

CFC Meeting Agenda

Monday, May 3, 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, April 5, 2021
- III. Division Reports
 - a. Humanities Division Minutes, January 20-28, 2021
 - b. Social Science Division Minutes, April 23, 2021
- IV. Committee Reports
 - a. CFC Curriculum Committee March 29, 2021
 - i. Packet includes: MM 300, MM 311, MM 303, MM 424, MM 426, MM 430, MM 402, MM 432
 - b. CFC Curriculum Committee April 26, 2021
 - i. Packet includes: MM 328, MM 415, MM 420, xx (MC) 399, xx (MC) 199, xx (MC) 395, ED 290, ED 322, ED 335
- V. Old Business
 - a. New Programs
 - i. Mass Media – new concentration in Sport and Event Media
 - Includes courses MM 202, MM 402, MM 309, MM 415 and MM 430 considered by the CFC-CC.
- VI. New Business
 - a. Program deletion – Associate of Arts in Early Childhood Education
 - b. Program revision – Bachelor of Education in Elementary Education
 - c. Revised Minor in Jazz Studies
 - d. Revised Minor in Music
 - e. Committee assignments for 2021-2022
- VII. Discussion
- VIII. Information Items
- IX. Concerns
- X. Announcements

CFC Meeting Minutes
Monday, April 5, 2021, 4 p.m., via Zoom

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

- I. Call to Order
4:01pm
- II. Approval of CFC Minutes, Monday, February 8, 2021-- Approved
- III. Division Reports --Accepted
 - a. NSD – minutes from March 12; CAS P&T wording suggestions
*Sent to division chairs so discussed at division level, with chairs, faculty devo subcommittee
- IV. Committee Reports -- Approved
 - a. CFC Curriculum Committee 2/22
- V. New Business
 - a. New Programs
 - i. Mass Media – new concentration in Sport and Event Media
*For MM 420, more information is needed about the course as is it like a sport management course that already exists.
*Some of the course names listed are the older course names.
*A motion was made to postpone the vote to approve until the May CFC meeting. This motion passed.
 - b. Program Changes
 - i. Mass Media – revised minor in Film and Video -- Approved
 - ii. Mass Media – revised minor in Mass Media -- Approved
 - iii. Mass Media – revised minor in Applied Media -- Approved
- VI. Discussion
 - a. Curriculum Process
*The current curriculum approval process was formalized in 2008.
*The Dean met with the CFC Curriculum sub-committee to ask about suggested changes to the current curriculum approval process. The process should become more streamlined with the addition of the new software program, Coursely.
*One concern brought up was whether the Library should have approval authority.
*Another concern was to try and streamline the approval process needed from the Education Dept.

VII. Information Items

*From the CFC Resources sub-committee, the Board of Regents approved the following:

→Capital Requests: replace counters in Stoffer; more bulletin boards in Stoffer; and the repair of the White Concert Hall stage lift.

→Equipment: new stage platforms; spectrometers for Chemistry; a fluorometer for Biology; new lab table and cabinets for Sociology/Anthropology; new lighting for Theatre; new furnishings for the offices in Math; new film cameras in art; and lab equipment in Physics.

*University is reviewing small programs by Department: Art, Political Science, Education, and Physics are currently under review. This is not supposed to be from a budgetary standpoint.

*The impetus for the small program review is influenced by decisions from KBOR. As Washburn has its own Board of Regents, a question came up regarding what is KBOR's reason for doing this at other institutions and how does it relate to Washburn's reasoning?

*State legislators and WUBOR are also looking at small program reviews.

*A question was asked about the small program review process. The Vice President's Office reviews and sends data to Dept. Chairs, the committee doing the review meets with faculty and chair.

*The issues being reviewed are sent (including questions) to the Department chairs who discuss them with faculty.

*The school is working with an outside company in regards to this small program review.

*The Office of Enrollment Management is not involved in the small program review process.

*As the small program review process is currently underway for the first time, the group performing the review is trying to establish more targeted questions moving forward.

*There is not a finalized budget plan for next year.

*The tentative plan to restore travel funds that were taken away this past academic year.

*There is hope to try and find a way to restore research grants.

*Graduation will be outdoors and in person. A ceremony will be held for 2020 graduates (on May 1st) and for 2021 graduates (on May 8th). All undergraduate units will be combined.

VIII. Concerns

*A question was asked whether we needed to do anything for the changes to the student perception forms in the fall. The CFC Faculty Development sub-committee will look at these changes in the fall.

*Washburn's plan is to be opening full in fall. The different modalities will still be present.

IX. Announcements

*Employee recognition awards - May 14th

*Apeiron - April 16th

*"Opening a Morgue" is a new play put on by the Theatre Dept. It is a comedy about murder.

X. Adjournment – 4:52 pm

**Humanities Division of Washburn University
College of the Arts and Sciences Minutes
January 20, 2021 through January 29, 2021 (online)**

Michael O'Brien, Chair of the Division, conducted a meeting via e-mail beginning January 20th, 2021.

New business included approving the following agenda items.

1. Approval of Minutes from December 2nd, 2020 meeting on Zoom.
2. Approval of HumDiv Statement on Deletion of Programs.
3. Deletion of the Masters of Liberal Studies (MLS).

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 January 28th, 2021.

On January 28th, 2021, Michael O'Brien announced via e-mail that all items on the agenda were approved with a quorum. Michael O'Brien also announced that he would forward the HumDiv Statement of Deletion of Programs to the Dean's Office.

The meeting concluded on January 28th, 2021.

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

Meeting minutes
Social Science Division
Friday, April 23, 2021 at 12 noon (via Zoom)

Present: Kelly Erby, Tom Prasch, Kim Morse, Kerry Wynn, Bruce Mactavish, Rachel Gossen (History); Mary Sundal, Sangyoub Park, Lindsey Ibañez, Laura Murphy (SOAN); Bob Beatty, Linsey Modellmog, Amber Dickenson (Political Science)
(Alex Klales, Jason Miller and Ashley Maxwell voted to approve all course changes and committee appointments via email.)

Previous meeting's minutes were approved by the Division via email.

Agenda:

1. Proposed course changes
 - a. PO 450 – **Approved**
 - b. SO 362/ AN 362 – **Approved**
2. Committee assignments needed
 - a. Interdisciplinary Studies Committee – Ashley **Maxwell was elected** for another 2-year term
 - b. Honors Advisory Board – Lindsey **Ibañez was elected** for another 2-year term
3. Division held a discussion to provide feedback on proposed changes to the college's research and scholarship guidelines in the faculty handbook:

Prasch asked why “his or her” was changed to “their”; Erby replied that it was more inclusive. Prasch remarked that the change introduces a grammatical error; Wynn pointed out that many grammar experts now regard “their” as acceptable usage. Prasch noted that ‘what counts as scholarly activity has changed a lot.’ Beatty commented that it seemed that the proposed language defers to the department to set criteria for promotion and tenure, but it also lists activities that represent scholarly activity, so this seems incongruent. Instead, the language could be “could include but not limited to.”

Prasch recommended that we also look at the list of activities. Noting that it did not include community engagement, he said the list was too limited. Morse remarked that the list was ‘10 years out of date.’ Prasch noted that there are ‘more ways to reach people now.’

Sundal suggested that scholarship of teaching and learning be added.

Morse wondered whether presenting one's research in the community would count as scholarship or service. Others pointed out that the boundary between service and scholarship was often fuzzy. Gossen suggested that “digital” should be included in the language.

Ibañez commented that peer review still matters, and asked whether candidates could be given tenure based on a viral tweet. Prasch noted that the department was still ‘key’ for setting expectations. Beatty noted that he conducts research for television programming and agreed that the department was the best arbiter of scholarship.

Wynn suggested that it would be good to have a mechanism of external review of non-peer-reviewed scholarship. Others agreed. Ibañez asked if CAS has an extensive list of possible scholarly activities but a department does not want to consider all of them for tenure, would candidates denied tenure by their departments be able to appeal by pointing to CAS's list? Morse said no, the language "could include" would prevent that. Regarding the section on service, Erby suggested adding diversity and inclusion-related activities to the list. Prasch and Sundal suggested that "draws upon professional expertise" be added to the first or second sentence. Erby noted that "promoting and advancing" sounded vague and difficult to measure. Wynn suggested adding "sustained work with a community partner" to the list of service activities.

Regarding the section on teaching, Morse suggested that "student perceptions and opinions" not be first. Erby suggested that "student performance" be changed to "evidence of learning." Mactavish suggesting adding language about using pedagogical training; others noted it would be difficult to measure. Gossen suggested adding "innovation" and said it has been especially important in the context of the pandemic.

4. Recognizing Sue Taylor-Owens

- a. CAS is collecting video greetings for Sue – before April 28 upload to https://washburnmail-my.sharepoint.com/:f/g/personal/kelly_erby_washburn_edu/EgaXFgyn-ElChxD6QRZaMEYBg_x6ionRzIEyXf4-VuCtVw
- b. Azyz Sharafy requests that we consider nominating Sue for a SIDLIT award: <https://colleague2colleague.org/2021-sidlit-awards/>

5. Announcements

Prasch: Historical Film Night – Nosferatu

Morse: Looking for suggestions for non-Zoom ways to include live chat and document sharing in the classroom

Sundal: AAADS minor – please tell students about summer and fall classes offered in history, sociology, and philosophy. If interested in cross-listing a course with AAADS, reach out to her.

Morse: same for LLAS minor – several courses being offered, spread the word.

Erby: Registration Fair – please send course flyers to James Barraclough at Mabee or to Erby. Volunteers needed also for April 27.

Wynn: Honors – NSO is different this year. Please help promote honors program by telling students about it if they have a strong academic record and you think they might be interested.

Prasch: Wynn and Nyquist are presenting on historical documentary filmmaking for the Wifi Film Festival.

College Faculty Council
Curriculum Committee Minutes
March 29th, 2021, 4:00 PM – Zoom Meeting

Committee Members Present: Dickinson, Meador, Moss, Schnoebelen, Sharp, Smith, Steffen (portion of meeting). Meeting guest: Maria Stover (approx. 4:15 pm – 4:45 pm)

The 2/22/2021 committee minutes were approved via email, 3/1/2021.

- I. The following programs were discussed (continued discussion, addition information sought from Mass Media Chair after 2/22/2021 CFCCC Meeting):
- a. Bachelor of Arts in Mass Media, Sport and Event
Media Concentration – new concentration – New **APPROVED**
 - i. Updated rationale in place
 - 1. Personalized learning path
 - 2. Personalized faculty mentoring
 - 3. Specific activities embedded in:
 - a. MM 202
 - b. MM 402
 - c. MM 309
 - d. MM 415
 - e. MM 430 (updated on 4/27/2021 as requested by Saunders, committee informed)
 - f. Extracurricular activities
 - ii. Discussion regarding the sports course offering and the paths associated with the degree.
 - b. Minor in Film and Video – revised – New **APPROVED**
 - i. Revision of existing minor
 - ii. Aligning hours with other minors in CAS
 - iii. Practical experience
 - 1. Volunteer work, additional activities, etc.
 - 2. Work closely with an advisor
 - c. Minor in Mass Media – revised – New **APPROVED**
 - i. Revision of existing minor
 - ii. Aligning hours with other minors in CAS
 - iii. Practical experience
 - 1. Volunteer work, additional activities, etc.
 - 2. Work closely with an advisor
 - iv. Personalize the minor to fit the career goals
 - d. Minor in Applied Media – Revised – New **APPROVED**
 - i. Revision of existing minor
 - ii. Aligning hours with other minors in CAS
 - iii. Practical experience
 - 1. Volunteer work, additional activities, etc.
 - 2. Work closely with an advisor
- II. The following courses were discussed (continued discussion, addition information sought from Mass Media Chair after 2/22/2021 CFCCC Meeting):

- a. *MM 300 Mass Media Law, **Course Change** **APPROVED**
 - i. Course maintains the same scope: the class is still a law class, just an updated version, with the diversity component being the most exciting addition (Stover, email, 3/2/2021).
 - ii. Old descriptions, very out of date, updated
 - iii. CAS approval system - description issue updated
 - iv. Title will change to *Media Law, Ethics and Diversity*
 - b. *MM 311 Broadcast Performance, **Course Change** **APPROVED**
 - i. Course maintains the same scope: the class takes place in the same studio, and students are introduced to the skills necessary to perform on the air, but with an expanded production component, which is so coveted in today's broadcasting field. LinkedIn ranks video production as a top 10 skill: <https://business.linkedin.com/talent-solutions/blog/trends-and-research/2020/most-in-demand-hard-and-soft-skills> (Stover, email, 3/2/2021)
 - ii. Discussion concerning substantive changes verse new course
 - iii. Old description is very out of date
 - iv. Title will change to *TV Studio Production*
 - v. Prerequisite: MM202 OR MM222 or consent
 - c. MM 303 Video Game Storytelling, **New Course** **APPROVED with amendment**
 - i. Friendly amendment entertained (description) (Stover, email, 3/2/2021)
 - 1. *This course empowers students to learn the professional side of video games, and understand the central role of storytelling and character development. In addition to storytelling basics, students are exposed to the vital history and design elements in the industry.* (addition underlined)
 - ii. Rationale: the professional side of video game has now become much more of a collaborative process where writers work with developers, coders, etc. This is what the description tries to emphasize (Stover, email 3/2/2021).
 - iii. Video Game Minor – Game Design Minor?
 - 1. “Game Design Minor”
 - a. Updated in the system
- III. The following courses were discussed:
- a. MM 424 Student Media Practicum, **New Course** **APPROVED**
 - i. Members of the WU Student Media’s newsroom
 - ii. Discussion concerning MM 393 (special topics) verse MM 424
 - iii. MM 424 and MM 426 replacing 2 low enrollment courses, MM 422 and MM 431
 - iv. Part of the Contemporary Journalism concentration
 - v. Prerequisite MM 202 or consent
 - vi. 1 credit
 - b. MM 426 Advanced Student Media Practicum, **New Course** **APPROVED**
 - i. Members of the WU Student Media’s newsroom
 - 1. Assistant level
 - ii. Prerequisite of MM 202 or consent
 - iii. MM 426 and MM 424 are replacing 2 low enrollment courses, MM 422 and MM 431 (Contemporary Journalism concentration)
 - iv. 2 credit hours

- v. Typo 424, updated
 - c. MM 430 Film Festival Management, **New Course** **APPROVED**
(pending clarification).
Clarification received,
Committee approved
clarification-update
4/1/2021 via email.
 - i. WiFi Film Festival
 - ii. Prerequisites of MM 202 or MM 222
 - iii. Part of the Sport and Event Media Concentration
 - iv. Required not required? Clarification needed
 - 1. Updated
 - a. Not required with a qualifying statement for both MM 402 and MM 430.
 - i. “This is part of the new Sport and Event Media concentration. Either this course OR MM402, Sports Branding and Promotion, is required.”
 - d. MM 402 Sports Branding and Promotion, **New Course** **APPROVED,**
(pending clarification).
Clarification received,
Committee approved
clarification-update
4/1/2021 via email.
 - i. Surveys the strategies, etc. to promote sports products, American audience
 - ii. Prerequisite of MM 321
 - iii. Part of the Sport and Event Media Concentration
 - iv. Required/not required? Clarification needed
 - 1. Updated
 - a. Not required with a qualifying statement for both MM 402 and MM 430.
 - i. “This is part of the new Sport and Event Media concentration. Either this course, or MM430 Film Festival Management, is required.”
 - e. MM 432 Advertising II, **Course Change** **APPROVED**
 - i. Clarification for new curriculum
 - 1. IBP emphasis
 - ii. Title will change to *Advanced Advertising and PR Strategies*
 - iii. Description update
- IV. To be considered Monday, 4/26/2021
- a. MM 420 Public Relations II, **Course Change**
 - b. MM 415 Promotions Writing, **Course Change**
- V. *Substantive Changes
- a. Concerns about the scope of CFCCC regarding minor/substantive changes
 - i. Additional input sought after the 3/29/2021 CFCCC meeting
 - 1. CFCCC is within committee boundaries to approve the courses that have more substantive changes (Erby/Meador, 3/30/2021). Though there doesn't seem to be concerns from the CAS office, in the end, it is the committee's decision (Committee informed via email, 3/31/2021).
 - 2. Committee further approved moving forward with substantive changes in question, 4/1/2021
- VI. Additional
- a. In an effort to help with meeting preparation, Jim Schnoebelen shared his course/program notes with committee members/Maria Stover prior to the meeting, 3/29/2021 meeting.

- b. Email detailing 3/29/2021 programs/courses approved, CFCCC substantive course change scope, clarification approval for MM 430 and MM 402, and the Game Design update sent 3/31/2021, approved 4/1/2021 (reflected above).

Meeting Adjourned, 5:30 pm

Submitted by Rebecca Meador



Washburn University
College of Arts & Sciences - Course Approval System

Course Approval Form

Mass Media Law MM 300

LIBRARY

E-Mail Address of librarian completing evaluation: alan.bearman@washburn.edu

Are current library holdings adequate? Y

2021-01-25 12:29:41

If no, what would be necessary to bring the library collection to an acceptable standard for this course offering?

Comments

Based upon the current faculty commitment to using Open Educational Resources, the University Libraries can support this course. Should, however, this course move away from its current commitment to using OER, library support becomes more questionable because demands on the library budget are growing--particularly with respect to materials that address diversity and inclusion—while the library budget is shrinking both in terms of real dollars and due to inflationary pressures.

GENERAL EDUCATION COMMITTEE

Does the General Education Committee approve this course for general education credit? -

Comments

EDUCATION DEPARTMENT

Will addition of/changes to this course in any way alter the program leading to a teacher certification? N 2021-01-25 12:30:01

If yes, please explain:

OTHER AFFECTED DEPARTMENTS/SCHOOLS

Will the requested changes to this course in any way affect your offerings or majors? _

If yes, please explain:

DIVISION APPROVAL Y 2021-02-11 08:52:29

DEAN APPROVAL Y 2021-02-11 09:49:42

CFCCC APPROVAL Y 2021-04-01 10:40:55

VPAA COMPLETE? -



Washburn University
College of Arts & Sciences - Course Approval System

Change Request Form

Mass Media Law

What is the rationale for the change?

The proposed changes reduce confusion with regard to content and sequencing of classes as part of our new curriculum.

Please indicate what about the course is to be changed?

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

If "Other", *please specify*:

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

Change title from "Media Law" to "Media Law, Ethics and Diversity"

Proposed course description:

This course takes an in-depth look at the First Amendment, ethics, and diversity from a media practitioner's standpoint. Students will think critically about the freedoms of speech in the United States, privacy in a digital age, and common legal protections in the workplace. The course will also include an examination of professional ethics in mass media and how those may be applied in case studies. Furthermore, students will also examine the societal representations of gender, race, and disability in media and how those images influence and reinforce cultural stereotypes.

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: maria.stover@washburn.edu



Washburn University
College of Arts & Sciences - Course Approval System

Course Approval Form

Broadcast Performance MM 311

LIBRARY

E-Mail Address of librarian completing evaluation: alan.bearman@washburn.edu

Are current library holdings adequate? Y

2021-01-25 12:18:16

If no, what would be necessary to bring the library collection to an acceptable standard for this course offering?

Comments

GENERAL EDUCATION COMMITTEE

Does the General Education Committee approve this course for general education credit? -

Comments

EDUCATION DEPARTMENT

Will addition of/changes to this course in any way alter the program leading to a teacher certification? N 2021-01-25 12:47:40

If yes, please explain:

OTHER AFFECTED DEPARTMENTS/SCHOOLS

Will the requested changes to this course in any way affect your offerings or majors? -

If yes, please explain:

DIVISION APPROVAL Y 2021-02-11 08:53:13

DEAN APPROVAL Y 2021-02-11 09:41:31

CFCCC APPROVAL Y 2021-04-01 10:39:31

VPAA COMPLETE? -



Washburn University
College of Arts & Sciences - Course Approval System

Change Request Form

Broadcast Performance

What is the rationale for the change?

The proposed changes reduce confusion with regard to content and sequencing of classes as part of our new curriculum.

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*):

Change title from "Broadcast Performance" to "TV Studio Production"

Proposed description:

"Practice of the production roles and technical operations required to work collaboratively in a multi-camera TV studio environment. This course will provide students the opportunity to live-direct and work as part of a TV studio production crew in a variety of roles to produce a series of studio and field productions. Prerequisite: MM202 OR MM222 or consent"

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

None. We already have access to the studio.

- Course repeatable?

Effective date? Fall 2021

Initiator's E-mail Address: maria.stover@washburn.edu



Washburn University
College of Arts & Sciences - Course Approval System

Course Approval Form

Video Game Storytelling MM 303

LIBRARY

E-Mail Address of librarian completing evaluation: alan.bearman@washburn.edu

Are current library holdings adequate? Y

2021-01-25 12:19:16

If no, what would be necessary to bring the library collection to an acceptable standard for this course offering?

Comments

GENERAL EDUCATION COMMITTEE

Does the General Education Committee approve this course for general education credit? -

Comments

EDUCATION DEPARTMENT

Will addition of/changes to this course in any way alter the program leading to a teacher certification? N 2021-01-25 12:29:50

If yes, please explain:

OTHER AFFECTED DEPARTMENTS/SCHOOLS

Will the requested changes to this course in any way affect your offerings or majors? -

If yes, please explain:

DIVISION APPROVAL Y 2021-02-11 08:52:13

DEAN APPROVAL Y 2021-02-11 09:50:59

CFCCC APPROVAL Y 2021-04-01 10:38:42

VPAA COMPLETE? -



Washburn University
College of Arts & Sciences - Course Approval System

Course Information Form

Course Title: **Video Game Storytelling**

Department: **Mass Media** Division: **Creative & Performing Arts**

Course Level: **Undergraduate** Prefix: **MM** Course Number: **303**

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

Course Catalog Description *(include prerequisites)*

This course empowers students to learn the professional side of video games, and understand the central role of storytelling and character development. In addition to storytelling basics, students are exposed to the vital history and design elements in the industry. Professionals from all sides of the video game industry interact directly with students, providing them with first-hand insights. This course provides a foundation for pursuing a career in the video game industry from the producer, designer, executive, journalistic, and public relations standpoints.

Prerequisites: None

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

None. We want non-majors to be able to take this upper-level elective since it will be part of the Game Design minor.

Restrictions? **None** Course offered? **Every three or four semesters**

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

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

None.

Please state the rationale for offering this course:

We have offered this course as a special topics course twice. It is intended as an upper-level mass media elective and will also be part of the Game Design minor.

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

If 'Yes', which major(s)?

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

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

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

No additional equipment or facilities needed.

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.

MM 393 – Video Game Storytelling

Course Description

This class will provide students with an introduction to the video game/interactive industry where students will become well versed in both the industry's history, art, and career options. By looking at the evolution of storytelling methods, technology, journalism and business practices students will be ready to engage the subject in both business and scholarly pursuits. With the foundation laid, students will also learn about the development process by designing a game and learning how to make projects a reality.

This is a class I dreamed of teaching for years and am always incredibly excited when the opportunity comes up to teach it. I have spent a lifetime accumulating knowledge in this industry that I hope you will find useful. Please feel free to discuss specific things you would like to learn about as this class is for you.

Finally, video games are a field still relatively in its infancy. I expect to learn as much from you as you will learn in the course. We will begin each class by discussing the games we've played recently. Just as being a good writer demands you constantly read or being a filmmaker requires watching movies being a game designer conjures a command to breathe in games as constantly as possible.

Why MM 393?

First of all, I want this class to be as useful to you as possible. What are your career aspirations? What do you want to get out of this class? Please E-mail me or speak with me after class about this or games in general. I know people in most of the job types in the industry so I can probably offer advice on how to get to where you want to be.

This class is designed to give you an introduction to interactive storytelling elements as well as the industry in general. The video game industry makes billions every year yet it is difficult to find concrete information about this field and how to get a job. This course is intended for those wanting to get involved in the industry or someone with an interest in the field. We will be studying game design, relevant history, and many facets of the different careers in the industry from designer to journalist.

We will have guest speakers at various points of the industry. The goal is to have someone that is doing good work with a large following on YouTube and someone that is working on the game development side as well.

Learning Outcomes

1. Understand game design

- What makes a game better than others, and how does one go about designing a good game?
- What is the process by which games are designed?
- What do I need to know to enter the field and speak the language of game design?

2. Understand game history to provide context to design

- What games were innovative and considered to be cornerstones of the industry?
- How did the industry go from completely crashing in 1983 to earning billions today?
- Who are the heavy hitters in game design that are constantly referenced in the industry?

3. Understand the game industry

- What is the relation of game journalism to the industry?
- What is the business of games like?
- How do I get a job as a designer, journalist, artist or any of the above?

4. Understand game culture

- What is the culture that has built around video games?
- What are events like E3 and PAX and what is their relevance?
- Why is Twitch, YouTube, and the Internet so huge for this culture?

Textbook & Materials

Blake J, Harris, Console Wars: Sega, Nintendo, and the Battle that Defined a Generation. (New York, NY: Dey Street Books, 2014).

Sheff, Davis. Game Over: Press Start to Continue. (New York, NY: Random House, 1993).

Any edition is fine

Readings as assigned throughout the class. As long as the class keeps up on readings, there will not be quizzes over the readings.

It is strongly recommended that you have a notebook/file/folder designated for class. It is also crucial that you have online access. The university has many locations where you can work online if you do not have your own computer.

Course Requirements

You are assessed through quizzes, assignments, exams, participation, and the final capstone project.

Grading Scale:

Quizzes – 100 points

Assignments – 50 points

Mid-term Exam – 100 points

Final Exam – 100 points

Game Project – 650 points

=====

Total – 1000 points

GRADE PERCENTAGE POINTS

A 90-100% 900-1000

B 80-89% 800-899

C 70-79% 700-799

D 60-69% 600-699

F 0-59% 0-599

Assignments

Will be handed out in class. It is your responsibility to get assignments if you miss a class.

Project

As discussed in class, you may do this one of two ways:

1. Create a fully functional game with any means necessary. Unity, Gamemaker's Toolkit, RPGmaker. Whatever works for you. RPG maker would be the easiest in terms of not having to know any sort of programming and diving into design. The older versions would do everything you need and cost less than \$20.
2. Create detailed and illustrated design documents that make all required elements incredibly clear.

Regardless of the route you take your game must:

1. Demonstrate meaningful play as we've discussed this semester. We've gone over many examples as well as the terms and theories behind how to create meaningful play. Your project should show mastery over as many techniques as your game needs.
2. Fit within an established genre we've discussed. We talked about some crossover genres as well such as Strategy+RPG. You can make your own crossover as well, but make sure it makes sense.
3. You need to cover or create:
 - a. STORY – Describe, or make, your three act structure with inciting incident and storytelling elements we discussed in class such as plant and payoff. The story can be incredibly simple for a more gameplay focused game like Mario, or more elaborate like Final Fantasy VII. Neither of these choices will be considered better or worse. It is all about the execution and showing that you understand what we've discussed.
 - b. CHARACTERS – Develop a strong protagonist and antagonist. Up the stakes for your characters and remember how conflict shapes this relationship.
 - c. GAMEPLAY – Well thought out gameplay that considers rules, play, and cul+ture as well as micro and macro choices. Look over the class we did on the specific elements on gameplay as those can inspire ideas as well.
 - d. INTENSION – Good design requires having intension. Everything in the game should be connected and part of the overall structure making your game better as it goes.
 - e. MARKETING – How would this game be marketed? Who is your target demographic? How would it compete in a competitive industry?
4. PRESENTATION – You must create a five-minute presentation with visual aids as if you are presenting at E3 on the stage. Please do not go over, and practice to get as close to 5 minutes as you can. In the industry, you will have to do presentations of almost exact timing as well. In your presentation cover all the above listed required elements.
5. Remember what the Greg Snook of Microsoft said. What you create is what will get you a job so think of this as your career entry point.

Format:

As we've discussed in class, the format varies wildly in the industry. Gamasutra's guide is a great place to start:

http://www.gamasutra.com/view/feature/131632/creating_a_great_design_document.php

As we did in class, research design documents for similar games to get an educated sense as to how they were created.

DUE: 4/29 at 11:59PM on D2L

MOST IMPORTANT: Ask as many questions as you have. I'd be happy to meet with anyone outside of class to discuss this as many times as they need.

Quizzes: Unannounced based on participation

Exams: Two in total

Mid-term Exam (100 points) -March 5th in class

Final Exam (100 points) - ONLINE

Additional comments:

Note: effective date should be fall 2021, but 2021 was not on the list of options.

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

Initiator's E-mail Address: maria.stover@washburn.edu



Washburn University
College of Arts & Sciences - Course Approval System

Course Approval Form

Student Media Practicum MM 424

LIBRARY

E-Mail Address of librarian completing evaluation: alan.bearman@washburn.edu

Are current library holdings adequate? Y

2021-01-25 12:15:58

If no, what would be necessary to bring the library collection to an acceptable standard for this course offering?

Comments

GENERAL EDUCATION COMMITTEE

Does the General Education Committee approve this course for general education credit? -

Comments

EDUCATION DEPARTMENT

Will addition of/changes to this course in any way alter the program leading to a teacher certification? N 2021-01-25 12:48:55

If yes, please explain:

OTHER AFFECTED DEPARTMENTS/SCHOOLS

Will the requested changes to this course in any way affect your offerings or majors? -

If yes, please explain:

DIVISION APPROVAL Y 2021-02-11 08:54:31

DEAN APPROVAL Y 2021-02-11 14:17:16

CFCCC APPROVAL Y 2021-04-01 10:37:51

VPAA COMPLETE? -



Washburn University
College of Arts & Sciences - Course Approval System

Course Information Form

Course Title: **Student Media Practicum**

Department: **Mass Media** Division: **Creative & Performing Arts**

Course Level: **Undergraduate** Prefix: **MM** Course Number: **424**

Effective Semester: **Fall** Effective Year: **2020** Credits: **1**

Course Catalog Description *(include prerequisites)*

This course provides students with the opportunity to gain hands-on experience by becoming contributing members within Student Media's newsroom at Washburn. Students will emerge with augmented skills in writing, reporting, editing, photography, podcasting, videography and graphic design as a result of their contributions to the Washburn Review Newspaper, the Kaw Yearbook, and the Bod Magazine. Prerequisites: MM202 or consent.

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

Prerequisites: MM202 or consent.

Restrictions? **None** Course offered? **Every 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 and MM426 Advanced Student Media Practicum are replacing two low enrollment courses within the Contemporary Journalism concentration (MM422 and MM431). This course could be also taken by students who are looking to earn upper-level credit for their work for Student Media.

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

If 'Yes', which major(s)?

This course will be part of the revised Contemporary Journalism concentration.

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.

MM393: Student Media Practicum Syllabus

About: Students will be working as part of the Student Media staff in a variety of roles. Students will emerge with augmented skills in writing, reporting, editing, photography, podcasting, videography and graphic design as a result of their contributions to the Washburn Review Newspaper, the Kaw Yearbook, and the Bod Magazine. This course is one credit and you must reach a total of at least 64 total hours to be eligible to earn credit.

Students will keep track of their weekly tasks on their individual tabs on the course spreadsheet, which you will find linked in D2L. I also need your gmail addresses, so I can share it directly with you.

Assignment List:

1. Students will choose a new faculty member or current student to interview. You will write or create a video profile about the faculty member. You must also interview two additional sources. Face-to-face and phone interviews are fine, but email interviews are NOT allowed for this course.
2. Students will select a beat to follow. Your first meeting with your assigned beat (approved by Regina) must be face-to-face. You will be getting to know your subject and the areas they are responsible for. See the handout in D2L. You will turn in a written report about what you learned along with a list of at least five story ideas. You are not required to write all of these stories, however, you will be required to touch base (face-to-face or telephone) two more times with your source. Each time you will turn in a report about what you learned along with a list of at least 5 story ideas. You must write one story over your assigned beat before spring break. And you will complete a second story over your assigned beat before success week begins.
3. Final: You will create a written, reflective summary of your experience within Student Media. You will put together an online or printed portfolio of all of your work. Formatting absolutely matters. I want it to be professional, error-free and well organized. This will be due by noon Friday, May 15 to the dropbox.
4. Students are required to complete four additional assignments for this course.

Students in MM393 may choose to explore other areas of Student Media as well.

#1 Training:

Students without any experience can log up to 20 hours in training activities. The weekly staff meetings, which coincides with our class time, count here.

#2 Promotion & Advancement:

Students who choose this option will help Student Media with its recruiting efforts, and its online presence by helping to craft promotional social media messages. You may spend 10 hours doing promotional work.

#3 Copy Editing:

Students interested in this option must pass a copy editing test. Students who earned an A in MM422 can begin with this option immediately. Copy editors will work with chief copy editor Adam White once they complete the initial training.

Objectives:

- Students will learn how to determine overall newsworthiness by submitting weekly lists of potential story ideas and current event summaries.
- Students will cover the basic journalistic news writing concepts including accuracy, story format, grammar and Associated Press Style.
- Students will create a diverse reporting portfolio, covering a variety of topics and story types across a variety of media formats. For example, students will cover meetings, events, sports, profiles, breaking news, event previews and feature stories. In addition to writing stories, students will create photo galleries, podcasts, infographics, videos and social media stories.
- Students will gain firsthand experience meeting deadlines and creating published content within Student Media.

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

Students will be expected to read the Washburn Review weekly as well keeping track of online training materials and staying current with the Washburn University community.

2. Students will contribute weekly to the purposes of Student Media through content creation, ideas for media content packages and learning other elements of Student Media. At the end of the semester, students will create a portfolio to showcase their work in the course.

Students will be graded weekly on content submissions or other services provided. (30 percent)

- For Stories:
 - Does the story contain enough elements to be considered newsworthy?
 - Has the student written an effective story with strong organization and minimal grammar and style errors?
 - Did the student meet the deadline?
 - Was the content turned in correctly using available technology with all necessary files and information included?
- For other activities
 - Did the student sign up for the time with a current leader within Student Media?
 - Did the student show up on time?
 - Did the student log the experience on their spreadsheet tab?
 - The final assessment will be on the overall quality of their portfolio. (50 percent)
 - Is it diverse in both topic and format?
 - Has the student adequately explored all that Student Media offers?
 - Students will also write a reflective summary of their overall experience and evaluate themselves in terms of the progression of their media skills. (20 percent)

Additional comments:

Note: the effective year should be 2021.

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

Initiator's E-mail Address: maria.stover@washburn.edu



Washburn University
College of Arts & Sciences - Course Approval System

Course Approval Form

Advanced Student Media Practicum MM 426

LIBRARY

E-Mail Address of librarian completing evaluation: alan.bearman@washburn.edu

Are current library holdings adequate? Y 2021-01-25 12:14:35

If no, what would be necessary to bring the library collection to an acceptable standard for this course offering?

Comments

GENERAL EDUCATION COMMITTEE

Does the General Education Committee approve this course for general education credit? -

Comments

EDUCATION DEPARTMENT

Will addition of/changes to this course in any way alter the program leading to a teacher certification? N 2021-01-25 12:49:04

If yes, please explain:

OTHER AFFECTED DEPARTMENTS/SCHOOLS

Will the requested changes to this course in any way affect your offerings or majors? -

If yes, please explain:

DIVISION APPROVAL Y 2021-02-11 08:54:42

DEAN APPROVAL Y 2021-02-11 09:22:19

CFCCC APPROVAL Y 2021-04-01 10:52:17

VPAA COMPLETE? -



Washburn University
College of Arts & Sciences - Course Approval System

Course Information Form

Course Title: **Advanced Student Media Practicum**

Department: **Mass Media** Division: **Creative & Performing Arts**

Course Level: **Undergraduate** Prefix: **MM** Course Number: **426**

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

Course Catalog Description *(include prerequisites)*

This course provides students with the opportunity to gain hands-on experience by becoming contributing members within Student Media's newsroom at Washburn. Students will assume assistant-level leadership responsibilities and a specific project to manage. Students will oversee a small group of staff members to complete a more in-depth media assignment, developed in consultation with the director of Student Media and a Core leader of the organization while continuing to build skills in writing, reporting, editing, photography, podcasting, videography and graphic design as a result of their contributions to the Washburn Review Newspaper, the Kaw Yearbook, and the Bod Magazine. Prerequisites: MM202 or consent.

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

Prerequisites: MM202 or consent.

Restrictions? **None** Course offered? **Every 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 and MM424 Student Media Practicum are replacing two low enrollment courses within the Contemporary Journalism concentration (MM422 and MM431). This course and MM424 Student Media Practicum are replacing two low enrollment courses within the Contemporary Journalism concentration (MM422 and MM431). This course could be also taken by students who are looking to earn upper-level credit for their work for Student Media.

Is this course required for the major?

If 'Yes', which major(s)?

This course is part of the revised Contemporary Journalism concentration.

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.

MM426 Advanced Student Media Practicum

Textbook: There is no textbook, but you will need access to an Associated Press Stylebook, and you will be required to read assigned readings within D2L.

Course Objectives/Learning Outcomes:

Students will be able to:

1. Report on a beat and write news stories for publications
2. Identify important issues and develop news story ideas
3. Identify the key people for beats and cultivate and identify and consult reliable sources on a beat
4. Work with editors
5. Recognize ethical questions that face news professionals
6. Recognize the trends of specialized reporting and increased attention to ethnic and cultural differences
7. Create multimedia content for newspaper, magazine, online and other specialized publications.

Assessed:

PSLO 3: Demonstrate the ability to use technology to research, compare, create, and organize appropriate information and analyze its use for various audiences.

Assessment Measures and Thresholds:

PSLO 3: Students in MM426, will produce at least 10 stories throughout the semester with the aim to publish selected pieces in the Washburn Review, the Kaw Yearbook, or the Bod Magazine. The final portfolio will be rated on a scale of 1 (F = needs improvement) – 5 (A = excellent). Students should at least score a 3 on this project. (Course Embedded Assignment)

Grading:

Most of your grade in this class will be based on the quality of your reporting assignments. When grading stories, I am looking first at the quality of the idea, how well you developed the story, the sources you selected, the quality and quantity of direct quotes in the assigned story (as relevant) and your adherence to strong writing conventions, grammar and Associated Press Style.

- Writing Portfolio: 100 points
- Homework: 25 points
- Class Participation: 25 points

Your writing and reporting should demonstrate growth as we go through the various topics within the course. You will be asked to read specific examples and share your thoughts via D2L. We will spend some time going over the articles you have written in class. You will also be expected to stay current with major world current events as well as gain a more in-depth look at Washburn University and the Topeka community.

We will tackle additional writing assignments or activities during some of our class sessions, but please do not expect to use regular class time to complete major course assignments.

Additional comments:

Note: The effective year should be 2021.

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

Initiator's E-mail Address: maria.stover@washburn.edu



Washburn University
College of Arts & Sciences - Course Approval System

Course Approval Form

Film Festival Management MM 430

LIBRARY

E-Mail Address of librarian completing evaluation: alan.bearman@washburn.edu

Are current library holdings adequate? Y

2021-01-25 12:18:55

If no, what would be necessary to bring the library collection to an acceptable standard for this course offering?

Comments

GENERAL EDUCATION COMMITTEE

Does the General Education Committee approve this course for general education credit? -

Comments

EDUCATION DEPARTMENT

Will addition of/changes to this course in any way alter the program leading to a teacher certification? N 2021-01-25 12:30:19

If yes, please explain:

OTHER AFFECTED DEPARTMENTS/SCHOOLS

Will the requested changes to this course in any way affect your offerings or majors? -

If yes, please explain:

DIVISION APPROVAL Y 2021-02-11 08:52:48

DEAN APPROVAL Y 2021-02-11 09:48:54

CFCCC APPROVAL Y 2021-04-01 10:32:47

VPAA COMPLETE? -



Washburn University
College of Arts & Sciences - Course Approval System

Course Information Form

Course Title: **Film Festival Management**

Department: **Mass Media** Division: **Creative & Performing Arts**

Course Level: **Undergraduate** Prefix: **MM** Course Number: **430**

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

Course Catalog Description *(include prerequisites)*

This course follows the planning and execution of the annual WIFI Film Festival, with students in charge of programming, promotion, fundraising, marketing and logistics. Students experience all aspects of running a large entertainment event in a real-world setting. Prerequisites: MM202 OR MM222 or consent.

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

Prerequisites: MM202 OR MM222 or consent.

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:

We wanted to provide MM majors with the opportunity to be in charge of planning and executing the annual WIFI film festival.

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

If 'Yes', which major(s)?

This course will be part of the new Sport and Event Media concentration and either this course OR MM402, Sports Branding and Promotion, is required.

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.
MM 393 – Film Festival Management

Course Description

In this class, students will gain hands on experience in event management and planning with the WIFI Film Festival. Students will learn the techniques and skills that go into putting on a public event successfully as well as the ability to think on one's feet to problem solve the unexpected.

Learning Outcomes

1. Learn what a successful film festival looks like.
2. Understand the requirements and challenges of planning large event.
3. Methods of successful marketing and communication related to events.
4. Understand the roles and resources of film festivals.
5. Learn the problems that can occur and how to circumvent them.
6. Understand how to evaluate the success of an event.
7. Develop a framework for a successful film festival.

Textbook & Materials

No assigned textbook. We will read current articles about film festivals and events.

It is strongly recommended that you have a notebook/file/folder designated for class. It is also crucial that you have online access. The university has many locations where you can work online if you do not have your own computer.

Class Structure & Policies

- **Attendance and Participation:** It is crucial that you attend all class sessions for the success of the festival and for your grade. It is expected that you will be on time and present for all classes. Further, attendance is reinforced through unannounced quizzes, in-class discussions and projects related to the festival.
- **Online Modules:** We will be using the D2L online system in this course. Please become acquainted with it and please ask questions if there is any issue.
- **Cell Phones & Other Electronic Devices:** As a courtesy to your fellow classmates, please turn off all cell phones and other electronic devices (e.g., iPods, tablets, etc.) during class. If you must use your phone, please do so outside the class room.
- **Classroom Behavior:** You are expected to arrive promptly, be attentive to fellow students as well as the instructor, participate in classroom discussions and group work, and read the assigned material in advance (by the date listed).
- **Written Work:** Please type all written assignments, use proper MLA formatting, correct spelling, and grammar. Ask questions before the assignment is due.
- **Follow The Industry:** Please make an attempt to stay on top of other film festivals and the movie business.
- **Late Assignments:** You are responsible for submitting assignments by/on the due dates discussed in class.

Course Requirements:

You are assessed through class participation, the quality and timeliness of your assigned tasks related to the event, and contributing time to the event.

Grading Scale:

Class Participation – 250 points
Working the event – 250 points
Festival Tasks – 500 points

Total – 1000 points

GRADE PERCENTAGE POINTS

A 90-100% 900-1000
B 80-89% 800-899
C 70-79% 700-799
D 60-69% 600-699
F 0-59% 0-599

Festival Tasks

You will be assigned to one of the following groups –

1. PR – Communication to the public about the WIFI Film Festival. You will be writing press releases, managing

social media, and making sure the public is both well aware of the festival and designing a positive image of the festival.

2. Video Creation – Production of video to be used for promotional and documentation purposes.
3. Event Management (Everyone will have something to do during the event) – Everyone will help with this, but this group will be the leaders of the logistics of the film festival.
4. Design – This group will be creating logos, documents, posters, and other materials used during the festival.

Schedule

The class will be made up of three main components –

1. Learning the roles and how to be successful in those roles
2. Planning to ensure festival success
3. Actually running the event

The Film Festival

OUR MISSION

WIFI is dedicated to promoting and celebrating film production, stories from the Midwest, and education at Washburn University, in the Topeka community, and in the state of Kansas. Its leadership holds to the mission statement of Washburn University and sees WIFI as an organization that will allow the department to foster and engage in relationships that will enhance students' lives and help them in their development as productive and responsible citizens.

At the core of WIFI's inception is the belief that cinema is one of the most democratic arts with its ability to reach large audiences on an accessible and inclusive level.

Each year, the WIFI Film Festival adopts a theme that it promotes through its work in the community and on campus. This year, the festival has adopted Washburn University's spring 2019 theme: Freedom of Expression and Freedom of Action. The featured film at the 2019 WIFI Film Festival, by Allan Holzman, will express these ideas as it looks into DACA and immigration in the United States.

OUR VISION

We hold the guiding principle that students at Washburn, Topeka community members, and Kansans should have a place to showcase and promote their work and come together to celebrate stories from the Midwest in film and artistic expression. We believe there are unique stories that can only be found in the Midwest, and particularly in Kansas. We support filmmakers in producing and creating stories from the Midwest that need to have a voice in our world and we advance the impact of those stories.

Additional comments:

Note: effective date should be fall 2021, but 2021 was not on the list of options.

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

Initiator's E-mail Address: maria.stover@washburn.edu



Washburn University
College of Arts & Sciences - Course Approval System

Course Approval Form

Sports Branding and Promotion MM 402

LIBRARY

E-Mail Address of librarian completing evaluation: alan.bearman@washburn.edu

Are current library holdings adequate? Y

2021-01-25 12:18:35

If no, what would be necessary to bring the library collection to an acceptable standard for this course offering?

Comments

GENERAL EDUCATION COMMITTEE

Does the General Education Committee approve this course for general education credit? -

Comments

EDUCATION DEPARTMENT

Will addition of/changes to this course in any way alter the program leading to a teacher certification? N 2021-01-25 12:47:31

If yes, please explain:

OTHER AFFECTED DEPARTMENTS/SCHOOLS

Will the requested changes to this course in any way affect your offerings or majors? -

If yes, please explain:

DIVISION APPROVAL Y 2021-02-11 08:53:00

DEAN APPROVAL Y 2021-02-11 09:47:27

CFCCC APPROVAL Y 2021-04-01 10:34:30

VPAA COMPLETE? -



Washburn University
College of Arts & Sciences - Course Approval System

[Logout](#)

Course Information Form

[Edit](#) [Print version](#) [Delete Request](#) [Return to List](#)

Course Title: **Sports Branding and Promotion**

Department: **Mass Media**

Division: **Creative & Performing Arts**

Course Level: **Undergraduate**

Prefix: **MM**

Course Number: **402**

Effective Semester: **Fall**

Effective Year: **2020**

Credits: **3**

Course Catalog Description (include prerequisites)

This course surveys the strategies, techniques, and media employed to promote a wide array of sports products available to the American audience. In this course, students explore the fundamentals of branding and promotion as related to both collegiate and professional sports. Topics explored include understanding the landscape of the sports industry, the variety of promotional tactics employed in the field, the role of entertainment related to the sports venue, the role of media in delivering the sports product, and consumer behavior related to the fan experience. Students emerge from the course with a strong understanding of the roles that branding and promotion play in building relationships between sports entities and consumers. Prerequisites: MM321

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

Prerequisite: MM321

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 will be part of the new Sport and Event Media concentration. It was a popular offering when we taught is as a special topics class.

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

If 'Yes', which major(s)?

This is part of the Sport and Event Media concentration. Either this course, or MM430 Film Festival Management, is required.

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.

MM402: Sports Branding & Promotion

Course Description

Sports Branding & Promotion surveys the strategies, techniques, and media employed to promote a wide array of sports products available to the American audience. In this course, you will explore the fundamentals of branding and promotion as related to both collegiate and professional sports. Topics explored include understanding the landscape of the sports industry, the variety of promotional tactics employed in the field, the

role of entertainment in the sports venue, the role of media in delivering the sports product, consumer behavior related to the fan experience, among other topics. You will emerge from the course with a strong understanding of the role that branding in promotion plays in building relationships between sports entities and consumers.

Course Learning Outcomes

At the conclusion of Sports Branding & Promotion you will be able to:

- Demonstrate knowledge of the various major athletic organizations that operate in the United States today.
- Analyze the role that both branding and promotion play in building long-lasting relationships between sports entities and consumers.
- Critically evaluate current and past marketing efforts of athletic organizations by reflecting on their strategic purpose, creative execution, and media placement.
- Apply strategic thought in the creation of various marketing communication pieces related to the sports industry.
- Work individually, as well as in a group, to accomplish a variety of tasks to meet the needs of various clients.

To achieve the objectives of this course, a variety of learning techniques will be employed including lecture, videos, assigned readings, presentations, guest speakers, facility tours, and class discussion.

Resources for Class

There is no required textbook for this course. However, I will supply various resources pertaining to the topics we discuss. These resources will be posted on the class D2L site.

Course Requirements and Grading

Your progress in meeting the course objectives will be assessed in a variety of ways. Grades will be computed on a percentage basis, with assignments receiving various weights. The grading scale is as follows:

A 90.00 and above B 80.00 – 89.99 C 70.00 – 79.99

D 60.00 – 69.99 F 59.99 and below

Below are the assignments (and their approximated weights) that you will be responsible for in this course. Also, other assignments may be added as we progress through the semester.

Critical Thinking and Application Exercises (25%)

In order to apply the concepts explored in class and assess your comprehension of the material, you will complete a series of applicable exercises. These exercises will vary based on the week's lesson and will test a wide variety of skills including writing, designing, and presenting. Some you will complete on your own, while others will require you to complete as a member of a small group. Most of these will be given as take-home assignments, but some will be conducted in class. Directions and deadlines for each exercise will be posted on D2L in the corresponding topic week.

Weekly Review Quizzes (25%)

These quizzes are designed to assess your comprehension related to the material presented in class and through the readings. The assessments are to be completed on D2L. The format will be ten (10) multiple-choice questions.

Exam (25%)

There will be one exam in this class. The exam will cover material presented in class lectures and in our supplemental resources. The format of the exam will be multiple choice, short-answer response, and essay. If University-related circumstances arise that prevent you from taking the exam on its given date and time, you must contact me in advance. Due to its inherent unfairness, NO MAKE-UP EXAM will be given.

Final Project (25%)

In order to assess what you have learned throughout the course, you will produce a final project. More detailed directions and requirements for this project will be distributed later in the semester.

Additional comments:

Note: effective date should be fall 2021, but 2021 was not on the list of options.

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

Initiator's E-mail Address: maria.stover@washburn.edu

Submitted for Approval



Washburn University
College of Arts & Sciences - Course Approval System

Course Approval Form

Advertising II MM 432

LIBRARY

E-Mail Address of librarian completing evaluation: alan.bearman@washburn.edu

Are current library holdings adequate? Y

2021-01-25 12:18:01

If no, what would be necessary to bring the library collection to an acceptable standard for this course offering?

Comments

GENERAL EDUCATION COMMITTEE

Does the General Education Committee approve this course for general education credit? -

Comments

EDUCATION DEPARTMENT

Will addition of/changes to this course in any way alter the program leading to a teacher certification? N 2021-01-25 12:47:52

If yes, please explain:

OTHER AFFECTED DEPARTMENTS/SCHOOLS

Will the requested changes to this course in any way affect your offerings or majors? -

If yes, please explain:

DIVISION APPROVAL Y 2021-02-11 08:53:23

DEAN APPROVAL Y 2021-02-11 09:39:59

CFCCC APPROVAL Y 2021-04-01 10:35:30

VPAA COMPLETE? -



Washburn University
College of Arts & Sciences - Course Approval System

Change Request Form

Advertising II

What is the rationale for the change?

The proposed changes reduce confusion with regard to content and sequencing of classes as part of our new curriculum.

Please indicate what about the course is to be changed?

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

If "Other", please specify:

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

Change title from "Advertising II" to "Advanced Advertising and PR Strategies"

Proposed course description:

"Building on the foundational concepts studied in MM352, this course explores integrated brand promotion (IBP) through the execution of a complete IBP project with a real-world client. As part of this project students analyze a specific industry, cultivate insights related to the client's targeted consumers, develop objectives to solve the client's issue from an IBP perspective, create messaging for a variety of media channels, put forth a media plan and a means for the client to effectively measure the proposed plan, and pitch the plan to the client. Through this course, students emerge with real-world, practical experience in the field of IBP. Prerequisite: MM352 or consent."

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: maria.stover@washburn.edu

**College Faculty Council
Curriculum Committee Minutes
April 26th, 2021, 4:00 PM – Zoom Meeting**

Committee Members Present: Dickinson, Meador, Moss, Schnoebelen, Sharp, Smith, Steffen. Meeting guest: Kelly Erby

The 3/29/2021 committee minutes were approved at the beginning of the 4/26/2021 CFCCC meeting.

- I. The following programs were discussed
- a. The Music Minor-New – *New Program* **APPROVED**
 - i. Currently being offered, updated
 - ii. Moved to 21 credit hours
 - iii. Reflects updates in the degree
 - iv. Hour discrepancy
 - 1. Chair contacted
 - a. Friendly amendment received from chair
 - b. Request to add 4 applied lessons
 - i. *Hello, I would like to make a friendly amendment to the Department of Music, Music Minor. The new music minor includes 4 credit hours of applied lessons which is currently missing from the request. With this addition, it should correct the number of credit hours required for the music minor at 21 credits. Dr. Craig Treinen*
 - c. The friendly amendment was accepted by the committee
- b. Minor in Jazz Studies (Vocal or Instrumental)-Change – *Program Change* **APPROVED**
 - i. Updated to coincide with new degrees and course changes
 - ii. New hours now the same as the music minor hours, 21 credit hours
 - iii. More versatile
- c. Associate of Arts (AA) - Early Childhood Education - *Deletion* **APPROVED**
 - i. Lacks students in the program
 - ii. Not as effective due to recent changes - preschool
 - iii. Not being replaced
 - iv. Impacts other departments
- d. Bachelor of Education in Elementary Education - Proposed Program Revisions – *New – Program Change* ***APPROVED**
 - i. Reflects changes in standards K-6
 - ii. Impacts other departments
 - 1. Small decrease in numbers
 - iii. Degree hour issue, see approval
 - iv. MA 201 credit hours need to be listed
 - v. Friendly amendments
 - 1. MA 112 will be listed under “University Required Courses”
 - 2. Change “General Education Courses” to “Required Courses”
 - 3. List MA 201 with credits
 - 4. Update degree hours within the CAS system
- II. The following courses were discussed
- a. MM 328, The Impact of The Walt Disney Company on Society - *New Course* **APPROVED**
 - i. Explores the impact of Walt Disney
 - ii. Prerequisite: EN 101

- iii. 3 credits
- iv. Was a special topics course previously
- v. Scholarships for Disney + available
- vi. Library holdings are not adequate
 - 1. Concerns over a paywall
- b. MM 415, Promotions Writing – *Course Change* ***POSTPONED** **seeking more information from the Mass Media chair*
 - i. Prerequisite: MM321 or consent
 - ii. Change title to “Digital and Social Media Content Strategies”
 - iii. Course description update
 - iv. Several questions
 - 1. Rationale requested as to why this was not put forward as a new class
 - 2. Rationale for upper division prerequisite
 - 3. Rationale for all changes marked as “yes”
- c. MM 420, Public Relations II – *Course Change* ***NOT APPROVED** **Consider submitting as a new course*
 - i. Change title to “Event Planning and Management”
 - ii. MM 321 or consent
 - iii. Course description updated-significant
 - iv. Substantial changes
 - 1. May be best represented as a new course so that the items such as the following, in addition to others, can be addressed:
 - a. Library holdings
 - b. Objectives
 - c. Grading
 - 2. In need of a rationale as to why this was not put forward as a new class
- d. XX 399, (MC) Special Topics in Museum and Curatorial Studies – *New Course* **APPROVED**
 - i. 3 credits
 - ii. Prerequisite: Consent of instructor
 - iii. Restrictions: Instructor
 - iv. Cross listed
 - v. Library holdings are not adequate
 - 1. Vehicles such as Interlibrary Loan and databases suggested
 - vi. Friendly amendment to update rationale wording specific to the removal of MC 299
- e. XX 199, (MC) Special Topics in Museum and Curatorial Studies **APPROVED**
 - i. 3 credits
 - ii. Prerequisite: Consent of instructor
 - iii. Restrictions: Instructor
 - iv. Cross listed
 - v. Library holdings are not adequate
 - 1. Vehicles such as Interlibrary Loan and databases suggested
 - vi. Friendly amendment to update rationale wording specific to the removal of MC 299
- f. XX 395, (MC) Directed Study in Museum and Curatorial Studies - *New Course* **APPROVED**
 - i. Directed reading and individual research
 - ii. For Museum and Curatorial minors
 - iii. 1-3 credits
 - iv. Prerequisites: Consent of instructor and approval of the Museum and Curatorial Studies Director
 - v. Restrictions: Department Permission
 - vi. Library holdings are not adequate
 - 1. Vehicles such as Interlibrary Loan and databases suggested
- g. ED 290, The Whole Child – *New Course* **APPROVED**

- i. Overview of Child Development
 - ii. Helps address Pre-K
 - iii. 3 credits
 - iv. Impacts a program leading to teacher certification
 - 1. Revised Elementary Education Program
 - h. ED 322, Social Studies Content for Elementary Educators – *New Course* **APPROVED**
 - i. Social Studies – Elementary
 - 1. 4 discipline areas
 - ii. 3 credits
 - iii. Impacts a program leading to teacher certification
 - 1. Revised Elementary Education Program
 - iv. Friendly amendment
 - 1. Prerequisite: Admission to the Professional Teacher Education Program
 - i. ED 335, Cre Exp Early Child/Mid Sch – *Course Change* **APPROVED**
 - i. Social Studies – Elementary
 - 1. Movement /physical activity has been included
 - ii. 3 credits
 - iii. Impacts a program leading to teacher certification
 - 1. Revised Elementary Education Program
 - iv. Prerequisites
 - 1. Admission to the Professional Teacher Education Program
 - 2. Concurrent enrollment in ED 330 and ED 337
 - v. Course Description updated
- III. Discussion concerning CFCCC responsibilities and make-up in addition to various considerations:
 - a. Discussion concerning the possibility of CFCCC co-chairs
 - b. Potential need for a consistent person assigned to take minutes (beyond committee, institutional memory)
 - c. Perhaps a different committee should be assigned to the progress of CourseLeaf
 - d. Course Change Suggestion (proposal wording)
 - i. Statement needs to be included within a proposal rationale as to why the course in question is a change rather than a new course.
 - ii. Responses of “yes” (title, description, prerequisite changes, etc.) need to be fully addressed within the proposal.

Meeting Adjourned, 5:42 pm

Submitted by Rebecca Meador



Washburn University
College of Arts & Sciences - Course Approval System

Course Approval Form

The Impact of The Walt Disney Company on Society MM 328

LIBRARY

E-Mail Address of librarian completing evaluation: alan.bearman@washburn.edu

Are current library holdings adequate? N

2021-02-05 15:47:08

If no, what would be necessary to bring the library collection to an acceptable standard for this course offering?
The University Libraries cannot provide access to the materials located only in Disney Plus as required on the syllabus.

Comments

One key mission of a University Library is to ensure equitable access to learning materials, so we are concerned this method of requiring learning materials that exist only behind the propriety paywall of an entertainment company undermines our institutional ability to fulfill this mission.

GENERAL EDUCATION COMMITTEE

Does the General Education Committee approve this course for general education credit? -

Comments

EDUCATION DEPARTMENT

Will addition of/changes to this course in any way alter the program leading to a teacher certification? N 2021-03-22 15:07:48

If yes, please explain:

OTHER AFFECTED DEPARTMENTS/SCHOOLS

Will the requested changes to this course in any way affect your offerings or majors? -

If yes, please explain:

DIVISION APPROVAL Y 2021-04-13 12:40:46

DEAN APPROVAL Y 2021-04-13 13:30:25

CFCCC APPROVAL Y 2021-04-26 19:42:07

VPAA COMPLETE? -



Washburn University
College of Arts & Sciences - Course Approval System

Course Information Form

Course Title: **The Impact of The Walt Disney Company on Society**

Department: **Mass Media** Division: **Creative & Performing Arts**

Course Level: **Undergraduate** Prefix: **MM** Course Number: **328**

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

Course Catalog Description (include prerequisites)

This course will explore the impact that the Walt Disney company has had on society in both the domestic and international cultural spaces. Topics explored include the company's influence on society and culture through: 1) mass media, such as film, television, radio, publishing, literature, online, and gaming; 2) business, such as tourism, merchandising, licensing, franchising, marketing, and promotions; 3) innovation, such as technology, creative development, engineering, and architecture; 4) history, such as historical, gender, race, and colonial representation. Prerequisites: EN101.

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

Prerequisites: EN101.

Restrictions? **None** Course offered? **Every three or four semesters**

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

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

None.

Please state the rationale for offering this course:

This course was a popular upper-level elective when we taught it as a special topics class. It will complement courses in our Sport and Event Media concentration, but it will not be a required course for this concentration. Mass Media will offer scholarships to cover the cost of a 6-month subscription to Disney + to any student who fills out a simple form.

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

If 'Yes', which major(s)?

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

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

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

None.

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

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

MM 393 Special Topics: The Impact of The Walt Disney Company on Society

Course Description

With only a suitcase and a dream, Walt Disney departed Kansas City and embarked for the promise of Hollywood. From a struggling animation studio in the 1920s, to one of the most influential and powerful organizations in the world, The Walt Disney Company touches almost every aspect of culture, not just in the United States, but around the world. This course is designed to explore the impact that this storied organization has had on society in both the domestic and international cultural spaces. Topics explored include the life of Walt Disney, as well as his company's influence on society and culture through mass media, such as film, television, radio, publishing, literature, online, and gaming; through business, such as tourism, merchandising, licensing, franchising, marketing, and promotions; through innovation, such as technology, creative development, engineering, and architecture; and through history, such as historical, gender, race, and colonial representation.

Course Objectives

As The Walt Disney Company engages with individuals through a multitude of touch points, students in this class will explore a variety of topics. These include:

- **History:** This includes the history of The Walt Disney Company, from its creation by Walt and Roy Disney to today in its conglomerate phase.
- **Culture:** This includes the various cultures surrounding and within The Walt Disney Company (children's culture, American middle-class culture, international culture, employment culture, fan culture, etc.). Students will also explore manifestations of race, gender, and class within Disney products.
- **Influence:** This includes the various ways in which society and Disney products have influenced one another. This section will especially look at the ways in which Disney has influenced the film and theme park/tourism industries in technologies and artistic characteristics (music, themes, etc.). We will also look at Disney's influence on business culture, academic culture, and its economic and cultural impact.

In addition to the content above, students will research, analyze, and write about The Walt Disney Company in an academic context.

Outcomes specific to this course include:

- Understanding the history of The Walt Disney Company.
- Examining important Disney products and services.
- Analyzing cultural aspects of Disney including how mass media, culture, and society continually influence one another.
- Recognizing the national and global influence of Disney products and services.
- Researching and writing about an aspect of the course content.

Optional Texts

There are NO REQUIRED texts for the course. However, if you are interested in learning more about a certain topic related to The Walt Disney Company, there are many wonderful books that exist. Here are a few of my favorites:

- *Be Our Guest: Perfecting the Art of Customer Service* by the Disney Institute with Theodore Kinni;
- *Designing Disney: Imagineering and the Art of the Show* by John Hench;
- *Disneyland and Culture: Essays on the Parks and Their Influence* edited by Kathy Merlock Jackson and Mark I. West;
- *The Imagineering Field Guide* series by the Imagineers;
 - o There's one on each park in the series – Disneyland, Disney California Adventure, Magic Kingdom, Epcot, Disney's Hollywood Studios, and Disney's Animal Kingdom.
- *Jim Henson: The Works – The Art, the Magic, the Imagination* by Christopher Finch;
- *Walt Disney: An American Original* by Bob Thomas;
- *Walt Disney Imagineering: A Behind the Dreams Look at Making Magic More Real* by the Imagineers;
- *Why We Love Disney: The Power of the Disney Brand* by Andi Stein; and many, many others!
- o If there is a certain area that you're interested in reading more about, just ask me and I'll offer a recommendation.

Course Requirements and Grading

Your progress in meeting the course objectives will be assessed in a variety of ways. Grades will be computed on a percentage basis, with assignments receiving various weights. The grading scale is as follows:

- A 90.00 and above
- B 80.00 – 89.99
- C 70.00 – 79.99
- D 60.00 – 69.99
- F 59.99 and below

Below are the assignments (and their approximated weights) that you will be responsible for in this course. Also,

other assignments may be added as we progress through the semester.

Critical Thinking & Application Exercises (25%)

In order to apply the concepts explored in class and assess your comprehension of the material, you will complete a series of applicable exercises. These exercises will vary based on the week's lesson and will test a wide variety of skills including writing, designing, and presenting. Some you will complete on your own, while others will require you to complete as a member of a small group. Directions and deadlines for each exercise will be posted on D2L in the corresponding topic week.

Quizzes (25%)

Comprehension quizzes are designed to assess your comprehension related to the material presented in class. Quizzes will be given during the first ten minutes of class or the last ten minutes of class. As these are in-class assessments, NO MAKE-UPS will be given. However, I will drop your one lowest quiz grade. Quizzes will be administered every class meeting, so be prepared.

Participation (25%)

Your participation is vitally important to doing well in this course. I want you to be thinking about what we discuss in the course and I want you to engage with me and each other. This will make for a much more dynamic learning environment and more enjoyable experience. Your grade will be determined on a weekly basis and will be calculated based on attendance, your verbal contributions to the class, and subjective criteria. You can guarantee a strong score by adhering to what we discussed in the "Professional Conduct" section of the syllabus, as well as positively contributing to the discussion. In order to facilitate a strong discussion, you will be asked to come to each class with one question related to each lesson that you read about the previous week. I will provide a notecard for you to your questions on and to hand in as part of each class meeting.

Final Project (25%)

The living embodiment of The Walt Disney Company is found in its theme parks. The culmination of the class will result in a project that synthesizes, integrates, and holistically interprets the impact and influence that The Walt Disney Company has on society. This will take the form of a final class paper that you will author.

You will propose a brand-new theme park to be built at the Walt Disney World Resort. You will think and design (through description and visualization) the theme of the park, its attractions, restaurant themes, shopping locations, and other elements that are staples of a typical Disney theme park. Don't worry about your artistic skills – this project is not designed to test how well you can draw or use computer programs. This project will be graded on how well you generate ideas that integrate the pillars of The Walt Disney Company into a holistically synergized destination, as well as synthesize all that we have learned about the company in class. So have fun and be creative!

Areas that must be addressed in your theme park proposal include:

- How does your proposed park reflect Walt's vision of what he wanted for his theme park(s)? How does it reflect the spirit of The Walt Disney Company today?
- In what ways does the company's films, music, television shows, and /or other experiential endeavors the company offers work to inform the creative theme of your proposed park?
 - o Is your park based on a certain franchise or a separate idea? What BGM will you use and how?
- Most Disney theme parks have at least one hotel that helps to extend the theme of the brand. What will yours entail in terms of theming and amenities?
 - o Be sure to discuss the elements that are found in Disney's hotels – dining, recreation, etc. What is the overall theme of the hotel? Will it be DVC?
- How will the business practices of The Walt Disney Company, such as guest service, leadership, conservation, and innovation, be factored into the development of your proposed park?
- How will characters be integrated into your proposed park?
 - o Will certain characters drive the theming of the park?
- Will your park incorporate elements of history (true or nostalgic), be a vision for the future (realistic or ideal), or be a mixture of both? Will cultural representation be part of your theming?
- Will other Disney brands, such as Marvel, Lucasfilm, Pixar, ESPN, 20th Century Fox, and ABC (just to name a few) be integrated into your new park?
- Will there be opportunities for education? How will your park look to communicate a positive impact on society?
- Does the park make sense from a business perspective?
 - o For example, would a park themed entirely to 2004's Home on the Range turn a significant enough profit for the company? Probably not.

Finally, you will reflect on your time in the class and what you have learned:

- How did the trip impact your decisions regarding your proposed theme park?
- How did the trip inform your educational experience here at Washburn University?
- Did the trip change you as a person? What have you learned about yourself?

As mentioned previously, the Critical Thinking & Application Exercises will help to keep you on track with your project as we cover each topic. This will help prevent any certain elements of the project from feeling too overwhelming, therefore causing quality to suffer as the end of the class approaches.

Trip to the Walt Disney World Resort

In order to gain a unique insight into The Walt Disney Company, as part of this class you might be offered the option to go on a trip to the Walt Disney World Resort. While at the resort, we will explore the lessons discussed in the course and how they are applied in practice by the company itself. The trip will run from (time frame). More details will be communicated via the trip planning guide.

Also as part of this trip, you are required to attend our Disney Youth Education Series: College Edition sessions, as well as our other planned educational activities.

Additional comments:

Note: effective date should be fall 2021, but 2021 was not on the list of options. We plan to offer the class in spring of 2022.

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

Initiator's E-mail Address: maria.stover@washburn.edu



Washburn University
College of Arts & Sciences - Course Approval System

Course Approval Form

Promotions Writing MM 415

LIBRARY

E-Mail Address of librarian completing evaluation: alan.bearman@washburn.edu

Are current library holdings adequate? Y

2021-01-25 12:17:05

If no, what would be necessary to bring the library collection to an acceptable standard for this course offering?

Comments

GENERAL EDUCATION COMMITTEE

Does the General Education Committee approve this course for general education credit? -

Comments

EDUCATION DEPARTMENT

Will addition of/changes to this course in any way alter the program leading to a teacher certification? N 2021-01-25 12:48:21

If yes, please explain:

OTHER AFFECTED DEPARTMENTS/SCHOOLS

Will the requested changes to this course in any way affect your offerings or majors? -

If yes, please explain:

DIVISION APPROVAL Y 2021-02-11 08:53:52

DEAN APPROVAL Y 2021-02-11 09:37:28

CFCCC APPROVAL -

VPAA COMPLETE? -



Washburn University
College of Arts & Sciences - Course Approval System

Change Request Form

Promotions Writing

What is the rationale for the change?

The proposed changes reduce confusion with regard to content and sequencing of classes as part of our new curriculum.

Please indicate what about the course is to be changed?

Yes Course Description (minor change)

- Course Number
- Credit Hours
- Change from graded to credit/no credit
- Requesting General Ed. Approval

- Course Description (substantive change)

Yes Course Title

Yes 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*):

Change title from "Promotions Writing" to "Digital and Social Media Content Strategies"

Proposed course description and prerequisites:

"This course provides students with the ability to work with a client on a digital communications project where students will practice research, advertising and public relations strategies, effective communication, and presentation skills previously learned. Prerequisites: MM321 or consent."

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: maria.stover@washburn.edu



Washburn University
College of Arts & Sciences - Course Approval System

Course Approval Form

Public Relations II MM 420

LIBRARY

E-Mail Address of librarian completing evaluation: alan.bearman@washburn.edu

Are current library holdings adequate? Y

2021-01-25 12:17:24

If no, what would be necessary to bring the library collection to an acceptable standard for this course offering?

Comments

GENERAL EDUCATION COMMITTEE

Does the General Education Committee approve this course for general education credit? -

Comments

EDUCATION DEPARTMENT

Will addition of/changes to this course in any way alter the program leading to a teacher certification? N 2021-01-25 12:48:09

If yes, please explain:

OTHER AFFECTED DEPARTMENTS/SCHOOLS

Will the requested changes to this course in any way affect your offerings or majors? -

If yes, please explain:

DIVISION APPROVAL Y 2021-02-11 08:53:39

DEAN APPROVAL Y 2021-02-11 09:38:47

CFCCC APPROVAL N 2021-04-27 10:14:58

VPAA COMPLETE? -



Washburn University
College of Arts & Sciences - Course Approval System

Change Request Form

Public Relations II

What is the rationale for the change?

The proposed changes reduce confusion with regard to content and sequencing of classes as part of our new curriculum.

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*):

Change title from "Public Relations II" to "Event Planning and Management"

Proposed course description and prerequisites:

"This course focuses on event planning and management from a media practitioner's perspective for developing and executing projects such as organizational meetings, fundraising events, parties, team-building activities, ceremonies, and the like. Students will learn about budgeting, selecting event spaces, acquiring permits, planning food and activities, selecting speakers, speech writing, hospitality, managing risk, and developing contingency plans. Students will also be able to help plan and manage real-world events throughout the semester, putting into practice the skills they have learned. Prerequisite: MM321 or consent"

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: maria.stover@washburn.edu



Washburn University
College of Arts & Sciences - Course Approval System

Course Approval Form

Special Topics in Museum and Curatorial Studies XX (MC) 399

LIBRARY

E-Mail Address of librarian completing evaluation: alan.bearman@washburn.edu

Are current library holdings adequate? N

2021-03-19 13:59:38

If no, what would be necessary to bring the library collection to an acceptable standard for this course offering?

Comments

The University Libraries is supportive courses, but can only offer to support them using options such as InterLibrary Loan and existing resources that are available in current databases. The University Libraries have no funding to support specific collections in Museum and Curatorial Studies.

GENERAL EDUCATION COMMITTEE

Does the General Education Committee approve this course for general education credit? -

Comments

EDUCATION DEPARTMENT

Will addition of/changes to this course in any way alter the program leading to a teacher certification? N 2021-03-22 15:06:54

If yes, please explain:

OTHER AFFECTED DEPARTMENTS/SCHOOLS

Will the requested changes to this course in any way affect your offerings or majors? -

If yes, please explain:

DIVISION APPROVAL Y 2021-04-13 12:41:45

DEAN APPROVAL Y 2021-04-13 13:26:31

CFCCC APPROVAL Y 2021-04-26 19:39:15

VPAA COMPLETE? -



Washburn University
College of Arts & Sciences - Course Approval System

Course Information Form

Course Title: **Special Topics in Museum and Curatorial Studies**

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

Course Level: **Undergraduate** Prefix: **XX** Course Number: **399**

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

Course Catalog Description *(include prerequisites)*

Topics will vary from semester to semester and will be announced in advance. May be taken for more than one semester. Prerequisite: Consent of Instructor.

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

Consent of Instructor.

Restrictions? Instructor 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:

n/a

Please state the rationale for offering this course:

The Special Topics courses (MC 199, MC 399) will be cross-listed with existing courses in other disciplines that focus on Museum and Curatorial Studies. Having the ability to cross-list existing courses with MC will increase visibility of the minor program and related coursework and make for easier advising.

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

If 'Yes', which major(s)?

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

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

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

n/a

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.

The special topics courses will be cross-listed with existing courses approved for the minor in Museum and Curatorial Studies, thus, the syllabi will vary depending on the courses.

Additional comments:

The course prefix will be "MC" not "XX." Due to the current limited functionality of the CAS course approval system, we are unable to enter the new approved prefix "MC" into the system and so had to use XX as a placeholder. Also, the effective semester should be Fall 2021, not Fall 2020.

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

Initiator's E-mail Address: connie.gibbons@washburn.edu



Washburn University
College of Arts & Sciences - Course Approval System

Course Approval Form

Special Topics in Museum and Curatorial Studies XX (MC 199)

LIBRARY

E-Mail Address of librarian completing evaluation: alan.bearman@washburn.edu

Are current library holdings adequate? N

2021-03-19 13:59:54

If no, what would be necessary to bring the library collection to an acceptable standard for this course offering?

Comments

The University Libraries is supportive courses, but can only offer to support them using options such as InterLibrary Loan and existing resources that are available in current databases. The University Libraries have no funding to support specific collections in Museum and Curatorial Studies.

GENERAL EDUCATION COMMITTEE

Does the General Education Committee approve this course for general education credit? -

Comments

EDUCATION DEPARTMENT

Will addition of/changes to this course in any way alter the program leading to a teacher certification? N 2021-03-22 15:07:13

If yes, please explain:

OTHER AFFECTED DEPARTMENTS/SCHOOLS

Will the requested changes to this course in any way affect your offerings or majors? -

If yes, please explain:

DIVISION APPROVAL Y 2021-04-13 12:41:35

DEAN APPROVAL Y 2021-04-13 13:26:58

CFCCC APPROVAL Y 2021-04-26 19:37:03

VPAA COMPLETE? -



Washburn University
College of Arts & Sciences - Course Approval System

Course Information Form

Course Title: **Special Topics in Museum and Curatorial Studies**

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

Course Level: **Undergraduate** Prefix: **XX** Course Number: **199**

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

Course Catalog Description *(include prerequisites)*

Topics will vary from semester to semester and will be announced in advance. May be taken for more than one semester. Prerequisite: Consent of Instructor.

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

Consent of instructor.

Restrictions? **Instructor** 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:

n/a

Please state the rationale for offering this course:

The Special Topics courses (MC 199, MC 399) will be cross-listed with existing courses in other disciplines that focus on Museum and Curatorial Studies. Having the ability to cross-list existing courses with MC will increase visibility of the minor program and related coursework and make for easier advising.

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

If 'Yes', which major(s)?

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

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

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

n/a

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.

The special topics courses will be cross-listed with existing courses approved for the minor in Museum and Curatorial Studies, thus, the syllabi will vary depending on the courses.

Additional comments:

The course prefix will be "MC" not "XX." Due to the current limited functionality of the CAS course approval system, we are unable to enter the new approved prefix "MC" into the system and so had to use XX as a placeholder. Also, the effective semester should be Fall 2021, not Fall 2020.

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

Initiator's E-mail Address: connie.gibbons@washburn.edu



Washburn University
College of Arts & Sciences - Course Approval System

Course Approval Form

Directed Study in Museum and Curatorial Studies **XX (MC) 395**

LIBRARY

E-Mail Address of librarian completing evaluation: alan.bearman@washburn.edu

Are current library holdings adequate? N

2021-03-19 13:59:23

If no, what would be necessary to bring the library collection to an acceptable standard for this course offering?

Comments

The University Libraries is supportive courses, but can only offer to support them using options such as InterLibrary Loan and existing resources that are available in current databases. The University Libraries have no funding to support specific collections in Museum and Curatorial Studies.

GENERAL EDUCATION COMMITTEE

Does the General Education Committee approve this course for general education credit? -

Comments

EDUCATION DEPARTMENT

Will addition of/changes to this course in any way alter the program leading to a teacher certification? N 2021-03-22 15:07:33

If yes, please explain:

OTHER AFFECTED DEPARTMENTS/SCHOOLS

Will the requested changes to this course in any way affect your offerings or majors? -

If yes, please explain:

DIVISION APPROVAL Y 2021-04-13 12:41:21

DEAN APPROVAL Y 2021-04-13 13:27:23

CFCCC APPROVAL Y 2021-04-26 19:32:24

VPAA COMPLETE? -



Washburn University
College of Arts & Sciences - Course Approval System

Course Information Form

Course Title: **Directed Study in Museum and Curatorial Studies**

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

Course Level: **Undergraduate** Prefix: **XX** Course Number: **395**

Effective Semester: **Fall** Effective Year: **2020** Credits: **1 to 3**

Course Catalog Description *(include prerequisites)*

Directed readings and individualized research program on a subject relevant to Museum and Curatorial Studies and with the guidance of a professor. May be taken for more than one semester. Prerequisite: Consent of Instructor and approval of the Museum and Curatorial Studies Director.

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

Consent of Instructor and approval of the Museum and Curatorial Studies Director.

Restrictions? Departmental permission Course offered? Irregularly

Primarily attract? Department majors

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

n/a

Please state the rationale for offering this course:

MC395 Directed Study is for Museum and Curatorial Studies minors who want to explore areas within Museum and Curatorial Studies that are not covered in the regular curriculum.

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

If 'Yes', which major(s)?

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

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

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

n/a

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 Museum and Curatorial Studies Minor Program
MC395 Directed Study Request Form

To enroll in MC395, students should complete the following form in consultation with a faculty mentor. The designated mentor will then forward the signed form to the Museum and Curatorial Studies director for review and final approval. The approved form functions as a learning agreement between the student and faculty member.

Important: The combined meeting time and time required for the student to complete the assigned work (writing, research, etc.) must reasonably approximate the federal requirements for credit hour assignment established in U.S. Dept. of Education Regulation 34 CFR 600.2: "One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester... or the equivalent amount of work over a different amount of time."

NAME OF STUDENT: _____ WIN: _____
FACULTY MENTOR: _____
SEMESTER AND YEAR: _____ NUMBER OF CREDIT HRS (1-3): _____

PROPOSED TOPIC OF STUDY:

COURSE LEARNING OUTCOMES: On completion of the directed study, the student will be able to:

ASSESSMENT (How will the learning outcomes be assessed?):

INSTRUCTIONAL METHODS (e.g., meetings w/mentor and assignments):

Faculty Signature _____ Date: _____

Student Signature _____ WIN: _____

Museum and Curatorial Studies Director Signature _____ Date:

Additional comments:

The course prefix will be "MC" not "XX." Due to the current limited functionality of the CAS course approval system, we are unable to enter the new approved prefix "MC" into the system and so had to use XX as a placeholder. Also, the effective semester should be Fall 2021, not Fall 2020.

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

Initiator's E-mail Address: connie.gibbons@washburn.edu



Washburn University
College of Arts & Sciences - Course Approval System

Course Approval Form

The Whole Child ED 290

LIBRARY

E-Mail Address of librarian completing evaluation: alan.bearman@washburn.edu

Are current library holdings adequate? Y

2021-02-05 15:24:48

If no, what would be necessary to bring the library collection to an acceptable standard for this course offering?

Comments

GENERAL EDUCATION COMMITTEE

Does the General Education Committee approve this course for general education credit? -

Comments

EDUCATION DEPARTMENT

Will addition of/changes to this course in any way alter the program leading to a teacher certification? Y 2021-03-22 15:10:56

If yes, please explain:

This course will be required for students in the revised elementary education program (to be submitted).

OTHER AFFECTED DEPARTMENTS/SCHOOLS

Will the requested changes to this course in any way affect your offerings or majors? -

If yes, please explain:

DIVISION APPROVAL Y 2021-03-23 09:17:30

DEAN APPROVAL Y 2021-03-31 12:22:01

CFCCC APPROVAL Y 2021-04-26 19:28:27

VPAA COMPLETE? -



Washburn University
College of Arts & Sciences - Course Approval System

Course Information Form

Course Title: **The Whole Child**

Department: **Education**

Division: **EDKN**

Course Level: **Undergraduate**

Prefix: **ED**

Course Number: **290**

Effective Semester: **Fall**

Effective Year: **2020**

Credits: **3**

Course Catalog Description *(include prerequisites)*

The Whole Child is an educational child psychology-oriented course which looks at the whole child from birth to age 12. The course explores the developmental levels of the elementary child along with the academic, physical, and social-emotional areas of the child in relation to educating the whole child.

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

N/A

Restrictions? **None**

Course offered? **Every semester**

Primarily attract? **Department majors**

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

N/A

Please state the rationale for offering this course:

This course is designed to give a comprehensive overview of child development from birth through age 12. With the recent addition of pre-kindergarten to the Kansas licensure for elementary teachers, this course will help to address some of the early childhood knowledge that has not been offered in the program previously and meet the needs of future teachers.

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

If 'Yes', which major(s)?

All Elementary Education majors

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

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

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

N/A

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

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

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

WASHBURN UNIVERSITY
 Department of Education
 ED 290 – The Whole Child
 Anticipated Date: Fall 2021

CATALOG DESCRIPTION

The Whole Child is an educational child psychology-oriented course which looks at the whole child from birth to age 12. The course explores the developmental levels of the elementary child along with the academic, physical, and social-emotional areas of the child in relation to educating the whole child.

COURSE OVERVIEW

Promoting a whole child approach to education redefines a successful learner as one that is knowledgeable, emotionally and physically healthy, civically inspired, engaged in the arts, prepared for work and economic self-sufficiency, and ready for the world beyond formal schooling. Using this framework moves beyond a definition of success that is measured only by academic achievement and focuses on five tenets designed to measure how well the school meets student needs in these areas:

Healthy: Each student enters school healthy and learns about and practices a healthy lifestyle.

Safe: Each student learns in an environment that is physically and emotionally safe for students and adults.

Engaged: Each student is actively engaged in learning and is connected to the school and broader community.

Supported: Each student has access to personalized learning and is supported by qualified, caring adults.

Challenged: Each student is challenged academically and prepared for success in college or further study and for employment and participation in a global environment.

Kansas Educator Preparation Program Standards for Professional Education

Standard 1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate, relevant, and rigorous learning experiences.

COURSE OBJECTIVES:

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

- Understand how learning occurs and how learners construct knowledge, acquire skills, and develop disciplined thinking processes.
- Recognize that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas.
- Design and implement developmentally appropriate, relevant, and rigorous learning experiences.
- Articulates learning theory, human development, cultural diversity, linguistic diversity, community context, and individual differences and how these impact ongoing planning.
- Uses the strengths and needs of individual learners and plans instruction that is responsive to these strengths and needs.
- Knows the distinguishing characteristics of the stages in each domain of human development (i.e., cognitive, physical, social, and moral).
- Describes the characteristics of a typical child in each stage and each domain.
- Recognizes typical and atypical variance within each stage and each domain.
- identify and discuss major theories of language acquisition.
- explain stages of language learning in both oral language development.
- explain the phonetic, semantic, syntactic, morphemic, and pragmatic systems of language and articulate their use in oral language processes.
- discuss the significance of social, economic, cultural, and linguistic diversity on the development and learning of oral language and literacy skills.
- explain the interrelationships between culture, language, and thought and the function of home language and school language in the development of young children.
- articulate the interrelationship between oral language and literacy processes.

RESOURCES:

- Challenging the Whole Child: Reflections on Best Practices in Learning, Teaching, and Leadership (2009) edited by Marge Scherer and the Educational Leadership Staff
- Engaging the Whole Child: Reflections on Best Practices in Learning, Teaching, and Leadership (2009) edited by Marge Scherer and the Educational Leadership Staff
- Keeping the Whole Child Healthy and Safe: Reflections on Best Practices in Learning, Teaching, and Leadership (2010) edited by Marge Scherer and the Educational Leadership Staff
- Supporting the Whole Child: Reflections on Best Practices in Learning, Teaching, and Leadership (2009) edited by Marge Scherer and the Educational Leadership Staff
- The Whole Child: Developmental Education for the Early Years (2020) by Patricia Weissman and Joanne Hendrick

COURSE REQUIREMENTS/ASSIGNMENTS EXAMPLES:

1. Construct a developmentally appropriate chart with academic, physical, social-emotional categories with ages and stages.
2. Develop a lesson plan in a specific content area that includes three modifications at different ages/stages.
3. Read specific books or articles and write reflections on the concepts of the whole child.

EVALUATION SCALE:

- A - 90-100%
- B - 80-89%
- C - 70-79%
- Below 70 – Retake Course

11/3/2020

Additional comments:

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

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



Washburn University
College of Arts & Sciences - Course Approval System

Course Approval Form

Social Studies Content for Elementary Educators ED 322

LIBRARY

E-Mail Address of librarian completing evaluation: alan.bearman@washburn.edu

Are current library holdings adequate? Y

2021-02-05 15:25:03

If no, what would be necessary to bring the library collection to an acceptable standard for this course offering?

Comments

GENERAL EDUCATION COMMITTEE

Does the General Education Committee approve this course for general education credit? -

Comments

EDUCATION DEPARTMENT

Will addition of/changes to this course in any way alter the program leading to a teacher certification? Y 2021-03-22 15:10:17

If yes, please explain:

This course will be included in the revised elementary education program (to be submitted).

OTHER AFFECTED DEPARTMENTS/SCHOOLS

Will the requested changes to this course in any way affect your offerings or majors? -

If yes, please explain:

DIVISION APPROVAL Y 2021-03-23 09:16:19

DEAN APPROVAL Y 2021-03-31 12:21:43

CFCCC APPROVAL Y 2021-04-26 19:25:16

VPAA COMPLETE? -



Washburn University
College of Arts & Sciences - Course Approval System

Course Information Form

Course Title: **Social Studies Content for Elementary Educators**

Department: **Education**

Division: **EDKN**

Course Level: **Undergraduate**

Prefix: **ED**

Course Number: **322**

Effective Semester: **Fall**

Effective Year: **2020**

Credits: **3**

Course Catalog Description *(include prerequisites)*

Social Studies Content for Elementary Teachers provides a broad foundation of social studies topics covered in the elementary school classroom. The focus of the course will emphasize the big four disciplines addressed in social studies—History (including American History and World History), Government and Civics, Geography and Economics.

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

Admission to the Professional Teacher Education Program

Restrictions? **None**

Course offered? **Every semester**

Primarily attract? **Department majors**

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

N/A

Please state the rationale for offering this course:

Elementary educators need to have a broad range of content knowledge. This course will help to assure that elementary education majors have any content knowledge that is not part of the 9 semester hours of social studies courses that are required for the major in elementary education.

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

If 'Yes', which major(s)?

All Elementary Education Majors

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

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

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

N/A

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

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

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

WASHBURN UNIVERSITY

Department of Education

ED 322 – Social Studies Content for Elementary Teachers

Anticipated Date: Fall 2021

CATALOG DESCRIPTION

Social Studies Content for Elementary Teachers provides a broad foundation of social studies topics covered in the elementary school classroom. The focus of the course will emphasize the big four disciplines addressed in social studies—History (including American History and World History), Government and Civics, Geography and Economics.

COURSE OVERVIEW

Social Studies for Elementary Teachers is designed to be a part of the social studies foundation for elementary teachers, focusing on content covered at the K-6 level. Major concepts in ancient, world, and United States history will be covered along with the importance of chronology and primary sources for historical events past and present. Basic civics information, including government and citizenship, will be detailed in the course with emphasis on understanding the concepts of family and community along with purposes, functions, and forms of government. Human and physical geography will delve into the understanding of location, distance, and direction, and characteristics of place. Understanding the similarities and differences between and among people will also be explored. Basic economics, including how human needs are met, the concepts of goods and services, roles of producers and consumers, and purposes of earning, spending, and saving money will be covered.

ELEMENTARY EDUCATION K-6 EDUCATOR PREPARATION PROGRAM STANDARDS

Standard 5: Social Studies

The teacher understands and uses the central concepts, tools of inquiry, and structures of the social studies (people and places, civics and government, geography, economics, history), to plan, implement, and assess social studies learning experiences that engage all learners in critical thinking, creativity, and collaborative problem solving.

Function 1: Content

The teacher understands the central concepts, tools of inquiry, and structures of social studies (people and places, civics and government, geography, economics, history), and creates learning experiences that make these aspects of the discipline accessible and meaningful for students to assure mastery of the content.

Function 2: Assessment

The teacher candidate understands and uses a variety of appropriate assessments for the social studies, in a natural and ongoing manner, to engage learners in their own growth, monitor progress, communicate meaningful feedback to relevant stakeholders, evaluate instructional effectiveness, and guide instructional decisions.

Function 3: Instruction

The teacher candidate plans social studies instruction using a variety of instructional strategies that support all learners in meeting meaningful and rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

COURSE OBJECTIVES:

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

- Understand the concept of chronology.
- Articulate how various sources provide information about the past and present.
- Compare the contributions of classical civilizations such as China, Egypt, Greece, and Rome.
- Describe the characteristics of indigenous peoples in North America before European exploration.
- Discuss the causes and effects of European exploration and the colonization of North America.
- Detail how conflict between the American colonies and Great Britain led to American independence.
- Understand the development of the United States government.
- Distinguish the political, economic, and social changes that occurred in the United States during the nineteenth century.
- Explain important developments in the United States during the twentieth and twenty-first centuries.
- Articulate the concepts of family and community.
- Express the purposes and functions of government.
- Interpret the various levels of government.
- Describe various forms of government.
- Explain important ideas in the Declaration of Independence and in the Constitution, including the Bill of Rights.
- Describe the characteristics of responsible citizenship.
- Summarize the concepts of location, distance, and direction.
- Discuss the physical characteristics of place and how they affect human activities and settlement patterns.
- Explain human characteristics of place and how humans adapt to variations in the physical environment.
- Compare similarities and differences between and among people.
- Articulate how human needs are met.
- Explain the concepts of goods and services and the roles of producers and consumers.
- Compare the purposes of earning, spending, and saving money.
- Clarify how businesses operate.

- Distinguish between the patterns of economic activities in the United States and the world.

RESOURCES:

National Geographic Education Resource Library https://www.nationalgeographic.org/education/resource-library/?q=&page=1&per_page=25

PBS Learning Media
United States and World History

Smithsonian History Explorer

Center for History Education History Labs

Council for Economic Education
<https://www.econedlink.org/>

Elementary Social Studies Praxis Subtest 7815 Practice Test:
https://store.ets.org/store/ets/en_US/pd/productID.5327683100/CategoryID.3552300

Praxis Elem Ed Social Studies CKT (7815) Practice Tests by Exam Edge (Updated 2020):
<https://www.examedge.com/praxis/7805/>

Civic Learning Site Used Across the Nation in Schools
<https://www.icivics.org/>

COURSE REQUIREMENTS/ASSIGNMENTS EXAMPLES:

1. Write four complete lesson plans in each one of the major social studies areas: history, government and citizenship, human and physical geography, and economics.

2. Read and write reflection papers on articles and book chapters.

EVALUATION SCALE:

A - 90-100%

B - 80-89%

C - 70-79%

Below 70 – Retake Course

10/31/2020

Additional comments:

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

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



Washburn University
College of Arts & Sciences - Course Approval System

Course Approval Form

Cre Exp Early Child/Mid Sch ED 335

LIBRARY

E-Mail Address of librarian completing evaluation: alan.bearman@washburn.edu

Are current library holdings adequate? Y

2021-02-05 15:24:38

If no, what would be necessary to bring the library collection to an acceptable standard for this course offering?

Comments

GENERAL EDUCATION COMMITTEE

Does the General Education Committee approve this course for general education credit? -

Comments

EDUCATION DEPARTMENT

Will addition of/changes to this course in any way alter the program leading to a teacher certification? Y 2021-03-22 15:11:27

If yes, please explain:

This course will be required in the revised elementary education program (to be submitted).

OTHER AFFECTED DEPARTMENTS/SCHOOLS

Will the requested changes to this course in any way affect your offerings or majors? -

If yes, please explain:

DIVISION APPROVAL Y 2021-04-16 18:26:31

DEAN APPROVAL Y 2021-04-19 09:12:19

CFCCC APPROVAL Y 2021-04-26 19:21:20

VPAA COMPLETE? -



Washburn University

College of Arts & Sciences - Course Approval System

Change Request Form

Cre Exp Early Child/Mid Sch

What is the rationale for the change?

Previously this course was offered as a 2 credit hour course that did not include movement/physical activity as a component of the creative experiences in the elementary classroom. Movement/physical activity has been added and the course activities and requirements have been revised to reflect movement and physical activity as components of an integrated elementary curriculum.

Please indicate what about the course is to be changed?

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

If "Other", *please specify*:

The requirements and topics for the course have been revised to reflect an addition of movement/physical activity.

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

The course will be offered for 3 credit hours (previously 2 credit hours)

The course description has been revised.

Previous Description: Explores various elements of aesthetics including art and music. Relationship of such activities to the teaching learning environment also developed. Emphasis on use of creative activities to enrich other content areas. Prerequisite: Admission to the Professional Teacher Education Program and concurrent enrollment in ED 330 and ED 337,

Proposed New Description: Explores various elements of aesthetics, including art, music, drama, dance, and movement and the relationship of such activities to the teaching-learning environment. Emphasis will emphasize use of creative activities to enrich other content areas. Prerequisite: Admission to the Professional Teacher Education Program and concurrent enrollment in ED 330 and ED 337.

Addition of the Kansas State Department of Education higher education Standard 7 to the objectives for the course.

Standard 7 – Health, Movement and Physical Activity

The teacher candidate uses understanding of the major concepts of health, human movement and physical activity and physical activity.

The teacher candidate identifies basic health, nutrition, and safety procedure that promotes a healthy lifestyle.

The teacher candidate explores developmentally appropriate strategies for healthy lifestyles that include play and physical activity.

The teacher candidate understands the impact of movement on brain development and learning when working with students.

The teacher candidate models developmentally appropriate strategies for healthy lifestyles that include play and physical activity to meet the needs of individuals and groups of students.

The teacher candidate uses movement, using appropriate learning theories, across the curriculum to meet the needs of individuals and groups of students.

The teacher candidate through integrative practice applies basic health, nutrition, and safety procedure that promotes a healthy lifestyle to meet the needs of individuals and groups of students.

The term "movement and physical activity" has been included in the diversity proficiencies and Conceptual Framework descriptions.

Additional Content and Learning Activities have been added to reflect the additional content.

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

N/A

- Course repeatable?

Effective date? August 2021

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

COLLEGE OF ARTS AND SCIENCES NEW PROGRAM REVIEW FORM

	Chair's Signature	Recommendation	Review Date
Department	<u>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>2021-04-01</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, Sport and Event Media Concentration - new concentration (CIP: 09.0999)

2. Rationale for offering this program.

This new Mass Media concentration aligns with student demand and emerging trends in education. In a consultation with a Mass Media adviser, students will be able to create a personalized learning path that will correspond to their career aspirations (<https://er.educause.edu/articles/2014/11/the-coming-era-of-personalized-learning-paths>). This approach is seen as an alternative to the "one-size-fits-all" instruction, and aims to take student-centered learning to the next level (<https://www.insidehighered.com/digital-learning/blogs/online-trending-now/adaptive-learning-personalized-learning>). It also brings to the foreground the value of personalized faculty mentoring. Mass media is an applied field that places a high value on the development of such hard skills as journalistic writing, Associate Press style knowledge, social media, blogging, video editing, graphic design, etc. The development of these skills often happens through a variety of approaches, such as internships, volunteer work, job shadowing and extra-curricular involvement, and is not limited to a completion of a sequence of classes.

Students who choose this concentration will be given the option to:

- Take a special section of MM202 Professional Media Writing with a sports emphasis, possibly taught by a practitioner in this field
- Cover the sports beat in MM402 Advanced Professional Media Writing, which will allow them to produce and publish sports-related content for Student Media. Students interested in event media would cover the entertainment beat or do a combination of both.
- Shoot and edit a video on sport and event media in MM309 Film and Video techniques.
- Create a social media plan for a sports entity in MM415 Digital and Social Content Strategies. In

some instances, this class has real-world clients.

- Plan and execute tailgates as part of MM402 Sports Branding and Promotion.
- Plan and execute a film festival as part of MM430 Film Festival Management.
- Outside of class, students could be on the Washburn Sports Crew that is in charge of broadcasting all WU sports games, become an External Relations or Athletic Communications intern for Washburn Athletics, volunteer for the Sunflower State Games, or cover sports for WIBW radio or TV.

3. Exact proposed catalog description.

The sport and event media concentration prepares students to enter the fields of sports media or event management. The curriculum offers students the opportunity to develop knowledge regarding how sports and event media messages are created, communicated, and received by audiences as well as how those audiences are influenced by those messages. The course sequence includes instruction in professional media writing, television studio production, sports promotion and branding, media relations, as well as event planning and management. Students receive hands-on practice through work with various sports products and media organizations, as well as through the planning, promotion, and execution of department-related events, such as the WIFI Film Festival, Day of Giving, Mass Media Keynote Speaker Event.

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

MM 100 (3) Introduction to Mass Media
MM 199 (3) Professional Media Applications
MM 321 (3) Advanced Prof. 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 403 (3) Advanced Professional Media Writing
MM 415 (3) Digital and Social Content Strategies
MM 420 (3) Event Planning and Management
MM309 Introduction to Film and Video Techniques or MM311 TV Studio Production
MM402 Sports Branding and Promotion or MM430 Film Festival Management
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 new concentration, not a new program. This new concentration includes courses that we previously offered as electives or as part of old concentrations.

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



Washburn University
College of Arts & Sciences - Course Approval System

Course Approval Form

Creative Media Writing MM 202

LIBRARY

E-Mail Address of librarian completing evaluation: alan.bearman@washburn.edu

Are current library holdings adequate? Y

2021-01-05 15:21:00

If no, what would be necessary to bring the library collection to an acceptable standard for this course offering?

Comments

GENERAL EDUCATION COMMITTEE

Does the General Education Committee approve this course for general education credit? -

Comments

EDUCATION DEPARTMENT

Will addition of/changes to this course in any way alter the program leading to a teacher certification? N 2021-01-05 15:33:56

If yes, please explain:

OTHER AFFECTED DEPARTMENTS/SCHOOLS

Will the requested changes to this course in any way affect your offerings or majors? -

If yes, please explain:

DIVISION APPROVAL Y 2021-01-21 18:04:08

DEAN APPROVAL Y 2021-01-22 08:56:05

CFCCC APPROVAL Y 3/29/2021 - system error would not allow recording. This approval added by Michaela at CFC-CC request

VPAA COMPLETE? -



Washburn University
College of Arts & Sciences - Course Approval System

Change Request Form

Creative Media Writing

What is the rationale for the change?

The proposed title change fits better with our new curriculum. It reduces confusion with regard to sequencing of classes.

Please indicate what about the course is to be changed?

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

If "Other", *please specify*:

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

Change title from "Creative Media Writing" to "Professional Media Writing"

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: maria.stover@washburn.edu



Washburn University
College of Arts & Sciences - Course Approval System

Course Approval Form

Sports Branding and Promotion MM 402

LIBRARY

E-Mail Address of librarian completing evaluation: alan.bearman@washburn.edu

Are current library holdings adequate? Y

2021-01-25 12:18:35

If no, what would be necessary to bring the library collection to an acceptable standard for this course offering?

Comments

GENERAL EDUCATION COMMITTEE

Does the General Education Committee approve this course for general education credit? -

Comments

EDUCATION DEPARTMENT

Will addition of/changes to this course in any way alter the program leading to a teacher certification? N 2021-01-25 12:47:31

If yes, please explain:

OTHER AFFECTED DEPARTMENTS/SCHOOLS

Will the requested changes to this course in any way affect your offerings or majors? -

If yes, please explain:

DIVISION APPROVAL Y 2021-02-11 08:53:00

DEAN APPROVAL Y 2021-02-11 09:47:27

CFCCC APPROVAL Y 2021-04-01 10:34:30

VPAA COMPLETE? -



Washburn University
College of Arts & Sciences - Course Approval System

[Logout](#)

Course Information Form

[Edit](#) [Print version](#) [Delete Request](#) [Return to List](#)

Course Title: **Sports Branding and Promotion**

Department: **Mass Media**

Division: **Creative & Performing Arts**

Course Level: **Undergraduate**

Prefix: **MM**

Course Number: **402**

Effective Semester: **Fall**

Effective Year: **2020**

Credits: **3**

Course Catalog Description (include prerequisites)

This course surveys the strategies, techniques, and media employed to promote a wide array of sports products available to the American audience. In this course, students explore the fundamentals of branding and promotion as related to both collegiate and professional sports. Topics explored include understanding the landscape of the sports industry, the variety of promotional tactics employed in the field, the role of entertainment related to the sports venue, the role of media in delivering the sports product, and consumer behavior related to the fan experience. Students emerge from the course with a strong understanding of the roles that branding and promotion play in building relationships between sports entities and consumers. Prerequisites: MM321

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

Prerequisite: MM321

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 will be part of the new Sport and Event Media concentration. It was a popular offering when we taught is as a special topics class.

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

If 'Yes', which major(s)?

This is part of the Sport and Event Media concentration. Either this course, or MM430 Film Festival Management, is required.

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.

MM402: Sports Branding & Promotion

Course Description

Sports Branding & Promotion surveys the strategies, techniques, and media employed to promote a wide array of sports products available to the American audience. In this course, you will explore the fundamentals of branding and promotion as related to both collegiate and professional sports. Topics explored include understanding the landscape of the sports industry, the variety of promotional tactics employed in the field, the

role of entertainment in the sports venue, the role of media in delivering the sports product, consumer behavior related to the fan experience, among other topics. You will emerge from the course with a strong understanding of the role that branding in promotion plays in building relationships between sports entities and consumers.

Course Learning Outcomes

At the conclusion of Sports Branding & Promotion you will be able to:

- Demonstrate knowledge of the various major athletic organizations that operate in the United States today.
- Analyze the role that both branding and promotion play in building long-lasting relationships between sports entities and consumers.
- Critically evaluate current and past marketing efforts of athletic organizations by reflecting on their strategic purpose, creative execution, and media placement.
- Apply strategic thought in the creation of various marketing communication pieces related to the sports industry.
- Work individually, as well as in a group, to accomplish a variety of tasks to meet the needs of various clients.

To achieve the objectives of this course, a variety of learning techniques will be employed including lecture, videos, assigned readings, presentations, guest speakers, facility tours, and class discussion.

Resources for Class

There is no required textbook for this course. However, I will supply various resources pertaining to the topics we discuss. These resources will be posted on the class D2L site.

Course Requirements and Grading

Your progress in meeting the course objectives will be assessed in a variety of ways. Grades will be computed on a percentage basis, with assignments receiving various weights. The grading scale is as follows:

A 90.00 and above B 80.00 – 89.99 C 70.00 – 79.99
D 60.00 – 69.99 F 59.99 and below

Below are the assignments (and their approximated weights) that you will be responsible for in this course. Also, other assignments may be added as we progress through the semester.

Critical Thinking and Application Exercises (25%)

In order to apply the concepts explored in class and assess your comprehension of the material, you will complete a series of applicable exercises. These exercises will vary based on the week's lesson and will test a wide variety of skills including writing, designing, and presenting. Some you will complete on your own, while others will require you to complete as a member of a small group. Most of these will be given as take-home assignments, but some will be conducted in class. Directions and deadlines for each exercise will be posted on D2L in the corresponding topic week.

Weekly Review Quizzes (25%)

These quizzes are designed to assess your comprehension related to the material presented in class and through the readings. The assessments are to be completed on D2L. The format will be ten (10) multiple-choice questions.

Exam (25%)

There will be one exam in this class. The exam will cover material presented in class lectures and in our supplemental resources. The format of the exam will be multiple choice, short-answer response, and essay. If University-related circumstances arise that prevent you from taking the exam on its given date and time, you must contact me in advance. Due to its inherent unfairness, NO MAKE-UP EXAM will be given.

Final Project (25%)

In order to assess what you have learned throughout the course, you will produce a final project. More detailed directions and requirements for this project will be distributed later in the semester.

Additional comments:

Note: effective date should be fall 2021, but 2021 was not on the list of options.

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

Initiator's E-mail Address: maria.stover@washburn.edu

Submitted for Approval



Washburn University
College of Arts & Sciences - Course Approval System

Course Information Form

Course Title: **Sports Branding and Promotion**

Department: **Mass Media** Division: **Creative & Performing Arts**

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

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

Course Catalog Description *(include prerequisites)*

This course surveys the strategies, techniques, and media employed to promote a wide array of sports products available to the American audience. In this course, students explore the fundamentals of branding and promotion as related to both collegiate and professional sports. Topics explored include understanding the landscape of the sports industry, the variety of promotional tactics employed in the field, the role of entertainment related to the sports venue, the role of media in delivering the sports product, and consumer behavior related to the fan experience. Students emerge from the course with a strong understanding of the roles that branding and promotion play in building relationships between sports entities and consumers. Prerequisites: MM321

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

Prerequisite: MM321

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 will be part of the new Sport and Event Media concentration. It was a popular offering when we taught is as a special topics class.

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

If 'Yes', which major(s)?

This is part of the Sport and Event Media concentration. Either this course, or MM430 Film Festival Management, is required.

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.



Washburn University
College of Arts & Sciences - Course Approval System

Course Approval Form

Introduction to Film and Video Techniques **MM 309**

LIBRARY

E-Mail Address of librarian completing evaluation: alan.bearman@washburn.edu

Are current library holdings adequate? Y

2021-01-25 12:16:17

If no, what would be necessary to bring the library collection to an acceptable standard for this course offering?

Comments

GENERAL EDUCATION COMMITTEE

Does the General Education Committee approve this course for general education credit? -

Comments

EDUCATION DEPARTMENT

Will addition of/changes to this course in any way alter the program leading to a teacher certification? N 2021-01-25 12:48:46

If yes, please explain:

OTHER AFFECTED DEPARTMENTS/SCHOOLS

Will the requested changes to this course in any way affect your offerings or majors? -

If yes, please explain:

DIVISION APPROVAL Y 2021-02-11 08:54:07

DEAN APPROVAL Y 2021-02-11 09:35:47

CFCCC APPROVAL Y 2021-02-24 21:01:32

VPAA COMPLETE? -



Washburn University
College of Arts & Sciences - Course Approval System

Course Information Form

Course Title: Introduction to Film and Video Techniques

Department: Mass Media Division: Creative & Performing Arts

Course Level: Undergraduate Prefix: MM Course Number: 309

Effective Semester: Fall Effective Year: 2020 Credits: 3

Course Catalog Description *(include prerequisites)*

This course provides students the opportunity to learn the basics of film and video production. Students are introduced to a variety of valuable video content creation tools and techniques such as effectively shooting video with a smartphone, and video editing using Adobe Premiere Pro. Students will apply what they learn throughout the course through the completion of various video projects. Prerequisites: MM100 and MM199

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

Prerequisites: MM100 and MM199

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 new course brings much needed film and video skills to our curriculum.

Is this course required for the major? Y

If 'Yes', which major(s)?

This course will be part of the Sport and Event Media as well as the Contemporary Journalism concentrations. It replaces MM409 Electronic Journalism in the Contemporary Journalism concentration.

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.

MM 393 | Intro to Film and Video Techniques
Spring 2021

Needed for Course | There is no textbook required to purchase, however, you may need: FilmicPro video app (\$14.99), a tripod for your phone, and an external storage device. You will also need an Adobe Creative Cloud subscription if you plan on working remotely.

Suggested Texts | The Filmmaker's Handbook (5th Ed.) by Pincus and Ascher, and The Smartphone Filmmaking Handbook by Neil Phillip Sheppard

Course Description

Designed for students interested in learning the fundamentals of film and video techniques which will include but not be limited to framing, composition, image control, 3-point lighting, and editing using Adobe Premiere Pro. Students will apply what they learn throughout the course through the completion of various video projects.

Course Objective

Upon completion of this course, students will --

1. Develop a strong understanding of basic film and video production concepts & techniques
2. Develop the sense and skills necessary to produce and edit a variety of video projects

Course Approach

There are three key aspects to this course: lecture, demonstration/tutorials, and practice. Lectures will be provided in .pdf form on D2L. Demonstrations/tutorials will be conducted during class time via Zoom. For practice, students will be assigned production projects to ensure they apply what they are learning in class. Students will present their projects for feedback from the instructor and their peers.

Coursework | Submit all video projects to the instructor's Washburn email account as a shareable link through either Vimeo or Google Drive. Point deductions could evolve from (but not be limited to) doing partial work and failure to follow instructions.

Course Evaluation

Your grade will be determined by the completion of the following:

Project 1: Countdown | 5 points

Project 2: Action Continuity | 10 points

Project 3 Production Materials | 5 points

Project 3: 12-Shot | 20 points

Project 4 Production Materials | 5 points

Project 4: Product Video | 20 points

Lighting Setup | 5 points

Final Exam | 15 points

Attendance & Participation | 15 points

Total | 100 points

GRADE PERCENTAGE POINTS

A 90-100% 90-100

B 80-89% 80-89

C 70-79% 70-79

D 60-69% 60-69

F 0-59% 0-59

Instructor Notes | This is a course that will require you to both participate actively and work independently. You should be organized and able to work for extended periods of time. Any production course can be very enjoyable, but also very time-consuming. You should plan to devote time to edit your work outside of class. The lab will be open in the evenings and full weekend access will be available throughout the semester. Please don't eat in the lab, and be extremely careful with drinks around the workstations. Project 1 is designed as a basic training exercise on Premiere Pro. If you are more comfortable using a different editing program, feel free to use it for Projects 2 through 4. Be sure to check D2L often for announcements and/or any changes to the schedule.

Additional comments:

Note: effective year should be 2021.

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

Initiator's E-mail Address: maria.stover@washburn.edu



Washburn University
College of Arts & Sciences - Course Approval System

Course Approval Form

Promotions Writing MM 415

LIBRARY

E-Mail Address of librarian completing evaluation: alan.bearman@washburn.edu

Are current library holdings adequate? Y

2021-01-25 12:17:05

If no, what would be necessary to bring the library collection to an acceptable standard for this course offering?

Comments

GENERAL EDUCATION COMMITTEE

Does the General Education Committee approve this course for general education credit? -

Comments

EDUCATION DEPARTMENT

Will addition of/changes to this course in any way alter the program leading to a teacher certification? N 2021-01-25 12:48:21

If yes, please explain:

OTHER AFFECTED DEPARTMENTS/SCHOOLS

Will the requested changes to this course in any way affect your offerings or majors? -

If yes, please explain:

DIVISION APPROVAL Y 2021-02-11 08:53:52

DEAN APPROVAL Y 2021-02-11 09:37:28

CFCCC APPROVAL -

VPAA COMPLETE? -



Washburn University
College of Arts & Sciences - Course Approval System

Change Request Form

Promotions Writing

What is the rationale for the change?

The proposed changes reduce confusion with regard to content and sequencing of classes as part of our new curriculum.

Please indicate what about the course is to be changed?

Yes Course Description (minor change)

- Course Number
- Credit Hours
- Change from graded to credit/no credit
- Requesting General Ed. Approval

- Course Description (substantive change)

Yes Course Title

Yes 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*):

Change title from "Promotions Writing" to "Digital and Social Media Content Strategies"

Proposed course description and prerequisites:

"This course provides students with the ability to work with a client on a digital communications project where students will practice research, advertising and public relations strategies, effective communication, and presentation skills previously learned. Prerequisites: MM321 or consent."

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: maria.stover@washburn.edu



Washburn University
College of Arts & Sciences - Course Approval System

Course Approval Form

Film Festival Management MM 430

LIBRARY

E-Mail Address of librarian completing evaluation: alan.bearman@washburn.edu

Are current library holdings adequate? Y

2021-01-25 12:18:55

If no, what would be necessary to bring the library collection to an acceptable standard for this course offering?

Comments

GENERAL EDUCATION COMMITTEE

Does the General Education Committee approve this course for general education credit? -

Comments

EDUCATION DEPARTMENT

Will addition of/changes to this course in any way alter the program leading to a teacher certification? N 2021-01-25 12:30:19

If yes, please explain:

OTHER AFFECTED DEPARTMENTS/SCHOOLS

Will the requested changes to this course in any way affect your offerings or majors? -

If yes, please explain:

DIVISION APPROVAL Y 2021-02-11 08:52:48

DEAN APPROVAL Y 2021-02-11 09:48:54

CFCCC APPROVAL Y 2021-04-01 10:32:47

VPAA COMPLETE? -



Washburn University
College of Arts & Sciences - Course Approval System

Course Information Form

Course Title: **Film Festival Management**

Department: **Mass Media** Division: **Creative & Performing Arts**

Course Level: **Undergraduate** Prefix: **MM** Course Number: **430**

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

Course Catalog Description *(include prerequisites)*

This course follows the planning and execution of the annual WIFI Film Festival, with students in charge of programming, promotion, fundraising, marketing and logistics. Students experience all aspects of running a large entertainment event in a real-world setting. Prerequisites: MM202 OR MM222 or consent.

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

Prerequisites: MM202 OR MM222 or consent.

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:

We wanted to provide MM majors with the opportunity to be in charge of planning and executing the annual WIFI film festival.

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

If 'Yes', which major(s)?

This course will be part of the new Sport and Event Media concentration and either this course OR MM402, Sports Branding and Promotion, is required.

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.

MM 393 – Film Festival Management

Course Description

In this class, students will gain hands on experience in event management and planning with the WIFI Film Festival. Students will learn the techniques and skills that go into putting on a public event successfully as well as the ability to think on one's feet to problem solve the unexpected.

Learning Outcomes

1. Learn what a successful film festival looks like.
2. Understand the requirements and challenges of planning large event.
3. Methods of successful marketing and communication related to events.
4. Understand the roles and resources of film festivals.
5. Learn the problems that can occur and how to circumvent them.
6. Understand how to evaluate the success of an event.
7. Develop a framework for a successful film festival.

Textbook & Materials

No assigned textbook. We will read current articles about film festivals and events.

It is strongly recommended that you have a notebook/file/folder designated for class. It is also crucial that you have online access. The university has many locations where you can work online if you do not have your own computer.

Class Structure & Policies

- **Attendance and Participation:** It is crucial that you attend all class sessions for the success of the festival and for your grade. It is expected that you will be on time and present for all classes. Further, attendance is reinforced through unannounced quizzes, in-class discussions and projects related to the festival.

- **Online Modules:** We will be using the D2L online system in this course. Please become acquainted with it and please ask questions if there is any issue.

- **Cell Phones & Other Electronic Devices:** As a courtesy to your fellow classmates, please turn off all cell phones and other electronic devices (e.g., iPods, tablets, etc.) during class. If you must use your phone, please do so outside the class room.

- **Classroom Behavior:** You are expected to arrive promptly, be attentive to fellow students as well as the instructor, participate in classroom discussions and group work, and read the assigned material in advance (by the date listed).

- **Written Work:** Please type all written assignments, use proper MLA formatting, correct spelling, and grammar. Ask questions before the assignment is due.

- **Follow The Industry:** Please make an attempt to stay on top of other film festivals and the movie business.

- **Late Assignments:** You are responsible for submitting assignments by/on the due dates discussed in class.

Course Requirements:

You are assessed through class participation, the quality and timeliness of your assigned tasks related to the event, and contributing time to the event.

Grading Scale:

Class Participation – 250 points

Working the event – 250 points

Festival Tasks – 500 points

Total – 1000 points

GRADE PERCENTAGE POINTS

A 90-100% 900-1000

B 80-89% 800-899

C 70-79% 700-799

D 60-69% 600-699

F 0-59% 0-599

Festival Tasks

You will be assigned to one of the following groups –

1. PR – Communication to the public about the WIFI Film Festival. You will be writing press releases, managing social media, and making sure the public is both well aware of the festival and designing a positive image of the festival.
2. Video Creation – Production of video to be used for promotional and documentation purposes.

3. Event Management (Everyone will have something to do during the event) – Everyone will help with this, but this group will be the leaders of the logistics of the film festival.
4. Design – This group will be creating logos, documents, posters, and other materials used during the festival.

Schedule

The class will be made up of three main components –

1. Learning the roles and how to be successful in those roles
2. Planning to ensure festival success
3. Actually running the event

The Film Festival

OUR MISSION

WIFI is dedicated to promoting and celebrating film production, stories from the Midwest, and education at Washburn University, in the Topeka community, and in the state of Kansas. Its leadership holds to the mission statement of Washburn University and sees WIFI as an organization that will allow the department to foster and engage in relationships that will enhance students' lives and help them in their development as productive and responsible citizens.

At the core of WIFI's inception is the belief that cinema is one of the most democratic arts with its ability to reach large audiences on an accessible and inclusive level.

Each year, the WIFI Film Festival adopts a theme that it promotes through its work in the community and on campus. This year, the festival has adopted Washburn University's spring 2019 theme: Freedom of Expression and Freedom of Action. The featured film at the 2019 WIFI Film Festival, by Allan Holzman, will express these ideas as it looks into DACA and immigration in the United States.

OUR VISION

We hold the guiding principle that students at Washburn, Topeka community members, and Kansans should have a place to showcase and promote their work and come together to celebrate stories from the Midwest in film and artistic expression. We believe there are unique stories that can only be found in the Midwest, and particularly in Kansas. We support filmmakers in producing and creating stories from the Midwest that need to have a voice in our world and we advance the impact of those stories.

Additional comments:

Note: effective date should be fall 2021, but 2021 was not on the list of options.

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

Initiator's E-mail Address: maria.stover@washburn.edu

COLLEGE OF ARTS AND SCIENCES PROGRAM DELETION FORM

	Chair's Signature	Recommendation	Review Date
Department	<u>Cherry Steffen</u>	<u>Approve</u>	<u>2021-02-04</u>
Division	<u>Roy Wohl</u>	<u>Approve</u>	<u>2021-02-05</u>
Dept. of Educ.	<u>Cherry Steffen</u>	<u>Approve</u>	<u>2021-04-13</u>
<small>(If relates to teacher certification program.)</small>			
Dean	<u>Laura Stephenson</u>	<u>Approve</u>	<u>2021-04-13</u>
Curriculum Committee	<u>Rebecca Meador</u>	<u>Approve</u>	<u>2021-04-26</u>
Accepted by CFC	_____	_____	_____
CAS Faculty	_____	_____	_____

Approved By:	Faculty Senate _____	University Faculty _____	WU Board of Regents _____
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Program: Associate of Arts (A.A.) - Early Childhood Education (CIP:)

1. Reason for this program deletion?

This program has not had a sufficient number of students for several semesters. In addition, recent changes in the licensure for elementary teachers as well as requirements for teacher certification at the preschool level make this program one that is not sufficient for those planning to teach at the preschool level.

2. Complete description.

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

If so, please explain.

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

5. Does this change affect any other departments? Yes

Other departments are affected only in the fact that the courses offered in other departments are required for the program. However, no courses required are offered for students in this program

COLLEGE OF ARTS AND SCIENCES NEW PROGRAM REVIEW FORM

	Chair's Signature	Recommendation	Review Date
Department	<u>Cherry Steffen</u>	<u>Approve</u>	<u>2021-04-19</u>
Division	<u>Roy Wohl</u>	<u>Approve</u>	<u>2021-04-19</u>
Dept. of Educ.	<u>Cherry Steffen</u>	<u>Approve</u>	<u>2021-04-19</u>
<small>(If relates to teacher certification program.)</small>			
Dean	<u>Laura Stephenson</u>	<u>Approve</u>	<u>2021-04-19</u>
Curriculum Committee	<u>Rebecca Meador</u>	<u>Approve</u>	<u>2021-04-27</u>
Accepted by CFC	_____	_____	_____
CAS Faculty	_____	_____	_____

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

Bachelor of Education in Elementary Education - Proposed Program Revisions (CIP: 13)

2. Rationale for offering this program.

The BEd in Elementary Educationon has been revised to reflect the changes in standards and best practices in teaching.

3. Exact proposed catalog description.

The K-6 teaching program prepares students to teach in kindergarten through sixth grade classrooms. Students may choose to complete a second license in one of six areas at the same time they complete preparation for the K-6 license.

These areas include:

- Early Childhood Unified (Birth-Grade 3 includes special education)
 - Middle School English/Language Arts (Grades 5-8)
 - Middle School Mathematics (Grades 5-8)
 - Middle School History (Grades 5-8)
 - High Incidence Special Education (Grades K-6)
 - English for Speakers of Other Languages (ESOL) (Grades P-12)
- Candidates for degrees and licenses in these areas are advised by the Faculty of the Department of Education. See an advisor for specific licensure requirements or visit the Department of Education website (www.washburn.edu/education).

Bachelor or Education in Elementary Education

Proposed Program 120 total credits

University Required Courses

- ___ EN 101 First Year Writing (3)~
- ___ WU 101 Washburn Experience (3)
- ___ EN 300 (3) Teaching Emphasis Advanced College Writing ~
- ___ MA 112 (3) Essentials of Math or higher

Required Courses

- ___ CN 150 Public Speaking (3) ~
- ___ BI 100 Intro to Biology (3) gen. ed. emphasis
- ___ HI 111 History of the US I (3)
- ___ HI 100 World History (3)
- ___ PO 106 Government, or GG 101 Geography or EC 100 Economics (3)
- ___ AR or MU or TH elective (3)~ ~ _____
- ___ EN or PH or RG elective (3)~ ~ _____
- ___ MA 200 Numbers and Operations for the Ele Ed (3) ~ prerequisite is MA 112 Essentials or higher
- ___ MA 201 Geometry, Proportion, and Data Analysis for Elementary Teachers (3)
- ___ PS 126 Physical Science for the Ele Ed (5)~
- ___ AS 104 Life in the Universe (3)
- ___ EN 321 Writing Course (3)

Courses Required Prior to Admission to Professional Education K-6th Program

- ___ ED 155 Teaching, Learning and Leadership (3) ~
- ___ ED 285 Educational Psychology (3)~

Core Education Courses

- ___ 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 302 Teaching Exceptional Learners (3)
- ___ ED 354 Curriculum and Assessment (3)
- ___ ED 420 Student Teaching (12)

Elementary Education Courses

- ED 310 Teaching Math (3)
- ED 315 Teaching Science (3)
- ED 317 Math/Science Practicum Block B (2)
- ED 320 Teaching Reading (3)
- ED 325 Teaching Language Arts (3)
- ED 327 Literacy Practicum (4)
- ED 330 Teaching Social Studies (3)
- ED 337 Social Studies Practicum (1)
- ED 335 Creative Experiences (3)
- ED 322 Social Studies for Elementary Educators (3)*
- ED 290 Whole Child (3)*
- XXX - 3 hour approved elective (must be approved by student's advisor)

4. List any financial implications.

None

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

The revisions reflect some changes in the required content courses. None of the previously required courses were offered specifically for elementary education majors. Therefore, the effects will be possible lower numbers in those courses.

COLLEGE OF ARTS AND SCIENCES PROGRAM CHANGE FORM

	Chair's Signature	Recommendation	Review Date
Department	<u>Craig Treinen</u>	<u>Approve</u>	<u>2021-02-24</u>
Division	<u>Danielle Head</u>	<u>Approve</u>	<u>2021-04-13</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>2021-04-13</u>
Curriculum Committee	<u>Rebecca Meador</u>	<u>Approve</u>	<u>2021-04-26</u>
Accepted by CFC	_____	_____	_____
CAS Faculty	_____	_____	_____

Approved By:	Faculty Senate _____	University Faculty _____	WU Board of Regents _____
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Program: Minor in Jazz Studies (Vocal or Instrumental) (CIP:)

1. Reason for this program change?

To coincide with our new degree programs and course changes.

2. Complete revised description.

Minor in Jazz Studies

The Jazz Studies Minor is a 21 credit hour program designed for the non-music major who is interested in acquiring the fundamental knowledge of jazz music. Students pursuing the minor must complete the following courses, listed below. In addition, students must pass an audition to be accepted into the program; attend 14 recitals, and complete 6 credit hours of upper division coursework.

Minor in Jazz Studies:

Required Courses 10 Credits

MU 070 B Performance Class (required every semester) - 0 Credit

MU 215 Music Theory I - 3 Credits

MU 217 Aural Skills I - 1 Credit

MU 102 Jazz History - 3 Credits

MU 305 Business of Music - 2 Credits

MU 443 Composition - 1 to 3 Credits

Ensembles: 4 Credits

MU____Jazz Orchestra, Concert Jazz Ensemble, Jazz Combo - 1 Credit
MU____Jazz Orchestra, Concert Jazz Ensemble, Jazz Combo - 1 Credit
MU____Jazz Orchestra, Concert Jazz Ensemble, Jazz Combo - 1 Credit
MU____Jazz Orchestra, Concert Jazz Ensemble, Jazz Combo - 1 Credit

Applied Jazz Lessons: 4 Credits

MU____Applied Jazz Lesson - 1 Credit
MU____Applied Jazz Lesson - 1 Credit
MU____Applied Jazz Lesson - 1 Credit
MU____Applied Jazz Lesson - 1 Credit

Electives: 3 Credits

MU____Elective - 1 Credit
MU____Elective - 1 Credit
MU____Elective - 1 Credit

Other Requirements:

- *Pass entrance audition prior to admission to the minor.
- *Submit music minor application at the beginning of the program.
- *Earn at least 14 recital attendance credits prior to graduation.
- *Maintain regular communication with music minor advisor.
- *Complete 6 hours of upper division coursework.
- *Must be enrolled in MU 070 B Performance Class until degree is completed.

3. Describe the nature of the proposed change.

With the new changes to our old degree programs these changes will reflect our current degree programs. The change in program hours are now inline with our minor in music at 21 Credit Hours. The degree is now more versatile to meet the needs of both instrumentalist and vocalists.

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 NEW PROGRAM REVIEW FORM

	Chair's Signature	Recommendation	Review Date
Department	<u>Craig Treinen</u>	<u>Approve</u>	<u>2021-03-01</u>
Division	<u>Danielle Head</u>	<u>Approve</u>	<u>2021-04-13</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>2021-04-13</u>
Curriculum Committee	<u>Rebecca Meador</u>	<u>Approve</u>	<u>2021-04-26</u>
Accepted by CFC	_____	_____	_____
CAS Faculty	_____	_____	_____

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

The Music Minor (CIP: 50)

2. Rationale for offering this program.

This program is currently being offered. We are updating the program to coincide with the new changes in our current degree programs.

3. Exact proposed catalog description.

The Music Minor is designed for non-music majors who are interested in acquiring the fundamental knowledge of music. Students pursuing any of the minors must complete the following courses listed below. For all students seeking a minor in music, a minimum of 15 credit hours of the minor must be completed at Washburn University. In addition, students wishing to pursue any of the minors in music must pass an entrance audition, attend and accrue 14 recital credits, and complete 6 credit hours of upper division coursework.

Old Degree Program: 24 Credit Hours

Required Courses: 7 Credits

MU 100 Enjoyment of Music - 3 Credits

MU 215 Music Theory and Aural Comprehension I - 4 Credits

Large Ensembles: 2 Credits

MU____Band, Orchestra, Choir, Jazz Ensemble
MU____Band, Orchestra, Choir, Jazz Ensemble

Electives: 15 Credits (6 credits must be Upper Division. No more than 6 credits of ensembles may be used. Music Electives must include a minimum of 4 credits, one credit hour per semester of applied lessons)

New Degree Program: 21 Credits

Required Courses: 7 Credits

MU 070 B Performance Class - 0 Credit
MU 215 Music Theory I - 3 Credits
MU 217 Aural Skills I - 1 Credit
One course selected from the following - 3 Credits:
*MU 100 Enjoyment of Music
*MU 103 History of Jazz
*MU 104 Movies & Music
*MU 108 History of American Rock & Roll

Large Ensembles: 2 Credits

MU____Band, Orchestra, Choir, Jazz Ensemble - 1 Credit
MU____Band, Orchestra, Choir, Jazz Ensemble - 1 Credit

Applied Lessons: 4 credits

MU____Applied Lessons - 1 Credit
MU____Applied Lessons - 1 Credit
MU____Applied Lessons - 1 Credit
MU____Applied Lessons - 1 Credit

Music Electives: 8 Credits

- No more than 6 additional credits of large/small ensembles may be used toward this category.
- Must include a minimum of 6 credits of upper division courses.
- Can include additional Applied Lesson credit.
- To receive upper division credit for lessons and ensembles, the student must pass a Double Jury (see applied instructor for more information).

MU____Elective - 1 Credit
MU____Elective - 1 Credit
MU____Elective - 1 Credit
MU____Elective - 1 Credit
MU____Elective - 1 Credit
MU____Elective - 1 Credit
MU____Elective - 1 Credit
MU____Elective - 1 Credit

Other Requirements:

*Pass entrance audition prior to admission to the minor.

- *Submit music minor application at the beginning of the program.
- *Earn at least 14 recital attendance credits prior to graduation.
- *Maintain regular communication with music minor advisor (minimum once per semester).
- *Complete 6 credits of upper division courses.
- *Must be enrolled in MU 070 B Performance Class until degree is completed.

4. List any financial implications.

None.

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

This is not a new program. We are just updating the current program to meet the new changes made in our degree programs.

College Faculty Council Subcommittee Assignments 2020-2021

Curriculum	Professional Development	Resources
Chair: Rebecca Meador	Chair: Allan Ayella	Chair: Matt Nyquist
Rebecca Meador (CPA)	Azyz Sharafy (CPA)	Danielle Head (CPA)
Cherry Steffen (EDKN)	Loree Weir (EDKN)	Matt Nyquist (CPA)
Justin Moss (HUMDIV)	Bradley Siebert (HUMDIV)	Ted Shonka (CPA)
Jim Schnoebelen (HUMDIV)	Courtney Sullivan (HUMDIV)	Roy Wohl (EDKN)
Janet Sharp (NSD)	Allan Ayella (NSD)	Michael O'Brien (HUMDIV)
Josh Smith (NSD)	Vince Rossi (NSD)	Seid Adem (NSD)
Amber Dickinson (SOCSCI)	Lindsey Ibanez (SOCSCI)	Rick Barker (NSD)
	Michael McGuire (SOCSCI)	Rachel Goossen (SOCSCI)
		Sangyoub Park (SOCSCI)

PROPOSED College Faculty Council Subcommittee Assignments 2021-2022

Curriculum	Professional Development	Resources
Chair: Bruce Mactavish	Chair: Allan Ayella	Chair: Matthew Nyquist
Rebecca Meador (CPA)	Azyz Sharafy (CPA)	Kristen Grimmer (CPA)
Cherry Steffen (EDKN)	Loree Weir (EDKN)	Matthew Nyquist (CPA)
Justin Moss (HUMDIV)	Bradley Siebert (HUMDIV)	Ted Shonka (CPA)
Kai Xu (HUMDIV)	Courtney Sullivan (HUMDIV)	Carolyn Carlson (EDKN)
Janet Sharp (NSD)	Allan Ayella (NSD)	Michael O'Brien (HUMDIV)
Josh Smith (NSD)	Vince Rossi (NSD)	Seid Adem (NSD)
Amber Dickinson (SOCSCI)	Lindsey Ibanez (SOCSCI)	CIS REP (NSD)
Bruce Mactavish (SOCSCI)	SOAN REP (SOCSCI)	Michael McGuire (SOCSCI)

Thank you for your service departing members:

- Rick Barker
- Rachel Goossen
- Danielle Head
- Sangyoub Park
- Jim Schnoebelen
- Roy Wohl

DRAFT