

1. Deletion of the Master of Liberal Studies—Motion was made and 2nd received to table the vote on the deletion of the MLS program. Discussion ensued with faculty continuing to express concerns for how the process for the deletion of the MLS program was flawed and devalued faculty voices in shared governance. As part of the vote for tabling the deletion of the MLS program, the Division will compose a statement reflecting the Division's sentiments that while it recognizes that the deletion of the MLS program must be made, moving forward the Division does not support a CAS decision-making process

that does not truly function by means of shared governance with the faculty. After the statement is composed and approved by the Division, the Division will vote on the deletion of the MLS program at its next meeting, to be held online before the end of the semester. The motion to table the vote on the deletion of the MLS program was approved with nineteen faculty voting yes and two abstaining.

2. New Program-B.Ed. in Speech and Theatre—Motion was made and 2nd received to approve the B.Ed. in Speech and Theatre. During discussion, Jim Schnoebelen requested three friendly amendments: 1) Correct a course number: ED 345 to ED 354, 2.) Add course number ED 410 with the student teaching class, and 3.) List the actual 39 hours of General Education students will be required to take. The friendly amendments were approved by the faculty. The approval of the B.Ed. in Speech and Theatre passed with a unanimous vote.
3. Program Deletion—B.A. in German—Motion was made and 2nd received to table the vote on the deletion of the B.A. in German. Discussion ensued where faculty expressed concerns similar to those pertaining to the process used by CAS to delete the MLS program (no real shared governance). However, Miguel Gonzalez-Abellas (Chair of Modern Languages) and Michael O'Brien expressed that not deleting the program would cause more issues for the department, one being that students would continue to be misled about a program that would exist on paper but would not actually be offered because there is no faculty to teach German. Although the Modern Languages Department does not want to lose a program, it logistically makes sense to delete the program. The motion to table the deletion of the B.A. in German was not approved. A motion was made and 2nd received to approve the deletion of the B.A. in German. The deletion of the B.A. in German was approved with fifteen faculty voting yes, two voting no, and four abstaining.
4. New Course--CN 344 Oral Interpretation. A motion was made and 2nd received to approve the new course: CN 344. Jim Schnoebelen described the new course and discussed the reasons for adding the course. CN 344 was approved with a unanimous vote.
5. New Course--CN 359 Methods of Teaching Speech and Drama. A motion was made and 2nd received to approve the new course: CN 359. Jim Schnoebelen described the new course and discussed the reasons for adding the course. CN 359 was approved with a unanimous vote.

Michael O'Brien offered to help coordinate the volunteers who agreed to form an ad hoc committee to draft the "document" referred to in IV.I. above. Those volunteers thanked him and said they would get him the document soon. O'Brien also said he would investigate the option of the Division using polls (and maybe recording) for voting in future Zoom meetings.

V. Announcements—there were no announcements.

VI. Adjournment-the meeting adjourned at 5:27 p.m.

Respectfully Submitted,

Dr. Danny Wade

Department of English

Secretary to the Humanities Division

Humanities Division Statement on Program Deletions

The Humanities Division (HUMDIV) of Washburn's College of Arts and Sciences (CAS) objects to the process according to which two programs, the Master of Liberal Studies (MLS) and the B.A. in German, were recently (2020) scheduled for deletion. As matters were presented to us, the CAS dean can delete CAS programs at will without the agreement of the faculty and departments who teach and best know the nature, value, and impact of those programs. While the CAS administration did inform HUMDIV of the deletions of the MLS and German programs, it did so *only after the decision to delete had already been made*. Therefore, when the deletions were brought as business to HUMDIV, the process was inauthentic because the division's "approval" was entirely divorced from any actual decision-making role. For example, the CAS Dean has sole control over funding of faculty lines, and thus the decision not to hire for the German line was a *de facto* program deletion. Moreover, an "approval" on our part would have suggested that we support a decision that we did not, in fact, support. Such a *post hoc* process devalues and negates shared governance, particularly in relation to faculty input, and contravenes the recommendation of the American Association of University Professors (AAUP). Though HUMDIV recognizes that programs must be periodically assessed and can be deleted for sound reasons, we do not support a decision-making process that gives faculty little voice and no power in governance. We ask that program deletions be presented to us as legitimate points of debate *before* funding decision are made. If the division has no power and cannot give real consent in program deletions, we ask that CAS present deletions such as the MLS and B.A. in German as information items with no request for action from us.

Further, HUMDIV wonders if the CAS dean devoted sufficient time and resources to supporting these programs before deleting them. Starving a struggling or low-enrolled program becomes a self-fulfilling prophecy. Such a precedent could trouble other programs in the future and negatively impact faculty and departments in doing their work for and with students by casting the shadow of a threat above our heads. We cannot work well in the dark. HUMDIV hereby expresses its concern with CAS's current program-deletion process. We object to any request to rubber-stamp decisions made without faculty input as offering approval to such would give the appearance of participation and support. More broadly, HUMDIV must be a part of full, authentic shared governance that involves faculty, departments, and divisions in decision-making processes, including relevant budgetary decisions, to the benefit of students, faculty, and the university.

Attending: ED: Alexander, Carlson, Carter, Douglass, Dye, Fry, Lutz, Pownell, Rettig, Steffen
KN: Burns, Dirks, Friesen, Garrison, Lockwood, Weir, Wohl

1. Call to Order at 3:00pm by Roy Wohl, Division Chair
2. Minutes from 10/23/19 sent to members by email for review. No additions deletions or corrections discussed. Motion carried and minutes adopted.
3. Master of Liberal Studies – discussion of a revised proposal to delete the Master’s in Liberal Studies Program – brought by Kelly Erby and Laura Stephenson.
 - a. Steffen questioned the rationale for deleting the MLS, suggesting it is hard to create programs and to delete it may be problematic in the future if this is brought up again.
 - b. Stephenson explained the dwindling numbers pursuing this degree and the problem offering course work in a timely fashion, with so few students, justifies elimination.
 - c. Motion to eliminate the degree carried and approved.
4. KN proposals –(rationale attached)
 1. Motion to delete HL207 carried and approved.
 2. Motion to increase HL377 from 2 credits to 3 credits carried and approved
5. Committee reports –
 1. Academic Sweet Sabbatical (Friesen) – not met
 2. Faculty Senate (Friesen) – main discussion was about Spring Break and pros/cons of having it or cancelling altogether. WSGA wanted 3 mental health days. Decision made to cancel Spring Break but give two Fridays off from academic work at some point in the semester.
 3. Assessment (Dye) – have met 4 times since Sept. Main emphasis has been on needing retraining in Taskstream and reviewing/evaluating the current rubric.
 4. CAS Library (Dirks) - not met
 5. CAS Promotion & Tenure (Douglass) – met 3 times and reviewed 9 petitions
 6. Division Chair (Wohl) – checking to determine if Diversity Committee is a Division Committee or CAS Committee and needs to be filled by an EDKN member. Erby stated the Diversity Committee was not an EDKN Committee, but anybody can contact her if interested in serving on it.
 7. General Education (Wohl) – not met. Meeting scheduled for early November.
 8. Honors (Burns) – not met. Noted the Kerry Wynn is doing a good job getting this committee going again and has good ideas for increasing Honors courses.
 9. Interdisciplinary Studies (Lockwood) – not met
 10. Undergraduate Probation and Reinstatement (Weir) – not met
 11. University Program Review (Dirks) – not met. Noted that Dirks has replaced Fry.
 12. College Faculty Council (Wohl) – Determined Committee appointments. VPAA is working on a common assessment across academic units for students to evaluate their courses and instructors - departments will be able to add specific questions as needed. Discussed a “recognition ceremony” to be held in White Concert Hall on Friday Nov 20th
6. New business, concerns, announcements - None
7. Adjourn – Motion to adjourn at 4:05pm carried and approved

College Faculty Council
Curriculum Committee Minutes
November 30th, 2020, 4:00 PM – Zoom Meeting

Present: Meador, Moss, Schnobelen, Sharp, Smith, Steffen, (Steffen approved PS courses via chat – needed to attend another meeting). Dickinson approved courses and programs below via email prior to meeting (general statement).

Approval of the 10/26/2020 minutes accomplished via email (week of 11/9/2020).

- I. The following program changes were discussed:
 - a. B.Ed. in Speech and Theatre, *New Program, **Approved***
 - i. Program generated through Theatre
 - ii. Program to prepare students for speech, theatre, debate, forensics, and radio/television at the secondary level.
 - iii. Working with Education and Speech
 - iv. ED 354, not ED 345, friendly amendment regarding the course number
 - v. Student Teaching ED 410, friendly amendment regarding the course number
 - vi. Some discussion about adding specific general education courses to the proposal.
 - b. Bachelor of Education in Physical Education, *Program Change, **Approved***
 - i. Degree requirements are in place but the program description needs to be approved.
 - ii. The new description reflects graduation requirements
 - iii. ED 400, should be ED 440, friendly amendment
- II. The following courses were discussed:
 - a. Philosophy of Mathematics (PH 625), *Course Deletion, **Approved***
 - i. Masters of Liberal Studies has been phased out thus, this course is no longer necessary at the 600 level.
 - ii. The department voted unanimously to remove the course
 - iii. Trying to remove from Banner
 - b. Crit Issues in Health (HL 377), *Course Change, **Approved***
 - i. HL 207 is being eliminated from the program and the content will be moved to HL 377.
 - ii. Credit hours will be adjusted to accommodate the additional content, thus 2 credits with move to 3 credits.
 - iii. The prerequisite of KN 248 will remain in place for HL 377
 - iv. The description will remain the same
 - c. Number & Operation for Elementary Teachers (MA 200), *New Course, **Approved***
 - i. Part of a new 2-course sequence
 - ii. To replace MA 228
 - iii. Education Department is restructuring the Elementary Education B.Ed.
 - d. Geometry, Proportion & Data Analysis for Elementary Teachers (MA 201), *New Course, **Approved***
 - i. Part of a new 2-course sequence
 - ii. To replace MA 229
 - iii. Education Department is restructuring the Elementary Education B.Ed.

- e. Electronics (PS 340), *Course Change, **Approved***
 - i. Change regarding title, description and prerequisites:
 - 1. New title, “Computer Interfacing and Instrumentation”
 - 2. New description to better reflect content
 - 3. Prerequisites: PS 262 or PS 282
- f. Electronic Laboratory (PS 322) CAS Approval issues, *Course Change, **Approved***
 - i. Change regarding title, description, and number of credit hours:
 - 1. New title, “Circuits and Electronics”
 - 2. New description to better reflect content
 - 3. Move from 2 credits to 3 credits (for transfer students)

Meeting Adjourned, 4:29 PM

Advice sought after meeting from Kelly Erby regarding the mention of specific general education courses for the B.Ed. in Speech and Theatre. Decision made to invite the Theatre Department to add specific general education courses to be congruent with other recent program proposals, 11/31/2020-12/2/2020. Program update reflected at the 12/7/2020 CFC meeting.

Submitted by Rebecca Meador



Washburn University
College of Arts & Sciences - Course Approval System

Course Deletion Request

PH 625

Philosophy of Mathematics

What is the rationale for the course deletion?

Since the Master of Liberal Studies degree is being phased out, there is no longer any need to teach this course in its 600 level form. While it is not in the printed catalog, it is in the electronic (Banner) catalog. The department unanimously approved of this course deletion.

Is the course being deleted from the catalog being replaced with another course? N

If yes, *please explain*:

Is the content of this course being distributed to another course or group of courses? N

If yes, *please explain*:

Will the course deletion in any way alter the program leading to teacher certification? N

If yes, *please explain*:

Will the course deletion in any way affect department offerings or majors? N

If yes, *please explain*:

Initiator's E-mail Address: ian.smith1@washburn.edu

DIVISION APPROVAL Y

DEAN APPROVAL Y

Also approved by Humanities Division as indicated below.

Humanities Division of Washburn University

College of the Arts and Sciences Minutes

September 22, 2020 through September 30, 2020 (online)

Michael O'Brien, Chair of the Division, conducted a meeting via e-mail beginning September 22, 2020.

New business included approving the following agenda items.

1. Approval of Minutes from April 5-22, 2020 (Online) (see attachment 1)
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Members were instructed to vote on the agenda items by reply to Michael O'Brien's e-mail no later than 5:00 p.m. on September 30th.

On October 2, 2020, Michael O'Brien announced via e-mail that all items on the agenda were approved with a quorum.

The meeting concluded on October 2, 2020.

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

CFCCC APPROVAL Y



Washburn University
College of Arts & Sciences - Course Approval System

Change Request Form

HL 377

Crit Issues in Health

What is the rationale for the change?

HL207 Stress and Weight Management is being eliminated from the KN> Health and Fitness Promotion degree and the content of the course is being added to HL377, making it necessary to increase the amount of credit for HL377 from 2 credits to 3 credits. The prerequisite of KN248 or consent of instructor will remain.

Please indicate what about the course is to be changed?

- | | |
|---|--|
| <ul style="list-style-type: none"> - Course Description (minor change) - Course Number Yes Credit Hours <ul style="list-style-type: none"> - Change from graded to credit/no credit - Requesting General Ed. Approval | <ul style="list-style-type: none"> - Course Description (substantive change) - Course Title - Course Prerequisites - Change from credit/no credit to graded - Other |
|---|--|

If "Other", *please specify*:

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

Content from HL207 is being added to HL377, making it necessary to increase the amount of credit for HL377 from 2 credits to 3 credits. The course description for HL377 will remain the same.

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

None

- Course repeatable?

Effective date? Fall 2021 semester

Initiator's E-mail Address: roy.wohl@washburn.edu



Washburn University
College of Arts & Sciences - Course Approval System

Course Information Form

Course Title: **Number & Operation for Elementary Teachers**

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

Course Level: **Undergraduate** Prefix: **MA** Course Number: **200**

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

Course Catalog Description *(include prerequisites)*

Investigation of K-6 mathematical concepts and procedures for counting & cardinality, patterns & algebraic thinking, number systems, operation with whole numbers, fractions, decimals & integers. Significant emphasis on conceptual in-depth understanding of these mathematical topics and connecting concepts to a range of procedures for beginning teachers.

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

MA112 or higher (or appropriate ACT or SAT quantitative score as determined by the Mathematics Department)

Restrictions? **Majors only** Course offered? **Every semester**

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

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

None

Please state the rationale for offering this course:

: This course is the first course in a new two-course sequence and will replace the course: MA 228. The Education department is restructuring the Elementary Education B.Ed. Undergraduate program.

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

If 'Yes', which major(s)?

Bachelor of Education in Elementary Education

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

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.

MA200 Number and Operation for Elementary Teachers

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

Catalog Description: Investigation of K-6 mathematical concepts and procedures for counting & cardinality, patterns & algebraic thinking, number systems, operation with whole numbers, fractions, decimals & integers. Significant emphasis on conceptual in-depth understanding of these mathematical topics and connecting concepts to a range of procedures for beginning teachers.

Instructor:

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

Class Meetings: Appropriate for 3 Credit Hour Course (likely MW for 75 minutes)

Text and Appropriate Text is required

(Likely Mathematics for Elementary Teachers (7th Edition) By Bassarear)

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

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

1. Develop conceptual awareness of the structures of number & operation
2. Explain foundational ideas of counting & cardinality
3. Demonstrate facility with standard and non-standard algorithms with rational numbers
4. Solve problems involving operations on rational numbers
5. Solve problems involving algebraic reasoning & patterning
6. Use patterning to extend arithmetic procedures to algebraic thinking
7. Demonstrate key K-6 ideas using a variety of representations

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

- carry out calculations as required by the problem situation;
- represent abstract mathematical ideas in various and appropriate mathematical forms;
- model a variety of real-world problems and draw appropriate conclusions based on analysis of multiple representations;
- describe concepts and connections between concepts & procedures;
- articulate and evaluate important assumptions as a part of the modeling process;
- communicate, clearly and concisely, the results of a problem-solving endeavor using appropriate mathematical and written and oral conventions.

Course Grade

Homework/Assignments (20% of grade):

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

In class exams/projects (60% of grade)

The unit exams/projects will assess your acquisition of the mathematical content. Included in this grade is the ability to describe your conceptual understanding in written form and with visual representations.

Final Exam (20% of grade)

A comprehensive final exam/project.

A final course grade will be assigned as follows:

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

Additional comments:

None

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

Initiator's E-mail Address: sarah.cook@washburn.edu



Washburn University
College of Arts & Sciences - Course Approval System

Course Information Form

Course Title: **Geometry, Proportion & Data Analysis for Elementary Teachers**

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

Course Level: **Undergraduate** Prefix: **MA** Course Number: **201**

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

Course Catalog Description *(include prerequisites)*

Investigation of K-6 mathematical concepts and procedures for geometry, measurement, proportional reasoning, and probability & statistics. Significant emphasis on conceptual in-depth understanding of these mathematical topics and connecting concepts to a range of procedures for beginning teachers.

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

MA200 with a "C" or better.

Restrictions? **Majors only** Course offered? **Every semester**

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

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

None

Please state the rationale for offering this course:

This course is the second course in a new two-course sequence and will replace the course: MA 229. The Education department is restructuring the Elementary Education B.Ed. Undergraduate program.

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

If 'Yes', which major(s)?

Bachelor of Education in Elementary Education

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

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.

MA201 Geometry, Measurement & Data Analysis for Elementary Teachers

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

Catalog Description: Investigation of K-6 mathematical concepts and procedures for geometry, measurement, proportional reasoning, and probability & statistics. Significant emphasis on conceptual in-depth understanding of these mathematical topics and connecting concepts to a range of procedures for beginning teachers.

Instructor:

Prerequisite: MA 200 or higher with a "C" or better.

Class Meetings: Appropriate for 3 Credit Hour Course (likely MW for 75 minutes)

Text and Appropriate Text is required

(Likely Mathematics for Elementary Teachers (7th Edition) By Bassarear)

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


Course Objectives:

1. Develop conceptual awareness of the structures of geometry & measurement
2. Explain formulae derivation for measurement
3. Solve problems involving measurement
4. Develop conceptual awareness of proportional reasoning
5. Solve problems involving rate/ratio/proportions
6. Develop conceptual awareness of probability & statistics
7. Solve problems involving probability & statistics
8. Demonstrate key K-6 ideas using a variety of representations


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

- carry out calculations as required by the problem situation;
- represent abstract mathematical ideas in various and appropriate mathematical forms;
- model a variety of real-world problems and draw appropriate conclusions based on analysis of multiple representations;
- describe concepts and connections between concepts & procedures;
- articulate and evaluate important assumptions as a part of the modeling process;
- communicate clearly and concisely, the results of a problem-solving endeavor using appropriate mathematical and written and oral conventions.


Course Grade

 Homework/Assignments (20% of grade):

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

 In class exams/projects (60% of grade)

The unit exams/projects will assess your acquisition of the mathematical content. Included in this grade is the ability to describe your conceptual understanding in written form and with visual representations.

 Final Exam (20% of grade)

A comprehensive final exam/project.

A final course grade will be assigned as follows:

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

Additional comments:

None.

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

Initiator's E-mail Address: sarah.cook@washburn.edu



Washburn University
College of Arts & Sciences - Course Approval System

Change Request Form

PS 340

Electronics

What is the rationale for the change?

We propose changing the title, description, and prerequisites for this course.

The current name of the PS 340 course (Electronics) does not appropriately reflect the course description, nor is it in line with similar courses in Physics Departments across the nation. While the current course description is fitting, it should be updated to better reflect the specific changes that have been made to the course curriculum.

The proposed changes to the course title and description will better represent the course to students in order for them to make better informed decisions during registration and academic planning. Moreover, the proposed course title and descriptions would benefit students during registration and academic planning by better differentiating the PS 340 course from the PS 322 course. Our department has spent substantial funds in order to the purchase multiple academic site licenses of the LabVIEW software program, which is the industry standard for computer interfacing and instrumentation among physicists and engineers. We would like to reflect this in the course description in order to demonstrate to our students' future employers or graduate schools that students who have passed the PS 340 course have been trained in using LabVIEW specifically. This will help our graduates by making them more competitive applicants for both jobs and graduate programs.

Finally, the MA 253 course prerequisite is simply not necessary.

Please indicate what about the course is to be changed?

- | | |
|---|---|
| <ul style="list-style-type: none"> - Course Description (minor change) - Course Number - Credit Hours - Change from graded to credit/no credit - Requesting General Ed. Approval | <ul style="list-style-type: none"> Yes Course Description (substantive change) Yes Course Title Yes Course Prerequisites <ul style="list-style-type: none"> - Change from credit/no credit to graded - Other |
|---|---|

If "Other", *please specify*:

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

New PS 340 Course Title: "Computer Interfacing and Instrumentation"

New PS 340 Course Description: "Design and implementation of scientific instruments via computer interfacing, emphasizing both software and hardware considerations. LabVIEW and Arduino platforms are used specifically. Two lecture hours and one three-hour laboratory per week. Prerequisites: PS 262 or PS 282."

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

None.

- Course repeatable?

Effective date? Fall 2021

Initiator's E-mail Address: karen.camarda@washburn.edu



Washburn University
College of Arts & Sciences - Course Approval System

Change Request Form

PS 322

Electrical Laboratory

What is the rationale for the change?

We propose to change the title, description, and number of credits for this course. The current course title, description, and crediting has caused confusion for students during registration, as well as transfer credit issues for our Engineering Transfer students.

The current name of the PS 322 course (Electrical Laboratory) does not appropriately reflect the course, nor is it in line with similar courses in Physics Departments across the nation. In addition, the course description needs to be updated in order to better detail the course content. The proposed changes to the course title and description will better represent the course to students in order for them to make better informed decisions during registration and academic planning.

The course credit should be increased from 2 to 3 credits. The increase from 2 to 3 credits will specifically help the department's Engineering Transfer students, who are a large subset of our majors. Engineering students are required to complete a 3-credit course in circuits and electronics by schools offering four-year engineering degrees. Our Engineering Transfer students have trouble transferring the PS 322 course for credit in their engineering programs because it is only a 2-credit course. As such, they may be required to repeat the course while in their engineering program. By increasing the crediting and associated contact hours of the PS 322 course, course credit will transfer more seamlessly for our Engineering Transfer students in order to fulfill their prerequisites for their engineering programs. The updated course title and description will also help the issue of transfer credit for our Engineering Transfer students.

Please indicate what about the course is to be changed?

- | | |
|--|--|
| <ul style="list-style-type: none"> - Course Description (minor change) - Course Number Yes Credit Hours - Change from graded to credit/no credit - Requesting General Ed. Approval | <ul style="list-style-type: none"> Yes Course Description (substantive change) Yes Course Title - Course Prerequisites - Change from credit/no credit to graded - Other |
|--|--|

If "Other", *please specify*:

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

New PS 322 Course Title: "Circuits and Electronics"

New PS 322 Course Description: "Design and applications of DC and AC circuits along with electrical measurement and analysis. Topics include filters, complex impedance, Fourier analysis, and semiconductor devices. Two lecture hours and three laboratory hours per week. Prerequisite: PS 262 or PS 282."

New PS 322 Credits: 3

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

None.

- Course repeatable?

Effective date? Fall 2021

Initiator's E-mail Address: karen.camarda@washburn.edu

College Faculty Council
Curriculum Committee Minutes
January 25th, 2021, 4:00 PM – Zoom Meeting

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

Call for approval of the 11/30/2020 minutes, approved, 1/25/2021

- I. The following programs were discussed:
 - a. Bachelor of Arts in Anthropology, *Change, Approved*
 - i. Result of program student learning outcomes review, reflection on current professional standards and practices, skill development, etc.
 1. Revised set of PSLOs included
 2. 33 credit hours in Anthropology
 3. Linguistic anthropology now required
 4. An introductory sociology course was deleted, cited as not directly relating to the PSLOs
 5. AN 490 required
 6. “Area studies” course replaced with an upper division elective
 - b. Bachelor of Arts in German, *Deletion, Approved*
 - i. Limited number of majors, stopped taking new majors, low enrollment courses
 - ii. Declining enrollment is cited as a national trend
 - iii. Will keep GE code
 - c. Deletion of the Minor in German, *Deletion, Approved*
 - i. The department does not have a faculty position in German, thus they are not able to support courses in German that would be required for a minor
 - d. Musical Theatre Concentration, *Deletion, Approved*
 - i. The department has approved a new B.A. in Musical Theatre, thus the concentration is no longer needed
 - ii. Affects music, but the courses remain the same
 - iii. Friendly amendment to include further information for questions 2 and 4.
 - e. B.Ed. in Speech and Theatre, *New Program, Approved*
 - i. Created to ensure a comprehensive skill set: teaching theatre, speech, debate, forensics and radio/television at the secondary level
 1. 120 credit hours
 - a. 39 university required hours
 - b. 39 hours in Education
 - i. Friendly amendment to remove asterisks
 - c. 18 hours in Communication Studies
 - d. 18 hours in Theatre
 - e. 3 credits in Mass Media
 - f. 3 credits in Communication Studies or Theatre
 2. Area areas to be affected
 - a. Education, Communication, Theatre, 1 course in Mass Media
 - f. Master of Liberal Studies, *Deletion* (Information only at this point)

- i. Some light discussion that CFC-CC may see this deletion proposal come through our committee for consideration
 - II. The following courses were discussed:
 - a. Methods of Teaching Speech and Drama (CN 359), *New Course/Reactivated, **Approved***
 - i. Teaching methods course for speech
 - ii. Created for B.Ed. Speech and Theatre Degree
 - iii. "CN" designation
 - iv. Prerequisites, Professional Education admission and advisor approval
 - v. Reactivating the course in Banner
 - 1. Credit application discussed, TH verse CN
 - a. To be discussed amongst program chairs involved
 - b. Senior Research Seminar (MU 402), *New Course, **Approved***
 - i. Preparation for graduate study and professional activity
 - ii. Currently being offered
 - 1. New course number
 - a. Original 400 number conflicted with independent study courses
 - 2. New course title, Senior Research Seminar
 - 3. Required for Bachelor of Arts in Music and Bachelor of Music Performance
- III. These courses will be carried over to a future meeting
 - a. AN 302/SO 302
 - i. Some committee members commented on a discrepancy in the course titles
 - b. Applied Anthropology (AN 490)
 - c. Oral Interpretation (CN 344)
- IV. Additional CFC-CC Meeting, 2/1/2021
 - a. Light discussion regarding the proposed timeline, CFCCC (2/1) preparing for CFC (2/8)

Meeting Adjourned, 5:00 PM

Submitted by Rebecca Meador

Jim Schnoebelen/Michaela Saunders/Kelly Erby were contacted regarding the friendly amendment, B.Ed. in Speech and Theatre, 1/25/2021 (email)

Sharon Sullivan/Michaela Saunders/Kelly Erby were contacted regarding the friendly amendment, Musical Theatre Concentration Deletion, 1/25/2021 (email)

Sought clarification from Mary Sundal/Kelly Erby and eventually Michaela Saunders concerning the AN302/SO302 title discrepancy, 1/25/2021 - 1/26/2021 (email)



Washburn University
College of Arts & Sciences - Course Approval System

Course Information Form

Course Title: **Methods of Teaching Speech and Drama**

Department: **Communication** Division: **Humanities**

Course Level: **Undergraduate** Prefix: **CN** Course Number: **359**

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

Course Catalog Description *(include prerequisites)*

The study and application of teaching strategies for secondary education certification in speech. Prerequisites: Advisor approval and formal admission to teacher education.

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:

The Teaching Methods class is required to satisfy requirements for our soon-to-be approved B.Ed. in Speech and Theatre.

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

If 'Yes', which major(s)?

B.Ed. in Speech and Theatre (to be approved)

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.

CN/TH 359: SP/TH Teaching Methods

Instructors:

Office Locations:

Office Hours:

Office Phones:

Office E-mails:

Required Textbook: None

Course Goal: To prepare students with pedagogical tools/methods for teaching Speech and Theatre (SP/TH) at the secondary level.

Course Objectives: By the end of this course, students will be able to:

1. articulate a philosophy of teaching SP/TH in the secondary school;
2. identify objectives/standards for student achievement created/adopted by both KS schools and recognized national organizations;
3. apply planning methods to develop curriculum, units and lessons specific to SP/TH;
4. apply assessment of student learning techniques to evaluate student learning;
5. identify resources to develop learning activities, production techniques, forensics teaching and coaching standards, and on-going teacher education training;
6. develop co-curricular SP/TH program goals and objectives;
7. articulate and apply management considerations for running a SP/TH co-curricular program (i.e. student behavior expectations/management, parent involvement and cooperation. Safety, potential travel, budget, space, administrative expectations, community interactions, copyright, planning/execution, field specific evaluation/peer-review (i.e. Thespians, National Speech and Debate Association, and other professional organizations), hosting tournaments, etc.

Course Outcomes: To demonstrate achievement of above objectives will create a portfolio that includes the following:

Section 1: Theatre Section of Portfolio (100 points):

1. Philosophy of Teaching: Philosophy should include teacher and student role in the learning process, a vision of theatre in the social/civic and educational framework, implications for the practical application of theatrical education and production in an educational setting, evidence of informed choices (best practices), and considerations of differing views;
2. Copy of Current KS Standards for teaching of SP/TH;
3. Curriculum Outline for one course that applies the KS Standards. The course outline should include course objectives and overall assessment for a semester long (14-16 week) approach to a particular course in Theatre. (for example, Technical Theatre, Introductory Theatre, Advanced Theatre, Performance techniques, etc.);
4. Unit Outline for one unit within the course chosen for #3. The Unit should include objectives and assessment for concepts chosen for the Unit;
5. Lesson for one class within the Unit chosen for #4. The Lesson should include objectives, assessment, activities, resources needed, and processes for the chosen lesson. Student should be prepared to teach the lesson to a sample student group;
6. Bibliography of Resources: The bibliography of resources should identify a minimum of five resources for each KS Theatre standard that could be utilized in developing coursework or theatrical production in an educational setting. The bibliography should also include a list of Theatre organizations that support on-going theatre skills development (Kansas Thespians, etc.);
7. Philosophy of a Theatre Production program: The production philosophy should articulate: role of teacher/director, student and relevant community in production choices, execution and performance; considerations for production/practical program based on large/med/small school resources/expectations; considerations of evidence based practices and alternative views;
8. Sample Production Season: The sample production season should include rationale for production choices based on educational and production philosophy and goals; considerations for student population, teacher resources and relevant community interaction/expectations; a sample budget, timeline and resources required for the production season implementation; management plan for implementing season; and consideration of special needs the season choices may encompass;
9. Response to a Case Study Management Issue: Based on either the course or production season submitted, a practical case problem will be presented. The evaluation of options and course of action to case problem will be included.

Section 2: Speech Section of Portfolio (100 points):

1. Philosophy of Teaching: Philosophy should include teacher and student role in the learning process, a vision of the forensic arts in the social/civic and educational framework, implications for the practical application of speech education and competition in an educational setting, evidence of informed choices (best practices), and considerations of differing views;
2. Copy of Current KS Standards for teaching of SP/TH;
3. Curriculum Outline for one course that applies the KS Standards. The course outline should include course objectives and overall assessment for a semester long (14-16 week) approach to a particular course in Speech. (for example, Public Speaking, Persuasion, Debate, Small Group Communication, etc.);

4. Unit Outline for one unit within the course chosen for #3. The Unit should include objectives and assessment for concepts chosen for the Unit;
5. Lesson for one class within the Unit chosen for #4. The Lesson should include objectives, assessment, activities, resources needed, and processes for the chosen lesson. Student should be prepared to teach the lesson to a sample student group;
6. Bibliography of Resources: The bibliography of resources should identify a minimum of five resources for each KS Speech standard that could be utilized in developing coursework or speech competition in an educational setting. The bibliography should also include a list of Speech organizations that support on-going speech skills development (KSHSAA, National Speech and Debate Association, etc.);
7. Philosophy of a Forensics program: The philosophy of a Forensics program should articulate: the roles of coach and student in learning about and competing in forensics (speech and debate), the educational value of forensics education, and the role such an education may play in terms of civic dialogue and engagement;
8. Sample Competition Season: The sample competition season should include rationale for travel and/or hosting choices based on educational and philosophical goals in concert with budgetary constraints; considerations for student population, teacher resources and relevant community interaction/expectations; a sample budget, timeline and resources required for the competition season; management plan for implementing the season; and consideration of special needs the season choices may encompass;
9. Response to a Case Study Management Issue: Based on either the course or competition season submitted, a practical case problem will be presented. The evaluation of options and course of action to case problem will be included.

Additional comments:

Note: This course was in Banner a long time ago, so we are in essence reactivating it.

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

Initiator's E-mail Address: jim.schnoebelen@washburn.edu



Washburn University
College of Arts & Sciences - Course Approval System

Course Information Form

Course Title: **Senior Research Seminar**

Department: **Music** Division: **Creative & Performing Arts**

Course Level: **Undergraduate** Prefix: **MU** Course Number: **402**

Effective Semester: **Fall** Effective Year: **2020** Credits: **2**

Course Catalog Description *(include prerequisites)*

Development and application of research, information literacy, and writing skills in preparation for graduate study and professional activity in music. Designed for music performance majors, but open to all music majors.

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

None

Restrictions? **Majors only** Course offered? **Every other semester**

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 currently being offered. We are providing a new course number for clarity and changing the title to reflect our current degree programs. The course was using MU 400 as a course number which conflicted with other independent study courses. This course is required for Performance and Bachelor of Music Arts majors and is not an independent study course.

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

If 'Yes', which major(s)?

Bachelor of Musical Arts, Bachelor of Music Performance

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 Music
Course Syllabus

MU 400-A: Senior Seminar

Semester: Fall 2020

Course Number: MU 400-A

CRN: 30748

Course Title: Senior Seminar

Meeting Days: Tuesday/Thursday

Meeting Time: 9-9:50 a.m.

Meeting Place: GC 218

Instructor: Dr. Kelly Huff

Instructor Office: GC 233C

Instructor Phone: 785-670-3310

Instructor Email: kelly.huff@washburn.edu

Office Hours: M-F 1-2 p.m., virtual only (Zoom link on the front page of our D2L course)

Inclusive Learning Statement

Your success in this class is important to me. We all need accommodations or adaptations because we all learn differently! If there are aspects of the course that prevent you from learning or exclude you, please let me know as soon as possible. Together we will develop strategies to meet your needs and the requirements of the course. Remember: I am on your side and I want nothing more than to see you thrive – not only in this course but in life!

Required Materials

Technology: computer, tablet or phone capable of working with:

- D2L
- Zoom (requires microphone and speaker/headphones)
- Youtube
- Document creation tools, such as Word/Powerpoint, or Google Docs/Slides
- Video & audio creation/editing tools (optional)

Course Description & Goals

Course Description. An introduction to research and writing skills as applicable to graduate study and professional activity in music, introduced through focused practice.

Goals:

- To expand skills in research and professional/technical writing as applied to music.
- To produce writing samples and other technical writing artifacts that may be used for applications for graduate programs and/or employment.

Learning Outcomes/Professional Standards.

The following are outcomes/standards addressed and/or assessed for university assessment, National Association of Schools of Music accreditation, and Kansas music teaching standards for licensure:

1. University Student Learning Outcomes (USLOs)

- a. 1. Communication
- b. 2. Critical/Creative Thinking
- c. 5. Information Literacy

2. Music Program Student Learning Outcomes (PSLOs)

- a. 3. Demonstrates the ability to analyze and describe music.
- b. 4. Demonstrates listening skills in music.

3. NASM Standards (National Association of Schools of Music)

- a. 1: Music Competencies – performance skills, musicianship skills and analysis, composition, technology synthesis

4. KSDE Music Teaching Standards

- a. 4. Listening to, analyzing, describing, and performing music.

General Policies

Attendance: In-Person & Remote

Since this course is largely discussion and interaction-focused, participation is expected as an official portion of the grade. If a class must be missed for some reason, it is your responsibility to ask about missed work. Except in cases of emergency or illness, no makeup assignments will be given without prior notice and approval.

Late Work, Deadlines, and Assignment Submission Procedures

Unless noted otherwise, assignments will be due on by 11:59pm on the dates listed on the schedule.

- Late Work: 5% will be deducted for each day past the original deadline, unless we make another arrangement.
- Assignment Submissions: No printed copies of assignments will be accepted: everything will be submitted virtually. If a D2L submission folder doesn't work for some reason, email is fine.

If something comes up and you need an extension or an exception to the late work deduction, please talk to me! We can work something out. My general policy is "better late than never." I would rather you complete the work and learn something than not do anything at all.

Professional Conduct

The Music Department uses its Professional Conduct Policy when dealing with any student behavioral problems. Please refer to the Music Department Handbook for details on this policy.

Official Email Addresses and Course Communication

Your Washburn University email address will be the official address used by the University for relaying important messages regarding academic and financial information. It will be used by your instructors to provide specific course information. Emails sent to your Washburn University email address will be considered your official notification for important information.

Addendum to University Master Syllabus Additions: Concealed Carry Policy

Due to the active instructional nature of music courses, the potential exists each class period that you will be separated from your bag. Please make arrangements prior to class. Any required off-campus activity is subject to the established policy of the scheduled location. It is the responsibility of the student to determine the policy of that individual facility.

Grading & Types of Assignments

Grading and Assignments. Grades will be determined according to a standard A-F scale (A – 90-100%; B – 80-89%; C – 70-79%; D – 60-69%; F – 0-59%). Points will be distributed as follows:

Written Assignments (Writing & Research Skills): 40%

Research Project: 40%

Class Attendance/Participation: 20%

- Research Skills Assignments: We will talk about various research and technical writing methods that will be valuable to you as you enter graduate school and/or search for employment. Due dates will be posted on the course schedule, and assignment details will be provided either in class or posted to D2L.
- Research Project. The bulk of this course is devoted to building research skills and learning to communicate your findings effectively. You will complete two main components: an oral presentation, and a formal project that will be turned in to accompany your presentation.
 - o Oral Presentation: Everyone will complete a research project, culminating in a 15-minute presentation that will be given during our final exam time. Your topic may cover any period/genre in music.
 - o Formal Project Options:
 - ▣ Conference-Style Paper. The paper will be written in the style of those presented at a professional conference, rather than a traditional research paper. Your work should be an example of well-organized research, thoughtful reflection on the topic, and good technical writing.
 - ▣ Mini Lecture Recital. You may cover any literature that is of interest to you. Your presentation will include a performance of no more than 10 minutes, and you will provide at least 5 minutes of context on the repertoire/composer selected and submit a short paper summarizing your research findings. Your work should be an example of well-organized research and thoughtful reflection on the topic.
 - ▣ Alternative Format. Alternative formats are also welcome, such as building a website, producing a video, or creating a podcast episode to present your research. You have full license to be creative, so if you have an idea, run it by me!
- Class Attendance/Participation. A lot of our class time will be devoted to reviewing each others' work and bouncing ideas off on another. As long as you show up, come prepared, and show respect to everyone, you will receive full credit for participation.

Outline of Topics/Skills We Will Cover

Here is the general flow of topics I've tentatively planned; based on our initial conversation on the first day of class, this is subject to change depending on your needs/wants.

Part I: Grad school/Professional prep, including

- Starting search for grad schools
- Application process
- Building portfolio/other materials for application

Writing about yourself:

- Curriculum vitae

- Personal bio
 - Statements of Intent/Cover Letter
- Writing about music in short-form: Program notes

Part II: Research Methods

- Selecting a Topic
- Resource Gathering
- Library Resources
- Working with Primary Sources
- Building a Strong Bibliography
- Critical Reading of Secondary Sources
- Chicago Style
- Annotated Bibliography
- Formulating a Thesis
- Outline/Structure
- Giving an Academic Presentation
- Writing an Abstract

Additional comments:

This is an existing course. We are just changing the course title and number for clarity and to improve it's cataloging in student audits.

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

Initiator's E-mail Address: craig.treinen@washburn.edu

College Faculty Council
Curriculum Committee Minutes
February 1st, 2021, 4:00 PM – Zoom Meeting

Present: Dickinson, Meador, Moss, Schnoebelen, Sharp, Smith, Steffen (Attended through approx. 4:27 pm, responded/voted regarding programs and courses via email). In addition, Maria Stover was a meeting guest for a brief session.

Call for approval of the 1/25/2021 minutes, approved 2/1/2021

- I. The following programs were discussed:
- a. Bachelor of Arts in Mass Media, Advertising and Public Relations Concentration – *new concentration* – New, **Approved**
 - i. Merging two concentrations into one, student demand
 - 1. Potential program title, “Integrated Brand Promotion” not selected because it is overused (explanation from Maria Stover)
 - ii. 40 Mass Media Hours
 - iii. Recommended minors included
 - iv. Friendly amendment found within rationale, “into” instead of “onto”
 - b. Bachelor of Arts in Mass Media, Sports and Event Media Concentration – *new concentration* - New, **Not Approved**
 - i. Student demand
 - ii. 40 Mass Media Hours
 - iii. Recommended minors included
 - iv. Friendly discussion with Maria Stover concerning a KN coaching minor to be included on the list for a potential minor option
 - 1. Might strengthen the sports aspect of the degree

•Concerns over content for the degree. More Sports and Event content, esp. Sports, to be considered beyond potential targeted assignments in other degree courses that may/ or may not be consistently assigned. Sports Branding and Promotion course offered as an either/ or course option at this point.

- c. Minor in Film and Video – *revised* - New, **Not Approved**
 - i. Revision, existing minor in Film and Video
 - 1. Change in description
 - 2. Reduction of hours (21 to 15)
 - a. 9 credits are assigned to upper division
 - 3. Revised course titles included

•Proposal rationale needs to explain changes. The reduction of hours was specifically cited.

- d. Minor in Mass Media – *revised* – New, **Not Approved**
 - i. Revision, existing minor in Mass Media
 - 1. Change in description
 - 2. Reduction of hours (18 to 15)
 - a. 9 credits required for upper division
 - 3. Revised course titles included

•*Proposal rationale needs to explain changes. The reduction of hours was specifically cited.*

- e. Minor in Applied Media – *revised* – New, **Not Approved**
 - i. Revision, existing minor in Applied Media
 - 1. Reduction of hours (18 to 15)
 - a. 6 upper division credits built into course requirements
 - 2. Revised course titles included
 - 3. MM 309 included as an option

•*Proposal rationale needs to explain changes. The reduction of hours was specifically cited.*

- f. Bachelor of Science in Anthropology (Forensics Concentration) – *Change*, **Approved**
 - i. Multi-year review process by faculty
 - 1. Revised mission statement, revised PSLOs
 - a. 39 credits in anthropology
 - b. AN 118 replaced with AN 113
 - i. Thus, students will be exposed to all 4 sub-disciplines in anthropology
 - c. Opened 9 upper division elective credits in anthropology so students could tailor their degrees, also helps with scheduling
 - d. Updated natural sciences concentration
 - i. Students will potentially earn a minor in biology
 - 1. Students will still need to declare the minor
 - ii. Removed a chemistry course
- g. Revised Masters of Liberal Studies, *Deletion*, **Approved**
 - i. Proposal Discussion
 - 1. Interest in removing the program from the university catalogue to avoid confusion for students
 - 2. Humanities Division statement discussed

II. The following courses were discussed:

- a. Oral Interpretation (CN 344), *New Course*, **Approved**
 - i. Move from special topics to a regular department offering
 - 1. 3 credits
 - ii. Required for B.Ed in Speech and Theatre
- b. Applied Anthropology (AN 490), *New Course*, **Approved**
 - i. Prerequisites
 - 1. AN 324 and junior/senior status
 - ii. Re-envisions AN 355
 - 1. AN 355 to be deleted after potential approval of AN 490
 - iii. Focus on career preparation
 - iv. Required for B.A. in Anthropology
- c. Culture & Human Sexuality (SO 302), *Course Change*, **Approved**
 - i. Course title change
 - 1. New title - Culture, Gender, and Sexuality
 - a. Better reflects course content
 - ii. Course description change
 - 1. Better reflects course content

- iii. Prerequisite change
 - 1. SO 100 or consent of instructor
- d. Culture and Human Sexuality (AN 302) *Course Change, Discussion Only*
 - i. Discussion, but no vote
 - ii. Request to clarify prerequisites
 - iii. New title - Culture, Gender, and Sexuality
 - iv. Course to be addressed at a future CFC-CC meeting

Meeting Adjourned, 5:05 PM

Submitted by Rebecca Meador

Sought clarification from Mary Sundal, Kelly Erby, and Michaela Saunders concerning AN 302 prerequisite(s), 2/1/2021 (email).

Maria Stover, Kelly Erby, and Michaela Saunders were contacted regarding the friendly amendment, the Bachelor of Arts in Mass Media, Advertising and Public Relations Concentration, 2/1/2021 (email).



Washburn University
College of Arts & Sciences - Course Approval System

Course Information Form

Course Title: **Oral Interpretation**

Department: **Communication** Division: **Humanities**

Course Level: **Undergraduate** Prefix: **CN** Course Number: **344**

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

Course Catalog Description *(include prerequisites)*

This course will introduce students to the skills and techniques involved in creating and evaluating acts of oral interpretation. Particular attention will be paid to those events and acts common to the forensics arts.

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

None

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

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

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

None

Please state the rationale for offering this course:

This course has been offered previously as a special topic and has been popular enough to justify creating it as a regular department offering. This class will also be a part of the course requirements of the B.Ed. in Speech and Theatre currently making its way through the University approval process.

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

If 'Yes', which major(s)?

The B.Ed. in Speech and Theatre (working)

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.

CN 344: Oral Interpretation

3 credit hours Compressed course – online and in class

Tracy Routsong, Ph.D.

Morgan 206 D Email: tracy.routsong@washburn.edu (preferred)

Office phone: 785-670-2233

Materials: *No text required. However, there are videos and readings in our D2L shell that you will be expected to read. You will also need to have access to a copier, books, and poetry.

*Small, 3-ring black binder (9 x 6) to use for materials.

*Clear pages to put materials in.

What is Oral Interpretation?

Often referred to as interpretive reading, people read from a manuscript (not their own) in order to portray their version of author's intent. Thoughtful analysis of pieces will help develop characterization, vocal qualities, and critical thinking skills.

Student Learning Objectives:

At the end of this course, students will be able to:

1. Identify major genres of literature
2. Synthesize materials into one coherent theme.
3. Analyze interpretation of materials
4. Evaluate performance components
5. Perform various materials: poetry, prose and drama
6. Develop effective listening

ITEM POINTS

Judging OI Events (2 parts) 10 Extra credit for judging 2nd round for real tournament

Quotation 5

Quotation Analysis 5

Discussion Board Poetry 5

Poetry Analysis - DB 2

Poetry Listener Analysis - DB 3

Prose/Drama 10

In-Class Analysis 5 • Required each day performances occur

Dramatic Duo 10

In-Class Analysis 5 • Required each day performances occur

Children's Literature 5 *Extra Credit for making finals

POI 10

PAPERS

Final Interpretation Analysis 10

Discussion Board 5 wks x 2 pts. 10

Attendance/Participation 5 Frequent Absences will Hurt your Final Grade. *This will include frequent tardies.

DATE THEME ONLINE ACTIVITY IN-CLASS ACTIVITY ASSIGNMENT COMING UP

WEEK 1

3/19 – 3/21

QUOTATIONS

How to Rank/Rate (Judge)

*Read Categories of OI

Read PDFs in Weekly folder

Due Sunday 11:59 pm: Judging rounds – See syllabus TUESDAY

Syllabus

Quotation – what does it mean?

How to rank/rate an interpretation.

THEME – Introduction

Find a poem

CHOICE ASSIGNMENT: Judge 1-2 rounds at Topeka High or Watch 1 round online

Start the Interpretation Assignment Paper

THURSDAY

Vocalics – Analysis of the tongue twister

Key issues of poetry

WEEK 2

3/26 – 3/28 POETRY

SUBMITTED

PROSE/DRAMA BEGINNING Record and post reciting a poem

(Look below for adaptation rules)

Read PDFs in Weekly folder

Analyze/Rate Poetry
You will be assigned groups

Due by Saturday 11:59 pm
TUESDAY

What is prose? Drama? How do you select your pieces?
Finding, Cutting Materials, Binders
Need to put materials into your black book. (Cut and ready)

Find prose/drama
THURSDAY

Prose/Drama Materials Need to Be Brought to Class
WEEK 3
4/2 – 4/4 PROSE and DRAMA Post Reviews – rank and rating for each piece

Read PDFs in Weekly folder

Discussion Board - telling a joke - Post Due by Saturday 11:59 pm
TUESDAY

Practice pieces
Blocking – Bring materials in binders

Find pieces that might work for a duo – partner up

Sign up for speech days/times
THURSDAY

Warm-ups and small group performance practice
7 pieces
Should my piece be funny or serious?
In-Class Analysis
Dramatic Duo – Partners and pieces
WEEK 4
4/9 – 4/11 PROSE and DRAMA Watch videos on Dramatic Duo and rank/rate them.

Discussion Board – dramatic duo rate- Post Due by Saturday 11:59 pm
TUESDAY

Quick warm-ups
12 piece
In-Class Analysis

Sign up for speech days/times

THURSDAY

Quick warm-ups and small group performance
8 pieces
In-Class Analysis
Dramatic Duo- Blocking
WEEK 5
4/16 – 4/18 DRAMATIC DUO Discussion Board - Record yourself reading a poem-. Analyze the differences. Post
Due by Saturday 11:59 pm TUESDAY
DUO – 5 partners
In-Class Analysis

Discussion of audience differentiation
Random Kiddie Lit Group Selection

THURSDAY
DUO - 5 partners
In-Class Analysis

WEEK 6
4/23 – 4/25 DRAMATIC DUO
Discussion Board – rhyming practice - Post Due by Saturday 11:59 pm

Read PDFs in Weekly folder TUESDAY
DUO – remaining
Choosing children's literature (Kiddie Lit) Bring in a children's book

THURSDAY

Bring in your book – Changes in movement, more flexibility

WEEK 7

4/30 – 5/2 KIDDIE LIT

Discussion Board – Kiddie Lit; This one is for the grade.

Due by Saturday by 11:59 pm

Interpretation Analysis Paper Due by Wednesday @ 11:59 pm Tuesday

Kiddie Lit – Small Group – rank and rate

Judges – preliminary

Interpretation Analysis Paper Due by Wednesday @ 11:59 pm

Thursday

Kiddie Lit – Finals – Class vote

EARLY BIRD POI - 5

WEEK 8

MAY 7th

1:30 – 3:30

Turn in a scan of your POI with written introduction

Program Oral Interpretation

Description of Assignments –

PLEASE NOTE: this course is about interpretation. Therefore, you should not use pieces you have written. Also, while I am all about freedom of speech, be considerate of your classmates when you choose literature. The class will not tolerate any form of hate speech or language.

Judging of Events –

Preferred Option – THS Judging - March 23 (Saturday) – Using the sign-up sheet that will be posted or emailed (or both), you can select three times that work best for you (most likely you would be asked to judge one, but if you are requested for a second or third, I will offer extra credit). You will travel to Topeka High School and judge for their high school forensics tournament. For THIS option, you do not turn in judging sheets to me. I will be verifying with the high school that you were there and submitted good information. *This option is preferred as it gives you experience with an actual round instead of something online that I throw together. It also gives you the chance to do some volunteering and be meeting a learning objective.

Alternate Option – You will judge a round that I have created using YouTube. Using the judging rubrics, you will rate and rank each “round” to say who would win if they had been in a round. You will need to upload each judging sheet.

Judging OI part 2:

Option 1: Topeka High Judging – You will write a reflection paper. How was the experience? Was judging a “live” group difficult? What did you learn about the event that you judged that might help you in this course? (1 – 2 pages)

Option 2: Online judging – You will write a reflection paper. How did you decide to rank and rate the participants? Provide rationales for your judging. What did you learn about the event that you judged that might help you in this course? (1 -2 pages)

Quotation –

Find a quotation. It should cover one of the following: Personal Motto, Motivation, Learning, Work Ethic/Trying, or Success. You need to read the quotation out loud to the class.

Quotation analysis – What do you think the author (person who said the quotation) meant? How do you know? How could you change the interpretation using only the emphasis you place on words or vocalics? You will turn in a short paper describing this analysis. (You will want to write the quotation at the top of your analysis as you will come back to it later.)

Discussion Board Poetry –

Find a poem, preferably one that does not rhyme. If it is five lines or less, I will ask that you perform the piece twice with two different interpretations. You will need to post yourself reading your poem (once or twice depending). This should be on D2L. Feel free to use YouTube to shorten uploading time. *Popular choice for this is song lyrics.

Poetry Personal Analysis – on the discussion board – on the same post where you put your poem or your link to your poem you need to analyze your interpretation. Research author’s intent behind the poem and write a short summary. How did this help you prepare the piece? What considerations did you make regarding timing, voice, and inflection?

Poetry Listener Analysis – Listen to the others in your group. Offer helpful compliments and critiques to them about how to make their interpretation better. (You will not earn full points for simple, “Great job!” or “I liked it.”)

Prose/Drama –

You need to find a piece from a story (prose) or something that you would have seen in a movie (the screenplay). This is best in the first person. The piece should tell a miniature story. This piece will be completed in class. Make sure to include a teaser. This is a short 30 second piece that begins your prose/drama and introduces the theme or message of the piece. You should also make sure to give the name and author of what you are reading.

Highest grade of 'C': You spoke between 2 – 3 minutes. You remembered to put in a teaser and that teaser included the theme of the piece, and also included the title and author. This piece could be in first or third person, but it was clear that you had read through the piece and rehearsed. This is the maximum grade you can earn if you select one of the pieces I placed in the folder as an option. You might also earn this grade if you tried for one of the other criteria, but missed some aspect.

Highest grade of 'B': you spoke between 3 – 5 minutes. You remembered your teaser (see above for what that means). You found this piece on your own, but it required very little editing or cutting (based on a very short story or group of monologues.) You might also earn this grade if you tried for one of the other criteria, but missed some aspect. . Use vocal inflection to convey characterization without acting. In other words, characters should be in your voice and facial expressions, with minimal gestures, but not about using your full body to tell the story.

Highest grade of 'A': you spoke between 3 – 5 minutes. Your teaser was memorized (see above for what that means). You found this piece from a larger piece (book, screenplay, etc.) and cut it down to a shorter sub-story without taking away from author's intent. Use vocal inflection to convey characterization without acting. In other words, characters should be in your voice and facial expressions, with minimal gestures, but not about using your full body to tell the story. 'A' work shows preparation and practice.

In-Class Analysis: You will need to go onto D2L and print off judging sheets. At the end of the day, you will fill out the sheets (the big day will be broken into two groups) that you will turn in. This cannot be turned in late. (An exception might be made for emergencies.)

Dramatic Duo: These are dramatic pieces cut from plays or movies. It needs to be a different piece that you did for your first round. This round is done with partners. Similar to the prose/drama piece, you will be graded based on your cutting and performance, with the added component of working with your partner. You still need to have a teaser. The entire duo should last 5 – 6 minutes. *See grading above for structure.

Children's Literature (Kiddie Lit): Pick out a children's story. (Be careful, they tend to be longer than expected.) In this case, you are telling us the story. You can choose to act, wear a costume, and/or move around the room. You do still need to have the book in hand and flip pages. Grading is on inflection and characterization, everything else is icing. You will first post on the discussion board (look at the timeline) and then in-class small group rounds.

There is a chance for some extra credit. You will be doing your first round of Kiddie Lit in small groups. Your group will choose a finalist. That person will then perform for the class. Using our judging sheets, extra credit will be doled out – or just honors for placing.

Program Oral Interpretation (POI): You will have five minutes. You first need to choose a theme - these can be funny, serious, or some combination. You need to have a "teaser", introduction with the pieces orally cited, and then the rest of the material. You have a 15 second under and over (I will stop you after 5:15.) You need to combine two or three of the genres of materials (you are welcome to reuse pieces IF they fit into a cohesive theme. You are required to cut your own piece.

Grade: Do you have the components of your POI (see above)? Did you meet time? Characterization? Volume and articulation match the characters without being offensive (use of dialect or accent carefully considered). You MUST scan your pieces that you used to cut your program. (If it is an entire book, scan the front cover, copyright page, and the whole pages from which you cut your piece.)

Paper:

Throughout the term you need to be working on an analysis paper which includes the following:

For each major piece: poetry, prose/drama, duo, kiddie lit, and POI, you need to write about the decisions you made regarding voice inflection and other forms of characterization. How did you choose accent/no accent?

Emotion in your voice and how it sounds? For the POI you need to include how you chose your theme and chose how to put the pieces together.

Think about how interpretation, vocal variety, and characterization might impact you in your everyday life. *Just know that saying it won't result in a zero for this part of the paper.

Logistics: 6 – 8 pages long; traditional margins, TNR or Calibri, 12 pt. font.

Stylistics: While most of this paper is about your process or interpretation, you must cite from at least four of our class readings. The format of the paper should use APA for headings and citations.

STUDENT KNOW THYSELF: If you need to submit this in smaller pieces to be sure not to overwhelm yourself at the end, you are welcome to submit this in smaller sections on D2L. You will simply upload the analysis of each piece as you complete them (think about a page), and then write your final analysis at the end (which would be 1 – 2 pages).

Discussion Board: 5 weeks at 2 points a piece = 10 % of your final grade

*This does not include the DB Poetry assignment described above

** Replies to others that simply say things such as, "Good job," "I liked it," etc. will not count as replies.

*** While you are welcome to offer constructive criticism, this needs to be respectful. Remember your goal is to build others up.

Week 3: Timing and inflection can alter how we interpret meaning. Find a joke (Offensive jokes about particular populations –race, gender, sexual orientation, physical or mental disabilities, etc. – will not be tolerated and will result minimally in a failing grade for the assignment, even if you are telling a self-deprecating joke.) If you have any doubt, contact me.

Record yourself telling the joke and post it on the discussion board. On the discussion board, reflect on the

following: Do you find yourself funny? What might this assignment tell you about literature choices? How about when you listen to others? (No minimum responses to others, but do be sure to listen to some jokes and use it to inform your own responses.)

Week 4: You will watch Dramatic Duos that are linked in the Discussion Board. Using our judging sheets, rate/rank the performances. In the discussion board, you need to provide your ranking/ratings (you DO NOT need to provide your judging sheets), but you will need to provide the numbers and your justifications. Everyone needs to reply to the same post. Have a conversation about why you chose what you did. (There is NO right answer. Points for this post are based on your level of analysis for your initial interpretation and then how well you justify or change your mind based on discussion.

For 2 points - These quality posts will include your post with rate/ranking and justifications, and then at least three replies to others regarding their (or your) ranks. This should feel like a conversation and not just a single reply.

For 1.5 points - These quality posts will include your post with rate/ranking and justifications, and then at least two replies to others regarding their (or your) ranks. This should feel like a conversation and not just a single reply.

For 1 point - This includes your post with rate/ranking and justifications.

For .5 points – This post includes your rate/ranking or a justification without points.

Week 5: Record yourself reading the poem that you read earlier. *Yes, re-record at this time. Do not submit the same version. Analyze the difference between this performance and the first one. Then watch some of your classmates. Provide feedback about characterization and vocal qualities. What might they do differently? **

Points may vary depending on actual quality completion of assignment.

For 2 points - These quality posts will include your post with a strong analysis that includes at least ONE citation from our readings, and at least three replies to others regarding their performances. Please remember to be respectful.

For 1.5 points - These quality posts will include your post with an analysis and at least two replies to others regarding their performances. Please remember to be respectful.

For 1 point - These quality posts will include your post with a strong analysis. Please remember to be respectful.

For .5 points – This post includes your poem recitation but no analysis or replies.

Week 6: Rhyming can be difficult to interpret without going into a sing-songy pattern. Find a rhyme. This can be taken from song-lyrics, children's book, poem, etc. On the discussion board, record yourself reading rhyming literature without rhyming. In other words, interpret the material. Watch others.

For 2 points - These quality posts will include your post with a strong analysis and at least three replies to others regarding their performances. Please remember to be respectful.

For 1.5 points - These quality posts will include your post with a strong analysis and at least two replies to others regarding their performances. Please remember to be respectful.

For 1 point - These quality posts will include your post with a strong analysis. Please remember to be respectful.

For .5 points – You posted your rhyme but did not analyze. You might also earn this if you chose only to reply to a few others.

Week 7: On the discussion board, go to the Kiddie Lit performances. You are uploading your Kiddie Lit performance that you want me to grade. Please check sound quality to make sure I can hear your performance. (I have lavalier microphones if you want to try them.)

Attendance/Participation – 5% of your final grade

For the most part, my feeling about attendance is that you are adults that chose this course. However, this class depends on attendance for others to have an equal opportunity for feedback and learning. Therefore, you are expected to attend regularly.

Absences/Tardies – More than 2 absences will result in grade deduction. This will include frequent tardies where you missed the attendance going around. If you know you are going to miss more than that will need to discuss possible accommodations. Emergencies (hospitalizations, ER visits, family tragedy, etc.) will need to be documented by a person or entity of authority (discharge papers for example). Missing your performance date will result in an automatic full grade deduction without documentation of excused miss.

Long term absence – Long-term hospitalizations might be able to be handled using Zoom, depending on the situation.

Additional comments:

None

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

Initiator's E-mail Address: jim.schnoebelen@washburn.edu



Washburn University
College of Arts & Sciences - Course Approval System

Course Information Form

Course Title: Applied Anthropology

Department: Sociology/Anthropology

Division: Social Sciences

Course Level: Undergraduate

Prefix: AN

Course Number: 490

Effective Semester: Fall

Effective Year: 2020

Credits: 3

Course Catalog Description *(include prerequisites)*

In this course, students will apply core knowledge from the subfields of anthropology to real-world problems. Special attention is given to reflection and professional preparation for various career paths including nonprofit and community-based organizations, businesses and corporations, and governments. Prerequisite: AN324 and junior/senior status.

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

AN324 and junior/senior status

Restrictions? None

Course offered? Every other semester

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:

For many years, program faculty have discussed creating a capstone course for seniors that would focus on professional formation, career exploration, and metacognitive reflection through the creation of a portfolio. The new course AN490 Applied Anthropology will re-envision a current popular elective (AN355 Applied Anthropology) as a required course and reframe it slightly to increase the focus on careers and professionalism. The course already contained the creation of a portfolio and career documents. By making the course required, all B.A. in Anthropology students will benefit from the course's content and focus on professional formation. This course will replace 3 credits of required elective hours.

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

If 'Yes', which major(s)?

B.A. in Anthropology--required

B.S. in Anthropology--upper-division elective option

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

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.

AN490 Applied Anthropology

Course Description

In this course, students will apply core knowledge from the subfields of anthropology to real-world problems. Special attention is given to reflection and professional preparation for various career paths including nonprofit and community-based organizations, businesses and corporations, and governments. Prerequisite: AN324 and junior/senior status.

Learning Objectives

Upon successfully completing this course, students will be able to:

- Demonstrate command of anthropology's disciplinary perspective
- Critically analyze and synthesize examples of contemporary anthropology and how those examples can be applied to solve real world problems
- Assess how majoring in anthropology has shaped and can facilitate your engagement with the world
- Defend the relevance of anthropology to non-anthropologists
- Design and construct an ePortfolio that articulates how the skills you have developed are useful to potential employers

Textbooks

** Examples; books will change based on what is current applied work the year the course is taught.

Briller, S.H. and Goldmacher, A. 2009. Designing an anthropology career: Professional development exercises. Landham, MD: AltaMira Press.

Colwell, C. 2017. Plundered skulls and stolen spirits: Inside the fight to regain Native America's culture. Chicago: University of Chicago Press.

Larsen, C.S. 2002. Skeletons in our closet: Revealing our past through bioarchaeology. Princeton: Princeton University Press.

Tsing, A. 2015. The mushroom at the end of the world: On the possibility of life in capitalist ruins. Princeton, NJ: Princeton University Press.

Course Requirements

Attendance and Participation: 100 points

The instructor will define the various ways participation points will be earned including (but not limited to) taking attendance, assigning in-class pop quizzes, quick written reflections, etc. These in-class activities may not be made up if missed due to their participatory nature.

Discussion Facilitator: 150 points

You will be responsible for leading one of the discussion sessions. There are several parts to this:

PREPARATION:

1. Read the readings. Develop a bulleted list of three or four key terms, issues or concepts you see as central to these readings. Then, develop a series of discussion prompts to guide your classmates through the readings covering the main points. You should not worry about trying to become "experts" on the topic. Rather, you should seek to develop discussion prompts that you yourself struggled with or areas that are still unclear. Your list and questions should be one to two pages in length.
2. Meet with me in advance (at least 48 hours) of your presentation day to go over the list and questions you have developed. The meeting usually lasts 20-30 minutes. Do not wait until the last minute to schedule your meeting or we may not be able to find a mutually agreeable time for the three of us to meet. In that case, you will lose significant points.
3. Post a copy of the list and questions for your day to Canvas at least 24 hours before the class meeting you will facilitate. Your classmates will use these questions to help structure their own reading of the material.

FACILITATION:

4. You may lead the class discussion any way you please as long as you cover the main points of the readings. You will have 45-60 minutes for your discussion. You should have a plan for facilitating the discussion, but be ready to shift your plan based on the direction that the class discussion takes. You'll need to be able to keep

students on track, but also remain flexible.

Ideas: Encourage your classmates to ask questions of the text. Do not ask them to summarize the reading. Rather, ask them to start with the reading and then think about larger issues or considerations. Link readings to those we have already read. Link readings to current events or issues. Start a debate about a topic in the reading. These are but a few of many possible directions to go.

EVALUATION:

5. Write a one-page, single-spaced, self-evaluation. Consider: How did it go? What worked and did not work? What would you do differently next time? What did you learn from this process? What advice would you give future students? You should submit this evaluation to Canvas using the submission portal on the Discussion Facilitation Assignment.
6. Evaluate your classmates for how well they engaged in the discussion using the form provided. While this is not worth any points, failure to submit these evaluations within 72 hours will result in a zero as discussion facilitator.
7. Finally, 3 randomly chosen classmates will confidentially evaluate how well you performed the role of discussion leader on a scale of 0-25. I will then average together their evaluations and that will be added to your score. You will not be provided disaggregated data concerning how your peers evaluated you. However, I reserve the right to modify your score should I feel your peers' evaluations do not accurately reflect your contribution.

Discussion Participant: 100 points

It is a scary thing to facilitate a discussion when you do not know how well prepared your discussers will be. While common opinion is that a good discussion is good because of a good discussion facilitator, research has shown that a good discussion occurs in a college course largely due to how prepared students are to discuss the material. Discussion facilitators will post their discussion prompts to Canvas at least 24 hours before a class session. It is your responsibility to log onto Canvas and print out the discussion prompts and bring them to class. Conversely, you may eschew printing and use an electronic device to follow along with the discussion questions. Use the discussion prompts to help guide you in your reading of the material and in your note taking. This will help prepare you to be an active participant during the class discussions.

To that end, the discussion facilitators will evaluate discussion participants for each of the 10 discussions.

Discussion participants may earn one of three scores per discussion session:

- 0 points- No participation in the discussion (or student was absent from class)
- 1 points- Marginal contribution. (e.g., statements like "I agree" or "me too"; etc.)
- 2 points- Active contribution. (e.g., new information; helpful analogy or other learning tool; novel explanation or insight; offered a significant point of confusion; etc.)

You will notice that you are not being scored on how often you talk, rather the content of your contribution. You may say only one thing during a discussion, but if that actively moves the discussion forward it will be more greatly rewarded than someone who talks often, but doesn't move the discussion forward. Students who are absent will receive a zero regardless of the reason for their absence because this experience cannot be made up.

To compute your final score, I average together the two facilitators' scores for each participant per session. Then, I add all 10 scores together and multiply by five to reach 100 points. You will not be provided with disaggregated data concerning how your peers evaluated you. However, I reserve the right to modify your score should I feel your peers' evaluations do not accurately reflect your contribution.

Mini-Papers: 200 points

Using the exercises in the Designing an Anthropology Career book as your starting point, reflect on your experiences thus far in your education. Then, write four mini-papers concerning different aspects of professional formation. Each mini-paper should be reflexive and 750-1200 words.

Mini-paper 1: Where I Have Been

Conduct exercises 2 and 3. Then, write a short paper where you discuss the results from the exercises and reflect on what you learned about where you have been. Incorporate the two tables into your mini-paper. You should necessarily use specific and concrete examples from your experience. For example, "In x class I learned y idea that has helped me to do z."

Things to think about:

- Specific classes, theories, anthropologists, ideas
- What sub-discipline of anthropology do you find most compelling and relevant to you?
- If you have a minor or double major, how is this relevant?

Mini-paper 2: What I am About

Conduct exercises 4 and 5. Then, write a short paper where you discuss your personal code of ethics and how your values will guide your future life both personally and professionally.

Mini-paper 3: Who Can Help?

Conduct exercises 8 and 9. Additionally, identify a specific anthropologist who is relevant to your interests. If you are considering grad school, I encourage you to think about interviewing a faculty person whom you may be interested in having as your advisor. If you are considering a practicing job, I encourage you to think about interviewing an anthropologist who works for the company or organization you hope to work. Conduct a short interview over the phone, in person or via email and ask them about how they became an anthropologist, the kinds of work they do and the advice they have for students interested in similar careers. Transcribe your interview. Then, write a reflexive essay where you synthesize information from the exercises and the interview. Be sure to include information about who you interviewed, the context and a brief summary of what you learned.

Mini-paper 4: Where am I Going?

Conduct exercises 10 (focuses on steps 2, 3, and 4) and 11. Then, write a short paper where you discuss the results from the exercises (including your table from exercise 10 and your three introductions) and reflect on what you learned about where you are going.

Analytic Essay: 150 points

Purpose: To be able to clearly articulate what it means to engage in applied anthropological inquiry and to approach the world from an anthropological perspective. The goal is for you to: 1) pull out of each of the readings what it tells us about what it means to think anthropologically, 2) demonstrate your facility with anthropological terms, concepts, theories, and principles, and 3) to demonstrate your ability to synthesize ethnographic material and clearly articulate your ideas in a written format.

Issues to consider:

- The kinds of topics anthropologists investigate
- The kinds of questions anthropologists ask and how
- The kinds of work anthropologists engage in
- The kinds of spaces anthropologists create through their work
- The value and implications for this kind of anthropological engagement

ePortfolio: 300 points

Your ePortfolio is the culmination of the time you have invested and all of the hard work you have completed leading up to your Bachelor of Arts in Anthropology. Your ePortfolio should document that journey, what you have learned and where you want to go from here. To that end, your ePortfolio is part reflective and part forward looking.

You will complete your ePortfolio online as a website. You can make the website anywhere you like. I encourage you to look at a free website authoring site like www.weebly.com or www.wordpress.com. Make sure your website looks professional and is designed to communicate your anthropological self to the audience that you want. Your website can look any way you want. However, it must include the following pages:

- Home Page
- About Me (this page should include a brief bio and a link to a Statement of Purpose or a Cover Letter)
- CV or Résumé (Exercise 12) (with links to at least three examples of your work, e.g. papers, presentations, technical reports, etc.)
- Skill Map (Mind Meister or Coggle.com or ?) (with links to at least three examples of your work not used above, e.g. interview protocol, survey, presentation, etc.)
- Contact Me (with links to your twitter and LinkedIn)

You will also present your final ePortfolio to class and invited guests.

Additional comments:

AN490 Applied Anthropology will replace AN335 Applied Anthropology (which, if approved, will be deleted from the course catalog).

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

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



Washburn University
College of Arts & Sciences - Course Approval System

Change Request Form

Culture & Human Sexuality

What is the rationale for the change?

We have revised the course title, description, and prerequisites to reflect current curricula. The current title and description were unclear and we have updated them so that students and advisors will have better knowledge of the course content.

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 | Yes Course Prerequisites |
| - Change from graded to credit/no credit | - Change from credit/no credit to graded |
| - Requesting General Ed. Approval | - Other |

If "Other", *please specify*:

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

SO 302 Culture, Gender, and Sexuality (3)

This course introduces students to sociological perspectives on sex, gender, and sexuality. Special attention is given to the social, political, economic, and cultural processes that shape us to act and think as particular kinds of sexed, gendered, and sexualized persons, including the complexities and dilemmas posed by intersecting identities (e.g. race, ethnicity, class, religion). Prerequisite: SO 100, or consent of instructor.

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

n/a

- Course repeatable?

Effective date? Spring 2021

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

January 14th, 2021

CFC Resources Committee Meeting Notes

Attending

Laura Stephenson
Matthew Nyquist
Michaela Saunders
Kelly Erby
Michael O'Brien
Rick Barker
Roy Wohl
Dainielle Head
Sanyoub Park
Seid Adem
Theodore Shonka

Announcements

- Dr. Laura Stephenson called the meeting to order at 10:30 AM.
- Dr. Stephenson discussed the importance and timing of the meeting

Discussion

Capital Request 2022-1041 discussed and left at high priority

Capital Request 2022-1043 discussed, and the idea of safety being mentioned in the request was discussed. Left at medium

Capital Request 2022-1044 discussed, and the value and reasoning for the clean environment was explained by a representative in the department. Left at high priority

Capital Request 2022 – 1045 was discussed with much of the discussion revolving around how the elevator has been needed for quite a while. The cost is unfortunately cost prohibitive so other options will most likely need to be explored.

Capital Request 2022 – 1047 was discussed, but the reasoning for needing a bulletin board when there is space to post things was discussed.

Equipment Request 2022 – 1043 was discussed with explanation from theater and support from committee

Equipment Request 2022 - 1045 was discussed with agreement with stated priority.

Equipment Request 2022 – 1048 was discussed and explained by theater department as necessary professional instruction. Committee agreed with priority.

Equipment Request 2022 – 1050 was discussed and stated priority was agreed upon.

Equipment Request 2022 – 1051 was discussed and stated priority agreed upon.

Equipment Request 2022 – 1052 was discussed and stated priority agreed upon.

Equipment Request 2022 – 1053 was discussed and stated priority agreed upon after Art explained their importance and use.

Equipment Request 2022 – 1054 was discussed and stated priority agreed upon.

Equipment Request 2022 – 1055 was discussed and stated priority agreed upon.

Equipment Request 2022 – 1056 was discussed and stated priority agreed upon.

Equipment Request 2022 – 1057 was discussed and stated priority agreed upon.

Equipment Request 2022 – 1058 was discussed and stated priority agreed upon.

Equipment Request 2022 – 1059 was discussed and stated priority agreed upon.

Equipment Request 2022 – 1060 was discussed and stated priority agreed upon.

Equipment Request 2022 – 1062 was discussed and stated priority agreed upon.

Equipment Request 2022 – 1063 was discussed and stated priority agreed upon.

Technology Request 2022 – 1009 was discussed and stated priority agreed upon with discussion on potentially setting to medium priority.

Technology Request 2022 – 1011 was discussed and stated priority agreed upon after explanation from Mass Media on need and importance.

Technology Request 2022 – 1012 was cancelled per Laura Stephenson.

Technology Request 2022 – 1013 was discussed and stated priority agreed upon.

Technology Request 2022 – 1014 was discussed and stated priority agreed upon.

Technology Request 2022 – 1015 was cancelled per Laura Stephenson.

Technology Request 2022 – 1016 was cancelled per Laura Stephenson.

Conclusion

Dr. Laura Stephenson closed the meeting after all discussion was complete.

COLLEGE OF ARTS AND SCIENCES NEW PROGRAM REVIEW FORM

	Chair's Signature	Recommendation	Review Date
Department	<u>Jim Schnoebelen</u>	<u>Approve</u>	<u>2020-10-12</u>
Division	<u>Michaela Saunders</u>	<u>Approve</u>	_____
Dept. of Educ.	<u>Cherry Steffen</u>	<u>Approve</u>	<u>2021-01-13</u>
<small>(If relates to teacher certification program.)</small>			
Dean	<u>Laura Stephenson</u>	<u>Approve</u>	<u>2021-01-15</u>
Curriculum Committee	<u>Rebecca Meador</u>	<u>Approve</u>	<u>2021-01-27</u>
Accepted by CFC	_____	_____	_____
CAS Faculty	_____	_____	_____

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

B.Ed. in Speech and Theatre (CIP: 13.1324, 13.133)

2. Rationale for offering this program.

When talking to high school students and incoming first year students, this is one of the most requested programs. Students are already taking courses in Theatre and Communication while getting their Education degree. This program ensures they are getting a comprehensive skill set so they can be successful in teaching theatre, speech, debate, forensics and radio/television at the secondary level. Additionally, this makes the student's proficiency in speech/theatre more visible to potential employers.

3. Exact proposed catalog description.

The Bachelor of Education with a teaching field of Speech and Theatre prepares you to teach speech, theatre, debate, forensics, and radio/television at the secondary level. This degree consists of 39 University required credit hours, 39 credit hours in Education, 18 credit hours in Communication Studies, 18 credit hours in Theatre, 3 credits in Mass Media and 3 credit elective in Communication Studies or Theatre for a total of 120 hours.

University Requirements

WU 101: 3 credits; EN 101: 3 credits; MA 112 (or higher): 3 credits; and EN 300: 3 credits. (Note: The B.Ed does not include a Foreign Language requirement).

Total Hours: 12

General Education Requirements

Humanities: GEHU: 9 credits (3 of which must be in AR, or MU)

Social Sciences: GENSS: 9 credits
Natural Sciences: GENS: 9 credits
Total Hours: 27

Education Core Courses

ED 155: Teaching Learning and Leadership(3)
ED 285 - Educational Psychology(3)
ED 165: Ed. 1 - Examining Teaching as a Profession(3)
ED 275: Ed. 2 - Exploring Teaching as a Profession(3)
ED 295: Ed. 3 - Experiencing Teaching as a Profession(3)
ED 395: Ed. 4 - Extending Teaching as a Profession(3)
ED 354: Curriculum and Assessment(3)
ED 302: Teaching Exceptional Learners (3)
CN/TH 359: Methods of Teaching Speech and Theatre (3)
ED 410: Student Teaching (12)

Theatre Core Courses

TH 202: Acting I (3)
TH 311: Stagecraft (3)
TH 315 or TH316 or TH317: Theatre Design Course (3)
TH 206 or 207: Theatre History (3)
TH 401: Analysis and Directing (3)
TH 100/300: Practicum (3)

Communication Studies Core Courses

CN 101: Intro to Comm Studies (3)
CN 150: Public Speaking (3)
CN 341: Persuasive Speaking (3)
CN 342: Comm in Teams and Groups OR CN 351: Interpersonal Comm (3)
CN 343: Debate (3)
CN 395: Oral Interpretation (3)

Other

MM 100: Intro. to Mass Media (3)
Elective in either TH or CN (3)

Student Learning Outcomes

After completing this program, students will be able to:

1. Demonstrate knowledge of theatrical history, design and performance traditions and their interconnections within cultural contexts.
2. Apply theatrical production methods in the areas of analysis, technical theatre, performance, and directing to collaborate on theatrical presentations.
3. Demonstrate practical knowledge and skills in teaching and critically evaluating various areas of communication, including intrapersonal, interpersonal, small group communication, public speaking, listening, argumentation, mass media, and communication theory.
4. Apply knowledge of contemporary speech and debate competition and tournament administration.
5. Apply current methods for teaching theatre and speech concepts and practices at the

secondary level.

4. List any financial implications.

None. Only one course (CN/TH 359: Methods of Teaching Speech and Theatre) will need to be updated since it hasn't been taught in many years. The proforma is blank because this is a revenue neutral program. All faculty are already in place to teach these courses.

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

Education, Communication, and Theatre are working together on this degree. We will also be requiring our students to take the Gen Ed course MM 100.

COLLEGE OF ARTS AND SCIENCES NEW PROGRAM REVIEW FORM

	Chair's Signature	Recommendation	Review Date
Department	<u>Maria Stover</u>	<u>Approve</u>	<u>2021-01-13</u>
Division	<u>Danielle Head</u>	<u>Approve</u>	<u>2021-01-21</u>
Dept. of Educ.	<u>N/A</u>		
<small>(If relates to teacher certification program.)</small>			
Dean	<u>Laura Stephenson</u>	<u>Approve</u>	<u>2021-01-22</u>
Curriculum Committee	<u>Rebecca Meador</u>	<u>Approve</u>	<u>2021-02-01</u>
Accepted by CFC	_____	_____	_____
CAS Faculty	_____	_____	_____

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

Bachelor of Arts in Mass Media, Advertising and Public Relations Concentration - new concentration (CIP: 09.0999)

2. Rationale for offering this program.

Mass Media is merging two of its existing concentrations into one due to student demand. Most students want to complete the Advertising and Public Relations concentrations. In addition, the industry has moved toward a closer integration of PR and Advertising now called integrated brand promotion.

3. Exact proposed catalog description.

The advertising and public relations concentration prepares students to work in a broad range of public and private sector positions requiring the skills of integrated brand promotion. The curriculum offers opportunities for students to pursue the business side of advertising and public relations or explore a customizable creative track. The course sequence includes instruction on professional media writing, principles and techniques of persuasive messaging, digital content strategies, message design as well as hands-on practice with real-world clients in the classroom.

Recommended minors: Business, Art, Museum Studies, Computer Science, Game Design

- MM 100 (3) Introduction to Mass Media
- MM 199 (3) Professional Media Applications
- MM 321 (3) Advanced Professional Media Applications
- MM 300 (3) Media Law, Ethics & Diversity
- MM 494 (2) Mass Media Internship

MM 499 (2) Career Development & Digital Portfolio
MM 202 (3) Professional Media Writing
MM 351 (3) Data Literacy & Audience Research (corequisite to MM352)
MM 352 (3) Advertising & Public Relations Strategies
MM 403 (3) Advanced Professional Media Writing
MM 415 (3) Digital and Social Content Strategies
MM 432 (3) Advanced Advertising & Public Relations Strategies
Plus 6 hours of Upper Division electives in Mass Media (any concentration)

Total hours: 40

4. List any financial implications.

This change does not have financial implications since it's a revision of concentrations, not a new program.

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

COLLEGE OF ARTS AND SCIENCES PROGRAM CHANGE FORM

	Chair's Signature	Recommendation	Review Date
Department	<u>Mary Sundal</u>	<u>Approve</u>	<u>2020-11-11</u>
Division	<u>Lindsey Ibanez</u>	<u>Approve</u>	<u>2020-11-20</u>
Dept. of Educ.	<u>N/A</u>		
<small>(If relates to teacher certification program.)</small>			
Dean	<u>Laura Stephenson</u>	<u>Approve</u>	<u>2020-11-20</u>
Curriculum Committee	<u>Rebecca Meador</u>	<u>Approve</u>	<u>2021-01-27</u>
Accepted by CFC	_____	_____	_____
CAS Faculty	<u>N/A</u>	_____	_____

Approved By:	Faculty Senate <u>N/A</u>	University Faculty <u>N/A</u>	WU Board of Regents <u>N/A</u>
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Program: Bachelor of Arts in Anthropology (CIP:)

1. Reason for this program change?

Anthropology faculty have engaged in a multi-year process to review the BA anthropology curricula and program student learning outcomes (PSLOs). These changes represent the culmination of that work with an eye to: 1) update curricula and PSLOs to current professional standards and best practices; 2) reflect the four-fields nature of anthropology and an applied emphasis; and 3) to increase post-graduation outcomes for our students with an increased focus on skills development.

Revised PSLOs include:

1. Articulate the importance of human diversity through a holistic, four-field, anthropological approach.
2. Critically evaluate anthropological theories, ethics, and research methods.
3. Apply critical thinking skills to biological evolution and culture change over time.
4. Critically evaluate the impact of colonialism and globalization on world cultures.
5. Effectively communicate, in a variety of formats, to diverse audiences.

2. Complete revised description.

B.A. in Anthropology majors must complete a minimum of thirty-three (33) credit hours in Anthropology.

A required curriculum of twenty-one (21) credit hours consisting of:

- AN112 Cultural Anthropology
- AN113 Linguistic Anthropology

AN114 Introduction to Archaeology
AN116 Biological Anthropology
AN324 History and Theory of Anthropology
AN362 Methods of Social Research
AN490 Applied Anthropology

In addition, students must complete three (3) credit hours in anthropology electives and nine (9) credit hours in anthropology upper-division electives.

Students must receive a grade of "C" or better in each course applied to the major.

3. Describe the nature of the proposed change.

Anthropology is a four-field discipline (archaeology, biological anthropology, cultural anthropology, and linguistic anthropology) as noted in our first PSLO. Currently, we do not require majors to take linguistic anthropology, however; we now wish to require such a course to better support the first PSLO. To keep the number of credit hours the same, we are deleting a required introductory course in sociology which we felt was not directly related to any of our revised PSLOs.

For many years, program faculty have discussed creating a capstone course for seniors that would focus on professional formation, career exploration, and metacognitive reflection through the creation of a portfolio. The new course AN490 Applied Anthropology will re-envision a current popular elective (AN355 Applied Anthropology) as a required course to increase the focus on careers and professionalism. The course already contained the creation of a portfolio and career documents. By making the course required, all students will benefit from the course's content and focus on professional formation. This course will replace 3 credits of required elective hours.

We currently require students to take an "area studies" course. However, there has been a strong movement in the discipline away from requiring such courses because they frame anthropology as a discipline that studies others. Instead, students will be able to take any upper-division elective.

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
Department	<u>Mary Sundal</u>	<u>Approve</u>	<u>2021-01-05</u>
Division	<u>Lindsey Ibanez</u>	<u>Approve</u>	<u>2021-01-27</u>
Dept. of Educ.	<u>N/A</u>		
<small>(If relates to teacher certification program.)</small>			
Dean	<u>Laura Stephenson</u>	<u>Approve</u>	<u>2021-01-27</u>
Curriculum Committee	<u>Rebecca Meador</u>	<u>Approve</u>	<u>2021-02-01</u>
Accepted by CFC	_____	_____	_____
CAS Faculty	_____	_____	_____

Approved By:	Faculty Senate _____	University Faculty _____	WU Board of Regents _____
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Program: Bachelor of Science in Anthropology (Forensics Concentration) (CIP:)

1. Reason for this program change?

Anthropology faculty have engaged in a multi-year process to review the BS in Anthropology (Forensic Concentration) mission statement, curricula, and program student learning outcomes (PSLOs). These changes reflect best practices and current professional standards in the field of forensic anthropology with an aim to increase skill development and post-graduation outcomes for our students.

Revised Mission Statement:

Consistent with the mission of the University and the College of Arts and Sciences, the Bachelor of Science in Anthropology with a Forensic Concentration offers students the opportunity to broaden their knowledge of humankind and themselves across time and space. We believe that an engaged multidisciplinary approach with a firm grounding in anthropology, the natural sciences, and forensics allows students to become active members of the professional field, while also making a meaningful difference in their communities.

Revised PSLOs:

1. Contextualize the history and role of forensic anthropology in the four-field discipline of anthropology and forensic science in general.
2. Apply anthropological ethics, methods, and/or theory to the recovery and analysis of human remains.
3. Effectively interpret and communicate anthropological data.

2. Complete revised description.

B.S. in Anthropology (Forensic Concentration) majors must complete a minimum of thirty-nine (39) credit hours in Anthropology.

A required curriculum of thirty (30) credit hours consisting of:

AN 112 Cultural Anthropology
AN 113 Linguistic Anthropology
AN 114 Introduction to Archaeology
AN 116 Biological Anthropology
AN 316 Forensic Anthropology and Laboratory
AN 324 History and Theory of Anthropology
AN 327 Fragmentary Human Osteology
AN 358 Human Skeletal Biology and Laboratory Methods
AN 374 Forensic Archaeology
AN 428 Case Studies in Forensic Anthropology

Students must also complete nine (9) credit hours in upper-division Anthropology electives.

The B.S. degree requires a 30-hour minor to be chosen from the Natural Sciences, with at least twenty (20) credit hours taken in one department. The following courses are required:

BI 102 General Cellular Biology
BI 103 General Organismal Biology
BI 275 Human Anatomy
Eight (8) credit hours in upper-division Biology electives
CH 103 Introduction to Forensic Chemistry or CH 121 General, Organic, and Biological Chemistry

CH 151 Fundamentals of Chemistry
MA 140 Statistics

3. Describe the nature of the proposed change.

The proposed changes allow more flexibility for students in the B.S. in Anthropology (Forensic Concentration). We have replaced one lower division course, AN118 Introduction to Forensic Sciences, with AN113 Linguistic Anthropology so that our students are exposed to all four sub-disciplines in anthropology. Rather than provide a set-list of anthropology electives, we are opening the nine credit hours up to any upper-division anthropology course. This change will enable students to tailor their degree and help with scheduling of courses. Finally, we updated the Natural Sciences concentration, to offer more flexibility as well and to ensure that students not only meet the concentration requirement, but will earn a minor in Biology.

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

We have removed a Chemistry course and made the Biology course requirements more flexible.

COLLEGE OF ARTS AND SCIENCES PROGRAM DELETION FORM

	Chair's Signature	Recommendation	Review Date
Department	<u>Sharon Sullivan</u>	<u>Approve</u>	<u>2020-12-16</u>
Division	<u>Danielle Head</u>	<u>Approve</u>	<u>2020-12-30</u>
Dept. of Educ.	<u>Cherry Steffen</u>	<u>Approve</u>	<u>2021-01-13</u>
<small>(If relates to teacher certification program.)</small>			
Dean	<u>Laura Stephenson</u>	<u>Approve</u>	<u>2021-01-13</u>
Curriculum Committee	<u>Rebecca Meador</u>	<u>Approve</u>	<u>2021-01-27</u>
Accepted by CFC	_____	_____	_____
CAS Faculty	_____	_____	_____

Approved By:

Faculty Senate _____	University Faculty _____	WU Board of Regents _____
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Program: Musical Theatre Concentration (CIP:)

1. Reason for this program deletion?

We have approved a new B.A. in Musical Theatre so the concentration is no longer needed. The B.A. is identical to the concentration.

2. Complete description.

3. Is the program being deleted from the catalog being replaced with another program? Yes

If so, please explain.

Recently approved the B.A. in Musical Theatre.

This is more advantageous for the student.

4. Is the content of this program being distributed to another program? No

5. Does this change affect any other departments? Yes

Music teaches some of the courses. Those courses remain the same as in the concentration.

COLLEGE OF ARTS AND SCIENCES PROGRAM DELETION FORM

	Chair's Signature	Recommendation	Review Date
Department	<u>Miguel Gonzalez-Abellas</u>	<u>Approve</u>	<u>2020-10-21</u>
Division	<u>Michael OBrien</u>	<u>Approve</u>	<u>2020-12-04</u>
Dept. of Educ.	<u>N/A</u>		
<small>(If relates to teacher certification program.)</small>			
Dean	<u>Laura Stephenson</u>	<u>Approve</u>	<u>2021-01-12</u>
Curriculum Committee	<u>Rebecca Meador</u>	<u>Approve</u>	<u>2021-01-27</u>
Accepted by CFC	_____	_____	_____
CAS Faculty	_____	_____	_____

Approved By:	Faculty Senate _____	University Faculty _____	WU Board of Regents _____
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Program: Bachelor of Arts in German (CIP:)

1. Reason for this program deletion?

At this point, there is only one major at Washburn, who should be graduating this December. The program has been struggling with majors, with no more than 5 active majors at any given point in the last few years, and only one new major declaration in the last three years before we stopped taking new majors over a year ago. More than half the low enrollment classes in the department (3 or less students) have been in GE in the last few years.

Declining enrollments in German have been a national trend in the last few years. The Modern Languages Department is not getting a position without a good amount of tentative majors or any potential spike in interest, not especially in these times of budget cuts. Considering the trends in German language studies nationally, and the low enrollments at WU, that spike in interest does not seem likely, and therefore recruiting a lecturer or assistant professor for German does not seem feasible.

Therefore, having a program but not an instructor is not a good situation, coming close to false advertising. Modern Languages, at their meeting on September 22, voted 4-1 to delete the program.

2. Complete description.

3. Is the program being deleted from the catalog being replaced with another program? No

If so, please explain.

No. We keep our BA programs in French and Spanish, along with minors in French, Spanish, International Studies, and Latin American, Caribbean, and Latino/a Studies (the last one with the History Department).

We plan to keep the GE code for the first year language in German, which we currently teach.

4. Is the content of this program being distributed to another program? No

No.

5. Does this change affect any other departments? No

No. There is a foreign language requirement for BA programs, but it is only the first year, and we have a few options (five) currently available. For programs that require a minor, we also have several minors (four).

COLLEGE OF ARTS AND SCIENCES NEW PROGRAM REVIEW FORM

	Chair's Signature	Recommendation	Review Date
Department	<u>Miguel Gonzalez-Abellas</u>	<u>Approve</u>	<u>2020-02-26</u>
Division	<u>Jim Schnoebelen</u>	<u>Approve</u>	<u>2020-03-27</u>
Dept. of Educ.	<u>N/A</u>		
<small>(If relates to teacher certification program.)</small>			
Dean	<u>Laura Stephenson</u>	<u>Approve</u>	<u>2021-01-12</u>
Curriculum Committee	<u>Rebecca Meador</u>	<u>Approve</u>	<u>2021-01-27</u>
Accepted by CFC	_____	_____	_____
CAS Faculty	_____	_____	_____

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

Deletion of the Minor in German (CIP: 16.05)

2. Rationale for offering this program.

When the deletion of the major in German was proposed, we forgot to include the minor in German. Since we do not have a position in German, we will not be able to offer courses for the minor either. Therefore the Minor in German should be deleted as well.

3. Exact proposed catalog description.

N/A

4. List any financial implications.

No financial implications.

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

1. Reason for this program deletion?

Background

The Masters of Liberal Studies (MLS) was originally put forward for program deletion in March, 2019. It was approved by the CFC-CC on 10/29/19 and by the CFC on 11/05/19.

The CAS General Faculty voted in 3/4/20 that consideration of the deletion “be removed from the agenda on the grounds that we are being asked to ‘act’ when the actions have already been taken, in violation of the procedures laid out in the faculty handbook (footnote here), and thus for us now to endorse those already-taken actions would be to endorse a transparently sham model of shared governance.”

A footnote accompanied the motion adopted by CAS faculty: *“The absence of a concurrence by the division (the blank spot on the submitted form) either kills the initiative or compels an alternative approach in which the dean communicates in writing its reasons for non-concurrence. See Faculty Handbook sections 8. D. A. iv. and 8. F. 2. In relation to the deletion of the MLS program, the division level does not apply (although in other comparable cases, concurrence of all divisions has been sought rather than the concurrence of none of them). Nevertheless, as the dates on the submission itself makes clear, CFC approval followed, rather than preceded the actual deletion of the program.”*

For reference, Section 8. D. A. iv. of the Faculty Handbook states that among the responsibilities of the division is:

“iv. review and make recommendations concerning curriculum changes proposed by departments within the division.”

Resubmitted Rationale for Deletion of the MLS Program

The MLS has been administered through the CAS Dean’s office. As acknowledged in the footnote to the adopted motion referenced above, the division-level concurrence to the proposed deletion does not apply here; however, in an effort to address the concerns of the CAS General Faculty, CAS is submitting a revised proposal that will be reviewed by each of the five CAS divisions and then the CAS general faculty. We think the deletion is a reasonable action and we hope that when divisions review this revised and resubmitted rationale they will come to the same conclusion.

At the time the decision was made by the Dean and the Associate Dean/Director of the MLS Program to stop accepting new students, enrollments in the MLS had dropped precipitously over the previous five years. The required research course for the degree, LS 600, averaged 2 MLS students/course during the last three years it was offered. By the fall 2016, there were only 3 students enrolled in the MLS program. Although enrollments for the MLS have never been large, this represented a significant decline.

CAS MLS DEGREES AWARDED												
	AY08	AY09	AY10	AY11	AY12	AY13	AY14	AY15	AY16	AY17	AY18	AY19
	0	1	0	3	5	7	1	5	2	3	4	2

Such low enrollments are indicative of an academically unsustainable program. The Higher Learning Commission (HLC), Washburn's accrediting body, requires that "the institution's policy and practice assure that at least 50% of courses applied to a graduate program are courses designed for graduate work, rather than undergraduate courses credited toward a graduate degree." However, with such small enrollments, MLS courses have only been viable when combined with undergraduate courses. The academic quality of a graduate degree becomes suspect when most of the students in the courses are undergraduate students, and has limited appeal to students when it cannot offer robust dedicated graduate-level courses. Although the MLS has not required much in the way of resources (e.g., no separate budget and no dedicated faculty), it does not seem that we can offer a true graduate experience with so few graduate students. It also appears the situation is unlikely to change. Nationally, data suggests that the master's market is saturated (see [here](#), for example). Demand among working professionals tends toward online programs and programs directly tied to career skills, career advancement, or change in careers. The MLS has been a face-to-face program that "is designed to develop students who understand the integrated nature of learning." Neither the format (face-to-face) nor the content (liberal arts and sciences integration) of the MLS seems to be a good fit for today's post-baccalaureate students.

In response to the concern of the CAS General Faculty that *"as the dates on the submission itself makes clear, CFC approval followed, rather than preceded the actual deletion of the program"* the CAS deans office wants to make clear that the program is, in fact, not considered deleted until it has been approved by the Board of Regents. Such deletion would occur only after the proposal had been approved by CFC, CAS General Faculty, Faculty Senate, General Faculty, and finally, the Board of Regents. It is true the MLS program stopped admitting students in spring 2018. This is standard practice whenever a program is being revised or reconsidered. For example, Kinesiology stopped taking students into the Bachelor of Science in Athletic Training program when its national accrediting body decided that the professional degree for athletic trainers was a Master's degree. In this case, the cessation of new majors occurred significantly before the program was officially deleted. Likewise, the Department of Education stopped taking students into a graduate program while the program was being extensively revised. It is nonetheless true that programs are not "actually deleted" until such deletions are approved by Washburn's systems of faculty governance and the Board of Regents.

2. Complete Description:

Students must take LS 600 Introduction to Graduate Research in Liberal Studies and three interdisciplinary seminars. In addition to these core interdisciplinary seminars (12 credit hours) and individualized study (15 hours which may be courses dual-listed at the 300/600 level), this 30-hour program culminates with a 3-credit capstone experience. The Student Learning Outcomes include:

- Demonstrated the ability to complete graduate-level independent academic research using both primary and secondary sources.
- Demonstrated a mastery of the formal conventions of scholarly writing.

- Acquired an understanding of the interconnection among the various academic disciplines so that "interdisciplinary becomes an active approach to understanding and interpretation.
- Acquired the ability to put these skills into practice by writing and designing a capstone project that carefully analyzes a specific problem and that does so by placing that problem in a context that transcends disciplinary boundaries.

3. Is the program being deleted from the catalog being replaced with another program?

No.

4. Is the content of this program being distributed to another program?

Not specifically. However, the CAS is committed to providing elective interdisciplinary courses and teaching opportunities, particularly at the upper-division level. Many of the courses that were developed for the MLS program can continue to be taught at the upper division level and new interdisciplinary courses will be supported. The MLS was a catalyst for creative collaborative curriculum and we would like to continue offering these types of courses. We are currently looking at ways to more systematically encourage such offerings.

5. Does this change affect any other departments?

Yes. Numerous CAS departments offer courses that could be counted towards the MLS degree. However, given the small number of MLS students, the effects on enrollment should be minimal. The graduate cross-listing of these courses will continue to be offered for individuals who are interested in taking them for graduate credit (e.g., potential CEP instructors who need additional graduate hours in a discipline).



SIR II STUDENT INSTRUCTIONAL REPORT II (SIR II)

SIR II Report Number

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This questionnaire gives you the chance to comment anonymously about this course and the way it was taught. Using the rating scale below, mark the one response for each statement that is closest to your view. Fill in the appropriate circle to the right of the statement.

- (5) Very Effective
- (4) Effective
- (3) Moderately Effective
- (2) Somewhat Ineffective
- (1) Ineffective
- (0) Not applicable, not used in the course, or you don't know. In short, the statement does not apply to the course or instructor.

As you respond to each statement, think about each practice as it contributed to your learning in this course.

A. Course Organization and Planning

- | | Very Effective | Effective | Moderately Effective | Somewhat Ineffective | Ineffective | Not applicable |
|---|----------------|-----------|----------------------|----------------------|-------------|----------------|
| 1. The instructor's explanation of course requirements | (5) | (4) | (3) | (2) | (1) | (0) |
| 2. The instructor's preparation for each class period | (5) | (4) | (3) | (2) | (1) | (0) |
| 3. The instructor's command of the subject matter | (5) | (4) | (3) | (2) | (1) | (0) |
| 4. The instructor's use of class time | (5) | (4) | (3) | (2) | (1) | (0) |
| 5. The instructor's way of summarizing or emphasizing important points in class | (5) | (4) | (3) | (2) | (1) | (0) |

B. Communication

- | | | | | | | |
|--|-----|-----|-----|-----|-----|-----|
| 6. The instructor's ability to make clear and understandable presentations | (5) | (4) | (3) | (2) | (1) | (0) |
| 7. The instructor's command of spoken English (or the language used in the course) | (5) | (4) | (3) | (2) | (1) | (0) |
| 8. The instructor's use of examples or illustrations to clarify course material | (5) | (4) | (3) | (2) | (1) | (0) |
| 9. The instructor's use of challenging questions or problems | (5) | (4) | (3) | (2) | (1) | (0) |
| 10. The instructor's enthusiasm for the course material | (5) | (4) | (3) | (2) | (1) | (0) |

C. Faculty/Student Interaction

- | | | | | | | |
|---|-----|-----|-----|-----|-----|-----|
| 11. The instructor's helpfulness and responsiveness to students | (5) | (4) | (3) | (2) | (1) | (0) |
| 12. The instructor's respect for students | (5) | (4) | (3) | (2) | (1) | (0) |
| 13. The instructor's concern for student progress | (5) | (4) | (3) | (2) | (1) | (0) |
| 14. The availability of extra help for this class (taking into account the size of the class) | (5) | (4) | (3) | (2) | (1) | (0) |
| 15. The instructor's willingness to listen to student questions and opinions | (5) | (4) | (3) | (2) | (1) | (0) |

D. Assignments, Exams, and Grading

- | | | | | | | |
|--|-----|-----|-----|-----|-----|-----|
| 16. The information given to students about how they would be graded | (5) | (4) | (3) | (2) | (1) | (0) |
| 17. The clarity of exam questions | (5) | (4) | (3) | (2) | (1) | (0) |
| 18. The exams' coverage of important aspects of the course | (5) | (4) | (3) | (2) | (1) | (0) |
| 19. The instructor's comments on assignments and exams | (5) | (4) | (3) | (2) | (1) | (0) |
| 20. The overall quality of the textbook(s) | (5) | (4) | (3) | (2) | (1) | (0) |
| 21. The helpfulness of assignments in understanding course material | (5) | (4) | (3) | (2) | (1) | (0) |

E. Supplementary Instructional Methods

Many different teaching practices can be used during a course. In this section (E), rate only those practices that the instructor included as part of this course.

Rate the effectiveness of each practice used as it contributed to your learning.

- | | Very Effective | Effective | Moderately Effective | Somewhat Ineffective | Ineffective | Not used |
|---|----------------|-----------|----------------------|----------------------|-------------|----------|
| 22. Problems or questions presented by the instructor for small group discussions | (5) | (4) | (3) | (2) | (1) | (0) |
| 23. Term paper(s) or project(s) | (5) | (4) | (3) | (2) | (1) | (0) |
| 24. Laboratory exercises for understanding important course concepts | (5) | (4) | (3) | (2) | (1) | (0) |
| 25. Assigned projects in which students worked together | (5) | (4) | (3) | (2) | (1) | (0) |
| 26. Case studies, simulations, or role playing | (5) | (4) | (3) | (2) | (1) | (0) |
| 27. Course journals or logs required of students | (5) | (4) | (3) | (2) | (1) | (0) |
| 28. Instructor's use of computers as aids in instruction | (5) | (4) | (3) | (2) | (1) | (0) |

Questionnaire continued on the other side. ➔

For the next **two** sections (F and G), use the rating scale below. Mark the one response for each statement that is closest to your view. Fill in the appropriate circle to the right of each statement.

- (5) **Much More** than most courses
- (4) **More Than** most courses
- (3) About the **Same** as others
- (2) **Less** than most courses
- (1) **Much Less** than most courses
- (0) **Not applicable**, not used in the course, or you don't know. In short, the statement does not apply to the course or instructor.

Much More Than most courses
 More Than most courses
 About the Same as others
 Less than most courses
 Much Less than most courses
 Not Applicable

F. Course Outcomes

- 29. My learning increased in this course (5) ... (4) ... (3) ... (2) ... (1) (0)
- 30. I made progress toward achieving course objectives (5) ... (4) ... (3) ... (2) ... (1) (0)
- 31. My interest in the subject area has increased (5) ... (4) ... (3) ... (2) ... (1) (0)
- 32. This course helped me to think independently about the subject matter (5) ... (4) ... (3) ... (2) ... (1) (0)
- 33. This course actively involved me in what I was learning (5) ... (4) ... (3) ... (2) ... (1) (0)

G. Student Effort and Involvement

- 34. I studied and put effort into the course (5) ... (4) ... (3) ... (2) ... (1) (0)
- 35. I was prepared for each class [writing and reading assignments] (5) ... (4) ... (3) ... (2) ... (1) (0)
- 36. I was challenged by this course (5) ... (4) ... (3) ... (2) ... (1) (0)

H. Course Difficulty, Work Load, and Pace

- 37. For my preparation and ability, the level of difficulty of this course was:
 (5) Very difficult (4) Somewhat difficult (3) About right (2) Somewhat elementary (1) Very elementary
- 38. The work load for this course in relation to other courses of equal credit was:
 (5) Much heavier (4) Heavier (3) About the same (2) Lighter (1) Much lighter
- 39. For me, the pace at which the instructor covered the material during the term was:
 (5) Very fast (4) Somewhat fast (3) Just about right (2) Somewhat slow (1) Very slow

I. Overall Evaluation

- 40. Rate the quality of instruction in this course as it contributed to your learning (try to set aside your feelings about the course content):
 (5) Very effective (4) Effective (3) Moderately effective (2) Somewhat Ineffective (1) Ineffective

J. Student Information

- 41. Which one of the following best describes this course for you?
 (1) A major/minor requirement (2) A college requirement (3) An elective (4) Other
- 42. What is your class level?
 (1) Freshman/1st year (2) Sophomore/2nd year (3) Junior/3rd year (4) Senior/4th year (5) Graduate (6) Other
- 43. Do you communicate better in English or in another language?
 (1) Better in English (2) Better in another language (3) Equally well in English and another language
- 44. Sex (1) Female (2) Male
- 45. What grade do you expect to receive in this course?
 (1) A (2) A- (3) B+ (4) B (5) B- (6) C (7) Below C

K. Supplementary Questions If the instructor provided supplementary questions and response options, mark your answers in this section. Mark only one response for each question.

- 46. (5) (4) (3) (2) (1) (NA) 48. (5) (4) (3) (2) (1) (NA) 50. (5) (4) (3) (2) (1) (NA) 52. (5) (4) (3) (2) (1) (NA) 54. (5) (4) (3) (2) (1) (NA)
- 47. (5) (4) (3) (2) (1) (NA) 49. (5) (4) (3) (2) (1) (NA) 51. (5) (4) (3) (2) (1) (NA) 53. (5) (4) (3) (2) (1) (NA) 55. (5) (4) (3) (2) (1) (NA)

L. Student Comments If you would like to make additional comments about the course or instruction, use a separate sheet of paper. You might elaborate on the particular aspects you liked most as well as those you liked least. Also, how can the course or the way it was taught be improved? An additional form may be provided for your comments. **Please give these comments to the instructor.**



Abbreviated survey instrument adopted for Spring 2020, Summer 2020, and Fall 2020. Questions taken from SIR II instrument.



The questionnaire gives you the chance to comment confidentially about this course and the quality of instruction. Using the rating scale below, select the one response for each statement that is closest to your view.

1. The instructor's respect for students
 - (5) Very Effective
 - (4) Effective
 - (3) Moderately Effective
 - (2) Somewhat Ineffective
 - (1) Ineffective

2. The instructor's comments on assignments and exams
 - (5) Very Effective
 - (4) Effective
 - (3) Moderately Effective
 - (2) Somewhat Ineffective
 - (1) Ineffective
 - (0) Not Applicable

3. Rate the quality of instruction in this course as it contributed to your learning (try to set aside your feelings about the course content):
 - (5) Very Effective
 - (4) Effective
 - (3) Moderately Effective
 - (2) Somewhat Ineffective
 - (1) Ineffective

4. What is your class level?
 - Freshman/1st year
 - Sophomore/2nd year
 - Junior/3rd year
 - Senior/4th year
 - Graduate
 - Auditor
 - Other

Abbreviated survey instrument adopted for Spring 2020, Summer 2020, and Fall 2020. Questions taken from SIR II instrument.

Student Comments

5. If you would like to make additional comments about the course or instruction, especially given the extraordinary circumstances of COVID-19 this semester, please do so in the response box below.

For consideration and discussion—proposed draft of CAS Student Perception Survey Questions to adopt moving forward, after Fall 2020



The questionnaire gives you the chance to comment confidentially about this course and the quality of instruction. Using the rating scale below, select the one response for each statement that is closest to your view.

1. The instructor's explanation of course requirements
 - (5) Very Effective
 - (4) Effective
 - (3) Moderately Effective
 - (2) Somewhat Ineffective
 - (1) Ineffective

2. The instructor's preparation for each class period
 - (5) Very Effective
 - (4) Effective
 - (3) Moderately Effective
 - (2) Somewhat Ineffective
 - (1) Ineffective

3. The instructor's command of the subject matter
 - (5) Very Effective
 - (4) Effective
 - (3) Moderately Effective
 - (2) Somewhat Ineffective
 - (1) Ineffective

4. The instructor's helpfulness and responsiveness to students.
 - (5) Very Effective
 - (4) Effective
 - (3) Moderately Effective
 - (2) Somewhat Ineffective
 - (1) Ineffective

5. The instructor's organization of course material
 - (5) Very Effective
 - (4) Effective
 - (3) Moderately Effective
 - (2) Somewhat Ineffective
 - (1) Ineffective

For consideration and discussion—proposed draft of CAS Student Perception Survey Questions to adopt moving forward, after Fall 2020

6. The instructor's comments on assignments and exams

- (5) Very Effective
- (4) Effective
- (3) Moderately Effective
- (2) Somewhat Ineffective
- (1) Ineffective

7. The instructor's respect for students

- (5) Very Effective
- (4) Effective
- (3) Moderately Effective
- (2) Somewhat Ineffective
- (1) Ineffective

8. The instructor's creation of an inclusive, welcoming classroom environment for students of diverse backgrounds.

- (5) Very Effective
- (4) Effective
- (3) Moderately Effective
- (2) Somewhat Ineffective
- (1) Ineffective

(please note that this question has been added since this draft document was previously distributed)

9. Rate the quality of instruction as it contributed to your learning (try to set aside ideas about the course content)

- (5) Very Effective
- (4) Effective
- (3) Moderately Effective
- (2) Somewhat Ineffective
- (1) Ineffective

10. What is your class level?

- Freshman/1st year
- Sophomore/2nd year
- Junior/3rd year
- Senior/4th year
- Graduate
- Auditor
- Other

For consideration and discussion—proposed draft of CAS Student Perception Survey Questions to adopt moving forward, after Fall 2020

Student Comments

11. If you would like to make additional comments about the course or instruction, please do so in the response box below.

A graphic showing two hands, one on the left and one on the right, holding a globe of the Earth. The hands are rendered in a blue and green color scheme, matching the globe. The globe is positioned in the center, with the hands framing it. The background is a solid dark blue.

SUSTAINABILITY

Approaches and
Arguments for
Sustainable
Practices: A Virtual
Panel Discussion

Feb. 10, 12-1:30 PM

Panelists include Dr. Kellis Bayless (WU Biology Department), Leilani Grey (Program Coordinator at the Climate + Energy Project and co-chair of the City of Topeka Sustainability Advisory Board), Zack Pistora (Legislative Director and Lobbyist for the Kansas Chapter of the Sierra Club), and Dr. Ian Smith (WU Philosophy and Religious Studies Department).

Register [here](#)

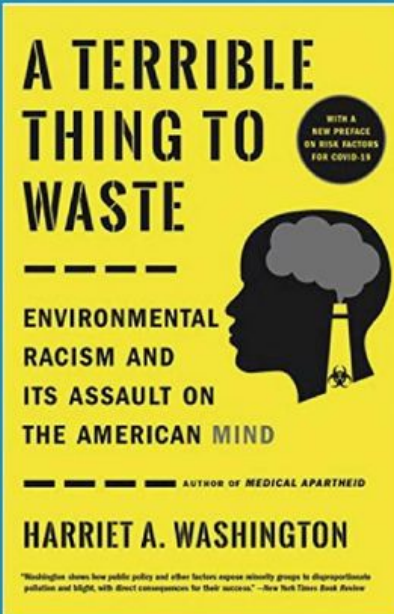
<https://www.eventbrite.com/e/approaches-and-arguments-for-sustainable-practices-a-panel-discussion-tickets-139689584307>



Environmental Racism and its Assault on the American Mind

Featuring author

Harriet A. Washington



Thursday
February 18
2:00-3:30PM
Virtual lecture &
panel discussion

www.youtube.com/washburnvideo

Moderator: Dr. Laura Murphy, Assistant Professor
Washburn University | Sociology & Anthropology

Panelist: Dr. Valerie Padilla Carroll, Assistant Professor
Kansas State University | Gender, Women, and Sexuality Studies

Panelist: Dr. Dan Wildcat (Yuchee Creek), Professor
Haskell Indian Nations University | Indigenous and American Indian Studies

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