

CFC Meeting Agenda
Monday, April 11, 2022, 4 p.m.
BTAC Forum Room or Zoom

[https://washburn.zoom.us/j/99216141786?pwd=OEFSZ3VISW5T
RHhocHlxTzVpM0VtZz09](https://washburn.zoom.us/j/99216141786?pwd=OEFSZ3VISW5TRHhocHlxTzVpM0VtZz09)

Meeting ID: 992 1614 1786 Passcode: 411097

Seid Adem
Allan Ayella
Carolyn Carlson
Amber
Dickenson
Karen Garrison
Kristen Grimmer
Lindsey Ibañez
Bruce Mactavish

Ashley Maxwell
Rebecca Meador
Michael McGuire
Justin Moss
Matt Nyquist
Michael O'Brien
Vince Rossi
Azyz Sharafy
Janet Sharp

Theodore Shonka
Bradley Siebert
Josh Smith
Cherry Steffen
Courtney
Sullivan
Nan Sun
Kai Xu

I. Call to Order

II. *Approval of CFC Minutes, Monday, March. 28, 2022

III. *Accept Division Reports

A. HUMDIV – Feb. 22 to March 3, 2022 online

IV. Committee Reports

*CFC-CC March 21, 2022

New courses: SP 240, SP 351, SP 371, FR 351, KN 281, KN 282, KN 283, KN 284, KN 285, PY 316

Course changes: BI 260, BI 315, BI 302

Course deletions: PY 215, BI 110

V. Old Business

A. Revised CAS Tenure and Promotion criteria

VI. New Business

A. Program Changes

1. BS in Computational Physics

2. BS in Physics

VII. Discussion

VIII. Information Items

IX. Concerns

X. Announcements

XI. Adjourn

CFC Meeting Agenda
Monday, March 28, 2022, 4 p.m.
BTAC Forum Room or Zoom

<https://washburn.zoom.us/j/99216141786?pwd=OEFSZ3VISW5TRHhocHlxTzVpM0VtZz09>

Meeting ID: 992 1614 1786 Passcode: 411097

Present: Allan Ayella, Karen Garrison, Bruce Mactavish, Ashley Maxwell, Rebecca Meador, Michael McGuire, Justin Moss, Matt Nyquist, Michael O'Brien, Vince Rossi, Janet Sharp, Theodore Shonka, Bradley Siebert, Josh Smith, Cherry Steffen, Courtney Sullivan, Nan Sun, Kai Xu

I. Call to Order—4:04pm

II. *Approval of CFC Minutes, Monday, Feb. 14, 2022 -- Approved

III. *Accept Division Reports

- A. HUMDIV: Nov. 1-9, 2021 online; Feb. 3-11, 2022 online -- Accepted
- B. NSD: Feb. 11, 2022 online; March 11, 2022 -- Accepted
- C. SOCSCI: March 9, 2022 online; March 21-23, 2022 online -- Accepted

IV. Committee Reports

**Resources committee met to discuss college priorities. CAS approved for over \$500,000 for capital requests.

**New business (VI.) moved ahead of old business (V.) during the meeting.

V. Old Business

A. Revised CAS Tenure and Promotion criteria

**Some division are still discussing proposed changes. The revised version was circulated to the Department Chairs.

**The most recent changes to the criteria are highlighted in green.

**A question was asked whether there are distinctions between the differences in advising, specifically comparing general academic advising vs. life advising.

**Peer mentoring of faculty was mentioned as service. Some departments require peer mentoring.

**A motion was put forth to send the revised version back to divisions for review.

**Discussion about the motion below:

**The changes made are not very significant. There is a need for new faculty to have a clear path moving forward.

**Departmental criteria need to be sent to HLC, so established CAS criteria would help guide departments.

**Department chairs have given feedback at this point.

**Motion to get back and get feedback by April 4th, before the April 11th CFC meeting.

*Motion passes.

VI. New Business

A. Program Changes

- 1. ML: Spanish: Education, Grd P-12 and TL-Spanish, Grd K-12 -- Approved
- 2. KN: minor in coaching -- Approved
- 3. PO: BA in Political Science -- Approved

B. Program Deletions

1. MM: Creative Advertising -- Approved
2. MM: Public Relations -- Approved

VII. Discussion

- **Dr. Mazachek is leaving for a new position.
- **Capital improvements requests and software approved at BOR meetings.
- **Transfer portal will allow students to see how courses would transfer if they come to Washburn.
- **Faculty searches are being conducted for tenure-track positions.

VIII. Information Items

IX. Concerns

X. Announcements

- **Spring Musical: "Urine Town"
- **WIFI Film festival: April 29th-May 1st.
- **Finished registration for Apeiron.

XI. Adjourn – 4:49pm

**Humanities Division of Washburn University
College of the Arts and Sciences Minutes
February 22, 2022 through March 3, 2022 (online)**

Michael O'Brien, Chair of the Division, conducted a meeting via e-mail beginning February 22, 2022.

New business included approving the following agenda items.

1. Approval of Minutes from February 3-11 Online Meeting (See Attachment 1)
2. Approval of New Course-CN303 (See Attachment 2 and 2A)
3. Approval of New Course-CN362 (See Attachment 3 and 3A)
4. Approval of New Course-FR351 (See attachment 4 and 4A)
5. Approval of New Course-SP240 (See Attachment 5 and 5A)
6. Approval of New Course-Sp351 (See Attachment 6 and 6A)
7. Approval of New Course-Sp371 (See Attachment 7 and 7A)
8. Approval of Course Deletion-FR105 (See Attachment 8)
9. Approval of Course Deletion-FR320 (See Attachment 9)
10. Approval of Course Deletion-FR321 (See Attachment 10)
11. Approval of Course Deletion-FR350 (See Attachment 11)
12. Approval of Course Deletion-FR353 (See Attachment 12)
13. Approval of Course Deletion-FR375 (See Attachment 13)
14. Approval of Course Deletion-SP105 (See Attachment 14)
15. Approval of Course Deletion-SP321 (See Attachment 15)
16. Approval of Course Deletion-SP340 (See Attachment 16)
17. Approval of Course Deletion-SP350 (See Attachment 17)
18. Approval of Course Deletion-Sp353 (See Attachment 18)
19. Approval of Course Deletion-Sp370 (See Attachment 19)
20. Approval of Course Deletion-Sp372 (See Attachment 20)
21. Approval of Course Deletion-Sp375 (See Attachment 21)
22. Approval of Program Change-Spanish Education- SP 325 (See Attachment 22)

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 March 2.

On March 3, 2022, Michael O'Brien announced via e-mail that the agenda items were approved with a quorum.

The meeting concluded on March 3, 2022.

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

CFCCC Minutes
March 21, 2022

I. Course Proposals

A. New Courses

- a. SP 240- approved
- b. SP 351- approved
- c. SP 371- approved
- d. FR 351- approved
- e. KN 281- approved
- f. KN 282- approved
- g. KN 283- approved
- h. KN 284- approved
- i. KN 285- approved
- j. PY 316- approved

B. Course Changes

- a. BI 260- approved
- b. BI 315- approved
- c. BI 302- approved

C. Course Deletions

- a. PY 215

- b. BI 110

II. Program Proposals

A. Program Changes

- a. Spanish: Education Grades P-12 and TL Spanish, Grades K-12- approved
- b. Minor in Coaching- approved
- c. BA in Political Science- approved

SP240
Spanish for Heritage Speakers
Washburn University

COURSE INFORMATION

Course Description:

SP340 is a course for heritage speakers of Spanish, that is, those with oral proficiency but little or no formal training in the language. Generally, heritage speakers of Spanish are learners raised in homes where Spanish was spoken, but they were schooled in English. In this course, we build on the language these students already possess. The language skills of the Spanish-speaking students is not an “improper” form of Spanish that is incorrect. Rather, their language is as an extremely valid means of oral communication. The primary purpose of this course is to develop reading and writing skills (although all of four language skills—listening, speaking, reading, and writing—are emphasized) via cultural and community activities. Special attention is given to building vocabulary, acquiring and effectively using learning strategies, and strengthening composition skills in Spanish. Cultural projects and readings reinforce learners understanding of the multiple issues related to the Hispanic cultures in the USA.

Student Learning Objectives:

- **Global Citizenship, Ethics, and Diversity.** Global citizenship refers to the broad understanding of peoples and cultures in the United States and around the world, and to humankind's place and effects in the world. Global citizenship includes a respect for the commonalities and differences in peoples, including an understanding of values, beliefs and customs. It places an emphasis on the economic, religious, political, geographic, linguistic, historic, environmental and social aspects that define cultures. SP240 foment Global Citizenship and Diversity
 - Linguistically (Learning another language is the door to understanding other people, other cultures, and other points of view)
 - Grammatically (Grammar is a language on its own right and a clear understanding of it facilitates the acquisition of other languages as well as improves our understanding of its written form in any language we encounter) and
 - Culturally (Culture is the canvas of a people’s history and it offers an understanding and appreciation for the diverse approaches to life different groups adopt).
- **Communication.** Communications skills involve the ability to clearly express and understand ideas in written, oral and non-verbal forms. Communication includes the practical exchange of information, which can include the ability to listen, comprehend and respond to others, as well as the creative expression of ideas in the visual, written and performing arts. In oral and written communication, students will demonstrate the ability to shape a central thesis, organize an argument, and formally support that argument. SP240 will help you improve your communication skills in Spanish.

The following course objectives address the Student Learning Outcomes:

Global Citizenship and Diversity:

1. **Demonstrate the ability to identify and analyze educational, social, and ethical issues in the Hispanic communities in the US and abroad.** (Assessed in Oral Presentation, Quizzes, and Final Project)
2. **Demonstrate a wider understanding of cultural differences from diverse perspectives by critically analyzing products and practices from the Hispanic communities in the US.** (Assessed in the Final Project).

Communication:

3. **Demonstrate advanced writing and oral skills in Spanish in multimodal communication, including interpretative, presentational and interpersonal modes** (Assessed in the Oral Presentations, Oral Exam, Class participation, and Quizzes)

Grading scale:

- Class participation 20%
- Oral Presentation 20%
- Oral Exam 20%
- Quizzes 20%
- Final Project 20%

A (90-100), B (80-89), C (70-79), D (60-69), F (0-59)

Who is your instructor and how can you find him?

My name is Miguel González-Abellás (you can call me Miguel), my office is located at 350-B Morgan Hall. You can contact me either by phone at (785) 670-2015; or by e-mail, miguel.gonzalez-abellas@washburn.edu

I do not have designated student hours, so you send me an e-mail to request an appointment or even better choose your preferred time at <https://washburn.campus.eab.com/pal/KbP8xDJdXc>

Material:

Mi idioma, mi comunidad: español para bilingües by Elena Foulis and Stacey Alex is licensed under a Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License, except where otherwise noted. <https://ohiostate.pressbooks.pub/idiomacomunidad/>

Participation:

Class participation is very important in this class (it comes to a fifth of your final grade). Read the assignments in advance and be ready for class discussion. Do not be afraid of expressing your opinions on the pieces that we will read in class: culture is open to interpretation and aesthetic judgment, as far as this is educated and logic. Therefore, read the assignments and texts, prepare your exercises, and come to class ready to talk.

Oral Presentation:

You will do an oral presentation during the semester. You are free to choose the topic, but it has to relate to educational, social, cultural or ethical issues affecting the Hispanic communities in the US and/or abroad. The presentation will assess both your communication skills (both oral and body language) and the contents and organization of the presentation.

Oral Exam:

There will be an oral exam between you and your instructor. The oral exam will evaluate your oral communication skills in a formal/informal dialogue.

Quizzes:

There will be a series of unannounced quizzes to be determined (around 6). Your instructor will drop one third of the lowest scores at the end of the semester, so if you missed a class or you had a bad day, there is no reason to worry. The quizzes will assess your written skills, as well as your knowledge about the different topics we have seen in class.

Final Project / Digital Storytelling:

During the semester, you will work on a project in agreement with your instructor. You will have two options:

- A. Elaborate an 8-10 page final paper in three steps:
 1. Choose a topic and a preliminary annotated bibliography for your topic.
 2. Submit a first version of the paper for comments and editing by your instructor.
 3. Submit the final version of the paper to obtain a final grade.
- B. Digital Storytelling:
 1. Choose pictures, videos and other materials/sources and submit to your instructor.
 2. Submit a preliminary presentation for comments and suggestions by your instructor.
 3. Submit the final version to present in class.

University Syllabus ([link](#))

PROGRAMA DEL CURSO

Semana 1

Bienvenida y presentación del curso

Semana 2

Capítulo 1: Latinos en mi universidad

Capítulo 1: SER, ESTAR y HABER

Semana 3

Capítulo 2: Los barrios mexicanos y puertorriqueños en Chicago.

Los barrios latinos en Topeka y Kansas City.

Capítulo 2: VERBOS COMO GUSTAR

Semana 4

Capítulo 2: Vocabulario. Conclusiones

Entregar tema y bibliografía para el proyecto final.

Semana 5

Capítulo 3: Festivales latinos en mi región.

Capítulo 3: MANDATOS FORMALES

Semana 6

Capítulo 3: Vocabulario. Lecturas.

Capítulo 4: El uso del español en mi familia.

Semana 7

Capítulo 4: MANDATOS INFORMALES.

Capítulo 4: Vocabulario. Lecturas.

Semana 8

Capítulo 5: El uso del español en la comunidad.

Capítulo 5: OBJETOS DIRECTOS Y OBJETOS INDIRECTOS.

Semana 9

Capítulo 5: Vocabulario. Lecturas.

Capítulo 6: En el mapa: Latinos en Ohio.

En el mapa: Latinos en Kansas.

Semana 10

Capítulo 6: El pretérito.

Capítulo 6: Vocabulario. Lecturas.

Entregar la primera versión del proyecto final.

Semana 11

Presentaciones orales en clase.

Semana 12

Capítulo 7: Cartografía de historia personal y familiar.

Capítulo 7: El pretérito y el imperfecto.

Capítulo 7: Vocabulario. Lecturas.

Semana 13

Exámenes orales.

Semana 14

Capítulo 8: Vidas digitales.

Capítulo 8: El participio de pasado y el presente perfecto.

Capítulo 8: Vocabulario.

Semana 15

Capítulo 8: El subjuntivo.

Capítulo 8: Lecturas.

Conclusiones.

Semana de exámenes finales


Entregar la versión definitiva del proyecto final.

Select Request Type

- New Course
- Course Change
- Delete a Course

New Course Form

Please enter new course information.

Course Title * 

Department *

Division *

Course Level *

Prefix *

Course Number *

Effective Semester *

Course Catalog Description (include prerequisites)

* This is a course designed for heritage speakers of Spanish, that is, those individuals with oral proficiency but no formal training in the language. In this course, we build on the language skills these students possess, focusing on developing their vocabulary, writing skills, and grammar accuracy through activities related to the Latino communities in the US and to the Hispanic world. Prerequisite: Heritage speaker (consult with the instructor).

Prerequisites

Restrictions *

Course Offered *

Primarily Attract *

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

Please state the rationale for offering this course:

* The changing demographics has brought a growing number of Latino students to campus, some of them heritage speakers of Spanish. Heritage speakers are those individuals who grew up in a Spanish-speaking environment but have no formal schooling in Spanish, their schooling is in English. In a lot of cases, they have a good amount of knowledge of Spanish in terms of listening and speaking, but struggle a bit in terms of writing, spelling and grammar accuracy. Up to this point, Washburn didn't have a course that addressed their needs specifically, and the goal of this course, SP240, is to address this population with their skills in Spanish.

Is this course required for the major? *

Does this course replace an existing course? *

How will the teaching of this course be staffed? *

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

Paste a copy of the master syllabus in the text area below. Please make sure the syllabus addresses 1) The extent and nature of the reading required for this course; 2) the writing component of the proposed course both qualitatively and quantitatively; 3) how student learning will be assessed.

*

Attachment (optional) SP240 Master Syllabus.pdf

Additional Comments

Is this course being proposed as a general education course? *

Initiator First Name

Initiator Last Name

Initiator Email

Miguel

Gonzalez-Abellas

miguel.gonzalez-abellas@washburn

...3939313836

Miguel Gonzalez-Abellas

01/31/2022

Initiator Signature

Date

To be completed by the library:

Email address of librarian completing evaluation:

Are current library holdings adequate? *

...3731383333

Alan Bearman

02/01/2022

Library Signature

Date

To be completed by Chair of the Department of Education:

Will addition of/changes to this course in any way alter the program leading to a teacher certification? *

...3033313232

Cherry Steffen

01/31/2022

Dept of Education Signature

Date

Route to Affected Dept/School

Route to Division Chair

Route to Dean

Route to CFCCC

Division Chair Approver First Name

*

Division Chair Approver Last Name

*

Division Chair Approver Email

*

Dean Approver First Name

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Dean Approver Last Name

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Dean Approver Email

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CFCCC Approver First Name

*

CFCCC Approver Last Name

*

CFCCC Approver Email

*

CAS Comments (optional)

^
v

Division Chair Approval

Division Chair Comments (optional)

^
v

Signature

Date

Dean Approval

Dean Comments (optional)

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v

Signature

Date

CFCCC Approval

CFCCC Comments (optional)

^
v

Signature

Date

CAS Signature

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Sp351

Spanish Peninsular Literature

Department of Modern Languages

Washburn University

Master Syllabus

Course Description

Sp351 is an introduction to the world of Spanish Peninsular literature, from its origins in the Middle Ages to the present. The course has two main objectives: On the one hand it presents the necessary elements so that the student can understand and analyze a literary work, and on the other, to present the student with a series of works, generally from the established canon, of different genres (poetry, novel, theater, essay). The goal is for the student to have general knowledge of Spanish Peninsular literature.

Professor's Information

Text:

- Paredes Méndez, Francisca, Mark Harpring, José R. Ballesteros. *Voces de España: Antología literaria, segunda edición*. Boston: Heinle Cengage, 2015.

Course Components

Attendance and Participation	20%
Written Reactions	28%
Reading Quizzes	15%
Exams	10%
Presentations	12%
Final Paper	15%

Attendance/Participation

The class is in Spanish. If you have not taken classes at the University of Washburn, be sure to consult with the professor during the first class. Attendance and participation in class is essential. Student must read the assigned readings carefully in order to participate in class discussions. This means that it will not be acceptable to arrive to class and state that you did not understand the reading. Some texts can be very difficult to understand (especially in the beginning of the semester). However, it is expected that with a good dictionary and the proper effort, you will arrive to class with a general understanding of the assigned text. It is normal to not understand a text the first time you read it, so you may need to go over a text several times or consult with me if you are not understanding.

Written Reactions

At the end of each reading there are suggestions for writing assignments. You will choose 6 of these suggestions and write a reaction for each one throughout the semester (between 300-500 words each). The reaction will be a combination of your own opinion and examples from the text covered with that question. Three of your reactions will be due by mid-semester, and the other three will be due by the end of the semester. These will be typed, Times New Roman, 12, double spaced. You also must indicate the number of words.

Reading Quizzes

There will be weekly reading comprehension quizzes. These will be over the works covered in that particular week. You will not know which of the readings from that week will be on the quiz, so it is important to read and participate in class discussions.

Exams

This semester you will have two take-home exams.

Presentations

This semester, you will have two presentations. The first is about one of the topics or genres that we will cover this semester, and presentations will be ongoing throughout the semester and will be presented when that particular topic or genre is discussed. The second is at the end of the semester, and it will be a contemporary Spanish author.

Final Paper

The final paper will be a minimum of 6 pages (at least 1500 words) and 1 bibliography. Other requirements will be provided.

Important Note:

Please keep in mind that the texts, art, and films that are covered in this course are from various countries, cultures, and time periods. The language, content, and messages were not necessarily created with twenty-first century or U.S. standards, norms, or expectations in mind. Topics such as race, religion, politics, and/or other cultural issues may appear in the course material that could seem problematic or different from twenty-first century or U.S. perspectives. Part of the purpose of the course is to better understand the history and culture that produced these works and it is important to keep that in mind as you review the material and consider them within their sociocultural and historical contexts.

Calendar

Week 1: Introduction

Week 1: Introduction

Week 2: Las jarchas

Week 2: *El Cantar de mio Cid*

Week 3: *Los Milagros de Nuestra Señora*, Gonzalo de Berceo

Week 3: *El libro de buen amor*, Juan Ruiz, Arcipreste de Hita

Week 4: *El Conde Lucanor*, Juan Manuel

Week 4: Los cancioneros Y Los romances

Week 5: *La Celestina*, Fernando de Rojas

Week 5: Poesía: Garcilaso de la Vega, Fray Luis de León, San Juan de la Cruz, Santa Teresa de Jesús

Week 6: *La vida de Lazarillo de Tormes*

Week 6: *Fuenteovejuna*, Lope de Vega

Week 7: *Don Quixote*, Introduction to Miguel de Cervantes

Week 7: Poesía: Luis de Góngora y Argote Y Francisco de Quevedo y Villegas

Week 8: *Defensa de las mujeres*, Fray Benito Jerónimo Feijoo

Week 8: Tomás de Iriarte y Félix María de Samaniego

Week 9: *Vuelva usted mañana*, Mariano José de Larra

Week 9: *Don Juan Tenorio*, José Zorrilla

Week 10: Poesía: Gustavo Adolf Bécquer, Rosalía de Castro

Week 10: *Las medias rojas*, Emilia Pardo Bazán

Week 11: *El marqués de Lumbría*, Miguel de Unamuno

Week 11: *Rosarito*, Ramón María del Valle-Inclán

Week 12: *La flor de la playa*, Carmen de Burgos

Week 12: *La casa de Bernarda Alba*, Federico García Lorca

Week 13: *El Gallego y su cuadrilla*, José Cela

Week 13: *Los de la tienda*, Ana María Matute

Week 14: *El hombre sombra*, Antonio Muñoz Molina

Week 14: *Fátima de los naufragios*, Lourdes Ortiz

Week 15: Contemporary author student presentations

Week 15: Contemporary author student presentations

Select Request Type

- New Course
- Course Change
- Delete a Course

New Course Form

Please enter new course information.

Course Title *

Department *

Division *

Course Level *

Prefix *

Course Number *

Effective Semester *

Course Catalog Description (include prerequisites)

* SP351 is an introduction to the world of Spanish Peninsular literature, from its origins in the Middle Ages to the present. The course has two main objectives: On the one hand it presents the necessary elements so that the student can understand and analyze a literary work, and on the other, to present the student with a series of works, generally from the established canon, of different genres. Prerequisite: SP312 or consent of instructor.

Prerequisites

Restrictions *

Course Offered *

Primarily Attract *

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

Please state the rationale for offering this course:

* Modern Languages is dropping two survey courses of Spanish literature, SP350 and SP353. We are merging the contents of those two courses into this one. We believe it will be better in terms of scheduling and flexibility to offer just one class instead of two.

Is this course required for the major? *

Does this course replace an existing course? *

How will the teaching of this course be staffed? *

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

Paste a copy of the master syllabus in the text area below. Please make sure the syllabus addresses 1) The extent and nature of the reading required for this course; 2) the writing component of the proposed course both qualitatively and quantitatively; 3) how student learning will be assessed.

*

Attachment (optional) Sp351 Master Syllabus.pdf

Additional Comments

Is this course being proposed as a general education course? *

Initiator First Name

Initiator Last Name

Initiator Email

Miguel Gonzalez-Abellas 01/31/2022
Initiator Signature Date

To be completed by the library:

Email address of librarian completing evaluation:

Are current library holdings adequate?

...3433373937

Alan Bearman 02/01/2022
Library Signature Date

To be completed by Chair of the Department of Education:

Will addition of/changes to this course in any way alter the program leading to a teacher certification?

...3233333933

Cherry Steffen 01/31/2022
Dept of Education Signature Date

Route to Affected Dept/School

Route to Division Chair

Route to Dean

Route to CFCCC

Division Chair Approver First Name
*

Division Chair Approver Last Name
*

Division Chair Approver Email
*

Dean Approver First Name
*

Dean Approver Last Name
*

Dean Approver Email
*

CFCCC Approver First Name
*

CFCCC Approver Last Name
*

CFCCC Approver Email
*

CAS Comments (optional)

Division Chair Approval

Division Chair Comments (optional)

Signature Date

Dean Approval

Dean Comments (optional)

Signature Date

CFCCC Approval

CFCCC Comments (optional)

Signature Date

CAS Signature

Electronically signed by Kelly Erby on 02/01/2022 12:02:56 PM

SP371
Modern Languages Department
Washburn University

COURSE INFORMATION

Course description:

SP371 is a survey of Latin American literature from its pre-Columbian origins to the present. The course covers all literary genres, although it focuses most on narrative (novel and short stories) and poetry. The students at home will read the literary pieces selected, and the class time will be devoted to educated discussion about those pieces and the literary movement they belong to: Why are they relevant in the development of Latin American literature? Are they still relevant today? The goal of the course is to deepen the linguistic knowledge of the students, introduce them to the history of Latin American literature with its different literary movements, and show how Latin American writers use language to create artistic literary works. **THIS COURSE WILL BE CONDUCTED IN SPANISH.**

Important note: *Please keep in mind that the texts, art, and films that are covered in this course are from various countries, cultures, and time periods. The language, content, and messages were not necessarily created with twenty-first century or U.S. standards, norms, or expectations in mind. Topics such as race, religion, politics, and/or other cultural issues may appear in the course material that could seem problematic or different from twenty-first century or U.S. perspectives. Part of the purpose of the course is to better understand the history and culture that produced these works and it is important to keep that in mind as you review the material and consider them within their sociocultural and historical contexts.*

Who is your instructor and how can you find him?

My name is Miguel González-Abellás (you can call me Miguel), my office is located at 350-B Morgan Hall. You can contact me either by phone at (785) 670-2015; or by e-mail, miguel.gonzalez-abellas@washburn.edu

I do not have designated student hours, so you send me an e-mail to request an appointment or even better choose your preferred time at <https://washburn.campus.eab.com/pal/KbP8xDJdXc>

Texts:

- Selection of notes by the instructor (posted on D2L).
- Open Educational Resources.
- A good Spanish-English/English-Spanish Dictionary.

Student Learning Objectives:

Global Citizenship and Diversity. Reading literary pieces in another language is the door to understand other peoples and other cultures. It is through the study of language and the literature written in that language that a person first understands that culture: the values, beliefs, traditions, and way of life. In this class, through the study of the literary production coming from Latin

America, you will discover how Latin American authors view different aspects, from history and politics to love and human relations. I hope that you will learn to value and respect the commonalities and the differences between those cultures and your own, and develop an appreciation for diversity, equality, and human rights.

The following course objectives address the Student Learning Outcome:

- 1. Students will identify and write about recurring themes found within the literature of Latin America.** (Assessed in the Quizzes and the Final Exam)
- 2. Students will be able to write about the sociocultural and historical contexts within which several important pieces of Latin American literature were created.** (Assessed in the Final Paper)
- 3. Students will be able to discuss the literature of a specific Latin American country.** (Assessed in Presentation 1, about the literature of a specific Spanish-speaking country)
- 4. Students will be able to discuss the works of a specific Latin American author.** (Assessed in Presentation 2, about a specific Spanish-speaking author)

Evaluation:

Participation	20%
Presentations (2)	20%
Quizzes (10)	20%
Final Exam (take home)	20%
Final paper	20%

Grading scale: A (90-100), B (80-89), C (70-79), D (60-69), F (0-59)

Participation:

Class participation is very important in this class (it comes to a fifth of your final grade). Read the assignments in advance and be ready for class discussion. Do not be afraid of expressing your opinions on the pieces that we will read in class: literature is an art, and as such, it is open to interpretation and aesthetic judgment, as far as this is educated and logic. So read the assignments and texts, and come to class ready to talk.

Presentations:

You will have to do two presentations in class. The first one will be a survey of the literature of a particular Latin American country, and the second one a presentation on a particular Latin American writer. I will provide you with a template you may follow and with the specific details when the time comes.

Quizzes:

There will be a series of brief quizzes on the works read in class during the semester. These quizzes will address comprehension both at the linguistic level as well as in terms of topics, themes and motifs present in the works.

Final Exam:

There is an open book take home final exam. I will pose the questions on D2L the last day of

class, and you need to either email it back to me by the due date or stop by my office with a printed copy. The exam needs to be typed, double space with font #12.

Final Paper:

During the semester, you need to work on a final project in several steps. By the fifth week of the semester, you need to talk to me about your topic for the final project, and choose a preliminary annotated bibliography (at least three different sources). By week eleven you need to submit a preliminary version of your final project. You will get it back with comments and editorial notes, and then by week fifteen you need to submit the final version for a grade. The paper will follow the MLA style, and be ten pages in length, typed, double spaced, in font #12 and needs a list of “works cited” at the end.

PROGRAMA DEL CURSO

This is a tentative schedule. I reserve the right to make modifications if there is need.

Semana 1

Presentación del curso. Nociones generales de literatura. Panorámica de la literatura hispanoamericana.

Semana 2

Las literaturas precolombinas: literatura náhuatl, maya e inca.

Semana 3

La literatura de la “conquista”: Cristóbal Colón, Hernán Cortés, Alvar Núñez Cabeza de Vaca y Fray Bartolomé de las Casas.

Semana 4

La literatura colonial: El Inca Garcilaso de la Vega, Sor Juana Inés de la Cruz.

Semana 5

La literatura de la independencia: Simón Bolívar, Andrés Bello.

Entregar el primer boceto del trabajo final: tema y bibliografía anotada.

Semana 6

La literatura decimonónica: Romanticismo y realismo. “El matadero” de Esteban Echevarría, las tradiciones peruanas de Ricardo Palma y la poesía romántica de José María Heredia.

Semana 7

La literatura decimonónica: El género gauchesco. *El gaicho Martín Fierro*, de José Hernández.

La novela antiesclavista. *Sab* de Gertrudis Gómez de Avellaneda.

Semana 8

La literatura decimonónica: El modernismo (“Dos patrias” y “Nuestra América” de José Martí y “Canción de otoño en primavera” y “A Roosevelt” de Rubén Darío)

Semana 9

La literatura del siglo XX: El naturalismo. Cuentos de Horacio Quiroga. Las vanguardias (del Estridentismo al Creacionismo).

Semana 10

La literatura del siglo XX: Poesía (Gabriela Mistral, Delmira Agustini, César Vallejo, Alfonsina Storni, Nicolás Guillén, Pablo Neruda, Octavio Paz, Nancy Morejón, Ernesto Cardenal).

Semana 11

La literatura del siglo XX: La nueva narrativa. Jorge Luis Borges, Alejo Carpentier, Juan Rulfo.
Entregar el segundo borrador del trabajo final.

Semana 12

Presentaciones orales sobre la literatura de los países.

Semana 13

La literatura del siglo XX: El Boom (Julio Cortázar, Gabriel García Márquez, Guillermo Cabrera Infante, Carlos Fuentes, Mario Vargas Llosa).

Semana 14

La literatura hacia el siglo XXI: Nuevos autores y nuevas tendencias.

Semana 15

Presentaciones orales sobre los autores.

Entregar la versión definitiva del trabajo final.

Examen final: Para entregar durante la semana de exámenes finales. Fecha TBD.

Select Request Type

- New Course
- Course Change
- Delete a Course

New Course Form

Please enter new course information.

Course Title *

Department *

Division *

Course Level *

Prefix *

Course Number *

Effective Semester *

Course Catalog Description (include prerequisites)

* This is a survey course of Latin American literature from its beginnings to the present. The course offers a general view of the history and literary movements of literature in this region of the world, along with readings and discussion of unabridged novels, short stories, poems and plays by Latin American authors from pre-Hispanic times to the present. Prerequisite: SP312 or consent of the instructor.

Prerequisites

Restrictions *

Course Offered *

Primarily Attract *

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

Please state the rationale for offering this course:

* We currently offer two survey courses of Latin American literature, SP370 and SP372. We are merging both into this one. We believe having only one course will allow us more flexibility in terms of scheduling (we need to plan for one semester, not two) and material (especially for students, they will get a general view in one course, even if it means simplifying details).

Is this course required for the major? *

Does this course replace an existing course? *

How will the teaching of this course be staffed? *

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

Paste a copy of the master syllabus in the text area below. Please make sure the syllabus addresses 1) The extent and nature of the reading required for this course; 2) the writing component of the proposed course both qualitatively and quantitatively; 3) how student learning will be assessed.

* The reading for the course may change from one semester to another at the discretion of the instructor, but the main frame will remain. See syllabus for more details

Attachment (optional)

Additional Comments

Is this course being proposed as a general education course? *

Initiator First Name

Initiator Last Name

Initiator Email

...3230313132

Miguel Gonzalez-Abellas

01/28/2022

Initiator Signature

Date

To be completed by the library:

Email address of librarian completing evaluation:

Are current library holdings adequate? *

...3832303339

Alan Bearman

02/01/2022

Library Signature

Date

To be completed by Chair of the Department of Education:

Will addition of/changes to this course in any way alter the program leading to a teacher certification? *

...3536353437

Cherry Steffen

01/28/2022

Dept of Education Signature

Date

Route to Affected Dept/School

Route to Division Chair

Route to Dean

Route to CFCCC

Division Chair Approver First Name

*

Division Chair Approver Last Name

*

Division Chair Approver Email

*

Dean Approver First Name

*

Dean Approver Last Name

*

Dean Approver Email

*

CFCCC Approver First Name

*

CFCCC Approver Last Name

*

CFCCC Approver Email

*

CAS Comments (optional)

Division Chair Approval

Division Chair Comments (optional)

Signature

Date

Dean Approval

Dean Comments (optional)

Signature

Date

CFCCC Approval

CFCCC Comments (optional)

Signature

Date

CAS Signature

Electronically signed by Kelly Erby on 02/01/2022 12:04:48 PM

FR 351 Master Syllabus
Course Description
Dept. of Modern Languages
Washburn University

French and Francophone Literature

FR 351 introduces students to a sampling of *chefs-d'œuvre* of literature from France and the Francophone world. In this survey course, we study French literature from its beginnings as a Romance language and its development during the Middle Ages up to the present. We analyze selected texts of canonical literature from various genres, including poetry, plays, novels, and short stories. Some of the texts will be read in their entirety, some in excerpts. We will study these literary texts in relation to literary, social, political, and economic trends and the historical changes that shape these trends. The goal of the course is to deepen the linguistic knowledge of the students, introduce them to the history of French and Francophone literature with its different literary movements, and show how French and Francophone writers use language to create artistic literary works. THIS COURSE WILL BE CONDUCTED IN FRENCH

Course Goals and Structure:

Student Learning Objectives: Global Citizenship and Diversity.

Reading literary pieces in another language is the door to understand other peoples and other cultures. It is through the study of language and the literature written in that language that a person first understands that culture: the values, beliefs, traditions, and way of life. In this class, through the study of the literary production coming from France and the Francophone world, you will discover how French authors view different aspects, from history and politics to love and human relations.

The following course objectives address the Student Learning Outcome:

1. Students will identify and write about recurring themes found within the literature of France and the Francophone world. (Assessed in the Quizzes and the Final Exam)
2. Students will be able to write about the sociocultural and historical contexts within which several important pieces of French literature were created. (Assessed in the oral presentation and final essay)
3. By the end of the semester, students will be familiar with several major French writers and will be able to discuss the main themes in their works with native speakers of French. They should also be capable of speaking in English about these works in other their courses such as history, world literature, sociology, anthropology, art, etc. (Assessed on the Final Exam, oral presentation and final paper)
4. By the end of the semester, students will have increased their reading comprehension skills in French after having read three novels, a play, novellas, and short stories. Reading entire works in the target language should give the student a sense of accomplishment and a strong enough literary background in French literature to enjoy reading French works the rest of their lives. . (Assessed on the Final Exam, oral presentation and final paper)

The course will be conducted in French. The professor will incorporate DVDs, educational films, pictures/slides, music, and Internet sites to complement the readings. Students are responsible for reading the assigned material and will be asked on occasion to complete worksheets based on viewing of audio-visual materials outside of class. These materials will also be used as a basis for class discussion and as a result, will be tested on the mid-term and final exams. For this reason, class attendance is essential and active participation during class discussions is expected.

Required Texts:

Claire de Duras, *Ourika*
Françoise de Graffigny, *Lettres d'une Péruvienne*
Camara Laye, *L'enfant noir*
online versions of books and plays

Course Grade:

Class participation, written homework assignments, and quizzes (300pts)	→	30%
Three essays (3@ 100 pts each)	→	30% (300pts)
Mid-term exam	→	15% (150pts)
Oral presentation (une explication de texte)	→	10% (100 pts)
Final exam	→	15% (150 pts)
Total points (1000pts)	→	100%

Grading Scale: A (900-1000pts), B (800-899pts), C (700-799pts), D (600-699pts), F (0-599pts)

Presence in Class and Participation:

Daily preparation and persistent, active participation in class are essential to your success in this class. Class participation, reading comprehension quizzes, and written homework assignments make up 30% of the course grade. Be sure to check D2L on a daily basis because I will post announcements there, as well as PDFs of literary excerpts and handouts/Powerpoints that sum up points I make during lectures on the social, historical, political, and economic backgrounds related to the author and his/her literary work.

Homework:

In addition to finishing the readings that I will assign in class, you will be required to complete written assignments throughout the semester. I will often assign reading guides and comprehension questions to help guide you through the readings. The assignments will range from short answer comprehension questions regarding the readings to worksheets on the films/DVDs/documentaries that students are to view outside of class. The purpose of these assignments is to stimulate critical thinking, to facilitate class discussion, and to reinforce comprehension of the material so students will be prepared for the mid-term and final exams.

At the beginning of class, I will verify that you have adequately prepared your worksheets before we go over the responses together.

Essays and *explication de texte*:

Students will write a total of three essays worth 30% of the final grade. One essay (2-3 pages) is essentially a *commentaire composé* based on the *explication de texte* you give in class. You will select the subject of the *explication de texte* the first week of class. Your *commentaire* will be due a week after you deliver the *explication de texte*. A second essay (2-3 pages) will answer a discussion question based on themes explored in *Phèdre*. The final paper (4-5 pages), which is a *compte rendu* of a canonical work of French literature we did not read in class (the work must be approved by the professor), is due the week of finals. In it, you will not only sum up the plot, but also identify and comment on the genre to which it belongs, and give your own opinion of its value and interest. As another option for the final paper, you may compare the novel *L'enfant noir* to its cinematic adaptation.

Tests:

There will be one mid-term exam (15% of the grade) as well as a final exam (also 15% of the final grade) that emphasizes material covered after the mid-term. You will have the week-end after fall break to complete the take-home mid-term exam. You are allowed to use your notes and texts on the take-home exam, since the exercise is meant to give you an idea of the format of the final exam. You will not however be allowed to use notes or texts during the final exam.

The final exam is scheduled for

Other Guidelines:

Please make sure your cell phones are turned off during class.

Attendance policy: Consistent and regular class attendance is an absolute “must” and will be reflected in your participation grade. Each student will be allowed **two unexcused absences**. More absences will affect your final grade negatively. If you must miss class because of emergency or illness, it is your responsibility to be certain that you understand the material covered in class and to know what the assignment for the next day is. **Absences do not exempt students from turning in assignments due.** If a student knows that she/he will not be unable to attend class on a particular day, she/he should turn in all homework in advance to receive credit. In addition, please be punctual as a courtesy to the other students. If you know you are going to be late to class (or have to leave class early) please contact me ahead of time.

Academic Dishonesty: Cheating and plagiarism will not be tolerated. Plagiarism occurs when a person presents somebody else's work as his/her own. Some examples of plagiarism include copying verbatim from a book or web site, copying someone else's assignment or having a more advanced student proof your work. While it is acceptable to seek help for the daily assignments we will go over together in class, it is dishonest to do so for an assignment that will be graded. A zero will be given for any test or assignment that is not your own.

Withdrawal policy: Students may withdraw from courses through the second week of class with no recorded grade.

COURSE SCHEDULE

The accompanying course schedule provides a basic outline of the course activities. The instructor may vary the schedule occasionally if circumstances call for it, so please take note of the daily assignments (the professor will post them on D2L).

Week 1

Introduction au cours. La naissance du Roman. Le Moyen Âge. Les *chansons de geste*.
Les chansons de geste (suite). La littérature courtoise. Marie de France (*Le lai du Laostic*).

Week 2

Marie de France (*Le lai du Laostic-suite*).Le Théâtre comique. Extraits de *la Farce de Maître Pathelin*.
Extraits de *la Farce de Maître Pathelin* (suite). La Renaissance. Rabelais.

Week 3

Renaissance poetry: La Pléiade. Du Bellay. Ronsard. Montaigne .

Week 4

Marguerite de Navarre. *L'Heptaméron*
Marguerite de Navarre. *L'Heptaméron*

Week 5

Racine. *Phèdre*. Acte I

Racine. *Phèdre*. Acte II

Week 6

Racine. *Phèdre*. Acte III

Racine. *Phèdre*. Acte IV

Week 7

Phèdre. Acte V.

Essay on *Phèdre* due. L'Âge des Lumières (le 18^e siècle). Le Roman épistolaire. Graffigny, *Lettres d'une Péruvienne*.

Week 8

Oct. 9 Complete midterm take-home over the weekend. Graffigny, *Lettres d'une Péruvienne*.

Week 9

Graffigny, *Lettres d'une Péruvienne*. **Mid-term take home exam due.**
Graffigny, *Lettres d'une Péruvienne*.

Week 10

Le 19^e siècle. Le Romantisme. *Ourika*.

Week 11 *Ourika*.**Week 12**

Le Réalisme. Maupassant, "La Parure."

Week 13

Le 20^e siècle. L'Existentialisme. Camus, "L'hôte."

Week 14

La littérature francophone. Laye, *L'enfant noir*.

Week 15

Laye, *L'enfant noir*.

Week 16

2 Laye, *L'enfant noir*.

Laye, *L'enfant noir*/révisions/fête

Select Request Type

- New Course
- Course Change
- Delete a Course

New Course Form

Please enter new course information.

Course Title *

Department *

Division *

Course Level *

Prefix *

Course Number *

Effective Semester *

Course Catalog Description (include prerequisites)

*FR 351 introduces students to a sampling of chefs-d'œuvre of literature from France and the Francophone world. In this survey course, we study French literature from its beginnings as a Romance language and its development during the Middle Ages up to the present. We analyze selected texts of canonical literature from various genres, including poetry, plays, novels, and short stories. Some of the texts will be read in their entirety, some in excerpts. We will study these literary texts in relation to literary, social, political, and economic trends and the historical changes that shape these trends. Prerequisite: FR312 or consent of instructor.

Prerequisites

Restrictions *

Course Offered *

Primarily Attract *

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

No additional fees or tuition required.

Please state the rationale for offering this course:

*This course will merge and substitute both FR350 and FR353. We believe that having a survey of French and Francophone literature as a single class instead of two will facilitate scheduling the class due to our limited human resources.

Is this course required for the major? *

Does this course replace an existing course? *

How will the teaching of this course be staffed? *

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.

*Master syllabus attached.

Attachment (optional) FR 351 master syllabus.pdf

Additional Comments

This course will replace two current offerings which are being deleted.

Is this course being proposed as a general education course? *

Initiator First Name

Initiator Last Name

Initiator Email

Miguel Gonzalez-Abellas 02/11/2022
Initiator Signature Date

To be completed by the library:

Email address of librarian completing evaluation:

Are current library holdings adequate?

...3130393735

Alan Bearman 03/04/2022
Library Signature Date

To be completed by Chair of the Department of Education:

Will addition of/changes to this course in any way alter the program leading to a teacher certification?

...3133303033

Cherry Stephenson 02/11/2022
Dept of Education Signature Date

Route to Affected Dept/School

Route to Division Chair

Route to Dean

Route to CFCCC

Division Chair Approver First Name
*

Division Chair Approver Last Name
*

Division Chair Approver Email
*

Dean Approver First Name
*

Dean Approver Last Name
*

Dean Approver Email
*

CFCCC Approver First Name
*

CFCCC Approver Last Name
*

CFCCC Approver Email
*

CAS Comments (optional)

Division Chair Approval

Division Chair Comments (optional)

Signature Date

Dean Approval

Dean Comments (optional)

Signature Date

CFCCC Approval

CFCCC Comments (optional)

Signature Date

CAS Signature

Electronically signed by Kelly Erby on 03/07/2022 10:06:06 AM

Select Request Type

- New Course
- Course Change
- Delete a Course

New Course Form

Please enter new course information.

Course Title *

Department *

Division *

Course Level *

Prefix *

Course Number *

Effective Semester *

Course Catalog Description (include prerequisites)

* Fundamentals and coaching techniques in coaching football. Rules, planning and implementing practice sessions, offensive and defensive techniques and strategies, game day organization, and administrative responsibilities will be covered.

Prerequisites

Restrictions * ▼

Course Offered * ▼

Primarily Attract * ▼

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

Please state the rationale for offering this course:

* We are changing all KN coaching courses to a new numbering system. KN253 Fundamentals of Football Coaching will now be KN281 Football Coaching

Is this course required for the major? * ▼

Does this course replace an existing course? * ▼

How will the teaching of this course be staffed? *

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

Paste a copy of the master syllabus in the text area below. Please make sure the syllabus addresses 1) The extent and nature of the reading required for this course; 2) the writing component of the proposed course both qualitatively and quantitatively; 3) how student learning will be assessed.

* WASHBURN UNIVERSITY
KINESIOLOGY DEPARTMENT
KN 281 COACHING FOOTBALL

Instructor: TBD Meeting Location: TBD
Office Hrs: By appt Meeting Time: TBD
Email: xxx

Required Materials: Notebook, writing utensil or laptop, note book paper, dividers for project, appropriate clothing/footwear (if necessary) for participating in soccer demos.

Course Description: Fundamentals and coaching techniques in coaching football. Rules, planning and implementing practice sessions, offensive and defensive techniques and strategies, game day organization, and administrative responsibilities will be covered.

Course Objectives: Student Learning Objectives (SLOs)

Student will be able to:

1. Explain the relationship and difference between technical and tactical skills. NASPE 2-6
2. Describe the traditional and games approaches to football practice. NASPE 2-6
3. Evaluate technical and tactical football skills in players and application the evaluation results. NASPE 2-8; SHAPE 1-5
4. Prepare effective season plans and individual practice plans. NASPE 2-8; SHAPE 1-5
5. Apply and teach the basic and intermediate offensive, defensive and special teams technical and tactical skills needed for a team's success. NASPE 2-8; SHAPE 1-5
6. Develop an athlete-centered coaching philosophy. NASPE Domain 1

Standards Addressed in This Course:

National Associations for Sport and Physical Education's (NASPE) National Standards for Sport Coaches

- Domain 1: Philosophy and Ethics
- Domain 2: Safety and Injury Prevention
- Domain 3: Physical Conditioning
- Domain 4: Growth and Development
- Domain 5: Teaching and Communication
- Domain 6: Sport Skills and Tactics
- Domain 7: Organization and Administration
- Domain 8: Evaluation

Attendance. You are expected to arrive and leave class on time. Two absences will be excused. Following the second absence, you will be deducted 1 letter grade. Upon the 5th absence, I have the right to drop your grade to an F. Should you miss a class, it is your responsibility to gather the information that was covered during your absence. If you are representing Washburn University in an extra-curricular activity that requires you to miss class, you are expected to notify the instructor and make arrangements and/or turn in assignments prior to your absence.

Late Work Policy: Work that is turned in after the due date will be subjected to an automatic 20% reduction in grade. Work will not be accepted after 1 week from due date.

Course Assignments:

1. Coaching Notebook: 150 pts (30%) Each student will be required to submit a complete coaching notebook Each student will be responsible for creating a notebook that contains plays and drills to be used as a head football coach. Specific sections and requirements will be presented in class
2. Coaching Book Review: 50pts (10%) Each student will be responsible for choosing a book to read and review on a football coach of their choice. The review will be presented in class in ppt or similar format. Specific requirements will be given in class.
3. Coaching Observation – Game Demeanor: 50pts (10%) Students will be responsible for attending a game of their choice and taking notes on the entire game demeanor of the head coach: how they interact with officials, assistant coaches, players, fans, opponents, etc throughout the course of the game. If possible, observe their pre and post game demeanor as well. A three-page paper will be written to reflect on this assignment.
4. Exams: 100pts (25%). Two exams worth a total of 100 points will be given during the semester. Each exam will consist of Multiple Choice, True / False, and/or Short Answer questions. The exams will cover information from the class discussion and handouts as well as information presented in class. One midterm/one final.
5. Technical Presentation 100 (10%). Students will be divided into groups and will be responsible for a technical presentation of drill work that would be used in a traditional football practice. More details will be provided in class.
6. Assignments 100 (10%) Assignments related to coaching philosophy and practical application will be given throughout the semester. These assignments will be explained at the time they are assigned.
7. Class Participation (5%) All students are required to participate in discussions, partner and group work, and demonstrations.

Grading: Total = 650 pts

- | | |
|--|---------------------------|
| 1. Coaching Notebook (150 pts) 23% | A = 90 = 100% = 650 - 585 |
| 2. Coaching Book Review: (50 pts) 8% | B = 80 = 89% = 584 - 520 |
| 3. Coaching Observation – Game Demeanor: (50 pts) 8% | C = 70 – 79% = 519 - 455 |
| 4. Exams: (100 pts) 15% | D = 60 – 69% = 454 – 390 |
| 5. Technical Presentation – (100 points) 15% | F = 59 % and below = <390 |
| 6. Class Assignments: (100pts) 15% | |
| 7. Class Participation (100 pts) 15% | |

Class Topics – KN 281 Coaching Football

1. Introduction to the course / Review Syllabus.
2. Q & A Basics of Football

3. Team Safety/Equipment/Rules/Injury Situations
4. Define Positions-Offense/Defense
5. Developing Offensive/Defensive/Special Teams Schemes
6. Fundamental Drills
7. Planning your year-phases
8. Conditioning/Strength Training
9. Formulating a Practice & Work Week Schedule
10. Scouting your opponent/ Film Study/ Generating scouting reports
11. Your Team, Your Program/Handling Adversity
12. Avoiding Complacency w/ your team and your staff
13. Self-Improvement as a coach
14. Coaching football as a professional career.

These are suggested topics and do not represent a chronological order of each class session. As in coaching, each day may bring a new idea or a new challenge that we may undertake as a class topic or activity.

Attachment (optional)

Additional Comments

Note that this course also includes a new name so it is consistent with our other coaching course titles.

Is this course being proposed as a general education course? *

Initiator First Name

Initiator Last Name

Initiator Email

...3035333531

Roy Wohl

02/01/2022

Initiator Signature

Date

To be completed by the library:

Email address of librarian completing evaluation:

Are current library holdings adequate? *

...3136373335

Alan Bearman

02/03/2022

Library Signature

Date

To be completed by Chair of the Department of Education:

Will addition of/changes to this course in any way alter the program leading to a teacher certification? *

...3737383230

Cherry Steffen

02/03/2022

Dept of Education Signature

Date

Route to Affected Dept/School

Route to Division Chair

Route to Dean

Route to CFCCC

Division Chair Approver First Name

*

Division Chair Approver Last Name

*

Division Chair Approver Email

*

Dean Approver First Name

*

Dean Approver Last Name

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Dean Approver Email

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CFCCC Approver First Name

*

CFCCC Approver Last Name

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CFCCC Approver Email

*

CAS Comments (optional)

Division Chair Approval

Division Chair Comments (optional)

Signature

Date

Dean Approval

Dean Comments (optional)

Signature

Date

CFCCC Approval

CFCCC Comments (optional)

Signature

Date

CAS Signature

Electronically signed by Kelly Erby on 02/04/2022 1:58:37 PM

Select Request Type

- New Course
- Course Change
- Delete a Course

New Course Form

Please enter new course information.

Course Title *

Department *

Division *

Course Level *

Prefix *

Course Number *

Effective Semester *

Course Catalog Description (include prerequisites)

* Fundamentals and coaching techniques in basketball. Rules, offensive and defensive strategies, planning and implementing practice sessions and administrative requirements will be covered.

Prerequisites

Restrictions * ▼

Course Offered * ▼

Primarily Attract * ▼

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 are changing all KN coaching courses to a new numbering system KN302 Coaching Basketball will now be KN282

Is this course required for the major? * ▼

Does this course replace an existing course? * ▼

How will the teaching of this course be staffed? *

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

None

Paste a copy of the master syllabus in the text area below. Please make sure the syllabus addresses 1) The extent and nature of the reading required for this course; 2) the writing component of the proposed course both qualitatively and quantitatively; 3) how student learning will be assessed.

WASHBURN UNIVERSITY
KINESIOLOGY DEPARTMENT
KN 282 COACHING BASKETBALL

Instructor: TBD Meeting Location: TBD
Office Hrs: By appt Meeting Time: TBD
Email: xxx

Required Materials: Notebook, writing utensil or laptop, note book paper, dividers for project, appropriate clothing/footwear (if necessary) for participating in basketball demos.

Course Description: Fundamentals and coaching techniques in basketball. Rules, offensive and defensive strategies, planning and implementing practice sessions and administrative requirements will be covered.

Course Objectives: Student Learning Objectives (SLOs)

Student will be able to:

1. Explain the relationship and difference between technical and tactical skills. NASPE Domains 2-6
2. Describe the traditional and games approaches to basketball practice. NASPE Domains 2-6
3. Evaluate technical and tactical soccer skills in players and apply the evaluation results. NASPE Domains 2-8
4. Prepare effective season plans and individual practice plans. NASPE Domains 2-8
5. Apply and teach the basic and intermediate offensive, defensive skills needed for a team's success. NASPE Domains 2-8
6. Develop an athlete-centered coaching philosophy. NASPE Domain 1

Standards Addressed in This Course:

National Associations for Sport and Physical Education's (NASPE) National Standards for Sport Coaches

- Domain 1: Philosophy and Ethics
- Domain 2: Safety and Injury Prevention
- Domain 3: Physical Conditioning
- Domain 4: Growth and Development
- Domain 5: Teaching and Communication
- Domain 6: Sport Skills and Tactics
- Domain 7: Organization and Administration
- Domain 8: Evaluation

Attendance. You are expected to arrive and leave class on time and not leave until the instructor dismisses the class. Two absences will be excused. Following the second absence, your grade may be reduced by one letter grade. Upon the 5th absence, your grade may be reduced to an F. Should you miss a class, it is your responsibility to gather the information that was covered during your absence. If you are representing Washburn University in an official, university sponsored, extra-curricular activity that requires you to miss class, you are expected to notify the instructor and make arrangements and/or turn in assignments prior to your absence.

Late Work Policy: Work that is turned in after the due date will be subjected to an automatic 20% reduction in grade. Work will not be accepted after 1 week from due date.

Course Assignments:

1. Coaching Notebook: 150 pts (30%) Each student will be required to submit a complete coaching notebook. Each student will be responsible for creating a notebook that contains plays and drills to be used as a head basketball coach. Specific sections and requirements will be presented in class
2. Coaching Book Review: 50 pts (10%) Each student will be responsible for choosing a book to read and review on a basketball coach of their choice. The review will be presented in class in ppt or similar format. Specific requirements will be given in class.
3. Coaching Observation – Game Demeanor: 50 pts (10%) Students will be responsible for attending a basketball game of their choice and taking notes on the entire game demeanor of the head coach: how they interact with officials, assistant coaches, players, fans, opponents, etc throughout the course of the game. If possible, observe their pre and post game demeanor as well. A three page paper will be written to reflect on this assignment.
4. Exams: 100 pts (25%). Two exams worth a total of 100 points will be given during the semester. Each exam will consist of Multiple Choice, True / False, and/or Short Answer questions. The exams will cover information presented in class discussion and handouts. The two exams will be a midterm and a final.
5. Technical Presentation 100 pts (10%). Students will be divided into groups and will be responsible for a technical presentation of drill work that would be used in a traditional basketball practice. More details will be provided in class.
6. Assignments 100 pts (10%) Assignments related to coaching philosophy and practical application will be given throughout the semester. These assignments will be explained at the time they are assigned.
7. Class Participation 100 pts(5%) All students are required to participate in discussions, partner and group work, and demonstrations.

Grading: Total = 650 pts

- | | |
|--|---------------------------|
| 1. Coaching Notebook (150 pts) 23% | A = 90 = 100% = 650 - 585 |
| 2. Coaching Book Review: (50 pts) 8% | B = 80 = 89% = 584 - 520 |
| 3. Coaching Observation – Game Demeanor: (50 pts) 8% | C = 70 – 79% = 519 - 455 |
| 4. Exams: (100 pts) 15% | D = 60 – 69% = 454 – 390 |
| 5. Technical Presentation – (100 points) 15% | F = 59 % and below = <390 |
| 6. In Class Assignments: (100pts) 15% | |
| 7. Class Participation (100 pts) 15% | |

Class Topics – KN 286 Coaching Basketball

1. Introduction to the course / Review Syllabus.

2. Q & A basics of basketball
3. Team Safety-Equip/Rules/Injury Situations
4. Define Positions-Offense/Defense
5. Developing a Offensive/Defensive Schemes
6. Fundamental Drills
7. Planning your year-phases
8. Conditioning/Strength Training
9. Formulating a Practice & Work Week Schedule
10. Scouting your opponent/ Film Study/ Generating scouting reports
11. Your Team, Your Program/Handling Adversity
12. Avoiding Complacency w/ your team and your staff
13. Self-Improvement as a coach
14. Coaching basketball as a professional career.

These are suggested topics and do not represent a chronological order of each class session. As in coaching, each day may bring a new idea or a new challenge that we may undertake as a class topic or activity.

Attachment (optional)

Additional Comments

Is this course being proposed as a general education course? *

Initiator First Name

Initiator Last Name

Initiator Email

...3836333836

Roy Wohl

02/03/2022

Initiator Signature

Date

To be completed by the library:

Email address of librarian completing evaluation:

Are current library holdings adequate? *

...3930323138

Alan Bearman

02/03/2022

Library Signature

Date

To be completed by Chair of the Department of Education:

Will addition of/changes to this course in any way alter the program leading to a teacher certification? *

...3438383933

Cherry Steffen

02/03/2022

Dept of Education Signature

Date

Route to Affected Dept/School

Route to Division Chair

Route to Dean

Route to CFCCC

Division Chair Approver First Name

*

Division Chair Approver Last Name

*

Division Chair Approver Email

*

Dean Approver First Name

*

Dean Approver Last Name

*

Dean Approver Email

*

CFCCC Approver First Name

*

CFCCC Approver Last Name

*

CFCCC Approver Email

*

CAS Comments (optional)

Division Chair Approval

Division Chair Comments (optional)

Signature

Date

Dean Approval

Dean Comments (optional)

Signature

Date

CFCCC Approval

CFCCC Comments (optional)

Signature

Date

CAS Signature

Electronically signed by Kelly Erby on 02/04/2022 2:02:57 PM

Select Request Type

- New Course
- Course Change
- Delete a Course

New Course Form

Please enter new course information.

Course Title *

Department *

Division *

Course Level *

Prefix *

Course Number *

Effective Semester *

Course Catalog Description (include prerequisites)

* Fundamentals and coaching techniques and methods in all events within a track and field program. Rules and regulations, meet strategies, planning and implementing practice sessions and administrative requirements will be covered.

Prerequisites

Restrictions * ▼

Course Offered * ▼

Primarily Attract * ▼

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

Please state the rationale for offering this course:

* We are changing all KN coaching courses to a new numbering system. KN303 Coaching Track and Field will now be KN283.

Is this course required for the major? * ▼

Does this course replace an existing course? * ▼

How will the teaching of this course be staffed? *

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

Paste a copy of the master syllabus in the text area below. Please make sure the syllabus addresses 1) The extent and nature of the reading required for this course; 2) the writing component of the proposed course both qualitatively and quantitatively; 3) how student learning will be assessed.

* WASHBURN UNIVERSITY
KINESIOLOGY DEPARTMENT
KN 283 COACHING TRACK AND FIELD

Instructor: TBD Meeting Location: TBD
Office Hrs: By appt Meeting Time: TBD
Email: xxx

Required Materials: Notebook, writing utensil or laptop, notebook paper, dividers for project, appropriate clothing/footwear for participating in track and field demos.

Course Description: Fundamentals and coaching techniques and methods in all events within a track and field program. Rules and regulations, meet strategies, planning and implementing practice sessions and administrative requirements will be covered.

Course Objectives: Student Learning Objectives (SLOs)

Student will be able to:

1. Explain the relationship and difference between technical and tactical skills. NASPE Domains 2-6
2. Describe the traditional approaches to track and field practice and meets NASPE Domains 2-6
3. Evaluate technical and tactical track and field skills in athletes and apply the evaluation results. NASPE Domains 2-8
4. Prepare effective season plans and individual practice plans. NASPE Domains 2-8
5. Apply and teach the necessary track and field skills needed for a team's success. NASPE Domains 2-8
6. Develop an athlete-centered coaching philosophy. NASPE Domain 1

Standards Addressed in This Course:

National Associations for Sport and Physical Education's (NASPE) National Standards for Sport Coaches

- Domain 1: Philosophy and Ethics
- Domain 2: Safety and Injury Prevention
- Domain 3: Physical Conditioning
- Domain 4: Growth and Development
- Domain 5: Teaching and Communication
- Domain 6: Sport Skills and Tactics
- Domain 7: Organization and Administration
- Domain 8: Evaluation

Attendance. You are expected to arrive and leave class on time and not leave until the instructor dismisses the class. Two absences will be excused. Following the second absence, your grade may be reduced by one letter grade. Upon the 5th absence, your grade may be reduced to an F. Should you miss a class, it is your responsibility to gather the information that was covered during your absence. If you are representing Washburn University in an official, university sponsored, extra-curricular activity that requires you to miss class, you are expected to notify the instructor and make arrangements and/or turn in assignments prior to your absence.

Late Work Policy: Work that is turned in after the due date will be subjected to an automatic 20% reduction in grade. Work will not be accepted after 1 week from due date.

Course Assignments:

1. Coaching Notebook: 150 pts (30%) Each student will be required to submit a complete coaching notebook. Each student will be responsible for creating a notebook that contains activities and drills to be used as a head track and field coach. Specific sections and requirements will be presented in class
2. Coaching Book Review: 50 pts (10%) Each student will be responsible for choosing a book to read and review on a track and field coach of their choice. The review will be presented in class in ppt or similar format. Specific requirements will be given in class.
3. Coaching Observation – Game Demeanor: 50 pts (10%) Students will be responsible for attending a track and field meet of their choice and taking notes on the entire game demeanor of the head coach: how they interact with officials, assistant coaches, athletes, fans, opponents, etc. throughout the course of the track meet. If possible, observe their pre and post game demeanor as well. A three-page paper will be written to reflect on this assignment.
4. Exams: 100 pts (25%). Two exams worth a total of 100 points will be given during the semester. Each exam will consist of Multiple Choice, True / False, and/or Short Answer questions. The exams will cover information presented in class discussion and handouts. The two exams will be a midterm and a final.
5. Technical Presentation 100 pts (10%). Students will be divided into groups and will be responsible for a technical presentation of drill work that would be used in a typical track and field practice. More details will be provided in class.
6. Assignments 100 pts (10%) Assignments related to coaching philosophy and practical application will be given throughout the semester. These assignments will be explained at the time they are assigned.
7. Class Participation 100 pts(5%) All students are required to participate in discussions, partner and group work, and demonstrations.

Grading: Total = 650 pts

- | | |
|--|---------------------------|
| 1. Coaching Notebook (150 pts) 23% | A = 90 = 100% = 650 - 585 |
| 2. Coaching Book Review: (50 pts) 8% | B = 80 = 89% = 584 - 520 |
| 3. Coaching Observation – Game Demeanor: (50 pts) 8% | C = 70 – 79% = 519 - 455 |
| 4. Exams: (100 pts) 15% | D = 60 – 69% = 454 – 390 |
| 5. Technical Presentation – (100 points) 15% | F = 59 % and below = <390 |
| 6. Class Assignments: (100pts) 15% | |
| 7. Class Participation (100 pts) 15% | |

1. Introduction to the course /Review Syllabus.
2. Q & A Basics of track and field
3. Team Safety/Equipment/Rules/Injury Situations
4. Define Positions – Track events vs. Field events
5. Developing individual event and team event strategies
6. Fundamental Drills for each event
7. Planning your year-phases
8. Conditioning/Strength Training
9. Formulating a Practice & Work Week Schedule
10. Scouting your opponent/ Film Study/Generating scouting reports
11. Your Team, Your Program/Handling Adversity
12. Avoiding Complacency w/ your team and your staff
13. Self-Improvement as a coach
14. Coaching Track and Field as a professional career.

These are suggested topics and do not represent a chronological order of each class session. As in coaching, each day may bring a new idea or a new challenge that we may undertake as a class topic or activity.

Attachment (optional)

Additional Comments

Is this course being proposed as a general education course? *

Initiator First Name

Initiator Last Name

Initiator Email

...3830343239

Roy Wohl
Initiator Signature

02/03/2022
Date

To be completed by the librarian:

Email address of librarian completing evaluation:

Are current library holdings adequate? *

...3131353730

Alan Bearman
Library Signature

02/03/2022
Date

To be completed by Chair of the Department of Education:

Will addition of/changes to this course in any way alter the program leading to a teacher certification? *

...3339313833

Cherry Steffen
Dept of Education Signature

02/03/2022
Date

Route to Affected Dept/School

Route to Division Chair

Route to Dean

Route to CFCCC

Division Chair Approver First Name

*

Division Chair Approver Last Name

*

Division Chair Approver Email

*

Dean Approver First Name

*

Dean Approver Last Name

*

Dean Approver Email

*

CFCCC Approver First Name

*

CFCCC Approver Last Name

*

CFCCC Approver Email

*

CAS Comments (optional)

Division Chair Approval

Division Chair Comments (optional)

Signature

Date

Dean Approval

Dean Comments (optional)

Signature

Date

CFCCC Approval

CFCCC Comments (optional)

Signature

Date

CAS Signature

Electronically signed by Kelly Erby on 02/04/2022 2:01:15 PM

Select Request Type

- New Course
- Course Change
- Delete a Course

New Course Form

Please enter new course information.

Course Title *

Department *

Division *

Course Level *

Prefix *

Course Number *

Effective Semester *

Course Catalog Description (include prerequisites)

* Fundamentals and coaching techniques in baseball and softball. Rules, offensive and defensive strategies, planning and implementing practice sessions and administrative requirements will be covered.

Prerequisites

Restrictions *

Course Offered *

Primarily Attract *

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

Please state the rationale for offering this course:

* We are changing all KN coaching courses to a new numbering system. KN304 Coaching Baseball and Softball will now be KN284.

Is this course required for the major? *

Does this course replace an existing course? *

How will the teaching of this course be staffed? *

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

Paste a copy of the master syllabus in the text area below. Please make sure the syllabus addresses 1) The extent and nature of the reading required for this course; 2) the writing component of the proposed course both qualitatively and quantitatively; 3) how student learning will be assessed.

* WASHBURN UNIVERSITY
KINESIOLOGY DEPARTMENT
KN 284 COACHING BASEBALL AND SOFTBALL

Instructor: TBD Meeting Location: TBD
Office Hrs: By appt Meeting Time: TBD
Email: xxx

Required Materials: Notebook, writing utensil or laptop, note book paper, dividers for project, appropriate clothing/footwear for participating in baseball/softball demos.

Course Description: Fundamentals and coaching techniques in baseball and softball. Rules, offensive and defensive strategies, planning and implementing practice sessions and administrative requirements will be covered.

Course Objectives: Student Learning Objectives (SLOs)

Student will be able to:

1. Explain the relationship and difference between technical and tactical skills. NASPE Domains 2-6

2. Describe the traditional and games approaches to baseball and softball practice. NASPE Domains 2-6
3. Evaluate technical and tactical baseball and softball skills in players and apply the evaluation results. NASPE Domains 2-8
4. Prepare effective season plans and individual practice plans. NASPE Domains 2-8
5. Apply and teach the basic and intermediate offensive, defensive skills needed for a team's success. NASPE Domains 2-8
6. Develop an athlete-centered coaching philosophy. NASPE Domain 1

Standards Addressed in This Course:

National Associations for Sport and Physical Education's (NASPE) National Standards for Sport Coaches

- Domain 1: Philosophy and Ethics
- Domain 2: Safety and Injury Prevention
- Domain 3: Physical Conditioning
- Domain 4: Growth and Development
- Domain 5: Teaching and Communication
- Domain 6: Sport Skills and Tactics
- Domain 7: Organization and Administration
- Domain 8: Evaluation

Attendance. You are expected to arrive and leave class on time and not leave until the instructor dismisses the class. Two absences will be excused. Following the second absence, your grade may be reduced by one letter grade. Upon the 5th absence, your grade may be reduced to an F. Should you miss a class, it is your responsibility to gather the information that was covered during your absence. If you are representing Washburn University in an official, university sponsored, extra-curricular activity that requires you to miss class, you are expected to notify the instructor and make arrangements and/or turn in assignments prior to your absence.

Late Work Policy: Work that is turned in after the due date will be subjected to an automatic 20% reduction in grade. Work will not be accepted after 1 week from due date.

Course Assignments:

1. Coaching Notebook: 150 pts (30%) Each student will be required to submit a complete coaching notebook. Each student will be responsible for creating a notebook that contains plays and drills to be used as a head baseball or softball coach. Specific sections and requirements will be presented in class
2. Coaching Book Review: 50 pts (10%) Each student will be responsible for choosing a book to read and review on a baseball or softball coach of their choice. The review will be presented in class in ppt or similar format. Specific requirements will be given in class.
3. Coaching Observation – Game Demeanor: 50 pts (10%) Students will be responsible for attending a baseball or softball game of their choice and taking notes on the entire game demeanor of the head coach: how they interact with officials, assistant coaches, players, fans, opponents, etc throughout the course of the game. If possible, observe their pre and post game demeanor as well. A three page paper will be written to reflect on this assignment.
4. Exams: 100 pts (25%). Two exams worth a total of 100 points will be given during the semester. Each exam will consist of Multiple Choice, True / False, and/or Short Answer questions. The exams will cover information presented in class discussion and handouts. The two exams will be a midterm and a final.
5. Technical Presentation 100 pts (10%). Students will be divided into groups and will be responsible for a technical presentation of drill work that would be used in a traditional baseball or softball practice. More details will be provided in class.
6. Assignments 100 pts (10%) Assignments related to coaching philosophy and practical application will be given throughout the semester. These assignments will be explained at the time they are assigned.
7. Class Participation 100 pts(5%) All students are required to participate in discussions, partner and group work, and demonstrations.

Grading: Total = 650 pts

- | | |
|--|---------------------------|
| 1. Coaching Notebook (150 pts) 23% | A = 90 = 100% = 650 - 585 |
| 2. Coaching Book Review: (50 pts) 8% | B = 80 = 89% = 584 - 520 |
| 3. Coaching Observation – Game Demeanor: (50 pts) 8% | C = 70 – 79% = 519 - 455 |
| 4. Exams: (100 pts) 15% | D = 60 – 69% = 454 – 390 |
| 5. Technical Presentation – (100 points) 15% | F = 59 % and below = <390 |
| 6. Class Assignments: (100pts) 15% | |
| 7. Class Participation (100 pts) 15% | |

Class Topics – KN 284 Coaching Baseball and Softball

1. Introduction to the course /Review Syllabus.
2. Q & A Basics of Baseball and Softball
3. Team Safety/Equipment/Rules/Injury Situations
4. Define Positions-Offense/Defense
5. Developing Offensive/Defensive Strategies
6. Fundamental Drills
7. Planning your year-phases
8. Conditioning/Strength Training
9. Formulating a Practice & Work Week Schedule
10. Scouting your opponent/ Film Study/Generating scouting reports
11. Your Team, Your Program/Handling Adversity
12. Avoiding Complacency w/ your team and your staff
13. Self-Improvement as a coach
14. Coaching Baseball or Softball as a professional career.

These are suggested topics and do not represent a chronological order of each class session. As in coaching, each day may bring a new idea or a new challenge that we may undertake as a class topic or activity.

Attachment (optional)

Additional Comments

Is this course being proposed as a general education course? *

Initiator First Name

Initiator Last Name

Initiator Email

...3532383032

Roy Wohl

Initiator Signature

02/03/2022

Date

To be completed by the library:

Email address of librarian completing evaluation:

Are current library holdings adequate? *

...3930313139

Alan Bearman

Library Signature

02/04/2022

Date

To be completed by Chair of the Department of Education:

Will addition of/changes to this course in any way alter the program leading to a teacher certification? *

...3130313535

Cherry Stephenson

Dept of Education Signature

02/08/2022

Date

Route to Affected Dept/School

Route to Division Chair

Route to Dean

Route to CFCCC

Division Chair Approver First Name

*

Division Chair Approver Last Name

*

Division Chair Approver Email

*

Dean Approver First Name

*

Dean Approver Last Name

*

Dean Approver Email

*

CFCCC Approver First Name

*

CFCCC Approver Last Name

*

CFCCC Approver Email

*

CAS Comments (optional)

Division Chair Approval

Division Chair Comments (optional)

Signature

Date

Dean Approval

Dean Comments (optional)

Signature

Date

CFCCC Approval

CFCCC Comments (optional)

Signature

Date

CAS Signature

Electronically signed by Kelly Erby on 02/08/2022 12:27:11 PM

Select Request Type

- New Course
- Course Change
- Delete a Course

New Course Form

Please enter new course information.

Course Title *

Department *

Division *

Course Level *

Prefix *

Course Number *

Effective Semester *

Course Catalog Description (include prerequisites)

* Fundamentals and coaching techniques involved in coaching volleyball. Rules, practice and game day organization, offensive and defensive strategies, and administrative responsibilities will be covered.

Prerequisites

Restrictions * ▼

Course Offered * ▼

Primarily Attract * ▼

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 are changing all KN coaching courses to a new numbering system. KN305 Coaching Volleyball will now be KN285.

Is this course required for the major? * ▼

Does this course replace an existing course? * ▼

How will the teaching of this course be staffed? *

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

None

Paste a copy of the master syllabus in the text area below. Please make sure the syllabus addresses 1) The extent and nature of the reading required for this course; 2) the writing component of the proposed course both qualitatively and quantitatively; 3) how student learning will be assessed.

WASHBURN UNIVERSITY
KINESIOLOGY DEPARTMENT
KN 285 COACHING VOLLEYBALL

Instructor: TBD Meeting Location: TBD
Office Hrs: By appt Meeting Time: TBD
Email: xxx

Required Materials: Notebook, writing utensil or laptop, note book paper, dividers for project, appropriate clothing/footwear (if necessary) for participating in volleyball demos.

Course Description: Fundamentals and coaching techniques involved in coaching volleyball. Rules, practice and game day organization, offensive and defensive strategies, and administrative responsibilities will be covered.

Course Objectives: Student Learning Objectives (SLOs)

Student will be able to:

1. Explain the relationship and difference between technical and tactical skills. NASPE 2-6
2. Describe the traditional and games approaches to volleyball practice. NASPE 2-6
3. Evaluate technical and tactical football skills in players and application the evaluation results. NASPE 2-8; SHAPE 1-5
4. Prepare effective season plans and individual practice plans. NASPE 2-8; SHAPE 1-5
5. Apply and teach the basic and intermediate offensive, defensive and special teams technical and tactical skills needed for a team's success. NASPE 2-8; SHAPE 1-5
6. Develop an athlete-centered coaching philosophy. NASPE Domain 1

Standards Addressed in This Course:

National Associations for Sport and Physical Education's (NASPE) National Standards for Sport Coaches

- Domain 1: Philosophy and Ethics
- Domain 2: Safety and Injury Prevention
- Domain 3: Physical Conditioning
- Domain 4: Growth and Development
- Domain 5: Teaching and Communication
- Domain 6: Sport Skills and Tactics
- Domain 7: Organization and Administration
- Domain 8: Evaluation

Attendance. You are expected to arrive and leave class on time. Two absences will be excused. Following the second absence, you will be deducted 1 letter grade. Upon the 5th absence, I have the right to drop your grade to an F. Should you miss a class, it is your responsibility to gather the information that was covered during your absence. If you are representing Washburn University in an extra-curricular activity that requires you to miss class, you are expected to notify the instructor and make arrangements and/or turn in assignments prior to your absence.

Late Work Policy: Work that is turned in after the due date will be subjected to an automatic 20% reduction in grade. Work will not be accepted after 1 week from due date.

Course Assignments:

1. Coaching Notebook: 150 pts (30%) Each student will be required to submit a complete coaching notebook Each student will be responsible for creating a notebook that contains plays and drills to be used as a head volleyball coach. Specific sections and requirements will be presented in class
2. Coaching Book Review: 50pts (10%) Each student will be responsible for choosing a book to read and review on a volleyball coach of their choice. The review will be presented in class in ppt or similar format. Specific requirements will be given in class.
3. Coaching Observation – Game Demeanor: 50pts (10%) Students will be responsible for attending a volleyball game of their choice and taking notes on the entire game demeanor of the head coach: how they interact with officials, assistant coaches, players, fans, opponents, etc throughout the course of the game. If possible, observe their pre and post game demeanor as well. A three-page paper will be written to reflect on this assignment.
4. Exams: 100pts (25%). Two exams worth a total of 100 points will be given during the semester. Each exam will consist of Multiple Choice, True / False, and/or Short Answer questions. The exams will cover information from the class discussion and handouts as well as information presented in class. One midterm/one final.
5. Technical Presentation 100 (10%). Students will be divided into groups and will be responsible for a technical presentation of drill work that would be used in a traditional volleyball practice. More details will be provided in class.
6. Assignments 100 (10%) Assignments related to coaching philosophy and practical application will be given throughout the semester. These assignments will be explained at the time they are assigned.
7. Class Participation (5%) All students are required to participate in discussions, partner and group work, and demonstrations.

Grading: Total = 650 pts

- | | |
|--|---------------------------|
| 1. Coaching Notebook (150 pts) 23% | A = 90 = 100% = 650 - 585 |
| 2. Coaching Book Review: (50 pts) 8% | B = 80 = 89% = 584 - 520 |
| 3. Coaching Observation – Game Demeanor: (50 pts) 8% | C = 70 – 79% = 519 - 455 |
| 4. Exams: (100 pts) 15% | D = 60 – 69% = 454 – 390 |
| 5. Technical Presentation – (100 points) 15% | F = 59 % and below = <390 |
| 6. Class Assignments: (100pts) 15% | |
| 7. Class Participation (100 pts) 15% | |

Class Topics – KN 285 Coaching Volleyball

1. Introduction to the course / Review Syllabus.
2. Q & A Basics of Volleyball

3. Team Safety/Equipment/Rules/Injury Situations
4. Define Positions-Offensive/Defensive Strategies
6. Fundamental Drills
7. Planning your year-phases
8. Conditioning/Strength Training
9. Formulating a Practice & Work Week Schedule
10. Scouting your opponent/ Film Study/ Generating scouting reports
11. Your Team, Your Program/Handling Adversity
12. Avoiding Complacency w/ your team and your staff
13. Self-Improvement as a coach
14. Coaching Volleyball as a professional career.

These are suggested topics and do not represent a chronological order of each class session. As in coaching, each day may bring a new idea or a new challenge that we may undertake as a class topic or activity.

Attachment (optional)

Additional Comments

Is this course being proposed as a general education course? *

Initiator First Name

Initiator Last Name

Initiator Email

...3532323536

Roy Wohl

Initiator Signature

02/03/2022

Date

To be completed by the librarian:

Email address of librarian completing evaluation:

Are current library holdings adequate? *

...3331343134

Alan Bearman

Library Signature

02/03/2022

Date

To be completed by Chair of the Department of Education:

Will addition of/changes to this course in any way alter the program leading to a teacher certification? *

...3637323036

Cherry Steffen

Dept of Education Signature

02/03/2022

Date

Route to Affected Dept/School

Route to Division Chair

Route to Dean

Route to CFCCC

Division Chair Approver First Name

*

Division Chair Approver Last Name

*

Division Chair Approver Email

*

Dean Approver First Name

*

Dean Approver Last Name

*

Dean Approver Email

*

CFCCC Approver First Name

*

CFCCC Approver Last Name

*

CFCCC Approver Email

*

CAS Comments (optional)

Division Chair Approval

Division Chair Comments (optional)

Consumer Psychology PY 316

Course Description

Psychological principles and theories of learning, perception, motivation, attitude formation, personality and decision making are examined as they affect consumer behavior and the influence process

Student Learning Objectives (SLOs)

The following Student Learning Objectives (SLOs) will be connected directly to tasks throughout the course to increase your awareness of the purpose and intention behind tasks. Upon successful completion of this course, you should be able to say:

1. I can **define key theories and principles** relevant to consumer psychology. (This student learning objective is part of the Information Literacy and Ethics General Education SLO assessment.)
2. I can **identify psychological research methods** as applied to consumer psychology
Students will complete quizzes covering each chapter and a mid-term and final examination that assess their knowledge of the theories, principles and research methods appropriate for consumer psychology.
3. I can **critically apply consumer** psychological concepts to enhance my understanding of consumers' behavior in a societal context.
4. I can **define and identify examples of key factors** relevant in theories of consumer decision processes, social influence (e. g. culture, conformity, persuasion), and personal factors, (e.g., personality and attitudes). (This student learning objective is part of the Information Literacy and Technology General Education SLO assessment.) Some examination and quiz questions require application of concepts. Additionally, the primary focus of the article submissions is to demonstrate application of concepts.
5. I can clearly, compellingly, and usefully **communicate what I have learned** about consumer psychology.
Students will demonstrate this in their project submissions and class presentation and discussion.
6. I can **locate, select and use information** related to consumer psychology via internet and library resources. (This student learning objective is part of the Information Literacy and Technology General Education SLO assessment.)
Students will demonstrate this in their selection of material for the articles and design project.

Skill Development

- You can expect to develop job-relevant skills in analytical thinking, critical thinking, creativity, information management, judgment and decision making, oral

communication, written communication, adaptability, integrity, self-regulation, collaboration, inclusivity, and flexibility/adaptability to new systems.

According to the American Psychological Association, “Consumer psychologists need **knowledge of many aspects of human behavior including culture and values and information processing**. Training should develop the ability to analyze human behavior, take complex issues and create testable alternatives, and apply statistics, analyze data, and write reports.”

Required Texts:

Hoyer, W.D., Macinnis, D. J. & Pieters, R. Consumer Behavior, 7th, Ed., Cengage Learning; Mindtap, integrated digital learning.

Cialdini, R. B., Influence, New and Expanded: The Psychology of Persuasion, 11th, ed., Harper-Collins.

OTHER MATERIALS: Additional material will be available on D2L Students may be required to locate materials in both the library and via the Internet.

PREREQUISITES: PY 100 is suggested, but not required.

PROCESS FOR EVALUATION AND COURSE REQUIREMENTS: There will be two exams, one mid-term and a final, worth 50% of the course grade. The midterm exam is worth 20% and the final, 30%. The 2 article submissions and the group design project are worth 20%.

There will be periodic quizzes worth 20%. The lowest quiz will be dropped and a missed quiz, for whatever reason is counted as a drop. Quizzes will be taken on D2L under Quizzes and must be taken prior to the posted closing date; they cannot be taken late. Note: you will NOT receive a score when you submit; the quiz with answers and indication of questions missed will be available on D2L within 5 minutes of quiz closing time. Some questions from quizzes and learning checks will be on exams. Exams, quizzes and learning checks will be primarily objectively scored items.

Finally, there are short, untimed module learning checks (LC) following each module worth 10%. Unlike quizzes, you will receive the correct answer when you submit. LC's are intended to be taken immediately after you complete Mindtap for each chapter. LC's will close at the same time the quiz for each chapter closes.

The lowest chapter will be dropped.

Projects 20% (Article reviews/design project)

(This course component assesses the Critical and Creative Thinking , Information Literacy and Technology and Quantitative and Scientific Reasoning and Literacy General Education SLO assessment.)

For the **article component** of the group project, (two articles) there is a team and self-rating rating form (on D2L). This form must be completed by all students within a week of submission of the team presentation.

- In groups of 2-3, students will find recent (within the last year) 2 articles relating to consumer behavior in either: National Public Radio, The Wall Street Journal, Fortune, Forbes, New York Times or Business Week.
- Write a brief description/summary of the key points of the article.
- And, most importantly, state clearly how the article is related to one or more of the consumer psychology concepts from the course.
- Include a copy of the article or a link that connects directly to the article. Summary and explanation of relevance to course concepts should take 1-2 pages.
- Articles will be presented in class.
- Article reviews should be submitted to the Dropbox prior to the due date.
- The goal of this assignment is to help you see current, “real world” examples of concepts of Consumer psychology.

For the **group project** select a product, service or behavior. Design an influence program with the goal of instigating (or ending) purchase or use of a product or service or a behavior. For example, design a program to start a retirement plan, reduce use of plastic straws or get 7 hours of sleep each night. The project must state the target audience, support choice of audience, describe in detail how the influence program functions, i. e. what specific methods you would use, describe the metrics to evaluate the progress and effectiveness of the program and what challenges the project may face and how you propose to overcome them. The project must cite relevant course concepts. The project will be due the 13th week of the semester. A written report will be submitted of approximately 6 pages and a 10 minute presentation to the class will be given.

Rubric for article reviews

To receive full credit an article review must contain:

1. Obtained from one of the specified sources (- 10 % if other used)
2. Article is relevant to consumer psychology (-10% if not related to course content)
3. Brief description is clear and concise capturing key points. Summary and explanation of relevance to course concepts should take 1-2 pages. (- 10% if unclear)
4. Review has no more than one typo, spelling or grammatical errors (- 5% for errors)
5. Late submission (- 5% for each day late)
6. A copy of the article, including author and source, must be included as an attachment. (-10% if missing)
7. Finally, and most importantly, state clearly how the article is related to one or more of the consumer psychology concepts from the course. The goal of this assignment is to help you see current, “real world” examples of consumer psychology. (-15% if no discussion of relevance of course concepts).

Rubric for design project

1. Relevance and quality of project selected. Project must be capable of demonstrating student knowledge of ability to apply course concepts. (-20% if lacking or ambiguous)

2. Target audience is clearly defined and support of audience choice. (- 10%)
3. Adequate description of how the influence program functions, i. e. what specific methods are used. (-10%)
4. Metrics to evaluate the progress and effectiveness of the program are clearly defined (-10%)
5. Challenges the project may face and how propose to overcome them. (-10%)
6. Relevant course concepts are properly applied and cited. (-15%)
7. Project is clearly presented to class and give good answers to questions. (-10%)

Exams 50%

Exam questions will cover material from the text, lecture and videos. Both learning checks and exam questions will be multiple choice and true/false. Again, some questions from quizzes and LC's will be on exams. Prior to the mid-term and final exams, there will be a hint sheet to help focus your study efforts. The final exam will be semi-comprehensive, emphasizing material covered since the mid-term more heavily than mid-term material.

Grades will be determined by combining points from all exams, assignments, and other required course work. The grading scale is: A = 100%-90%; B = 89%-80%; C = 79%-70%; D = 69%-60%; and F = 59% and below.

Course Policies: Some of the material in the course is challenging and will require serious effort to learn and absorb. The rewards for learning this material are many since a solid knowledge of and ability to use consumer psychology to influence others is important for work and non-work life.

If you must be absent on a day there is a scheduled exam or assignment due, you must contact me beforehand. Grade penalties will be assessed for late assignments.

Unless otherwise notified, all written assignments must be typed

Topical Schedule

1. Introduction

Read: Hoyer, et al. Chp. 1; Cialdini, Chp. 1 Levers of Influence (Power)

2. The Psychological Core Motivation, Ability and Opportunity

Read: Hoyer, et al. Chp. 2

From Exposure to Comprehension

Read: Hoyer, et al. Chp. 3

Memory and Knowledge

Read: Hoyer, et al. Chp. 4

Attitudes based on High Effort

Read: Hoyer, et al. Chp. 5

Attitudes based on Low Effort

Read: Hoyer, et al. Chp. 6

3. The Process of Making Decisions

Problem Recognition and Information Search

Read: Hoyer, et al. Chp. 7; Appendix: Consumer Behavior Research Methods

Judgment and Decision-Making Based on High Effort

Read: Hoyer, et al. Chp. 8; Cialdini, Chp. 2 Reciprocation

>> **Mid-term exam** (covers material through Judgment and decision-making based on high effort.

Judgment and Decision-Making Based on Low Effort

Read: Hoyer, et al. Chp. 9; Cialdini, Chp. 5 Authority, Chp. 6 Scarcity

Post-Decision Processes

Read: Hoyer, et al. Chp. 10

4. The Consumers' Culture

Social Influences on Consumer Behavior

Read: Hoyer, et al. Chp. 11; Cialdini, Chp. 3 Liking, Chp. 4 Social Proof

Consumer Diversity

Read: Hoyer, et al. Chp. 12

Psychographics: Values, Personality and Lifestyles

Read: Hoyer, et al. Chp. 14; Cialdini Chp. 7 Commitment and Consistency

5. Consumer Behavior Outcomes and Issues

Innovations: Adoption, Resistance and Diffusion

Read: Hoyer, et al. Chp. 15; Cialdini Chps. 8 Unity & 9 Instant Influence

Marketing, Ethics and Social Responsibility in Today's Consumer Society

Read: Hoyer, et al., Chp. 17

Select Request Type

- New Course
- Course Change
- Delete a Course

New Course Form

Please enter new course information.

Course Title *

Department *

Division *

Course Level *

Prefix *

Course Number *

Effective Semester *

Course Catalog Description (include prerequisites)

Prerequisites

Restrictions *

Course Offered *

Primarily Attract *

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

Please state the rationale for offering this course:



Is this course required for the major? *

Does this course replace an existing course? *

How will the teaching of this course be staffed? *

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

Paste a copy of the master syllabus in the text area below. Please make sure the syllabus addresses 1) The extent and nature of the reading required for this course; 2) the writing component of the proposed course both qualitatively and quantitatively; 3) how student learning will be assessed.

Attachment (optional) PY 316 Consumer Psychology Syllabus.docx

Additional Comments

Is this course being proposed as a general education course? *

Initiator First Name

Initiator Last Name

Initiator Email

Cindy

Turk

cindy.turk@washburn.edu

...3636323437

Cindy Turk

02/02/2022

Initiator Signature

Date

To be completed by the library:

Email address of librarian completing evaluation: alan.bearman@washburn.edu

Are current library holdings adequate? * Yes

...3034333836

Alan Bearman

02/08/2022

Library Signature

Date

To be completed by Chair of the Department of Education:

Will addition of/changes to this course in any way alter the program leading to a teacher certification? * No

...3232333030

Cherry Steffen

02/03/2022

Dept of Education Signature

Date

Route to Affected Dept/School

Route to Division Chair

Route to Dean

Route to CFCCC

Division Chair Approver First Name

* Lindsey

Division Chair Approver Last Name

* Ibañez

Division Chair Approver Email

* lindsey.ibanez@washburn.edu

Dean Approver First Name

* Laura

Dean Approver Last Name

* Stephenson

Dean Approver Email

* laura.stephenson@washburn.edu

CFCCC Approver First Name

* Bruce

CFCCC Approver Last Name

* Mactavish

CFCCC Approver Email

* bruce.mactavish@washburn.edu

CAS Comments (optional)

Please note that the course was submitted for consideration as a general education course to meet the university student learning outcome information literacy-- not "information literacy and ethics" as stated above in the rationale. I confirmed this with chair 2/8/22.-KE

Division Chair Approval

Division Chair Comments (optional)

Signature

Date

Dean Approval

Dean Comments (optional)

Signature

Date

CFCCC Approval

CFCCC Comments (optional)

Signature

Date

CAS Signature

Electronically signed by Kelly Erby on 02/08/2022 12:40:26 PM

Select Request Type

- New Course
- Course Change
- Delete a Course

Course Change Form

Please provide the requested course change information in the areas below

What is the subject code? * BI

What is the course number? * 260

Please indicate what about the course is to be changed?

Course title

Course number

Course description (minor change)

Course description (significant change)

Credit hours

Credit prerequisites

Change from graded to credit/no credit

Other

If other, please specify:

* We are proposing this course as a Gen Ed course, which is currently going through the review process.

What is the rationale for the change?

Rationale:
BI 260 Biology of Aging is being proposed as a General Education Course (GENS - CCT) and is currently going through the Gen Ed approval process. We also are dropping the current pre-requisite of BI 100 and will no longer have any pre-requisites for this course. Both of these changes should improve the enrollment of the course, which also supports the Gerontology Minor in School of Applied Studies.

The course has been placed on the Fall 2022 schedule and we hope to have the course changes and Gen Ed approval accomplished by that time.

Prerequisite Change Language:

Old Language: A grade of C or better in BI 100 (Health Emphasis preferred)
New Language: Prerequisites: None. (GENS – CCT)

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

None. This course will be taught online via an adjunct who currently lives in Kansas.

Is this course repeatable?

Effective date: * Fall 2022

Initiator First Name

Initiator Last Name

Initiator Email

...3132313135

John Mullican
Initiator Signature

02/07/2022
Date

To be completed by the librarian:

Email address of librarian completing evaluation:

Are current library holdings adequate? *

...3431333539

Alan Bearman

02/08/2022

Library Signature

Date

To be completed by Chair of the Department of Education:

Will addition of/changes to this course in any way alter the program leading to a teacher certification? *

...3230313735

Cherry Steffen

02/07/2022

Dept of Education Signature

Date

Route to Affected Dept/School

Route to Division Chair

Route to Dean

Route to CFCCC

Division Chair Approver First Name

*

Division Chair Approver Last Name

*

Division Chair Approver Email

*

CAS Comments (optional)

^
v

Division Chair Approval

Division Chair Comments (optional)

^
v

Signature

Date

CAS Signature

Select Request Type

- New Course
- Course Change
- Delete a Course

Course Change Form

Please provide the requested course change information in the areas below

What is the subject code? * BI

What is the course number? * 315

Please indicate what about the course is to be changed?

Course title

Course number

Course description (minor change)

Yes

Course description (significant change)

Credit hours No

Credit prerequisites No

Change from graded to credit/no credit No

Other

What is the rationale for the change?

Rationale:

This course description is being changed to more accurately describe how the course is currently being taught.

Course: BI 315 Vertebrate Zoology (4)

Course Description Change

Old Language: A taxonomic approach to the study of vertebrate animals. Phylogeny, ecology, and behavior will be discussed, as will general structure and function relating to phylogeny. The laboratory will include several field trips. Three lectures and one three-hour laboratory period a week. Prerequisites: BI 103 with a grade of C or better.

New Language: A taxonomic approach to the study of vertebrate animals, with a focus on phylogeny, evolution, comparative anatomy, ecology, and behavior. Laboratory experiences will mostly entail fieldwork or field trips and focus on the ecology and behavior of different vertebrate taxa. Three lectures and one three-hour laboratory period a week with several optional weekend field trips. Prerequisites: BI 103 with a grade of C or better.

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

Is this course repeatable? No

Effective date: * May 2022

Initiator First Name
 John

Initiator Last Name
 Mullican

Initiator Email
 john.mullican@washburn.edu

...3932363339

John Mullican
Initiator Signature

02/07/2022
Date

To be completed by the library:

Email address of librarian completing evaluation:

Are current library holdings adequate? *

...3639343033

Alan Bearman

02/08/2022

Library Signature

Date

To be completed by Chair of the Department of Education:

Will addition of/changes to this course in any way alter the program leading to a teacher certification? *

...3739383530

Cherry Steffen

02/07/2022

Dept of Education Signature

Date

Route to Affected Dept/School

Route to Division Chair

Route to Dean

Route to CFCCC

Division Chair Approver First Name

Division Chair Approver Last Name

Division Chair Approver Email

CAS Comments (optional)

Division Chair Approval

Division Chair Comments (optional)

Signature

Date

CAS Signature

Select Request Type

- New Course
- Course Change
- Delete a Course

Course Change Form

Please provide the requested course change information in the areas below

What is the subject code? * BI

What is the course number? * 302

Please indicate what about the course is to be changed?

Course title

Course number

Course description (minor change)

Yes

Course description (significant change)

Credit hours No

Credit prerequisites No

Change from graded to credit/no credit No

Other

What is the rationale for the change?

Rationale:
We are updating the course description so that it aligns with how the course is being taught.

Course Description Change

Old Language: Designed to cover the general aspects of the anatomy, physiology, taxonomy, and behavior of insects. Field trips will be an integral part of this course. Three lectures and one three-hour laboratory period a week. Prerequisites: BI 103 with a grade of C or better.

New Language: Designed to cover the general biology of insects with a focus on their ecology, importance to humans and the environment, and their identification and taxonomy. Field trips will be an integral part of this course. Three lectures and one three-hour laboratory period a week. Prerequisites: BI 103 with a grade of C or better.

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

None

Is this course repeatable? No

Effective date: * May 2022

Initiator First Name
 John

Initiator Last Name
 Mullican

Initiator Email
 john.mullican@washburn.edu

...3138373434

John Mullican
Initiator Signature

02/07/2022
Date

To be completed by the library:

Email address of librarian completing evaluation: alan.bearman@washburn.edu

Are current library holdings adequate? * Yes

...3938373939

Alan Bearman

Library Signature

02/08/2022

Date

To be completed by Chair of the Department of Education:

Will addition of/changes to this course in any way alter the program leading to a teacher certification? * No

...3133363831

Cherry Steffen

Dept of Education Signature

02/07/2022

Date

Route to Affected Dept/School

Route to Division Chair

Route to Dean

Route to CFCCC

Division Chair Approver First Name

*seid

Division Chair Approver Last Name

*adem

Division Chair Approver Email

*seid.adem@washburn.edu

CAS Comments (optional)

Division Chair Approval

Division Chair Comments (optional)

Signature

Date

CAS Signature

Electronically signed by Kelly Erby on 02/08/2022 10:09:33 AM

Select Request Type

- New Course
- Course Change
- Delete a Course

Course Deletion Form

Please provide the requested course change information in the areas below

What is the subject code? * PY

What is the course number? * 215

What is the rationale for the course deletion?

* We are replacing this lower division course in Consumer Psychology with an upper division version of the course.

Is the course being deleted from the catalog being replaced with another course? * Yes

If yes, explain:

* We are submitting PY 316 Consumer Psychology for approval at the same time.

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

If yes, explain:

* The content of the course is appropriate to teach at the upper division level. As an upper division course, we expect it to have a wider potential audience of majors, minors, and nonmajors.

Will the course deletion in any way alter the program leading to teacher certification? * No

Initiator First Name

Cindy

Initiator Last Name

Turk

Initiator Email

cindy.turk@washburn.edu

...3037353637

Cindy Turk

Initiator Signature

02/02/2022

Date

To be completed by the library:

Email address of librarian completing evaluation: alan.bearman@washburn.edu

Are current library holdings adequate? * Yes

...3139383236

Alan Bearman

Library Signature

02/03/2022

Date

To be completed by Chair of the Department of Education:

Will addition of/changes to this course in any way alter the program leading to a teacher certification? * No

...3830303539

Cherry Steffen

Dept of Education Signature

02/03/2022

Date

Route to Affected Dept/School

Route to Division Chair

Route to Dean

Route to CFCCC

Division Chair Approver First Name

* Lindsey

Division Chair Approver Last Name

* Ibanez

Division Chair Approver Email

* lindsey.ibanez@washburn.edu

CAS Comments (optional)



Division Chair Approval

Division Chair Comments (optional)



Signature

Date

CAS Signature

Electronically signed by Kelly Erby on 02/03/2022 1:56:37 PM

Select Request Type

- New Course
- Course Change
- Delete a Course

Course Deletion Form

Please provide the requested course change information in the areas below

What is the subject code? * BI

What is the course number? * 110

What is the rationale for the course deletion?

* We are no longer teaching this course. BI 103 was introduced in 2014 as a partial replacement of some of the material covered in BI 110

Is the course being deleted from the catalog being replaced with another course? * No

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

If yes, explain:

* Some of the material from BI 110 will be covered in BI 103 and upper division zoology courses.

Will the course deletion in any way alter the program leading to teacher certification? * No

Initiator First Name

Initiator Last Name

Initiator Email

...3335333831

John Mullican
Initiator Signature

02/07/2022
Date

To be completed by the librarian:

Email address of librarian completing evaluation:

Are current library holdings adequate? * Yes

...3734383332

Alan Bearman
Library Signature

02/08/2022
Date

To be completed by Chair of the Department of Education:

Will addition of/changes to this course in any way alter the program leading to a teacher certification? * No

...3135373031

Cherry Steffen
Dept of Education Signature

02/07/2022
Date

Route to Affected Dept/School

Route to Division Chair

Route to Dean

Route to CFCCC

Division Chair Approver First Name
*

Division Chair Approver Last Name
*

Division Chair Approver Email
*

CAS Comments (optional)

Division Chair Approval

Division Chair Comments (optional)



Signature

Date

CAS Signature

Electronically signed by Kelly Erby on 02/08/2022 9:51:58 AM

The College of Arts and Sciences

1. General Policy

The College of Arts and Sciences of Washburn University **works** to maintain the highest possible standards of teaching, scholarship and service; to ensure every faculty member full academic freedom; to render every qualified faculty member secure in **their** profession; and to enable the College of Arts and Sciences to rely on the continuous employment of a **competent** faculty. It is, therefore, the policy of the College of Arts and Sciences to provide stability and continuity of employment for the faculty in an atmosphere of academic integrity and mutual confidence.

The basic responsibilities of the College of Arts and Sciences are to preserve, augment, **critique**, and transmit knowledge and to encourage creativity. Thus, the College of Arts and Sciences should appoint, develop, and retain distinguished faculty members with outstanding qualifications. Tenure and promotion within the College of Arts and Sciences are consistent with general University policy in emphasizing the importance of teaching, scholarship, and service by its faculty.

Appointment or promotion to the rank of associate professor requires a record of success in teaching, scholarship, and service. Appointment or promotion to the rank of professor requires **excellence** in teaching, scholarship, and service.

Promotion and tenure in the College of Arts and Sciences at Washburn University are never automatic. They must be earned.

2. Minimum Requirements for Consideration for Promotion and Tenure

a. Education

Granting of tenure and appointment to the rank of assistant professor or higher **typically** requires completion of professional education in most fields marked by the Ph.D. or other recognized terminal degree.

b. Experience

Beginning with appointment to the rank of full-time assistant professor or a higher rank, the probationary period at Washburn University shall not exceed six years, **unless a candidate for tenure and promotion has been granted an extension of the probationary period as outlined in Section 3 II e. 3 of the faculty handbook**. At least three of these six years must be at Washburn as a full-time assistant professor or higher rank. **Up to three years of credit may be granted, by written agreement, for full-time service at other institutions of higher education. The initial employment contract of every full-time faculty member will indicate that member's maximum probationary period at Washburn University.**

For promotion to associate professor, the candidate must have completed six years of full-time college-level academic experience, the last three of which must have been at the assistant professor rank. If the candidate is eligible for promotion during the year of the tenure decision, then one petition and one departmental committee **must** be used for both.

For promotion to professor, the candidate must have completed at least ten years of full-time college-level academic experience, four of which must have been at the associate professor rank.

c. Teaching

Effective teachers are essential to the College of Arts and Sciences. The quality of instruction must be judged by its intrinsic purposes: to transmit and preserve knowledge, to encourage critical and creative thought, to foster a lively interest in learning, and to stimulate a continuing commitment to inquiry.

Evidence of teaching effectiveness could include but is not limited to

- student learning
- peer review by colleagues
- record of pedagogical training
- record of teaching innovation, in either pedagogy or content
- student perceptions and opinions
- a process of continuous improvement
- mentoring of independent student projects and internships
- supervision of student research or creative activity presented or published in a student forum (e.g., Apeiron, student conferences and journals, etc.)

d. Research, Scholarship, and Creative Endeavors

Scholarly activity is the obligation of all tenure-track members of the faculty of the College of Arts and Sciences. A faculty member's scholarship must be judged by their contributions to knowledge through peer-reviewed publication or creative activities in their discipline that are peer reviewed, juried, refereed, and/or have been externally and professionally validated.

Research, scholarship, and creative endeavors should also include a sustained record of activities that could include but is not limited to

- publication of books and book chapters
- publication of articles and reviews of a scholarly nature
- presentation of professional papers
- conducting of, or performing in, professional workshops
- research collaborations with students that result in peer-reviewed professional publication or presentation
- receipt of grants, awards, and fellowships for scholarly work
- achievement in art and/or creative endeavors related to a faculty member's discipline, such as performance of compositions, published arrangements, recordings, juried or invitational performances or art exhibits, or professionally performed or disseminated work

e. Service

Service to the department, to the College of Arts and Sciences, to the University, to the profession, and/or to the community is the responsibility of each faculty member. For this purpose, community service must draw upon professional expertise.

Evidence of service activities could include but is not limited to

- student advising
- engagement in department activities
- participation and/or leadership in college and/or university committees
- administrative leadership
- recruitment and retention activities
- sponsorship of student organizations
- leading students in special activities, including travel and conference attendance/participation
- serving as a representative of the University where professionally appropriate
- work with community partner(s)
- mentoring of peers
- activities promoting and advancing diversity and inclusion
- membership on professional boards or organizations
- review of manuscripts for journals, publishers, grant funding, or conferences
- invited lectures, performances, and other public presentations/workshops to campus or community groups

3. Procedures for Recommendation for Tenure and/or Promotion

a. In the fall-spring of each year, the Vice President for Academic Affairs of the University will distribute to the Dean of the College of Arts and Sciences a list of faculty members whose tenure status must be reviewed before the end of the current-following academic year. The Dean will then inform the appropriate department chairpersons and communicate with candidates about the requirements of this review process.

b. In the fall-spring before of the initial year of eligibility, the Dean of the College of Arts and Sciences will also forward to each department chairperson the names of all tenured members of the department's faculty below the rank of Professor who will have met the minimum educational and experiential requirements for promotion in academic rank by the end of that the following academic year. The Dean will also communicate with potential candidates for promotion about the requirements of this review process.

c. Early in the fall semester, The-the department chairperson will inform the candidates for tenure and/or promotion, invite them to submit the required information and to supply whatever other materials they desire to substantiate their qualifications, and oversee the creation of a departmental committee of at least five (5) tenured members of academic rank higher than the candidate. The department chairperson will not be a member of this committee, nor will any other candidate for promotion, nor will members of the College Committee on Promotion and Tenure. In the case that the department chairperson is a member of the College Committee for Promotion and Tenure during the time in which the department has a candidate for promotion, the chairperson will be recused from the deliberations of the College Committee for Promotion and Tenure regarding that particular candidate.

d. If the department lacks the necessary five members, the candidate will submit to the Dean a list of higher-ranking members of other college departments. The list shall be at least twice that

number lacking in the candidate's department. The Dean, in consultation with the College Committee for Promotion and Tenure, then will select the final members of the committee.

e. The candidate may choose which of the committee members they want to chair the department committee.

f. The candidate will submit the required information and other materials in support of their petition for tenure and/or promotion to the department chairperson.

g. The candidate may withdraw their petition at any time in the process and it will not continue forward.

h. All department members are encouraged to submit recommendations regarding the candidate's petition for tenure and/or promotion to the department committee chair. These recommendations become part of the candidate's file and are submitted as a separate file with the petition to the Dean.

i. The department committee will provide notification of its recommendation to the candidate. The committee recommendation, together with the candidate's materials in support of their petition, will be forwarded to the Dean through the department chairperson.

j. The department chairperson will provide notification of their recommendation to the candidate and submit their recommendation to the Dean.

k. The Dean will distribute the materials and recommendations to the College Committee on Promotion and Tenure for its consideration. The College Committee on Promotion and Tenure will provide a notification of its recommendation to the candidate and submit the recommendation to the Dean.

l. Upon receipt of the recommendation of the College Committee on Promotion and Tenure, the Dean will submit to the Vice President for Academic Affairs their recommendation, together with the recommendations of the College Committee on Promotion and Tenure, the department chairperson, and the departmental committee. The Dean will also notify the candidate of their recommendation.

Select Request Type

- New Program
- Program Change
- Program Deletion

Change Program Form

Please provide the requested program change information in the areas below

What is the program title?

* B.S. in Computational Physics

What is the rationale for the change?

* The Major Field Test requirement was put in place as an external means of assessing the B.S. in Computational Physics program. Our experience, however, is that it does not provide us with any useful information. For each student, we only receive two scores: one for introductory physics, and one for advanced physics, which is not enough detail to determine where improvements need to be made. Also, even our best students, including those who have been accepted into graduate school in physics, do poorly on the exam. We believe this is because the students have no motivation to do well on the exam, which is given at the end of their last semester. Because we do not get useful information from the exam, we would like to save departmental funds and student time by eliminating the Major Field Test requirement.

Complete revised description:

Describe the nature of the proposed change:

* We would like to remove the requirement that students must take the Major Field Test to earn the degree.

Do you currently have the equipment and facilities to teach the classes within the proposed change? * Yes

Does this change affect any other departments? * No

Effective date: * Immediately

Initiator First Name
Karen

Initiator Last Name
Camarda

Initiator Email
karen.camarda@washburn.edu

...3835393736

Karen Camarda

02/28/2022
Date

Initiator Signature

To be completed by the library:

Email address of librarian completing evaluation: alan.bearman@washburn.edu

Are current library holdings adequate? * Yes

...3535353830

Alan Bearman

03/04/2022
Date

Library Signature

To be completed by Chair of the Department of Education:

Will addition of/changes to this course in any way alter the program leading to a teacher certification? * No

...3830353235

Cherry Steffen

02/28/2022
Date

Dept of Education Signature

Route to CFC

Route to CAS General Faculty

Division Chair Approver First Name

* Seid

Division Chair Approver Last Name

* Adem

Division Chair Approver Email

* seid.adem@washburn.edu

Dean Approver First Name

* Laura

Dean Approver Last Name

* Stephenson

Dean Approver Email

* laura.stephenson@washburn.edu

CFCCC Approver First Name

* Bruce

CFCCC Approver Last Name

* Mactavish

CFCCC Approver Email

* bruce.mactavish@washburn.edu

CAS Comments (optional)

Division Chair Approval

Division Chair Comments (optional)

Signature

Date

Dean Approval

Dean Comments (optional)

Signature

Date

CFCCC Approval

CFCCC Comments (optional)

Signature

Date

CFC Approval

CFC Comments (optional)

Signature

Date

CAS Signature

Electronically signed by Kelly Erby on 03/07/2022 10:55:49 AM

Select Request Type

- New Program
- Program Change
- Program Deletion

Change Program Form

Please provide the requested program change information in the areas below

What is the program title?

* B.S. in Physics

What is the rationale for the change?

* The Major Field Test requirement was put in place as an external means of assessing the B.S. in Physics program. Our experience, however, is that it does not provide us with any useful information. For each student, we only receive two scores: one for introductory physics, and one for advanced physics, which is not enough detail to determine where improvements need to be made. Also, even our best students, including those who have been accepted into graduate school in physics, do poorly on the exam. We believe this is because the students have no motivation to do well on the exam, which is given at the end of their last semester. Because we do not get useful information from the exam, we would like to save departmental funds and student time by eliminating the Major Field Test requirement.

Complete revised description:

[Empty text box with scroll arrows]

Describe the nature of the proposed change:

* We would like to remove the requirement that students must take the Major Field Test to earn the degree.

Do you currently have the equipment and facilities to teach the classes within the proposed change? * Yes [dropdown]

Does this change affect any other departments? * No [dropdown]

Effective date: * Immediately

Initiator First Name: Karen
 Initiator Last Name: Camarda
 Initiator Email: karen.camarda@washburn.edu

...3935343031

Karen Camarda 02/28/2022
 Initiator Signature Date

To be completed by the library:

Email address of librarian completing evaluation: alan.bearman@washburn.edu

Are current library holdings adequate? * Yes [dropdown]

...3239393230

Alan Bearman 03/04/2022
 Library Signature Date

To be completed by Chair of the Department of Education:

Will addition of/changes to this course in any way alter the program leading to a teacher certification? * No [dropdown]

...3434303732

Cherry Steffen 02/28/2022
 Dept of Education Signature Date

Route to CFC

Route to CAS General Faculty

Division Chair Approver First Name

* Seid

Division Chair Approver Last Name

* Adem

Division Chair Approver Email

* seid.adem@washburn.edu

Dean Approver First Name

* Laura

Dean Approver Last Name

* Stephenson

Dean Approver Email

* laura.stephenson@washburn.edu

CFCCC Approver First Name

* Bruce

CFCCC Approver Last Name

* Mactavish

CFCCC Approver Email

* bruce.mactavish@washburn.edu

CAS Comments (optional)

Division Chair Approval

Division Chair Comments (optional)

Signature

Date

Dean Approval

Dean Comments (optional)

Signature

Date

CFCCC Approval

CFCCC Comments (optional)

Signature

Date

CFC Approval

CFC Comments (optional)

Signature

Date

CAS Signature

Electronically signed by Kelly Erby on 03/08/2022 12:40:38 PM