CFC Meeting Agenda
Monday, February 27, 2023, 4 p.m.
Zoom

Seid Adem	Silas Huff	Matthew Nyquist
Adebanke Adebayo	Lindsey Ibanez	Cecil Schmidt
Allan Ayella	Tucker Jones	Janet Sharp
Karen Camarda	Louise Krug	Ted Shonka
Amber Dickinson	Wonjae Lee	Ian Smith
Jason Emry	Bruce Mactavish	Lucy Tan
Kristen Grimmer	Justin Moss	Georgina Tenny
Karen Garrison	Alex Myers	

I. Call to Order

II. Approval of CFC Minutes from December 12, 2022

III. Accept Division Reports
- A. Social Science Division—February 10, 2023
- B. Natural Science Division—February 10, 2023

IV. Committee Reports-- Curriculum Committee—December 5, 2023
- A. New Courses Approved
  - i. BI 311
  - ii. BI 312
  - iii. AN 334
  - iv. CN 645
  - v. PY 311
  - vi. AN 332
  - vii. SO 495
  - viii. SO 320
  - ix. MA 260
- B. Course Deletions Approved
  - i. AN 397
  - ii. AN 398
  - iii. SO 207
- C. Course Changes Approved
  - i. MA 307
  - ii. MA 090
  - iii. MA 095
  - iv. SO 336

V. Old Business—None

VI. New Business—Curriculum Proposals
- A. Program Changes
  - i. Minor in Public Administration
  - ii. BA in Political Science
  - iii. BA in Mathematics

              iv.   BS in Mathematics
    B.   CAS Degree Proposals
              i.   Reducing CAS credit hour requirement for CAS Bachelor of Education degrees
              ii.   Restoring the 99–credit hour rule for CAS degrees (excepting BEds)

VII. Discussion
    A. Proposed Changes to General Education
    B. Additional Discussion

VIII.   Concerns

IX. Announcements
    A. Diversity, Equity, and Inclusion Climate Survey—Please complete and encourage others to complete by March 1
    B. WUmester events

X. Adjourn

<div align="center">
CFC Meeting Minutes
Monday, December 12, 2022
Zoom
</div>

Present: Matt Arterburn, Dana King, Tucker Jones, Janet Sharp, Ian Smith, Karen Garrison, Jason Emry, Ted Shonka, Seid Adem, Karen Camarda, Justin Moss, Lucy Tan, Wonjae Lee, Bruce Mactavish, Matthew Nyquist, Louise Krug, Kristen Grimmer, Adebanke Adebayo, Joseph Kendall-Morwick

I. **Call to Order (4:02PM)**
   a. Matt introduced Dana King to the committee.
   b. Today was her first day!
II. **Approval of CFC Minutes, Monday, October 3, 2022**
   a. Moved to accept by Adebanke
   b. Seconded by multiple committee members
   c. No discussion, minutes were unanimously approved
III. **Accept Division Reports**
   a. **Humanities Division—September 13-19, 2022 (online)**
   b. **Natural Sciences Division—October 21, 2022**
   c. **Social Sciences Division—October 21s, 2022**
   d. **Humanities Division—October 21-28, 2022 (online)**
   e. **Natural Sciences Division—November 11, 2022**
      i. Moved to accept as a group by Ted Shonka
      ii. Seconded by multiple committee members
      iii. No discussion, division reports were unanimously accepted
IV. **Committee Reports**
   a. **Curriculum Committee—September 26, 2022**
   b. **Resources Committee—October 10, 2022**
      i. Moved to approve by Janet Sharp
      ii. Seconded by Jason Emry
      iii. No discussion, reports were unanimously approved
V. **Old Business**
   a. **Grand Marshal**
      i. Matt provided some updates about the Grand Marshal changes
      ii. Bill Gahnstrom had a scheduling conflict
      iii. Mike Mosher (spelling?) agreed to be Grand Marshal
VI. **New Business**
   a. **Curriculum Proposals**
      i. **New Programs**
         1. **BEd in Chemistry Secondary Education**
      ii. **Program Changes**
         1. **BA in Psychology**
            a. Tucker provided a brief overview of these changes
            b. Moved and seconded to approve this program change
            c. No discussion, unanimously approved by the committee
         2. **French Minor**

3. **Spanish Minor**
   a. Bruce provided a brief overview on these changes
   b. Motion to approve French and Spanish Program Changes by Janet Sharp
   c. Second by Jason Emry
   d. No discussion, unanimously approved by the committee
4. **BA in Foreign Language Licensure, K—12, French**
5. **BA in Foreign Language Licensure, K—12, Spanish**
   a. Bruce provided a brief overview on these changes
   b. Motion to approve both program changes to licensure by Janet Sharp
   c. Second by Karen Camarda
   d. No discussion, unanimously approved by the committee
6. **MA in Communication and Leadership**
   a. Adebanke provided a brief overview of the changes
   b. Brief discussion on these proposed changes
   c. Motion to approve program change by Adebanke
   d. Second by Jason Emry
   e. Unanimously approved by the committee
7. **BA in Communication Studies**
   a. Adebanke provided a brief overview of the changes
   b. Motion to approve program change by Janet Sharp
   c. Second by Jason Emry
   d. No discussion, unanimously approved by the committee
8. **BA in Sociology**
   a. Bruce provided a brief overview of the proposed changes
   b. Motion to approve program change by Janet Sharp
   c. Second by Jason Emry
   d. No discussion, unanimously approved by the committee
   iii. **Program Deletions**
   1. **BS Chemistry Major for Secondary Education**
   2. **BA Chemistry Major for Secondary Education**
   iv. Brief elaboration from Matt about the proposed new program and program deletions
   1. No concerns were raised
   2. Motion to approve new programs and deletions by Janet Sharp
   3. Second by multiple committee members
   4. No discussion, motion was unanimously approved

VII. **Discussion**
   a. Matt provided some updates regarding the proposed gen-ed changes.
      i. Brief discussion followed about how proposed changes could impact the LEAP program

VIII. **Concerns**
   a. Janet Sharp asked about the $300 fee for distance education
      i. Upper administration is still talking about this, but no new updates at this time.

IX. **Announcements**
        a. No new announcements
 X. **Adjourn (4:46pm)**

Social Science Division Meeting—2.10.23 @ 12 pm via Zoom
In attendance
- Alex Myers, Lindsey Ibañez, Kim Morse, Bob Beatty, Bill Fiander, Laura Murphy, Ashley Maxwell, Kerry Wynn, Mary Sundal, Tucker Jones, Michael McGuire, Kelly Erby, Sangyoub Park, Linzi Gibson, Alex Klales, Jason Miller, Tom Prasch

Short discussions of committee reassignments
- Sweet sabbatical—Sangyoub Park re-elected
- Honors advisory board—Mary Sundal re-elected
- Interdisciplinary studies—Ashley Maxwell re-elected

Political Science & Public Administration program changes discussion
- Major changes in credit hours—increase 37 to 40 (add Public Administration course)
- Changes to public administration minor – decrease from 18 to 15 hours required
- PO 107 title change to reflect course's focus on state & local government (remove "US")
- Lindsey asks if Political Science majors can minor in public admin—Bob Beatty says no, they must have an outside minor since they're in the same department
- All 3 changes approved

Bill Fiander – new Lecturer in Public Administration – introduces himself
- Spent 25+ years as a city/urban planner for in Topeka and is a former adjunct, starting as full time this semester in Political Science & Public Administration
- Welcome to the Division, Bill!

CAS proposal to change degree requirements from 84 hours in CAS courses to 99
- Short discussion
- Change approved

CAS proposal to eliminate 84 CAS credit hour requirement for Bachelor of Education students (reduce to 72)
- Since Education was moved to Applied Studies, it is unnecessarily burdensome on Education students to keep the requirement
- Change approved

Discussion item: Kansas Cookbooks in Kansas Studies collection at Mabee Library
- Faculty encouraged to consider integrating it into classes
  - Lindsey used them in honors Intro to Sociology classes to talk about social/historical context of recipes & household labor
  - Happy to share assignments developed
- Laura added that the Kansas Studies collection is much bigger than the cookbooks
- Bob Beatty said he has a Kansas First Families cookbook from the 1980s that he would like to add to the collection
- Kerry Wynn and Tom Prasch added some context about assignments they did with the Kansas Studies Collection
- Division members encouraged to reach out for more information if they are interested in integrating the collections into their classes

Updates and announcements
- Michael McGuire from Faculty Senate relays that Laura Stephenson urges faculty to complete the HARI survey that was sent out and look for the other two upcoming surveys in the coming weeks
- Kim Morse added that the Senate is finishing updating its bylaws to streamline the processes for elections
- Kerry Wynn encouraged everyone to pay close attention to updates and attend Senate meetings if possible, especially given the upcoming changes to the Gen Ed requirements
- Lindsey Ibañez added that Apiron is April 21st and registrations are open already
- Michael McGuire said that Faculty Affairs will be considering changes to the Graduate Council and Emeritus titles
- Kim Morse added that the Learning Environment Committee met to discuss room upgrades (e.g. changes to classroom items that are non-technology related) but did not make any decisions yet
- Tom Prasch said that they are showing Ma Rainey's Black Bottom—Chadwick Boseman's final film—on Wednesday the 22nd in Henderson 112 at 7pm
- Jason Miller announced LinC will be offering course-development grants regarding community-involved learning courses
- Kelly Erby gave a series of updates:
  - Diversity, Equity, and Inclusion climate survey launches Feb. 13 in the afternoon
  - Jamie Washington will visit campus and have an open session with faculty and staff on enhancing understanding of DEI hurdles and how to address them on March 2 1-2:30 https://washingtonconsultinggroup.net/home
  - Joy DeGruy will give WUmester keynote March 22. She'll have a faculty/staff session at 9 on March 22 and then a public event at 6 pm
    - https://www.joydegruy.com
  - Community WUmester workouts in the indoor practice facility Feb. 21 and 28 at 11 AM. 21st is yoga and 28th is aerobic. I'm excited to go inside the practice facility.

Meeting Adjourned

PO 107: KANSAS, STATE, AND LOCAL GOVERNMENT

In Workflow

1. Acad Ops (steven.luoma@washburn.edu; holly.broxterman@washburn.edu)
2. PO Chair (bob.beatty@washburn.edu)
3. Library (sean.bird@washburn.edu; lori.rognlie@washburn.edu)
4. SOSC Chair (lindsey.ibanez@washburn.edu)
5. CA Dean (matt.arterburn@washburn.edu)
6. Assoc Dean CFC (kelly.erby@washburn.edu)
7. Acad Ops Final (holly.broxterman@washburn.edu; steven.luoma@washburn.edu)
8. Banner (steven.luoma@washburn.edu)

Approval Path

1. Fri, 03 Feb 2023 22:09:18 GMT
   Holly Broxterman (holly.broxterman): Approved for Acad Ops
2. Fri, 03 Feb 2023 22:13:00 GMT
   Bob Beatty (bob.beatty): Approved for PO Chair
3. Mon, 06 Feb 2023 12:45:26 GMT
   Sean Bird (sean.bird): Approved for Library
4. Mon, 13 Feb 2023 18:27:41 GMT
   Lindsey Ibanez (lindsey.ibanez): Approved for SOSC Chair
5. Mon, 13 Feb 2023 22:15:42 GMT
   Matt Arterburn (matt.arterburn): Approved for CA Dean
6. Mon, 13 Feb 2023 22:21:53 GMT
   Kelly Erby (kelly.erby): Approved for Assoc Dean CFC
7. Mon, 13 Feb 2023 22:58:50 GMT
   Holly Broxterman (holly.broxterman): Rollback to Assoc Dean CFC for Assoc Dean CAS

History

1. Oct 4, 2022 by Holly Broxterman (holly.broxterman)

Date Submitted: Fri, 03 Feb 2023 22:06:58 GMT

Viewing: PO 107 : Kansas, State, and Local Government

Last approved: Tue, 04 Oct 2022 09:39:03 GMT

Last edit: Fri, 03 Feb 2023 22:06:57 GMT

Changes proposed by: Bob Beatty (bob.beatty)

Change Type

Not Significant

Prefix

PO - Political Science

Course Number

107

Department

Political Science

College

College of Arts and Sciences

Division

Social Sciences

Academic Level

Undergraduate

Course Title

Kansas, State, and Local Government

Short Title
KS, State, & Local Government

Effective Term
Fall 2023

Credits
3

Instruction Types
Lecture (C)
Online (U)

Lecture Hours
3

Rationale for Change
Need to change title as course is Kansas, State, and local government emphasis, not US government emphasis. PO 106 is the intro course for national government.

Course Catalog Description
Examines American state and local politics, government, and public policies from the grassroots to the institutional level with a particular emphasis on the similarities and differences that exist in Kansas in comparison to the characteristics found in the rest of the states. Contrasting the fundamental differences between states and localities and the national government is also an emphasis of the course.

Banner Prerequisites

And/Or	(	Course/Test Code	Min Grade/Score	Academic Level	)	Concurrency?

Grade Mode (Default)
Standard Letter

Non-Default Grade Modes
Audit
Credit/Pass/Fail
Unavailable - Office Use Only

Course Repeatable
No

What, if any, additional equipment or facilities will be needed to teach this class?
None.

Additional Comments
Minor name change to class.

Reviewer Comments
Holly Broxterman (holly.broxterman) (Mon, 13 Feb 2023 22:58:50 GMT): Rollback: Per Kelly, requested to roll back to her.

Key: 3950

CFCCC Meeting Minutes

Type	Code	Title	Status
Course	BI 311	BI 311: Field Ecology	New
Course	BI 312	BI 312: Behavioral Ecology	New
Course	AN 334	AN 334: Archaeological Myths, Frauds, and Controversies	New
Course	CN 645	CN 645: Community Dialogue & Deliberation	New
Course	PY 311	PY 311: Multicultural Psychology	New
Course	AN 332	AN 332: Forensic Anthropology in Popular Culture	New
Course	SO 495	SO 495: Sociology Senior Capstone	New
Course	SO 320	SO 320: Sociology of Race and Ethnic Relations	New
Course	MA 260	MA 260: Introduction to Number Theory	New
Course	AN 397	AN 397: Special Topics: Archaeology	Delete
Course	AN 398	AN 398: Special Topics: Forensic Anthropology	Delete
Course	SO 207	SO 207: Race and Ethnic Relations	Delete
Course	MA 307	MA 307: Discrete Mathematics	Change
Course	MA 090	MA 090: Preparation for Quantitative Reasoning Pathway	Change
Course	MA 095	MA 095: Preparation for College Algebra Pathway	Change
Course	SO 336	SO 336: Globalization	Change
Program		: Chemistry Secondary Education BEd	New
Program	PY-BA	PY-BA: Psychology: BA	Edited
Program	FR-MNR	FR-MNR: French Minor	Edited
Program	SP-MNR	SP-MNR: Spanish Minor	Edited
Program	TL-FRENCH	TL-FRENCH: TL-French, Grd K-12	Edited
Program	TL-SPANISH	TL-SPANISH: TL-Spanish, Grd K-12	Edited
Program	CLD	CLD: CN: Communication & Leadership	Edited
Program	CN	CN: CN: Communication Major	Edited
Program	SO	SO: Sociology	Edited
Program	TCH-BS	TCH-BS: Chemistry: BS Sec Ed, Grd 6-12	Inactivate
Program	TCH	TCH: Chemistry: BA Sec Ed, Grd 6-12	Inactivate

The proposals above were all approved on 12/5/22.

BI 311: FIELD ECOLOGY

History

1. Jan 4, 2023 by John Mullican (john.mullican)

Viewing: BI 311 : Field Ecology
Last approved: Wed, 04 Jan 2023 10:50:23 GMT
Last edit: Tue, 03 Jan 2023 15:16:39 GMT

Prefix
BI - Biology

Course Number
311

Department
Biology

College
College of Arts and Sciences

Division
Natural Science & Mathematics

Academic Level
Undergraduate

Course Title
Field Ecology

Short Title
Field Ecology

Effective Term
Summer 2023

Credits
3

Instruction Types
Lecture/Lab (B)

Course Catalog Description
Introduction to experimental and observational studies in field ecology; stressing experimental design, data collection, analysis, and interpretation and presentation of results. The course will emphasize fieldwork and student led projects. The course will also use field and computer exercises designed to familiarize students with research and analysis tools in ecology.

Prerequisites
BI 310 or consent of instructor.

Banner Prerequisites

And/Or	(	Course/Test Code	Min Grade/Score	Academic Level	)	Concurrency?
		BI 310	C	UG		No

Course offered
Every three or four semesters

Primarily attract
Department majors

Grade Mode (Default)
Standard Letter

Non-Default Grade Modes

Unavailable - Office Use Only

Course Repeatable

No

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

None, necessary materials are currently available.

Master Syllabus

Please see attached Master Syllabus

Supplemental Files

BI 311 Field Ecology Syllabus.pdf

Reviewer Comments

Matt Arterburn (matt.arterburn) (Mon, 03 Oct 2022 15:55:29 GMT): Comments from Matt Arterburn: Some of the original proposal language didn't make it into CourseLeaf. Specifically, a section describing how this course will effectively replace BI300: Field Biology as the field experience for Environmental Biology majors (although any BI major can theoretically take it). The old BI300 model is dated, and so Biology may either decide to retire that course completely or shape it into something new. For now, BI311 will be offered every other summer, rotating with Systematic Botany so there is no enrollment overlap, and will effectively replace BI300.

Key: 4833

BI 312: BEHAVIORAL ECOLOGY

History

1. Jan 5, 2023 by John Mullican (john.mullican)

Viewing: BI 312 : Behavioral Ecology
Last approved: Thu, 05 Jan 2023 10:51:59 GMT
Last edit: Tue, 03 Jan 2023 15:05:43 GMT

Prefix
BI - Biology

Course Number
312

Department
Biology

College
College of Arts and Sciences

Division
Natural Science & Mathematics

Academic Level
Undergraduate

Course Title
Behavioral Ecology

Short Title
Behavioral Ecology

Effective Term
Spring 2023

Credits
4

Instruction Types
Lab (L)
Lecture (C)

Course Catalog Description
An advanced approach to the study of animal behavior, with a focus on how animals interact with one another and how those interactions influence their evolutionary fitness. Topics will include foraging, movement and space-use, parental care, behavioral types, and predator-prey interactions. Three lectures and one three-hour lab each week.

Prerequisites
BI 103 with a C or better or consent of instructor.

Banner Prerequisites

And/Or	(	Course/Test Code	Min Grade/Score	Academic Level	)	Concurrency?
		BI 103	C	UG		No

Course offered
Every three or four semesters

Primarily attract
Department majors

Grade Mode (Default)
Standard Letter

Non-Default Grade Modes
Unavailable - Office Use Only

Course Repeatable
No

What, if any, additional equipment or facilities will be needed to teach this class?
None, necessary materials are currently available.

Master Syllabus
Please see attached Master Syllabus

Supplemental Files
BI 312 Behavioral Ecology Syllabus.pdf

Reviewer Comments
Steve Luoma (steven.luoma) (Thu, 29 Sep 2022 21:04:33 GMT): Per JM - 4 credits of lecture and non-gradeable, 0 credit lab

Matt Arterburn (matt.arterburn) (Mon, 03 Oct 2022 16:05:20 GMT): Comments from Matt Arterburn: It seems that some of the language from the original proposal didn't make it into CourseLeaf. This course is intended to be a more focused version of Animal Behavior, suitable for a less general audience. While BI103 will be an enforced prerequisite for BI majors, consent of instructor gives room to permit enrollment by students in other behavior-based fields (e.g. Psychology). I did recommend to BI that they consider offering this course on a rotating basis in Fall semesters rather than in Spring. BI tends to be short on environmental/organismal offerings in the fall. The prerequisite BI310 is also offered in Spring semesters, so it seems more logical to offer BI310 in Spring and then BI312 in the subsequent fall. When BI piloted this course as a BI380 Special Topics offering, they had only 7 students enrolled, but a dozen students were taking BI310 that same term. I speculate that they might have seen better enrollment had it been offered the term after those dozen students have taken the BI310 prereq. In short, I think course sequencing can help attract enrollment in this course.

Key: 4834

AN 334: ARCHAEOLOGICAL MYTHS, FRAUDS, AND CONTROVERSIES

History

1. Dec 22, 2022 by Mary Sundal (mary.sundal)

Viewing: AN 334 : Archaeological Myths, Frauds, and Controversies
Last approved: Thu, 22 Dec 2022 10:50:41 GMT
Last edit: Wed, 21 Dec 2022 16:33:09 GMT

Prefix
AN - Anthropology

Course Number
334

Department
Sociology/Anthropology

College
College of Arts and Sciences

Division
Social Sciences

Academic Level
Undergraduate

Course Title
Archaeological Myths, Frauds, and Controversies

Short Title
Arch Myths, Frauds, & Contro

Effective Term
Spring 2023

Credits
3

Instruction Types
Lecture (C)
Online (U)

Course Catalog Description
This course critically evaluates archaeological frauds, myths, controversies, and other mysteries perpetuated by pseudoarchaeology. We will investigate the origins of these myths and mysteries, break down the controversies, and learn to recognize frauds. We will evaluate the types of "evidence" used to create them and examine the reasons and rationales that lead people to invent, disseminate, and believe pseudoarchaeological claims. Most importantly, we will consider how these claims impact our culture, society, and how we view the human past. This course requires active discussion and hands-on applied projects to debunk pseudoarchaeology and promote the scientific endeavor of archaeology.

Banner Prerequisites

And/Or	(	Course/Test Code	Min Grade/Score	Academic Level	)	Concurrency?

Course offered
Irregularly

Primarily attract
Department majors & majors from specific depts

Grade Mode (Default)
Standard Letter

Non-Default Grade Modes
Credit/Pass/Fail
Unavailable - Office Use Only

Course Repeatable
No

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

Supplemental Files
AN334 Archaeological Myths master syllabus.pdf

Reviewer Comments
Alan Bearman (alan.bearman) (Fri, 14 Oct 2022 20:36:24 GMT): Associate Dean Bird will visit with the instructor about the required movies because these are potentially a new and unfunded request for the University Libraries.

Key: 4836

CN 645: COMMUNITY DIALOGUE & DELIBERATION

History

1. Jan 3, 2023 by Jim Schnoebelen (jim.schnoebelen)

Viewing: CN 645 : Community Dialogue & Deliberation
Last approved: Tue, 03 Jan 2023 15:22:38 GMT
Last edit: Tue, 03 Jan 2023 15:22:34 GMT

Prefix
CN - Communication

Course Number
645

Department
Communication Studies

College
College of Arts and Sciences

Division
Humanities

Academic Level
Graduate

Course Title
Community Dialogue & Deliberation

Short Title
Community Dialogue & Deliberat

Effective Term
Fall 2023

Credits
3

Instruction Types
Online (U)

Course Catalog Description
This course examines how communication can help students navigate differences in their professional and personal lives. Given the political polarization and exacerbation of structural inequities in the United States, this course will grant special attention to the ways public dialogue (1) encourages diverse groups and identities to discuss their differences, (2) helps local citizens to discover their similarities, and (3) further promotes equity and inclusivity in their communities.

Prerequisites
CN 601

Banner Prerequisites

And/Or	(	Course/Test Code	Min Grade/Score	Academic Level	)	Concurrency?
		CN 601	C	GR		

Course offered
Every other semester

Primarily attract
Department majors

Grade Mode (Default)
Standard Letter

Non-Default Grade Modes
Unavailable - Office Use Only

Course Repeatable
No

What, if any, additional equipment or facilities will be needed to teach this class?
None

Additional Comments
As we have offered this course previously as a Special Topic, the course number denoted in the attached syllabus is CN 695, FYI.

Also, once this course is approved, we will move in the same AY to replace CN 680 with it in our required curriculum. As such, we ask as a matter of process that this course be approved before considering the subsequent curriculum change.

Supplemental Files
Kay - CN 695 - Syllabus and Schedule - Spring 2022.pdf

Reviewer Comments
Sean Bird (sean.bird) (Wed, 02 Nov 2022 13:02:20 GMT): In a no-textbook classes, instructors are encourage to visit with librarians about OER and copyright implications to assure compliance and equity.

Key: 4835

PY 311: MULTICULTURAL PSYCHOLOGY

History

1. Jan 3, 2023 by Cindy Turk (cindy.turk)

Viewing: PY 311 : Multicultural Psychology
Last approved: Tue, 03 Jan 2023 15:36:50 GMT
Last edit: Tue, 03 Jan 2023 15:36:44 GMT

Prefix
PY - Psychology

Course Number
311

Department
Psychology

College
College of Arts and Sciences

Division
Social Sciences

Academic Level
Undergraduate

Course Title
Multicultural Psychology

Short Title
Multicultural Psychology

Effective Term
Fall 2023

Credits
3

Instruction Types
Lecture (C1)
Lecture (C4)

Course Catalog Description
This course is an introduction to multicultural psychology theory, research, and practice. In this class, students will develop multicultural competencies (i.e., knowledge, awareness, and skills) and cultural humility (i.e., openness, curiosity, perspective taking) in order to prepare them to live and work with individuals from diverse backgrounds.

Banner Prerequisites

And/Or	(	Course/Test Code	Min Grade/Score	Academic Level	)	Concurrency?

Course offered
Every other semester

Primarily attract
Department majors

Grade Mode (Default)
Standard Letter

Non-Default Grade Modes

Unavailable - Office Use Only

Course Repeatable

No

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

None.

Master Syllabus

PY 311: Multicultural Psychology
Semester
Days/times
Location

Instructor: Tucker Jones, Ph.D.
Email: tucker.jones@washburn.edu
Office: HC 211-H
Office Phone: 785-670-1566
Student Hours: By appointment (either in person or via Zoom)

Course Overview

Welcome to PY 311! This course is an introduction to multicultural psychology theory, research, and practice. In this class, students will develop multicultural competencies (i.e., knowledge, awareness, and skills) and cultural humility (i.e., openness, curiosity, perspective taking) in order to prepare them to live and work with individuals from diverse backgrounds. This class will also increase students' understanding of, and commitment to, social justice in their personal and professional lives. Topics covered in this class may include: ability, age, ethnicity, gender, gender identity, nationality, race, religion, sex, sexual orientation, spirituality, socioeconomic status, and other forms of diversity in American society. This class will also focus on intersectionality, socialization, various forms of privilege and oppression, intergroup conflict and communication, and advocacy. These topics will be addressed as they relate to multiculturally competent and ethical education, research, clinical practice, and advocacy work in psychology.

Course Format: This course will be taught using a variety of instructional and assessment methods, including (but not limited to) lectures, videos, images, podcasts, websites, readings, exams, in-class assignments, writing, and online discussion boards—all of these are available in Modules under "Content" on our D2L site.

Course Expectations: This course involves material grounded in the theory, research, and practice of multicultural psychology. It may (and hopefully will!) expose you to scientific and theoretical perspectives that encourage/facilitate new ideas and challenge your beliefs. Therefore, in order to be successful in this course, you will need to conduct "generous readings" of texts, even those texts with which you do not personally agree. Your endorsement of particular beliefs or political positions is not relevant to your success in the course. Your success and your grade are, however, dependent upon your ability to learn and understand the evidence and arguments presented in this class. You will have a difficult time being successful in this course if you read to argue against course texts rather than to understand the arguments being presented by the author(s). While you are interacting with the assigned readings, you should remember our course learning environment guidelines (see below) and recognize that I would never assign a reading that I think is worthless or baseless.

Accommodations: To receive academic accommodations, such as extra time on exams/assignments or other methods of delivery, you must register with the University Diversity and Inclusion's Student Services Office in Morgan Hall 105. Please inform me about specific accommodation needs at the start of the course. Students without documented disabilities who may need specific accommodations should contact me to set up a conference to discuss specific needs. Please see the University Syllabus Additions link on D2L for more information.

Technical Resources: If you experience any technical difficulties, please use the following resources.

• 24/7 phone support at 1-866-888-1272
• 24/7 email to answer support questions at washburn@d2l.com
• 24/7 chat and support request form

How to succeed in this course: This class can be challenging because we will cover a lot of information in a limited amount of time. Below are some tips that may help you be successful.

1. Come to class
2. Read the assigned readings BEFORE class
3. Spend time outside of class reviewing the material
4. See me if you are struggling—the earlier the better
5. Frequently check the course schedule and keep track of assignment deadlines
6. Ask questions. If you are confused and/or need clarification, chances are you are not alone.
7. Embrace being uncomfortable! Some of the best learning opportunities come from stepping outside of our comfort zones.

Required Course Materials

To be successful in this course, you must have access to Desire to Learn (D2L), your Washburn University email account, a course notebook, and a video/audio recording device (e.g., smartphone, webcam).

Course Text: Mio, J. S., Barker, L. A., Domenech Rodriguez, M. M., & Gonzalez J. (2020). Multicultural Psychology: Understanding our Diverse Communities (5th ed.). Oxford University Press.

D2L Readings: Throughout the semester, I may assign additional readings. These assigned readings will be posted on D2L where appropriate. Similarly, I may add or change readings as "current events" take place. Any/all changes will be announced in class with advanced notice.

• Note: I expect all assigned readings to be completed prior to the class meeting in which they are covered, and that all students are able to discuss each of the readings during each class meeting.

Recommended Text: American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). https://doi.org/10.1037.0000165-000

• Although not required, I recommend that you obtain a copy of this reference text. Learning APA format is a must if you are interested in pursuing graduate school, conducting research, and/or a career as a psychologist.

Course Website & Communication

Desire 2 Learn (D2L): We will use D2L for our course website. Here you can obtain copies of the syllabus, see announcements from me, see/access upcoming assignments, access assignment rubrics, and access your grade. Any changes in the course scheduled will be announced in class, they will also be posted as announcements on D2L. I strongly recommend you check D2L (and your Washburn University email) regularly.

Emails: Please email me (or swing by my office) if you have any questions or concerns about the class. I will do my best to respond to student emails in a timely fashion (i.e., ideally within two business days). If I do not reply to your email during this window, please send me a friendly reminder.

Student Learning Objectives (SLOs)

Upon successful completion of the course, you will be able to:

1. Describe and apply the key concepts, principles, theories, and overarching themes in multicultural psychology
2. Demonstrate a critical awareness of one's own worldviews, values, and biases and how these cultural factors influence thoughts, feelings, and behaviors
3. Describe the concept of privilege and summarize how it relates to topics such as oppression and the perpetuation of various "isms"
4. Summarize the history of racism, sexism, homophobia, transphobia, xenophobia, and other forms of oppression within the United States as well as the various forms of resistance and empowerment that have developed in response to such oppressions
5. Identify the psychological implications of racism, sexism, homophobia, transphobia, and other structures of inequality and the movements against them
6. Effectively critique psychological theories, research methods, and conclusions from a multicultural/social justice perspective
7. Demonstrate excellent cross-cultural communication (i.e., listening for understanding, perspective-taking, articulating different points of view)
8. Apply psychological principles to address real-world cross-cultural conflicts
9. Behave ethically and inclusively
a. Students will engage in ethically and socially responsible behaviors to express the need to tolerate ambiguity, articulate an understanding of/respect for diversity and individual differences and their roles in psychological theory and research, and to explain the importance of civic engagement for psychology. (Note: This course SLO aligns with the Program SLO)

Opportunities to Earn Points & Demonstrate Learning

Your scores on each of the following assignments will be updated online via D2L and you can keep track of your total points throughout the semester. You are responsible for checking your grade for each assignment online, any dispute must be addressed within one week of the posting date.

Exams (450 points total): Three (3) exams will be offered this semester, including the final. Each exam will be worth 150 points and will assess material covered in class and within the assigned readings. The exams will consist of primarily multiple choice questions. However, I reserve the right to add in matching, short-answer, and longer-answer questions as I deem necessary. Although these exams will not be cumulative in the traditional sense, the content we will discuss throughout the semester will "build" upon itself. As such, it is likely that you will see similar content covered across the three exams.

Learning Excursion Proposal (10 points): You will have the opportunity to independently and thoroughly explore aspects of your own as well as other people's culture. To help guide you on this project, you will submit a brief (i.e., 1 paragraph) proposal wherein you will (a) clearly state the cultures you are interested in observing, (b) explain why you are interested in exploring these cultures, and (c) describe your plan to observe these cultures. If you have questions about the appropriateness of the event, please consult with me.

Learning Excursions (200 points total): You will have the opportunity to attend two (2) cultural events. More specifically, you will attend an inter-cultural event (i.e., an event from within your own culture) as well as a cross-cultural event (i.e., an event from a culture that is different from your own). For the inter-cultural event, you may select any event from within your own culture, but you are expected to try and experience/perceive this event from the perspective of an "outsider." The cross-cultural event should be any event that differs from your own experiences (e.g., age and generational influences, developmental or acquired disability, religion and spiritual orientation, ethnicity, socioeconomic status, sexual orientation, indigenous heritage, national origin, gender). You may go to a neighborhood festival, church service/ceremony, participate in an event, or go to a center and volunteer and/or observe. After you have attended and/or participated in a cultural event, you will write a brief (2-3 double spaced pages) reflection paper about going to an event from within and outside of your own culture. More information will be provided during class.

Media and Multiculturalism Paper (150 points): You will have the opportunity to demonstrate your mastery of course concepts by completing a media and multiculturalism final paper. More specifically, you will watch a current piece of media (e.g., movie, television show, music video, pod cast, etc.) and critique it from a multicultural lens. This paper will require application of course concepts, critical thinking, and strong writing skills. More information will be provided during class.

Quizzes & Activities (Q&As; 150 points total): There will be 15 non-evaluative pop quizzes/activities offered during class throughout the semester. Each Q&A yields up to 10 points. These combine to be worth 150 points toward your final grade. You should be aware that it is possible to have more than one Q&A (e.g., pop quiz, in-class activity, class survey) in the same class meeting. No late Q&As will be accepted and missing Q&As can only be made up with the instructor's approval.

End of Semester Reflection Video (40 points): At the end of this course, you will have the opportunity to record and share with me (e.g., via YouTube) a brief (i.e., 3-5 minute) video of you discussing the most important thing(s) you learned from this class. More information will be provided during class.

Extra Credit: Although opportunities for extra credit are not guaranteed, I may decide to offer extra credit at various times throughout the semester. These extra credit opportunities may include: attending psychological talks outside of class, bonus questions on exams, pop-up assignments, etc. One way students can earn extra credit is to come to Dr. Jones' office, introduce yourself, have a brief conversation, and tell him about your favorite Star Wars (or any other) movie. Students who do this will earn 5 extra credit points.
  Extra credit assignments should be submitted on assigned due dates and no late extra credit assignments will be accepted.

Points Breakdown & Grading

Course grades will be based on the percentage of total points earned out of 1000 points. Percentages will be rounded to the nearest whole number to calculate final grades. I do not "bump" grades. This means that if you are at 79% at the end of the semester, you will earn a C and I will not bump your grade up to a B (so please do not ask). The grading scheme is provided below. Psychology majors and minors must earn a C or better to count this course toward degree requirements.

Points Earned Grade

900 pts. and above (90-100%) A
800 − 899 pts. (80-89%) B
700 − 799 pts. (70-79%) C
600 - 699pts. (60-69%) D
599 pts. and below (≤ 59%) F

Course Policies

Inclusive Learning Environment: Individuals come to a multicultural psychology course with varied levels of exposure to multicultural issues and understanding of systemic oppression in the U.S. It is important to remember that each person's contribution is valuable and sometimes questions or comments that appear simple can help bring a new perspective to an issue. Additionally, many of the topics in this course can be contentious, emotionally intense, and/or unfamiliar. Because of the personal nature of many of these topics, it is imperative that, despite our wide range of perspectives, everyone treats one another with patience and, most importantly, respect.

Empathy Statement: Things are different now than they were before the COVID-19 pandemic. This is very real for all of us. The "social distancing", potential transition to remote education, and uncertainty of the future is tough, and frankly it sucks. Although we are trying to return to normal, I am teaching differently and under different circumstances than we were, and you are learning differently and under different circumstances than you were. Please keep in contact with me. If you have difficulty with the course content, assignments, deadlines, etc., please reach out and me and I will try to work with you as best I can. I want you to learn and succeed. I want to have a wonderful experience learning with you. I am here for you.

Attendance: Attendance in this class is extremely important and I expect students to be present for every class, especially exam days. However, I understand that "life happens" and there may be instances in which you are unable to attend class. These instances will be handled on a case-by-case basis and I may require verification of your absence. If your absence is approved, you and I will discuss an appropriate deadline to "make up" any work and/or participation points that you may have missed. If you must miss class, then please let me know as soon as possible (ideally 24 hours prior to any expected absence).

Late Assignments: Unless stated otherwise, all assignments are due by the start of class on the dates listed on the course schedule and should be submitted via D2L. Assignments submitted past the due date will receive a 20% deduction each day it is late. Any assignments submitted three (3) or more calendar days after the original due date will NOT be accepted.

Missed Exams & Assignments: Missed exams and other assignments may be made up provided that documentation of an excused absence is provided to and deemed valid by the course instructor prior to the missed exam or assignment. If you are unable to provide documentation for a missed exam or assignment, then you are not guaranteed the right to make up the missed exam or assignment and may forfeit the opportunity to earn points for that assignment. In addition, if you arrive late or leave early, you may also forfeit the opportunity to earn points for any assignments that you miss. Excuses provided after missing exams and assignments may or may not be deemed valid and deserving of a make up at the instructor's discretion.

Proofreading: Proofread thoroughly—points will be deducted if I have difficulty comprehending your work due to spelling/grammar.

"Prove": Given that psychology is the science of human attitudes, behaviors, and cognitions, it is impossible to "prove" anything in our field. Further, using the word "prove" (or any of its variations) is a toxic error in psychology as it misrepresents the psychological literature. As such, students who use the word "prove" on homework assignments will receive an automatic 20% deduction from their overall grade. If students use "prove" to answer an exam question, that question will be automatically marked wrong.

Class Notes: Copyright 20XX (Tucker Jones) as to this syllabus and all lectures. During this course you are prohibited from selling notes to or being paid for taking notes by any person or commercial firm without the express written permission of the professor teaching this course. The instructor will not provide notes to you if you miss class. Notes will note be posted online. You are responsible for engaging with and taking notes on all course materials. Although I will not provide you with notes, I am happy to clarify course materials during my student hours.

Class Etiquette: Students who engage in behavior that disrupts the learning environment (including but not limited to text-messaging, being disrespectful) may be asked to leave the class. If you are asked to leave by the instructor but fail to do so immediately, you will forfeit the opportunity to earn points for the next exam (i.e., you will receive a grade of 0 points on the next exam).
• Note: Laptops will be permitted in class with the understanding that they will be used for note taking purposes. If they become a problem, I reserve the right to ban them for the remainder for the semester.

Class Netiquette: "Online manners" are generally known as "netiquette." As a general rule, you should adhere to the same classroom conduct that you would "off-line" in a face-to-face course. Some examples of proper netiquette are:
• Avoid writing messages in all capital letters. THIS IS GENERALLY UNDERSTOOD AS SHOUTING.
• Be careful what you put in writing. Even if you are writing an e-mail message to one person, assume that anyone could read it. Though you may send an e-mail to a single person, it is very easy to forward your message to hundreds or thousands of people.

• Grammar and spelling matter. Online courses demand the same standard of academic communication and use of grammar as face-to-face courses.
• Never use profanity in any area of an online course. The transcripts of online course bulletin boards, email, and chat sessions are savable.
• When responding to messages, only use "Reply to All" when you really intend to reply to all.
• Avoid unkindly public criticism of others. Publicly criticizing others in an inappropriate way is known as "flaming."
• Use sarcasm cautiously. In the absence of nonverbal cues such as facial expressions and voice inflections, the context for your sarcasm may be lost, and your message may thus be misinterpreted.

Respect for Diversity Statement: It is my intention to create a learning environment that is inclusive and supportive of students from all diverse backgrounds and perspectives. The course content is intended to be respectful of diversity with regards to race, ethnicity, nationality, disability, socioeconomic status, immigration status, gender identity, sexuality, religion, and culture. As a class, we will respect the diversity brought by each student to this course. Your input as a student is valued. Please notify me about ways in which I can improve the effectiveness of this course for you personally or other students at Washburn University.

Mental Health Statement: Your mental health and good relationships are vital to your overall well-being. Symptoms of mental health issues may include excessive sadness or worry, thoughts of death or self-harm, inability to concentrate, lack of motivation, or substance abuse. Although problems can occur anytime for anyone, you should pay extra attention to your mental health if you are feeling academic or financial stress, discrimination, or have experienced a traumatic event, such as loss of a friend or family member, sexual assault or other physical or emotional abuse. If you are struggling with these issues, do not wait to seek assistance. (Counseling Services: Kuehne Hall, Suite 200; Email: counseling@washburn.edu; Phone: 785-670-3100)

Expectations for the Instructor: I will follow the course outline and notify you if changes arise. I will do my best to give relevant tasks, to evaluate fairly and helpfully, and to provide a classroom atmosphere in which you are challenged and supported.

Expectations for Students: We all come from different backgrounds and have different experiences, attitudes, beliefs, and ways of thinking about the world.
• Whether you agree or disagree with someone else, your actions in every aspect of this course should demonstrate your motivation to learn and your respect for others' learning.
• If you choose not to meet these expectations, you may earn various consequences appropriate to the situation, ranging from being asked to change your behavior to earning zeros on the relevant tasks.
• If you choose to meet these expectations, you will contribute to a classroom atmosphere conducive to engagement and learning.

University Policies
For all university policies, see the University Additions to the Syllabus. It is the second link in the Syllabus navbar menu on D2L.

Tentative Course Schedule
Note: This is a tentative schedule. These topics may take more or less time than indicated below. Any changes to the course schedule will be announced in class and on D2L; however, it is your responsibility to obtain correct dates should changes occur.

Week Dates Topic Assigned Reading Assignments (and due dates)
1 Course Introduction; What is Multicultural Psychology? Ch. 1
2 Multicultural Issues in Research Ch. 2
3 Cultural Differences in Worldviews Ch. 3 Learning Excursion Proposals (Where are you going and why?)
4 Cultural Differences in Communication Ch. 4
5 Catch-up Day
EXAM 1
6 Immigrants, Refugees, and Acculturation Ch. 5 Learning Excursion #1 (Critically reviewing your own culture)
7 Stereotypes, Prejudice, Discrimination, and Racism Ch. 6
8 Stereotypes, Prejudice, Discrimination, and Racism
9 SPRING BREAK!
10 Cultural Identity Development Ch. 7 Learning Excursion #2 (Critically reviewing another's culture)
11 Catch-up Day
Exam 2
12 Culture and Health Ch. 8
13 Culture and Health Media and Multiculturalism Paper Due
14 Culture and Mental Health Ch. 9
15 Culture and Mental Health
16 Building Multicultural Competence Ch. 10 End of Semester Reflection Video
FINAL EXAMS
Final Exam (i.e., Exam 3): TBD

Supplemental Files

PY 311 Multicultural Psychology.docx

Key: 4839

AN 332: FORENSIC ANTHROPOLOGY IN POPULAR CULTURE

History

1. Jan 3, 2023 by Mary Sundal (mary.sundal)

Viewing: AN 332 : Forensic Anthropology in Popular Culture
Last approved: Tue, 03 Jan 2023 15:21:36 GMT
Last edit: Tue, 03 Jan 2023 15:21:32 GMT

Prefix
AN - Anthropology

Course Number
332

Department
Sociology/Anthropology

College
College of Arts and Sciences

Division
Social Sciences

Academic Level
Undergraduate

Course Title
Forensic Anthropology in Popular Culture

Short Title
Forensic Anth in Pop Culture

Effective Term
Spring 2023

Credits
3

Instruction Types
Lecture (C)
Online (U)

Course Catalog Description
Forensic anthropology is arguably one of the lesser-known forensic fields, but popular television shows have brought forensic anthropology to the forefront of popular culture. This course explores the general public's fascination with anything dubbed forensics in popular culture through the lens of forensic anthropology. We'll explore the difference between science and fiction through an in-depth analysis of how forensic anthropology is presented and manifests within popular culture versus the reality of the scientific discipline. Themes to be covered in the course include, but are not limited to, the CSI effect, "body farms," culture change in body deposition practices, social media, beauty-related skeletal modifications, buying and selling human remains, dark tourism, cultural appropriation, politics of the "border crisis," fascination with death, the TV drama series Bones, and skeletons in art, media, couture, and religion/ritual.

Banner Prerequisites

And/Or	(	Course/Test Code	Min Grade/Score	Academic Level	)	Concurrency?

Grade Mode (Default)
Standard Letter

Non-Default Grade Modes
Audit
Credit/Pass/Fail

Unavailable - Office Use Only

Course Repeatable

No

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

None.

Supplemental Files

AN332 Forensic Anthropology in Popular Culture Master Syllabus.pdf

Key: 4837

SO 495: SOCIOLOGY SENIOR CAPSTONE

History

1. Dec 22, 2022 by Mary Sundal (mary.sundal)

Viewing: SO 495 : Sociology Senior Capstone
Last approved: Thu, 22 Dec 2022 10:50:42 GMT
Last edit: Wed, 21 Dec 2022 18:43:19 GMT

Prefix
SO - Sociology

Course Number
495

Department
Sociology/Anthropology

College
College of Arts and Sciences

Division
Social Sciences

Academic Level
Undergraduate

Course Title
Sociology Senior Capstone

Short Title
Sociology Senior Capstone

Effective Term
Spring 2023

Credits
3

Instruction Types
Independent Study (I)
Lecture (C)

Course Catalog Description
Students will define a sociological problem or project and utilize knowledge and skills gained from previous sociology coursework to engage in contemporary issues using a critical framework. The Sociology Senior Capstone serves as a culminating experience for graduating seniors majoring in sociology.

Prerequisites
SO 360 and SO 362.

Banner Prerequisites

And/Or	(	Course/Test Code	Min Grade/Score	Academic Level	)	Concurrency?
		SO 360	C	UG		
And		SO 362	C	UG		

Grade Mode (Default)
Standard Letter

Non-Default Grade Modes
Credit/Pass/Fail
Unavailable - Office Use Only

Course Repeatable

No

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

N/A

Supplemental Files

SO495 Sociology Senior Capstone Master Syllabus.pdf

Key: 4838

SO 320: SOCIOLOGY OF RACE AND ETHNIC RELATIONS

History

1. Dec 22, 2022 by Mary Sundal (mary.sundal)

Viewing: SO 320 : Sociology of Race and Ethnic Relations
Last approved: Thu, 22 Dec 2022 10:50:42 GMT
Last edit: Wed, 21 Dec 2022 18:35:58 GMT

Prefix
SO - Sociology

Course Number
320

Department
Sociology/Anthropology

College
College of Arts and Sciences

Division
Social Sciences

Academic Level
Undergraduate

Course Title
Sociology of Race and Ethnic Relations

Short Title
Race and Ethnic Relations

Effective Term
Spring 2023

Credits
3

Instruction Types
Lecture (C)
Online (U)

Course Catalog Description
This course will examine the historical construction of race from a Sociological perspective. We will explore on how race and ethnicity shape, and are shaped by social life. This course will focus on the experiences of racial and ethnic groups primarily within the United States.

Prerequisites
SO 100

Banner Prerequisites

And/Or	(	Course/Test Code	Min Grade/Score	Academic Level	)	Concurrency?
		SO 100	C	UG		

Grade Mode (Default)
Standard Letter

Non-Default Grade Modes
Audit
Credit/Pass/Fail
Unavailable - Office Use Only

Course Repeatable
No

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

Supplemental Files
SO320 Sociology of Race and Ethnic Relations Master Syllabus.pdf

Key: 4840

MA 260: INTRODUCTION TO NUMBER THEORY

History

1. Jan 4, 2023 by Sarah Cook (sarah.cook)

Viewing: MA 260 : Introduction to Number Theory
Last approved: Wed, 04 Jan 2023 10:50:24 GMT
Last edit: Tue, 03 Jan 2023 15:29:25 GMT

Prefix
MA - Mathematics

Course Number
260

Department
Mathematics and Statistics

College
College of Arts and Sciences

Division
Natural Science & Mathematics

Academic Level
Undergraduate

Course Title
Introduction to Number Theory

Short Title
Number Theory

Effective Term
Fall 2023

Credits
3

Instruction Types
Lecture (C)

Course Catalog Description
Topics include properties of numbers (prime, composite, rational, irrational, transcendental), divisibility, congruences, Diophantine equations, and continued fractions.

Prerequisites
MA 152 or concurrent.

Corequisites
MA 152 - Calculus & Analytic Geometry II

Banner Prerequisites

And/Or	(	Course/Test Code	Min Grade/Score	Academic Level	)	Concurrency?
		MA 152	C	UG		Yes

Course offered
Every three or four semesters

Primarily attract
Department majors

Grade Mode (Default)

Standard Letter

Non-Default Grade Modes

Unavailable - Office Use Only

Course Repeatable

No

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

Master Syllabus

Introduction to Number Theory, MA 260

Catalog Description: Math 260. Introduction to Number Theory. 3 credits. Topics include properties of numbers (prime, composite, rational, irrational, transcendental), divisibility, congruences, Diophantine equations, and continued fractions.

Prerequisite: MA 152 or concurrent.

Text: A textbook for this class is required. While texts may vary from term to term, sample texts for this class include: *Elementary Number Theory* by David Burton*, A Friendly Introduction to Number Theory* by Joseph Silverman, *An Illustrated Theory of Numbers* by Martin Weismann

Program Mission:

The mission of the Department of Mathematics and Statistics is to ensure all mathematics majors obtain a comprehensive knowledge of mathematics in terms of content, problem solving, analytical skills, and abstract mathematical reasoning. All mathematics majors will be able to communicate their skills and knowledge effectively and will be able to make appropriate choices regarding the method of solution and presentation of problems.

Program Student Learning Outcomes (PSLO)

Students will demonstrate the ability to solve a variety of problems in mathematics including calculus, probability and statistics, and linear algebra.

Students will demonstrate the ability to write mathematical proofs and solve challenging problems both pure and applied.

Students will demonstrate the ability to communicate mathematics both orally and in writing.

Students will demonstrate the ability to identify and utilize the appropriate practices and tools, including the use of technology, to solve mathematics problems.

Additional PSLOs for the Secondary Education track:

Students will demonstrate that they can apply appropriate mathematical practices and tools, including the use of technology, to teaching mathematical concepts, thinking, and content appropriate for secondary students.

Students will demonstrate the ability to work collaboratively and persistently with peers to solve mathematics problems to develop learner-centered instruction.

Assessment: This course is used, in part, to assess PSLO #1 and PSLO #2.   The assessment measures are overall course grades and select final exam problems.   The outcome will be met if 70% of all students completing MA 260 obtain an average of 2.5 out of 4 on select final exam problems using the departmental rubric and if 70% of all students completing MA 260 receive a C or better in the course.

Required Reading: Students will be expected to read corresponding text sections before and/or after covered in class.

Writing: Most problems in this class will be computational.   However, there will be some instances that involve a short written answer. For example, students may be asked to give a definition, explain the difference and/or similarities between concepts, write a conjecture, and/or discuss historical significance of a math concept.

Course Objectives:

Explain the difference between types of numbers, including:

Prime and composite

Rational and Irrational

Irrational and Transcendental

Use knowledge of numbers to make conjectures and justify

Apply divisibility arguments

Solve congruence problems with modulo n

Define and/or identify Diophantine equations and demonstrate knowledge of their historical significance (for example, Pythagorean triples, Fermat's Last Theorem)

Assignments: Assignments will account for a significant portion of the grade, but no more than 40%.   Assignments will be collected and graded regularly throughout the term. Some assignments may be designated at group work.

Exams: There will be three regular exams during the semester. Each exam will comprise 15-20% of the overall grade. Exam problems will be similar to homework and/or class examples.

Final Exam: The final will be **cumulative** and will be worth 15-20% of the overall grade. Assignments, class examples, and hour exams will be good resources when preparing for the final.

Grades: Your grade will be based on the percentage of total points earned as follows:

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

Grading Scale: Your final grades will be based on a standard 90-80-70-60 scale. The point distribution for grades is as follows:

Assignments	no more than 40%
Hour exams (3)	15-20% each
Comprehensive final	15-20%
TOTAL:	**100%**

The University Syllabus Additions are provided with a link on our D2L page.

Supplemental Files

MA 260 Master Syllabus.pdf

Key: 4844

AN 397: SPECIAL TOPICS: ARCHAEOLOGY

History

1. Dec 22, 2022 by Mary Sundal (mary.sundal)

Course Inactivation Proposal
Viewing: AN 397 : Special Topics: Archaeology
Last approved: Thu, 22 Dec 2022 10:50:37 GMT
Last edit: Tue, 11 Oct 2022 14:09:44 GMT

Justification for this inactivation request

Due to recent changes in both the BA in Anthropology and BS in Anthropology (Forensic Concentration) programs, the department no longer needs multiple catalog numbers for 300-level special topics courses. Thus, we are deleting AN397 Special Topics in Archaeology and AN398 Special Topics in Forensic Anthropology. We will simply maintain one 300-level special topics course: AN300 Special Topics in Anthropology.

Prefix
AN - Anthropology

Course Number
397

Department
Sociology/Anthropology

College
College of Arts and Sciences

Division
Social Sciences

Academic Level
Undergraduate

Course Title
Special Topics: Archaeology

Short Title
Special Topics: Archaeology

Effective Term
Spring 2023

Credits
1-3

Instruction Types
Lecture (C)
Seminar (H)
Online (U)

Course Catalog Description
Topics will vary from semester to semester and will be announced in advance. May be taken more than one semester.

Prerequisites
AN 114.

Banner Prerequisites

And/Or	(	Course/Test Code	Min Grade/Score	Academic Level	)	Concurrency?
		AN 114	C	UG		

Grade Mode (Default)
Standard Letter

Non-Default Grade Modes
Credit/Pass/Fail
Audit
Unavailable - Office Use Only

Course Repeatable
Yes
Maximum credits available
999

UPDATE ME: must populate one field

Key: 257

AN 398: SPECIAL TOPICS: FORENSIC ANTHROPOLOGY

History

1. Dec 22, 2022 by Mary Sundal (mary.sundal)

Course Inactivation Proposal
Viewing: AN 398 : Special Topics: Forensic Anthropology
Last approved: Thu, 22 Dec 2022 10:50:38 GMT
Last edit: Tue, 11 Oct 2022 14:10:01 GMT

Justification for this inactivation request

Due to recent changes in both the BA in Anthropology and BS in Anthropology (Forensic Concentration) programs, the department no longer needs multiple catalog numbers for 300-level special topics courses. Thus, we are deleting AN397 Special Topics in Archaeology and AN398 Special Topics in Forensic Anthropology. We will simply maintain one 300-level special topics course: AN300 Special Topics in Anthropology.

Prefix
AN - Anthropology

Course Number
398

Department
Sociology/Anthropology

College
College of Arts and Sciences

Division
Social Sciences

Academic Level
Undergraduate

Course Title
Special Topics: Forensic Anthropology

Short Title
Special Topics: Forensic Anthr

Effective Term
Spring 2023

Credits
1-3

Instruction Types
Seminar (H)
Online (U)

Course Catalog Description
Topics will vary from semester to semester and will be announced in advance. May be taken more than one semester.

Prerequisites
AN 316.

Banner Prerequisites

And/Or	(	Course/Test Code	Min Grade/Score	Academic Level	)	Concurrency?
		AN 316	C	UG		

Grade Mode (Default)
Standard Letter

Non-Default Grade Modes

Credit/Pass/Fail
Audit
Unavailable - Office Use Only

Course Repeatable

Yes
Maximum credits available

999

UPDATE ME: must populate one field

Key: 258

SO 207: RACE AND ETHNIC RELATIONS

History

1. Dec 22, 2022 by Mary Sundal (mary.sundal)

Course Inactivation Proposal

Viewing: SO 207 : Race and Ethnic Relations

Last approved: Thu, 22 Dec 2022 10:50:40 GMT

Last edit: Tue, 11 Oct 2022 14:31:46 GMT

Justification for this inactivation request

Sociology faculty have engaged in a multi-year process to review the BA Sociology curricula and program student learning outcomes. Through this review process we identified the need of replacing the existing 200-level Race and Ethnicity course (SO207) with an upper-division course on the Sociology of Race and Ethnic Relations (SO320).

Prefix

SO - Sociology

Course Number

207

Department

Sociology/Anthropology

College

College of Arts and Sciences

Division

Social Sciences

Academic Level

Undergraduate

Course Title

Race and Ethnic Relations

Short Title

Race and Ethnic Relations

Effective Term

Spring 2023

Credits

3

Instruction Types

Lecture (C)
Online (U)

Course Catalog Description

This course examines the historical social construction of race in the U.S. We will focus on how race and ethnicity shape social life. This course will explore the experiences of various ethnic and racial groups.

Prerequisites

SO 100 or AN 112.

Banner Prerequisites

And/Or	(	Course/Test Code	Min Grade/Score	Academic Level	)	Concurrency?
		SO 100	D	UG		
Or		AN 112	D	UG		

Grade Mode (Default)
Standard Letter

Non-Default Grade Modes
Credit/Pass/Fail
Audit
Unavailable - Office Use Only

Course Repeatable
No

Key: 4274

MA 307: DISCRETE MATHEMATICS

History

1. Jan 5, 2023 by Sarah Cook (sarah.cook)

Viewing: MA 307 : Discrete Mathematics
Formerly known as: MA 207
Last approved: Thu, 05 Jan 2023 14:12:57 GMT
Last edit: Thu, 05 Jan 2023 14:12:44 GMT
Change Type
Significant

Prefix
MA - Mathematics
Course Number
307

Department
Mathematics and Statistics

College
College of Arts and Sciences

Division
Natural Science & Mathematics

Academic Level
Undergraduate

Course Title
Discrete Mathematics

Short Title
Discrete Mathematics

Effective Term
Fall 2023

Credits
3

Instruction Types
Lecture (C)

Rationale for Change
The Department believes that the content of this course is more accurately represented as a 300 level course. This course is an introduction to proof techniques and requires the same or even a higher level of sophistication as some of our current 300 level courses. Also, the Department offers three courses that contain the words "Discrete Math", namely MA 204 Number Theory and Discrete Math for Middle School Teachers, MA 206 Discrete Mathematics for Computing, and this course MA 207 Discrete Mathematics. MA 206 and MA 204 satisfy one of the prerequisites for MA 207. Classifying this course as 300 level will make it clear that this is a higher level mathematical course than the other two "Discrete Math" classes.

Additionally, we are adjusting the prerequisite of "PH 110 or PH 220" to be just PH 220 since PH 110 is no longer offered.

Course Catalog Description
Logic, counting methods, induction, functions, equivalence, partial order, and congruence relations. Set up and solve recurrence relations problems. Graph theory and its applications. Significant emphasis on the format and method of mathematical proof.

Prerequisites
MA 151 or MA 204 or MA 206, and PH 220 or consent of instructor.

Banner Prerequisites

And/Or	(	Course/Test Code	Min Grade/Score	Academic Level	)	Concurrency?
		PH 220	D	UG		
And	(	MA 151	D	UG		
Or		MA 206	D	UG		
Or		MA 204	D	UG	)	

Grade Mode (Default)
Standard Letter

Non-Default Grade Modes
Audit
Credit/Pass/Fail
Unavailable - Office Use Only

Course Repeatable
No

Supplemental Files
MA 307 Syllabus.pdf

Reviewer Comments
Steve Luoma (steven.luoma) (Wed, 04 Jan 2023 22:16:44 GMT): I have also set the former course MA 207 to be an equivalent course to the new MA 307 in Banner.

Key: 3034

MA 090: PREPARATION FOR QUANTITATIVE REASONING PATHWAY

History

1. Dec 22, 2022 by Sarah Cook (sarah.cook)

Viewing: MA 090 : Preparation for Quantitative Reasoning Pathway
Last approved: Thu, 22 Dec 2022 10:50:39 GMT
Last edit: Wed, 21 Dec 2022 19:30:18 GMT

Change Type
Significant

Prefix
MA - Mathematics

Course Number
090

Department
Mathematics and Statistics

College
College of Arts and Sciences

Division
Natural Science & Mathematics

Academic Level
Undergraduate

Course Title
Preparation for Quantitative Reasoning Pathway

Short Title
Prep Quant Reasoning Pathway

Effective Term
Spring 2023

Credits
3

Instruction Types
Lecture (C)
Online (U)

Rationale for Change

We are removing "repeatable up to three times" from the course description. This line was originally incorporated to emphasize that students need permission from the Dean to repeat a course more than three times. Since this is standard policy for all undergraduate courses, we are removing this sentence. Keeping this sentence in the description could lead students to believe that they can repeat the course and have each instance of the grade count toward their GPA. This was never the intention and we have not been allowing this. Removing this sentence will avoid misunderstandings about repeating the course.

We are also removing the line "Placement by diagnostic test or math placement exam result, or suitable math ACT score." Our placement tests are used to place students into courses higher than MA 090. There is no minimum math score required for enrollment in MA 090.

Further, we are adding the prerequisite of "ACT English score of at least 18 or a C or better in EN 103". This prerequisite has been communicated to advisors, faculty, and students since MA 090 was created, however it was not included as an official prerequisite and hence has not been enforced. After running MA 090 for three years, it has become evident that some students are lacking reading comprehension skills which is hindering their ability to be successful in MA 090. The Math Department contacted the Chair of the English Department to see if adding this as a formal prerequisite would cause any issues with their Department and they did not believe that it would be a problem.

Course Catalog Description

Selected topics in pre-algebra, algebra, geometry and other areas designed to prepare students for quantitative reasoning and beyond. Not open to students with credit for MA 108 or above. Does not count towards degree credit hour requirements, nor general education requirements.

Prerequisites

ACT English score of at least 18 or a C or better in EN 101 or EN 103

Banner Prerequisites

And/Or	(	Course/Test Code	Min Grade/Score	Academic Level	)	Concurrency?
	(	EN 101	C	UG		
Or		EN 103	C	UG	)	
Or		A01	18			

Grade Mode (Default)

Standard Letter

Non-Default Grade Modes

Audit
Unavailable - Office Use Only

Course Repeatable

Yes
Total completions

3

UPDATE ME: must populate one field

Additional Comments

Per Sarah Cook (via email on 10/26), Division approved adding EN 101 as a prereq option for both MA 090 and MA 095. I adjusted the prereq field and added the Banner prereq coding. (Holly Broxterman, 10/26)

Key: 3012

MA 095: PREPARATION FOR COLLEGE ALGEBRA PATHWAY

History

1. Jan 3, 2023 by Sarah Cook (sarah.cook)

Viewing: MA 095 : Preparation for College Algebra Pathway
Last approved: Tue, 03 Jan 2023 15:25:33 GMT
Last edit: Tue, 03 Jan 2023 15:25:27 GMT

Change Type
Significant

Prefix
MA - Mathematics

Course Number
095

Department
Mathematics and Statistics

College
College of Arts and Sciences

Division
Natural Science & Mathematics

Academic Level
Undergraduate

Course Title
Preparation for College Algebra Pathway

Short Title
Prep College Algebra Pathway

Effective Term
Spring 2023

Credits
3

Instruction Types
Lecture (C)
Online (U)

Rationale for Change
We are removing "repeatable up to three times" from the course description. This line was originally incorporated to emphasize that students need permission from the Dean to repeat a course more than three times. Since this is standard policy for all undergraduate courses, we are removing this sentence. Keeping this sentence in the description could lead students to believe that they can repeat the course and have each instance of the grade count toward their GPA. This was never the intention and we have not been allowing this. Removing this sentence will avoid misunderstandings about repeating the course.

We are also removing the line "Placement by diagnostic test or math placement exam result, or suitable math ACT score." Our placement tests are used to place students into courses higher than MA 095. There is no minimum math score required for enrollment in MA 095.

Further, we are adding the prerequisite of "ACT English score of at least 18 or a C or better in EN 103". This prerequisite has been communicated to advisors, faculty, and students since MA 095 was created, however it was not included as an official prerequisite and hence has not been enforced. After running MA 095 for three years, it has become evident that some students are lacking reading comprehension skills which is hindering their ability to be successful in MA 095. The Math Department contacted the Chair of the English Department to see if adding this as a formal prerequisite would cause any issues with their Department and they did not believe that it would be a problem.

Course Catalog Description

Selected topics in pre-algebra, algebra, geometry and other areas designed to prepare students for college algebra and beyond. Not open to students with credit for MA 108 or above. Does not count towards degree credit hour requirements, nor general education requirements.

Prerequisites

ACT English score of at least 18 or a C or better in EN 101 or EN 103

Banner Prerequisites

And/Or	(	Course/Test Code	Min Grade/Score	Academic Level	)	Concurrency?
	(	EN 101	C	UG		
Or		EN 103	C	UG	)	
Or		A01	18			

Grade Mode (Default)

Standard Letter

Non-Default Grade Modes

Audit
Unavailable - Office Use Only

Course Repeatable

Yes
Total completions

3

UPDATE ME: must populate one field

Additional Comments

Per Sarah Cook (via email on 10/26), Division approved adding EN 101 as a prereq option for both MA 090 and MA 095. I adjusted the prereq field and added the Banner prereq coding. (Holly Broxterman, 10/26)

Reviewer Comments

Holly Broxterman (holly.broxterman) (Wed, 28 Sep 2022 14:45:43 GMT): Added Banner Prerequisites per the Prerequisites Sarah added.

Key: 3013

SO 336: GLOBALIZATION

History

1. Jan 4, 2023 by Mary Sundal (mary.sundal)

Viewing: SO 336 : Globalization

Last approved: Wed, 04 Jan 2023 10:50:23 GMT

Last edit: Tue, 03 Jan 2023 19:44:35 GMT

Change Type
Not Significant

Prefix
SO - Sociology

Course Number
336

Department
Sociology/Anthropology

College
College of Arts and Sciences

Division
Social Sciences

Academic Level
Undergraduate

Course Title
Globalization

Short Title
Globalization

Effective Term
Spring 2023

Credits
3

Instruction Types
Lecture (C)

Rationale for Change
We are restoring a deleted course, SO336 Globalization. The course was cross-listed between Anthropology and Sociology previously and several years ago, the department deleted only the Sociology section (and kept the Anthropology version). Due to departmental faculty changes and a renewed student interested in the Sociology class, the department would like to restore the Sociology course. We have been running the class as a special topics course (SO300) with full capacity in the past few years and believe this warrants restoring the old course number, SO336.

Course Catalog Description
An examination of work, life, and culture in an increasingly globalized world.

Prerequisites
SO 100

Banner Prerequisites

And/Or	(	Course/Test Code	Min Grade/Score	Academic Level	)	Concurrency?
		SO 100	D	UG		

Grade Mode (Default)

Standard Letter

Non-Default Grade Modes

Audit
Credit/Pass/Fail
Unavailable - Office Use Only

Course Repeatable

No

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

None. We are currently offering this course as a special topics class and want to restore the previous course number.

Additional Comments

We are not making any changes in course title, prerequisite, or course description (which is why "not significant" above is selected.

Key: 4297

PB-MNR: PUBLIC ADMINISTRATION MINOR

In Workflow

1. Acad Ops (steven.luoma@washburn.edu; holly.broxterman@washburn.edu)
2. PO Chair (bob.beatty@washburn.edu)
3. Library (sean.bird@washburn.edu; lori.rognlie@washburn.edu)
4. SOSC Chair (lindsey.ibanez@washburn.edu)
5. CA Dean (matt.arterburn@washburn.edu)
6. CFCCC Chair (bruce.mactavish@washburn.edu)
7. Assoc Dean CFC (kelly.erby@washburn.edu)
8. Assoc Dean CAS (kelly.erby@washburn.edu)
9. AA Committee (corey.zwikstra@washburn.edu; beth.mathews@washburn.edu)
10. Faculty Senate (shaun.schmidt@washburn.edu; tracy.wagner@washburn.edu; pres.facultysenate@washburn.edu; sec.facultysenate@washburn.edu)
11. General Faculty (shaun.schmidt@washburn.edu; holly.broxterman@washburn.edu)
12. WUBOR (steven.luoma@washburn.edu)
13. Acad Ops Final (holly.broxterman@washburn.edu; steven.luoma@washburn.edu)
14. Registrar (stephanie.lanning@washburn.edu; darcie.capo@washburn.edu; audits@washburn.edu)

Approval Path

1. Wed, 01 Feb 2023 21:42:15 GMT
   Holly Broxterman (holly.broxterman): Approved for Acad Ops
2. Wed, 01 Feb 2023 21:48:14 GMT
   Bob Beatty (bob.beatty): Approved for PO Chair
3. Thu, 02 Feb 2023 11:44:32 GMT
   Sean Bird (sean.bird): Approved for Library
4. Mon, 13 Feb 2023 18:27:36 GMT
   Lindsey Ibanez (lindsey.ibanez): Approved for SOSC Chair
5. Mon, 13 Feb 2023 22:16:21 GMT
   Matt Arterburn (matt.arterburn): Approved for CA Dean

History

1. Jun 14, 2022 by joseph.desota
2. Sep 30, 2022 by Holly Broxterman (holly.broxterman)

Date Submitted: Wed, 01 Feb 2023 20:06:24 GMT

Viewing: PB-MNR : Public Administration Minor
Last approved: Fri, 30 Sep 2022 15:20:57 GMT
Last edit: Wed, 01 Feb 2023 20:39:30 GMT

Changes proposed by: Bob Beatty (bob.beatty)

Change Type
Significant

General Information

Effective Catalog Edition
2023-2024

Department
Political Science

College
College of Arts and Sciences

Division
Social Sciences

Degree Level
Undergraduate

Program Title
Public Administration Minor

Degree to be Offered
Minor (MINOR)

Is this program offered completely online?
No

Does this program lead to a teaching certification?
No

Is this program an interdisciplinary program?
No

CIP Code
0401 - 0401

Modality
Face-to-Face

Admission and Curriculum

Total Number of Semester Credit Hours for the Degree
15

Curriculum

Minor Requirements

The minor in Public Administration consists of 15 credits distributed as follows:

Code	Title	Hours
Lower Division Courses		
PO 106	The Government of the United States	3
PO 107	Kansas, State, and Local Government	3
PO 245	Introduction to Public Administration	3
Subtotal		*9*
Upper Division Courses		
Select six credits from the following:		6
PO 306	Urban-Metropolitan Government	
PO 393	Public Budgeting	
PO 395	Non-Profit Management	
PO 390	Applied Political Research	
PO 305	Public Policy	
PO 307	Internship - State or Local Government	
PO 374	Topics-Public Administration	
PO 346	Problems in Public Administration (PO 346 and PO 374 can be repeated if special topic is different)	
Total Hours		**15**

Faculty Workload Analysis (describe how the course offering schedule and anticipated enrollments correlate to faculty lines)
Lowered the total number of hours from 18 to 15 and added classes that are consistently being taught in public administration rotation in order to reflect current curriculum and anticipated student needs. Current faculty (PA Lecturer and adjuncts) can teach all classes in the minorwith this change.

Key: 329

PO: POLITICAL SCIENCE

In Workflow

1. Acad Ops (steven.luoma@washburn.edu; holly.broxterman@washburn.edu)
2. PO Chair (bob.beatty@washburn.edu)
3. Library (sean.bird@washburn.edu; lori.rognlie@washburn.edu)
4. SOSC Chair (lindsey.ibanez@washburn.edu)
5. CA Dean (matt.arterburn@washburn.edu)
6. CFCCC Chair (bruce.mactavish@washburn.edu)
7. Assoc Dean CFC (kelly.erby@washburn.edu)
8. Assoc Dean CAS (kelly.erby@washburn.edu)
9. AA Committee (corey.zwikstra@washburn.edu; beth.mathews@washburn.edu)
10. Faculty Senate (shaun.schmidt@washburn.edu; tracy.wagner@washburn.edu; pres.facultysenate@washburn.edu; sec.facultysenate@washburn.edu)
11. General Faculty (shaun.schmidt@washburn.edu; holly.broxterman@washburn.edu)
12. WUBOR (steven.luoma@washburn.edu)
13. Acad Ops Final (holly.broxterman@washburn.edu; steven.luoma@washburn.edu)
14. Registrar (stephanie.lanning@washburn.edu; darcie.capo@washburn.edu; audits@washburn.edu)

Approval Path

1. Wed, 01 Feb 2023 15:19:20 GMT
   Holly Broxterman (holly.broxterman): Approved for Acad Ops
2. Wed, 01 Feb 2023 16:44:38 GMT
   Bob Beatty (bob.beatty): Approved for PO Chair
3. Thu, 02 Feb 2023 11:44:49 GMT
   Sean Bird (sean.bird): Approved for Library
4. Mon, 13 Feb 2023 18:27:45 GMT
   Lindsey Ibanez (lindsey.ibanez): Approved for SOSC Chair
5. Mon, 13 Feb 2023 22:15:10 GMT
   Matt Arterburn (matt.arterburn): Approved for CA Dean

History

1. Apr 21, 2022 by clmig-jwillging
2. Jul 11, 2022 by Steve Luoma (steven.luoma)
3. Jul 11, 2022 by Steve Luoma (steven.luoma)
4. Jul 11, 2022 by Steve Luoma (steven.luoma)
5. Aug 4, 2022 by Steve Luoma (steven.luoma)
6. Sep 30, 2022 by Holly Broxterman (holly.broxterman)

Date Submitted: Tue, 31 Jan 2023 23:41:46 GMT

Viewing: PO : Political Science

Last approved: Fri, 30 Sep 2022 17:06:48 GMT

Last edit: Tue, 31 Jan 2023 23:41:45 GMT

Changes proposed by: Bob Beatty (bob.beatty)

Change Type

Significant

General Information

Effective Catalog Edition

2023-2024

Department

Political Science

College

College of Arts and Sciences

Division
Social Sciences

Degree Level
Undergraduate

Program Title
Political Science

Degree to be Offered
Bachelor of Arts (BA)

Is this program offered completely online?
No

Does this program lead to a teaching certification?
No

Is this program an interdisciplinary program?
No

CIP Code
1001 - 1001

Modality
Face-to-Face

Admission and Curriculum

Total Number of Semester Credit Hours for the Degree
40

Curriculum

Degree Requirements

Brief General Description: At least 40 credit hours in Political Science are required, to be distributed as follows:

Code	Title	Hours
Required Courses		
PO 106	The Government of the United States	3
PO 107	Kansas, State, and Local Government	3
PO 225	Introduction to International Politics	3
PO 235	Governments of the World: Comparative Politics	3
PO 245	Introduction to Public Administration	3
PO 308	American Elections and Federalism	3
PO 372	Topics: Comparative Politics	3
PO 373	Topics-International Relations	3
PO 390	Applied Political Research	3
PO 450	Political Science Seminar	1
Subtotal		28
Upper Division Courses		
Select nine credit hours from the following:		9
PO 371	Topics: American Politics and Government	
PO 372	Topics: Comparative Politics	
PO 373	Topics-International Relations	
PO 374	Topics-Public Administration	
Subtotal		9
Select three credit hours from the following:		*3*
PO 309	Kansas Legislative Experience	
PO 307	Internship - State or Local Government	
PO 386	Political Science Independent Study	

PO 371	Topics: American Politics and Government	
PO 372	Topics: Comparative Politics	
PO 373	Topics-International Relations	
Total Hours 37		
Total Hours		**40**

Optional coursework option:

Code	Title	Hours
Major Requirements		
Complete major requirements		40
Optional		
Total Hours		**40**

[1]   can be any Political Science designated class

PO 325 Advanced International Relations, PO 335 Advanced Comparative Politics, PO 371 Topics: American Politics and Government, PO 372 Topics: Comparative Politics, PO 373 Topics-International Relations, and PO 374 Topics-Public Administration are repeatable provided the topic area covered is different. Elective courses for internships (PO 307 Internship - State or Local Government and PO 309 Kansas Legislative Experience) are offered. Students are urged to discuss the pros and cons of concentrating coursework in a particular subfield with their academic advisors.

Faculty Workload Analysis (describe how the course offering schedule and anticipated enrollments correlate to faculty lines)

Department already teaches PO 245 once a year for the BPA major. PO Lecturer will teach PO 245 once a year and PO majors required to take this class will be able to take that class. Do not anticipate having to add any sections to accommodate new requirement for PO majors.

Key: 170

MA-BA: MATHEMATICS: BA

In Workflow

1. Acad Ops (steven.luoma@washburn.edu; holly.broxterman@washburn.edu)
2. MA Chair (sarah.cook@washburn.edu)
3. Library (sean.bird@washburn.edu; lori.rognlie@washburn.edu)
4. NSM Chair (seid.adem@washburn.edu)
5. CA Dean (matt.arterburn@washburn.edu)
6. CFCCC Chair (bruce.mactavish@washburn.edu)
7. Assoc Dean CFC (kelly.erby@washburn.edu)
8. Assoc Dean CAS (kelly.erby@washburn.edu)
9. AA Committee (corey.zwikstra@washburn.edu; beth.mathews@washburn.edu)
10. Faculty Senate (shaun.schmidt@washburn.edu; tracy.wagner@washburn.edu; pres.facultysenate@washburn.edu; sec.facultysenate@washburn.edu)
11. General Faculty (shaun.schmidt@washburn.edu; holly.broxterman@washburn.edu)
12. WUBOR (steven.luoma@washburn.edu)
13. Acad Ops Final (holly.broxterman@washburn.edu; steven.luoma@washburn.edu)
14. Registrar (stephanie.lanning@washburn.edu; darcie.capo@washburn.edu; audits@washburn.edu)

Approval Path

1. Mon, 12 Dec 2022 16:13:10 GMT
   Holly Broxterman (holly.broxterman): Approved for Acad Ops
2. Mon, 12 Dec 2022 17:16:24 GMT
   Sarah Cook (sarah.cook): Approved for MA Chair
3. Tue, 13 Dec 2022 16:19:34 GMT
   Sean Bird (sean.bird): Approved for Library
4. Fri, 10 Feb 2023 21:56:01 GMT
   Seid Adem (seid.adem): Approved for NSM Chair
5. Mon, 13 Feb 2023 22:19:08 GMT
   Matt Arterburn (matt.arterburn): Approved for CA Dean

History

1. Apr 21, 2022 by clmig-jwillging
2. Jul 14, 2022 by Steve Luoma (steven.luoma)
3. Jul 14, 2022 by Steve Luoma (steven.luoma)
4. Jul 21, 2022 by Steve Luoma (steven.luoma)
5. Jul 21, 2022 by Steve Luoma (steven.luoma)
6. Sep 30, 2022 by Holly Broxterman (holly.broxterman)
7. Oct 7, 2022 by Holly Broxterman (holly.broxterman)

Date Submitted: Fri, 09 Dec 2022 19:35:48 GMT

Viewing: MA-BA : Mathematics: BA

Last approved: Fri, 07 Oct 2022 18:11:20 GMT

Last edit: Fri, 09 Dec 2022 19:43:35 GMT

Changes proposed by: Sarah Cook (sarah.cook)

Change Type

Significant

General Information

Effective Catalog Edition

2023-2024

Department

Mathematics and Statistics

College

College of Arts and Sciences

Division
Natural Science & Mathematics

Degree Level
Undergraduate

Program Title
Mathematics: BA

Degree to be Offered
Bachelor of Arts (BA)

Is this program offered completely online?
No

Does this program lead to a teaching certification?
No

Is this program an interdisciplinary program?
No

CIP Code
270101 - Mathematics, General.

Modality
Face-to-Face

Admission and Curriculum

Curriculum

Degree Requirements

Code	Title	Hours
Required Courses		
MA 151	Calculus & Analytic Geometry I	5
MA 152	Calculus & Analytic Geometry II	5
MA 253	Calculus/Analytic Geometry III	3
MA 260	Introduction to Number Theory	3
MA 301	Linear Algebra	3
MA 307	Discrete Mathematics	3
Select one of the following:		3
MA 340	ANOVA/Design of Experiments	
MA 341	Nonparametric Tests/Quality Control	
MA 346	Regression Analysis	
MA 344	Mathematical Statistics I	3
MA 354	Abstract Algebra	3
MA 371	Introduction to Real Analysis I	3
MA 372	Introduction to Real Analysis II	3
MA 380	Problem Solving Strategies [1]	2
MA 388	Capstone Research	1
PH 220	Symbolic Logic	3
Subtotal		43
Correlated Courses		
Select one of the following sequences:		12-13
Sequence 1 (This puts student on track to obtain a Physics Minor)		
PS 281	General Physics I	
or PS 261	College Physics I	
PS 282	General Physics II	
or PS 262	College Physics II	

PS 3XX 3 credit hours of 300-level Physics courses

Sequence 2 (This puts students on track to obtain a Computer Information Science Minor)

CM 111	Introduction to Structured Programming
CM 245	Contemporary Programming Methods
CM 307	Data Structures & Algorithmic Analysis
CM 322	Operating System & Networking Concepts

Sequence 3 (This puts student on a track to obtain a Computer Information Digital Forensics Minor)

CM 111	Introduction to Structured Programming
CM 203	Digital Forensics I
CM 245	Contemporary Programming Methods
CM 303	Digital Forensics II

Sequence 4 (This puts students on track to obtain an Economics Minor)

EC 200	Principles of Microeconomics
EC 201	Principles of Macroeconomics

BU 3XX 6 credit hours of 300-level Business courses

Sequence 5 (This puts student on track to obtain a Business Data Analytics Minor)

EC 211	Statistics for Business and Economics
BU 248	Foundations of Data Analysis
BU 250	Management Information Systems
DA 348	Data Discovery and Management

Sequence 6 (This puts student on a track to obtain a Game Design Minor)

EC 200	Principles of Microeconomics
BU 260	Business Plan Development
EC 306	Game Theory and Applications
CM 390	Special Topics/Computer Information Science (Game Programming)

Subtotal	12-13
Total Hours	**55-56**

[1]   MA 380 is a 1 credit course that must be taken at least twice.

For degree specific requirements, see **General Education Requirements for Specific Bachelor & Associate Degrees.**

Pathway

We have recently created a new course, MA 260 Introduction to Number Theory (3 credits). This course will be required for this degree.   This is a new requirement. However, the degree can still be completed in 120 hours.   The Department feels it is important for our pure math majors to have some exposure to number theory. As a 200 level course, the class will also help introduce math reasoning skills at a lower level before students are required to do apply math reasoning more rigorously in our 300 level courses. Also, we have submitted a course number change for MA 207 to MA 307.

Faculty Workload Analysis (describe how the course offering schedule and anticipated enrollments correlate to faculty lines)

This is an existing program and should not affect faculty workload. Although we have added MA 260 as a new course, this will run every other spring opposite of our existing MA 204. Previously we were running MA 204 every spring so the number of course offerings will be flat.

Reviewer Comments

Holly Broxterman (holly.broxterman) (Fri, 09 Dec 2022 19:43:35 GMT): 12/9: Updated CIP per guidance from Sarah.

Key: 137

MA-BS: MATHEMATICS: BS

In Workflow

1. Acad Ops (steven.luoma@washburn.edu; holly.broxterman@washburn.edu)
2. MA Chair (sarah.cook@washburn.edu)
3. Library (sean.bird@washburn.edu; lori.rognlie@washburn.edu)
4. NSM Chair (seid.adem@washburn.edu)
5. CA Dean (matt.arterburn@washburn.edu)
6. CFCCC Chair (bruce.mactavish@washburn.edu)
7. Assoc Dean CFC (kelly.erby@washburn.edu)
8. Assoc Dean CAS (kelly.erby@washburn.edu)
9. AA Committee (corey.zwikstra@washburn.edu; beth.mathews@washburn.edu)
10. Faculty Senate (shaun.schmidt@washburn.edu; tracy.wagner@washburn.edu; pres.facultysenate@washburn.edu; sec.facultysenate@washburn.edu)
11. General Faculty (shaun.schmidt@washburn.edu; holly.broxterman@washburn.edu)
12. WUBOR (steven.luoma@washburn.edu)
13. Acad Ops Final (holly.broxterman@washburn.edu; steven.luoma@washburn.edu)
14. Registrar (stephanie.lanning@washburn.edu; darcie.capo@washburn.edu; audits@washburn.edu)

Approval Path

1. Mon, 12 Dec 2022 16:13:41 GMT
   Holly Broxterman (holly.broxterman): Approved for Acad Ops
2. Mon, 12 Dec 2022 17:16:35 GMT
   Sarah Cook (sarah.cook): Approved for MA Chair
3. Tue, 13 Dec 2022 16:20:01 GMT
   Sean Bird (sean.bird): Approved for Library
4. Fri, 10 Feb 2023 21:56:08 GMT
   Seid Adem (seid.adem): Approved for NSM Chair
5. Mon, 13 Feb 2023 22:18:27 GMT
   Matt Arterburn (matt.arterburn): Approved for CA Dean

History

1. Oct 7, 2022 by Holly Broxterman (holly.broxterman)

New Program Proposal

Date Submitted: Fri, 09 Dec 2022 19:39:00 GMT

Viewing: MA-BS : Mathematics: BS

Last approved: Fri, 07 Oct 2022 18:13:23 GMT

Last edit: Fri, 09 Dec 2022 19:38:59 GMT

Changes proposed by: Sarah Cook (sarah.cook)

Change Type

Significant

General Information

Effective Catalog Edition

2023-2024

Department

Mathematics and Statistics

College

College of Arts and Sciences

Division

Natural Science & Mathematics

Degree Level
Undergraduate

Program Title
Mathematics: BS

Degree to be Offered
Bachelor of Science (BS)

Is this program offered completely online?
No

Does this program lead to a teaching certification?
No

Is this program an interdisciplinary program?
No

CIP Code
270101 - Mathematics, General.

Modality
Face-to-Face

New Program Header

Projected Enrollment for the Initial Three Years of the Program

Implementation

Year 2

Year 3

Employment

Admission and Curriculum

Curriculum

Degree Requirements

Code	Title	Hours
Required Courses		
MA 151	Calculus & Analytic Geometry I	5
MA 152	Calculus & Analytic Geometry II	5
MA 253	Calculus/Analytic Geometry III	3
MA 260	Introduction to Number Theory	3
MA 301	Linear Algebra	3
MA 307	Discrete Mathematics	3
Select one of the following:		3
MA 340	ANOVA/Design of Experiments	
MA 341	Nonparametric Tests/Quality Control	
MA 346	Regression Analysis	
MA 344	Mathematical Statistics I	3
MA 354	Abstract Algebra	3
MA 371	Introduction to Real Analysis I	3
MA 372	Introduction to Real Analysis II	3
MA 380	Problem Solving Strategies [1]	2
MA 388	Capstone Research	1
PH 220	Symbolic Logic	3
Subtotal		43

Correlated Courses		
Select one of the following sequences:		12-13
Sequence 1 (This puts student on track to obtain a Physics Minor)		
PS 281	General Physics I	
or PS 261	College Physics I	
PS 282	General Physics II	
or PS 262	College Physics II	
PS 3XX 3 credit hours of 300-level Physics courses		
Sequence 2 (This puts students on track to obtain a Computer Information Science Minor)		
CM 111	Introduction to Structured Programming	
CM 245	Contemporary Programming Methods	
CM 307	Data Structures & Algorithmic Analysis	
CM 322	Operating System & Networking Concepts	
Sequence 3 (This puts student on a track to obtain a Computer Information Digital Forensics Minor)		
CM 111	Introduction to Structured Programming	
CM 203	Digital Forensics I	
CM 245	Contemporary Programming Methods	
CM 303	Digital Forensics II	
Sequence 4 (This puts students on track to obtain an Economics Minor)		
EC 200	Principles of Microeconomics	
EC 201	Principles of Macroeconomics	
BU 3XX 6 credit hours of 300-level Business courses		
Sequence 5 (This puts student on track to obtain a Business Data Analytics Minor)		
EC 211	Statistics for Business and Economics	
BU 248	Foundations of Data Analysis	
BU 250	Management Information Systems	
DA 348	Data Discovery and Management	
Sequence 6 (This puts student on a track to obtain a Game Design Minor)		
EC 200	Principles of Microeconomics	
BU 260	Business Plan Development	
EC 306	Game Theory and Applications	
CM 390	Special Topics/Computer Information Science (Game Programming)	
Subtotal		12-13
Total Hours		**55-56**

[1]   MA 380 is a 1 credit course that must be taken at least twice.

For degree specific requirements, see **General Education Requirements for Specific Bachelor & Associate Degrees.**

Pathway

We have recently created a new course, MA 260 Introduction to Number Theory (3 credits). This course will be required for this degree.   This is a new requirement. However, the degree can still be completed in 120 hours.   The Department feels it is important for our pure math majors to have some exposure to number theory. As a 200 level course, the class will also help introduce math reasoning skills at a lower level before students are required to do apply math reasoning more rigorously in our 300 level courses. Also, we have submitted a course number change for MA 207 to MA 307.

Faculty Workload Analysis

Faculty Workload Analysis (describe how the course offering schedule and anticipated enrollments correlate to faculty lines)

This is an existing program and should not affect faculty workload. Although we have added MA 260 as a new course, this will run every other spring opposite of our existing MA 204. Previously we were running MA 204 every spring so the number of course offerings will be flat.

Key: 350

Program Change Form: Eliminate 84–credit hour rule for Bachelor of Education Degrees

1. Reason for this program change:

The College of Arts and Sciences proposes to reduce the number of CAS credit hours required for Bachelor of Education (BEd) degrees offered within College. Currently, 84 CAS credit hours are required. CAS proposes to reduce this number to 72.

Now that the Department of Education has moved from the College of Arts and Sciences to the School of Applied Studies, it is no longer possible for BEd-seeking students to earn 84 credit hours in courses offered in the College without adding an untenable number of hours required for the degree. Requiring 72 credit hours in courses offered in the College, however, would not add any additional hours for the degree as all existing programs already require more than this.

BEd degrees offered by CAS each consist of a total of 120 credit hours. Depending on the specific BEd degree, 39–45 of these hours come from required Education courses and WU 101:

BEd Degrees	Total Hours required for degree	ED Hours required for degree + WU 101	Hours remaining in CAS
Physical Education	120	39	81
Biology	122	44	78
History	120	42	78
English	124	42	82
Math	120	39-42	78
Speech & Theater	120	42	78
Politics and Government	120	45	75

Thus, CAS proposes to reduce this 84–credit hour requirement to 72 for these BEd degrees so as to maintain 120 credit hours as the total number required for these degrees. This change would not affect the current composition of the BEd degree programs in any other way, nor alter the requirements of any other CAS degrees.

Additional language in the catalog allows for the 84 hours of credit to come from courses that would "normally be taught by a discipline in a college of arts and sciences." This language is present to account for transfer students whose transfer institution might not have the same CAS structure as WU. By itself this language is insufficient to address the problem, and is potentially misleading for the BEd degrees since the Education Department at Washburn is now explicitly

separate from the College. Moreover, it is not true that education courses are "normally" considered a discipline in a college of arts and sciences since many universities have Schools of Education.

2. Complete Revised Description:

Revise paragraph in catalog:

To receive a BA, ~~BEd,~~ BFA, BM, BPA, or BS degree from Washburn University, a student must complete a minimum of 84 semester hours of credit in courses that either are offered in the College of Arts and Sciences or would normally be taught by a discipline in a college of arts and sciences. To receive a BEd degree from the College of Arts and Sciences at Washburn University a student must complete 72 semesters hours of credit in courses that either are offered in the College of Arts and Sciences or would normally be taught by a discipline in a college of arts and sciences.

3. Describe the nature of the proposed change:
Students receiving a BEd will be required to complete 72 semester hours of credit in courses that are offered in CAS instead of 84.

4. Do you currently have the equipment and facilities to teach the classes within the proposed change:
Yes.

5. Does this change affect any other departments?
No. This change to the BEd does not functionally change any of the degree requirements.

Program Change Form: Restoring CAS 99 credit-hour rule

1. Reason for this program change:

In 2020, the College of Arts and Sciences (CAS) proposed to reduce the number of semester credit hours required in courses offered in the College, or that would normally be taught by a discipline in a college of arts and sciences, for BA, BEd, BFA, BM, BPA, and BS degrees. CAS faculty approved the reduction of required semester credit hours in such courses from 99 to 84. CAS now proposes to restore the required number of semester credit hours to 99. This requirement would not apply to BEd degrees offered by CAS, or to the BIS degree.

The requirement of 99 hours of CAS credit was originally intended to ensure students graduating with a baccalaureate degree had a strong background in the liberal arts and sciences disciplines. CAS proposed to reduce the requirement to eliminate obstacles to graduation, particularly in cases of double majors and other less common circumstances, once the total hours required for degree completion decreased to 120 in most cases. At that time, general education requirements for CAS bachelor degrees assured that students would continue to have a strong background in the liberal arts and sciences even with the 99–credit hour rule reduced to 84 hours. This was because courses approved for general education are nearly always CAS courses designed to provide a grounding in the liberal arts and sciences, as well as broad foundational content, covering materials of wide interest in the arts and sciences.

Now, however, in light of likely reductions to general education requirements introduced by the Kansas Board of Regents (from 39–54 hours of required general education courses to 34–35 hours under the KBoR plan), CAS proposes to restore the 99–credit hour rule. Restoring the 99–credit hour rule will help to ensure CAS baccalaureate students continue to have strong development in the arts and sciences. This requirement will not increase time to graduation for most students since the overall hours required for a degree will remain at 120. The CAS deans office will continue to grant exceptions to the rule as needed for students pursuing a dual degree, double major, or a minor in a program outside of CAS (e.g. business or social work), as well as students who transfer to a CAS major after being in another program.

2. Complete Revised Description:

Revise paragraph in catalog:

To receive a BA, BFA, BM, BPA, or BS degree from Washburn University, a student must complete a minimum of 84 99 semester hours of credit in courses that either are offered in the College of Arts and Sciences or would normally be taught by a discipline in a college of arts and sciences.

3. Describe the nature of the proposed change:
Students receiving a BA, BFA, BM, BPA, or BS degree from the College of Arts and Sciences at Washburn will once again be required to take 99 semester hours of credit in courses that are offered in CAS.

4. Do you currently have the equipment and facilities to teach the classes within the proposed change:

Yes.

5. Does this change affect any other departments?

No. This will help to maintain the status quo for CAS departments should WU adopt the KBOR general education plan. It will also not affect units outside the College.

FACULTY GOVERNANCE AGENDA ITEM

Date: TBD

Submitted by: Corey Zwikstra, Chair of the Academic Affairs Committee and Jennifer Ball, Associate VP for Academic Affairs (x1840)

SUBJECT: Adoption of KBOR General Education Framework

Description: This item proposes Washburn University adopt the Kansas Board of Regents' General Education Framework that all other Kansas public institutions will be adopting for implementation in Fall 2024

Rationale: The Kansas Board of Regents (KBOR) has mandated that all universities governed by KBOR (the other six public universities in Kansas) adopt the general education framework attached to this proposal. The purpose of this common framework is to assure transfer students their general education coursework taken at one public institution will apply at other public institutions. While Kansas community colleges are not governed by KBOR, they will clearly be adopting the framework to align with Kansas public universities. Washburn University is also not governed by KBOR; however, it will be the only public institution in Kansas not using this framework if it is not adopted. This would have obvious implications for enrollment at Washburn University.

The KBOR framework has some important differences from our current general education program; the most notable of these are the requirements for a communications studies course and a lab science. It also decreases the number of required hours in the math/science category overall as well as in social sciences, and it recategorizes our most popular history courses as humanities rather than social sciences. The framework also allows for six hours in an "institutionally designated area."

It is important to note that, historically, Washburn has adopted university general education requirements and then allowed degrees to add to these requirements, such that different degrees (BBA vs BA, etc.) have different general education requirements. This will no longer be allowed under the KBOR framework. Programs will not be able to add general education requirements beyond the common framework, although they may add courses that used to be "correlate general education" courses to their programs as "program requirements."

To reiterate, as the purpose of this common framework is to ensure students can meet general education requirements at one institution and not be required to take more general education courses when they transfer, programs will need to move what we have historically called "correlate general education courses" into their programs should they want to continue to require them. For example, the School of Business currently requires Public Speaking as a general education correlate. Under the new framework, the School of Business may no longer require this as a specific general education course, but they may move it into their program

requirements. Should a student take Public Speaking as a general education requirement, it may count as both the general education and program requirement.

One exception to this situation is English. The following is implementation guidance from KBOR regarding this question:

Is an institution prohibited from offering a program-specific or institution-specific English/writing course in the framework?

No, but certain provisions must be met when requiring this type of course for transfer students. An institution is not permitted to require transfer students who completed the systemwide GE or did not complete the systemwide GE but earned an acceptable grade in English Composition I and II to take such a course unless it: [12]

- has been approved by the Board President and CEO to continue requiring – and not waive – such a course; OR
- meets the following:
  - requires it's (sic) native and transfer students to take English Composition I and II in the GE portion of the degree;
  - lists the program-specific or institution-specific English/writing course under a non-GE portion of the degree that is separate from the GE-based English Composition I and II GE course requirements; and
  - complies with the first two sub-bullets above without adding any time to degree for native and transfer students.

While the differences between the old general education program and the new framework are not insignificant, most Washburn programs have reported that they will be able to integrate these changes without substantial hardship. Where integrating these (formerly correlate) courses into programs takes the program over 120 hours due to licensing or accrediting requirements, an exception can be applied for at KBOR. The VPAA's office will assist programs in applying for these exceptions.

In open meetings held with faculty across the campus, ideas were generated for the six institutional hours. The requirements that garnered the most attention and votes (through unofficial "dot voting") were for a diversity and inclusion course (a choice among many courses, not unlike the list of courses we currently designate as diversity and inclusion courses) and a scientific literacy course (which could also take the form of a list of courses approved for this requirement, most likely lower division science courses and perhaps other courses that would be developed for the requirement). In the framework attached, these categories of courses are included as the institutional hours. If approved, a small faculty committee will be formed for each category of courses (diversity and inclusion, and scientific literacy) to review and approve courses wishing to be offered to fulfill the requirement.

Under the new framework, Washburn retains decision-making power regarding which courses are designated as meeting general education requirements at WU.

Below are the current university general education requirements (stripped of their descriptions). Following that are the proposed requirements.

Current:

General Education Core Requirements
EN 101 First Year Writing (COM) – 3 hours
EN 300 Advanced College Writing (COM), for bachelors degrees only – 3 hours
MA 112 Contemporary College Mathematics (QSR) – 3 hours

General Education Distribution Requirements
Arts/Humanities (9 hours, including 3 hours from AR/MU/TH)
Social Sciences (9 hours)
Natural Sciences/Mathematics and Statistics (9 hours)

University requirement (which would be called general education by KBOR): WU 101 – 3 hours

Total = 39 hours

See attached list of disciplines that fall under each category (Arts/Humanities, etc.) above.

Proposed:

General Education Core Requirements
EN 101 First Year Writing I – 3 hours
Second three-hour English course to be determined (see options attached)
MA 112 Contemporary College Mathematics – 3 hours
Communication Studies course – 3 hours
Natural Science with lab – 4 to 5 hours
General Education Distribution Requirements
Arts/Humanities – 6 hours
Social Sciences – 6 hours

Institutional General Education Hours
Diversity and Inclusion course – 3 hours
Scientific Literacy course – 3 hours

Total = 34-35 hours

See attached list of disciplines that fall under each category (Arts/Humanities, etc.) above.

Finally, the Academic Affairs Committee and Office of the Vice President of Academic Affairs are aware that there are significant decisions still to be made:

1) The form of the English requirement
2) Which Communications Studies courses will count toward the requirement
3) Which courses will count toward the Diversity and Inclusion and Scientific Literacy institutional hours categories, and the process regarding how these will be determined.

Unfortunately, we cannot wait until all of these decisions are made before we adopt this framework (or not), as programs need the AY 23-24 year to make program changes to accommodate the new framework if adopted. The AAC and the Office of the VPAA propose passage of the framework at this time, with the assurance that all further decisions will come before the AAC and Faculty Senate well before implementation in Fall 2024.

Financial Implications: New lab space and additional instructors in Communication Studies

Proposed Effective Date: Fall 2024

Request for Action: Approval by AAC, Faculty Senate, Gen Fac (if applicable), WUBOR

Approved by:

Attachments   Yes X   No ☐

English options

List of courses in each category (Arts/Humanities, etc.) for current and proposed frameworks

KBOR general education policy

Relevant parts of KBOR's transfer policy

KBOR implementation website with common questions

English Writing Options Under KBOR GenEd Model

Differences Between EN 102/200 and EN 300

EN 102/200 is a general course and many students haven't yet declared a major, curriculum may default to literary analysis, and/or generalized research and citation done in MLA style. This is not always the most appropriate approach for students destined for various careers/disciplines. This has also been shown to be less effective when it comes to skill transfer.

EN 300 provides a more innovative model for writing skill transfer second only to writing across the curriculum models. It teaches students how to enter into the conversations in their disciplines by drawing on the upper division coursework in which they are co-enrolled. It asks them to take a stance of inquiry and analysis going beyond the memorization of forms and structures.

OPTION 1

Retain EN101 and EN300 as the English GenEd requirements. Explore more sections of EN300 becoming discipline-focused (Business, Natural Sciences, Social Sciences, Nursing, Education, etc). Reduce credit-hour requirement for EN300 to 45 to accommodate associates degrees. Transfer students could transfer EN102 in place of EN300.

Pros

- Discipline-specific advanced writing is demonstrably superior to the generic Comp II model.
- Writing exercises will be more contextual and career-relevant for students.
- Far fewer program changes needed, compared to other options.
- Students earn upper-division credit for their advanced writing course. This is important for a number of programs (see note at end of document).

Cons

- Inconsistent experience for transfer vs direct matriculant students, but that's a given with transfer students.
- Chance that students will take EN102 at community colleges or CEP to avoid the "harder" EN300. This could be countered somewhat with advising/marketing. The EN300 success rate is actually excellent: ~80% C or better.
- Scheduling, advising and placement will be more complex if many sections move to discipline-specific offerings.
- Lowering requirement to 45 hours would result in students not having as much background in their disciplines before taking the discipline-specific writing; advising could help with this.

OPTION 2

Switch to EN101 and EN102 as the English GenEd requirements. Recommend that programs add EN300 or another, discipline-specific writing course to their programs (e.g. EN208). This is feasible because at a minimum all programs will have 3 credits freed up with the new GenEd system.

Pros

- Consistency with other KBOR schools could improve perception of transfer-friendliness.
- Students would get more writing experience early in their academic careers.

- In any scenario, many students will take EN101/102 as CEP and never have a writing experience in college. If programs can be convinced to add a third writing course, this would help mitigate that.

Cons

- Taking Comp II early without the additional EN 300 requirement precludes students revisiting writing after they've developed more as academics.
- Generic Comp II without the additional EN 300 requirement separates writing from discipline/career-specific context and is known to be inferior.
- Losing EN300 as a universal requirement of direct matriculant students ends viability of EN300 essays in university written communication and critical thinking assessments.
- Appropriately-marketed, discipline-specific writing could be an attractive feature of WU, but not if it's replaced with generic Comp II.
- Programs can't be compelled to offer a third writing course, so student experiences will vary.

OPTION 3

Require EN101, and offer both EN102 and EN300 as choices for the second writing course. Through advising and number of sections offered, encourage students towards the EN300 option. Works best if EN300 sections become more discipline-focused.

Pros

- This maximizes student choice, seeks alignment with KBOR, but retains the superior EN300 model as an option for students.
- EN300 is retained as an upper-division option for students, which is important for those programs where it is needed to meet the 45-hour requirement.

Cons

- Because it's a "hybrid" model, it doesn't fully commit to one method. The difference between EN102 and EN300 could be unclear to students/advisors if we don't communicate well.
- As above, creation of EN102 will be labor-intensive, complex and a lengthy effort to evolve/modulate after pilot semesters.

Notes:

Replacing EN300 with a lower division EN course will leave these degrees below 45 upper-division hours unless an additional 300-level course is added to the program (or taken as elective): Bachelor of Arts/Sciences (majority of CAS programs), Human Services (Addiction Counseling or Family Services), Social Work, Technology Administration.

Comp I and Comp II are the only SWT courses that can be counted in transfer towards the English GenEd requirements. Other courses (e.g. Lit) can't transfer in place of required writing courses.

Disciplines in each general education distribution area at WU currently (2023):

See KBOR general education framework for their list of courses by area

Arts and Humanities:

Art, Communication studies, English, Honors—A&H, Information literacy--A&H, Intensive English, Women's and gender studies, Mass media, Foreign language, French, German, Japanese, Spanish, Museum and curatorial studies, Music, Philosophy, Religious studies, Theater

Natural Sciences/Mathematics:

Astronomy, Biology, Chemistry, Computer science, Geology, Honors—NS/M, Information literacy—NS/M, Mathematics and statistics, Physics

Social Sciences:

African American and African diaspora studies, Anthropology, Economics, Geography, History, Honors—SS, Kansas studies, Information literacy—SS, Kinesiology, Leadership, Political science, Psychology, Sociology

BRIEF SUMMARY

The Systemwide General Education Program policy below (p. 1) outlines policies regarding exceptions, reporting, and oversight. The main points are that exceptions are possible but likely will be rare, reporting will add some administrative tasks, and oversight will be done by a General Education Council (in conjunction with KBOR) made up of representatives from participating institutions.

It should also be noted that History is to be considered a Humanity in the framework, unless it has a race, ethnicity, or gender focus, in which case it can be considered a social science.

An important aspect of the policy to keep in mind is that any student who transfers in with their general education completed will not be required to take any additional general education courses unless they are also program or degree requirements. For example, if we were to require Forestry 101 as part of our six institutional general education hours and a student transferred to WU with their general education completed at another institution, we could not require that student to take Forestry 101 unless it is a degree or program requirement.

Additional sections regarding general education have been added to Transfer and Articulation and Systemwide Transfer policies, which we currently observe (p. 7). The relevant points here are that participating institutions will accept English I and English II as meeting general education requirements, even if students do not finish the general education framework before transferring. This means any transfer student with English I and English II would no longer be required to take EN 300 at WU, even if it were to remain "our" second English class. Also, any student meeting any distribution area—i.e., social sciences, humanities, natural sciences) with systemwide transfer general education courses will be considered to have met that area requirement, again, even if the student has not finished the finished the general education framework before transferring.

Full policies below for those interested. Also, a website for implementation questions has been established (p. 14).

HTTPS://KANSASREGENTS.ORG/ABOUT/POLICIES-BY-LAWS-MISSIONS/BOARD_POLICY_MANUAL_2/CHAPTER_III_COORDINATION_OF_INSTITUTIONS_2/CHAPTER_III_FULL_TEXT#GENED

18. SYSTEMWIDE GENERAL EDUCATION PROGRAM

For the purposes of this policy:

"Coordinated institution" means each community college and Washburn University.

"Kansas public institution" means each state university and each participating coordinated institution.

"Major" means a field of study within a degree program, having its own curriculum. A degree program may have more than one major.

"Systemwide transfer course" means a course approved by the Board, for which faculty

develop and update learning outcomes. These courses transfer to any Kansas public institution offering an equivalent course.

a. General Education Requirements at State Universities and Participating Coordinated Institutions. The general education requirements at each state university and each participating coordinated institution shall consist of the following:

i. Effective no later than the 2024 fall semester, each Kansas public institution shall use a common systemwide general education framework within associate of arts (A.A.) degrees, associate of fine arts (A.F.A) degrees, associate of science (A.S.) degrees, and all baccalaureate degrees.

ii. The systemwide general education framework shall include 34-35 credit hours within the following seven areas. A student shall be considered to have completed the systemwide general education framework for A.A. degrees, A.F.A degrees, A.S. degrees, and all baccalaureate degrees by meeting the following requirements:

(1) English Discipline Area – 6 Credit Hours

(2) Communication Discipline Area – 3 Credit Hours

(3) Math and Statistics Discipline Area – 3 Credit Hours (Must be college level. Intermediate algebra shall not meet any of the math degree requirements)

(4) Natural and Physical Sciences Discipline Area – 4-5 Credit Hours

One course with a lab from the following subject areas:
Anatomy
Astronomy
Biochemistry
Biology
Botany
Chemistry
Earth Science
Ecology
Environmental Science
Geology
Meteorology
Microbiology
Physical Geography
Physical Sciences
Physics
Physiology
Zoology

Other subjects that the offering institution determines fit within the natural and physical sciences area

(5) Social & Behavioral Sciences Discipline Area – 6 Credit Hours

A minimum of two courses from two of the following subject areas:

Anthropology
Criminal Justice
Economics
Ethnic and/or Gender Studies
Geography
Political Science
Psychology
Social Work
Sociology
Other subjects that the offering institution determines fit within the social sciences area

(6) Arts & Humanities Discipline Area – 6 Credit Hours

A minimum of two courses from two of the following subject areas:

Art *
Communications
Cultural Studies
Dance*
English
General Humanities
History
Literature
Modern and Classical Languages
Music*
Philosophy
Religion
Theater*
Other subjects that the offering institution determines fit within the arts and humanities
*The application of performance courses in this subject area is at the discretion of the institution.

(7) Institutionally Designated Area – 6 Credit Hours

This area provides flexibility for each Kansas public institution to define requirements to account for societal issues, local needs, and institutional priorities (Intermediate algebra shall not meet any of the requirements in this area).

iii. Each Kansas public institution that verifies that the student has met the requirements in paragraphs 18.a.ii.(1)-(7) of this policy section shall note "KS Systemwide General Education Completed" on its official transcript.

iv. The application of the systemwide general education requirements for transfer students is detailed in the Board's transfer and articulation policy.

b. Incorporating Credit by Exam into the General Education Framework

i. To ensure that students have comparable opportunities to earn general education credit by demonstrating requisite knowledge and skills on national assessments, a Kansas public institution shall award credit, consistent with the provisions established in the Board's credit by exam policy, for general education courses in:

(1) the subjects detailed in paragraphs 18.a.ii.(1)-(6) of this policy section; and

(2) any applicable subjects within the institution's institutionally designated area selected from paragraph 18.a.ii.(7) of this policy section.

ii. General education credit earned based on achieving a requisite score on an exam detailed in the Board's credit by exam policy shall be noted on each Kansas public institution's transcript and apply towards satisfying a general education requirement on the same basis as if the credit had been earned through completing the course(s).

iii. Transferring credit awarded through credit by exam is addressed in the Board's transfer and articulation policy.

c. Request for a Major to Deviate from Systemwide General Education Requirements

i. A Kansas public institution may request that a specific major include general education requirements that deviate from the systemwide general education requirements established by this policy by submitting a request to the General Education Council. A Kansas public institution that receives approval to modify one or more requirements of the systemwide general education framework for a specific major shall use the remaining portions of the systemwide general education framework that were not included in the approved modification. The General Education Council shall issue a recommendation to approve or deny the request. The General Education Council's recommendation shall be submitted for review to the Board President and Chief Executive Officer who will determine if the request is approved or denied. Each request shall include a degree requirements sheet outlining the proposed general education requirements (disciplines, course title options, and credit hours), the major requirements (course titles and credit hours), and any other course requirements that are needed to complete the degree and shall address the following:

(1) Identify the major for which the institution is requesting to modify the systemwide general education requirements and/or add to the systemwide general education requirements.

(2) If requesting a modification, identify the discipline area(s) of the systemwide general education framework that the institution seeks to modify.

(3) If requesting to add credit hours to the systemwide general education requirements, identify the addition being requested.

(4) Identify the challenges the systemwide general education requirements create for students in this major (if, for example, it extends the time to degree beyond four years, or results in certain critical courses being left out of a major).

(5) Identify the systemwide transfer courses that can be applied to satisfy the modified systemwide general education requirements and/or additions to the systemwide general education requirements.

(6) Identify any accreditation and/or licensure requirements associated with this major that make it impossible to employ the systemwide general education requirements.

(7) Detail how the institution will ensure that the potential modified general education or additional general education requirements will not create barriers to transfer students.

d. Coordinated Institutions Opting Out of this Policy

i. Any coordinated institution may opt out of participating in this policy and its required application to the Board's transfer and articulation policy in Chapter III.A 2.g. If a coordinated institution wishes to opt out, the institution's president shall submit written notification to the Board, which will be discussed as an informational agenda item at a regular Board meeting. For each coordinated institution that opts outs, all systemwide general education program and transfer-related academic advising, marketing, and general information content will explicitly note that the institution declined to participate in the systemwide general education program.

e. Reporting

i. Annual Submissions

(1) Each Kansas public institution shall annually submit the following, which will be subject to verification from the General Education Council. Some of these elements will be published on the Board of Regent's website:

(a) a list of the courses meeting the systemwide general education discipline area requirements in paragraphs 18.a.(1)-(6) and the institutionally designated area in paragraph

18.a.(7);

(b) a list of the majors in which the Board President and Chief Executive Officer has granted permission to deviate from the systemwide general education requirements; and

(c) a list of the majors in which the Board President and Chief Executive Officer has granted permission to continue requiring a specific general education course – and not waive such a course requirement – for a transfer student who has completed the systemwide general education or completed a systemwide general education discipline area requirement. See 2.g.v. for more information.

(2) Board Staff Report

(a) Board staff shall submit an annual report to the Board that includes:

(i) a list of the majors at each Kansas public institution in which the Board President and Chief Executive Officer has granted permission to deviate from the systemwide general education requirements; and

(ii) a list of the majors at each Kansas public institution in which the Board President and Chief Executive Officer has granted permission to continue requiring a specific general education course – and not waive such a course requirement – for a transfer student who has completed the systemwide general education or completed a systemwide general education discipline area requirement.

ii. Other Submissions

(1) As determined by the Board of Academic Affairs Standing Committee, Kansas public institutions shall submit a degree map for each major it offers. These are term-by-term sample course schedules that specify milestones, courses, and special requirements that are necessary for facilitating timely degree completion. The review of the degree maps will include a focus on how the systemwide general education is integrated into the maps. Additionally, an emphasis will be placed on interpreting the pathway to completion through the lens of a prospective, current, and transfer students because this tool will serve as a planning resource for all of these students; and

(2) As needed, the General Education Council may request additional information pertaining to this policy and/or general education transfer.

f. General Education Council

i. A General Education Council comprised of college and university representatives shall be established. The members of the General Education Council shall be approved by the Board President and Chief Executive Officer. The General Education Council shall:

(1) Review and verify the annual submissions detailed in subsection 18.e.;

(2) review and issue recommendations to the Board President and Chief Executive Officer when an institution submits a request to deviate from the systemwide general education requirements, as detailed in subsection 18.c.;

(3) investigate and act upon institutional and/or student complaints, with input from the Board President and Chief Executive Officer and/or Board, as needed, regarding the systemwide general education program requirements policy and its application to the Board's transfer and articulation policy;

(4) issue guidance, with input from the Board President and Chief Executive Officer and/or Board, as needed, regarding the Board's systemwide general education requirements policy and its application to the Board's transfer and articulation policy; and

(5) develop a procedures document to guide the Council's activities.

CHANGES TO THE TRANSFER AND ARTICULATION POLICY RELATED TO GENERAL EDUCATION

HTTPS://KANSASREGENTS.ORG/ABOUT/POLICIES-BY-LAWS-MISSIONS/BOARD_POLICY_MANUAL_2/CHAPTER_III_COORDINATION_OF_INSTITUTIONS_2/CHAPTER_III_FULL_TEXT#TRANSFER

g. Transfer of Systemwide General Education Requirements

This subsection refers to the application of the systemwide general education requirements, established in Chapter III.A.18., for transfer students at Kansas public institutions. For the purposes of this policy subsection:

"Acceptable grade" means that systemwide course transfer credit, as detailed in 2.g.i.(1)(a)(ii), 2.g.i.(2)(a)(ii), or 2.g.iii., shall not be denied by a receiving Kansas public institution based on a grading standard when a transfer student a earns "C" (2.0) or higher. The receiving Kansas public institution may apply a "D" (1.0) if it is also acceptable for its native students (the application of a "D" must apply equally to both resident and native students).

"Coordinated institution" means each community college and Washburn University.

"Institution-specific communication course" means a distinct communication course that is taught at a Kansas public institution that is required to meet a communication general education requirement.

"Institution-specific English/writing course" means a distinct English/writing course taught at a Kansas public institution that is required to meet an English general education requirement.

"Kansas public institution" means each state university and each participating coordinated institution.

"Major" means a field of study within a degree program, having its own curriculum. A degree program may have more than one major.

"Program-specific communication course" means a communication course that is required for students pursuing a specific major(s) to meet a communication general education course requirement (e.g., public speaking for business majors).

"Program-specific English/writing course" means an English course that is required for students pursuing a specific major(s) to meet an English general education course requirement (e.g., English for business majors).

"Specialized program grade requirement" means a grade standard that is required by a selective admission program or is necessary to meet programmatic accreditation or licensure standards.

"Systemwide transfer course" means a course approved by the Board, for which faculty develop and update learning outcomes. These courses transfer to any Kansas public institution offering an equivalent course.

i. Application of General Education English and/or Communications Courses When the Receiving Kansas Public Institution Uses a Program- or Institution-Specific Course.

Historically, three of the most common general education transfer courses, English composition I and II and public speaking, have not met general education English and communication requirements at some Kansas public institutions because such institutions have required students, or some specific majors, to take a program- or institution-specific course. Unless the Board President and Chief Executive Officer has granted an exception, as detailed in 2.g.v., a Kansas public institution offering a program- or institution-specific-English or communication course shall operate within the following parameters when serving a transfer student.

(1) English Requirement

(a) A transfer student meeting one of the following shall not be required to complete a program- or institution-specific-English course to meet the English general education requirement in paragraph 18.a.ii.(1) of the Board's policy:

(i) The transfer student provides the receiving Kansas public institution an official transcript from a Kansas public institution noting "KS Systemwide General Education Completed" and, if applicable to the student's major, the grades earned in the English courses meet any specialized program grade requirement; or

(ii) The transfer student provides the receiving Kansas public institution an official transcript from a Kansas public institution noting three-credit hours of systemwide transfer course credit in English composition I with an acceptable grade and three-credit hours of systemwide transfer credit in English composition II with an acceptable grade, and, if applicable to the transfer student's major, the grades earned in such courses meet any specialized program grade requirement.

(b) A transfer student meeting one of the criteria in paragraph 2.g.i.(1)(a)(i) or 2.g.i.(1)(a)(ii) of this policy shall only be required to complete a program- or institution-specific English course if:

(i) the receiving Kansas public institution transfers and applies the six-credit hours of transfer English general education courses towards meeting the six-credit hour English requirement defined in 18.a.ii.(1);

(ii) the transfer student selects a major at the receiving Kansas public institution that requires all majors (transfer and native students) to complete the program- or institution-specific English/writing course as a credit-hour requirement that is separate from the six-credit hour English general education requirement in 18.a.ii.(1);

(iii) the receiving Kansas public institution notes on the official degree sheet on its website that the program- or institution-specific English/writing course is a requirement in the major area or an additional non-general education requirement area of the degree; and

(iv) any changes made to meet the requirements in 2.g.i.(1)(b)(ii)-(iii) do not result in increasing the total number of credit hours required to complete the degree for a native or transfer student.

(2) Communication Requirement

(a) A transfer student meeting one of the following criteria shall not be required to complete a program- or institution-specific communication course to meet the communication general education requirement detailed in 18.a.ii.(2):

(i) the transfer student provides the receiving Kansas public institution an official transcript from a Kansas public institution noting "KS Systemwide General Education Completed" and, if applicable to the student's major, the grade earned in the communication course meets any specialized program grade requirement; or

(ii) the transfer student provides the receiving Kansas public institution an official transcript from a Kansas public institution noting three-credit hours of systemwide transfer course credit in public speaking with an acceptable grade and, if applicable to the student's major, the grade earned in such a course meets any specialized program grade requirement.

(b) A transfer student meeting the criteria in 2.g.i.(2)(a)(i) or 2.g.i.(2)(a)(ii) shall only be required to complete a program- or institution-specific communication course if:

(i) the receiving Kansas public institution transfers and applies the three-credit hours of transfer communication general education towards meeting the three-credit hour communication requirement defined in 18.a.ii.(2);

(ii) the transfer student selects a major at the receiving Kansas public institution that requires all majors (transfer and native students) to complete the institution- or program-specific communication course as a credit-hour requirement that is separate from the three-credit hour communication requirement detailed in 18.a.ii.(2);

(iii) the receiving Kansas public institution notes on the official degree sheet on its website that the program- or institution-specific communication course is listed in the major area or an additional non-general education degree requirement area; and

(iv) any changes made by the receiving Kansas public institution to meet the requirements in 2.g.i.(2)(b)(ii)-(iii) do not result in increasing the total number of credit hours required to complete the degree for a native or transfer student.

ii. Transfer Students Who Complete the Systemwide General Education Framework.

(1) Except as provided in 2.g.ii.(2), when a transfer student has successfully completed the systemwide general education requirements specified in paragraphs 18.a.ii.(1)-(7) and provides an official transcript from a Kansas public institution noting "KS Systemwide General Education Completed," the receiving Kansas public institution shall not require the student to complete any additional general education requirement.

(2) The Board's expectation is for the systemwide general education program to provide a vehicle for students to complete general education at one Kansas public institution and not be required to complete any additional general education courses at a second Kansas public institution. While this systemwide general education program establishes a powerful policy lever to allow many students to complete the general education and not need additional general education courses after transferring, it should be recognized that there will be some

situations in which a student who completes the systemwide general education at one Kansas public institution and subsequently transfers may pursue a major at the receiving Kansas public institution that requires an additional course(s) that is classified in the general education area of the degree. When a transfer student provides an official transcript from a Kansas public institution noting "KS Systemwide General Education Completed," the receiving Kansas public institution shall only be permitted to require an additional general education requirement(s) if the transfer student:

(a) pursues a major at the receiving Kansas public institution for which the Board President and Chief Executive Officer has granted permission, as detailed in 2.g.v., to continue requiring – and not waive – a specific course requirement that is classified in the general education area of the degree and the transfer student did not complete such a course prior to transferring;

(b) pursues a major at the receiving Kansas public institution for which the Board President and Chief Executive Officer has granted permission, as defined in 18.c, to deviate from the systemwide general education requirements; or

(c) pursues a major at the receiving Kansas public institution in which there is a specialized program grade requirement in a specific general education course and such a grade was not successfully achieved prior to transferring. Refer to 2.g.i.(1)-(2) for information about transfer credit associated with a program- or institution-specific English/writing or communication course requirement.

iii. Transfer of Coursework for Students Who Do Not Complete the Systemwide General Education Framework.

(1) Except as provided in 2.g.iii.(2), when a transfer student who did not complete the systemwide general education requirements provides an official transcript(s) from a Kansas public institution, the receiving Kansas public institution shall apply credits earned in systemwide transfer courses that fit under one of the general education discipline areas detailed in 18.a.ii.(1-6) toward meeting credit-hour requirements within the applicable general education discipline area. A systemwide general education discipline area in which a transfer student completed the requisite systemwide transfer credit hours shall be considered completed. For example, if a transfer student completed three-credit hours of systemwide transfer credit in American government with an acceptable grade and three-credit hours of systemwide transfer credit in introduction to psychology with an acceptable grade, it shall complete the social and behavioral sciences discipline area requirement in 18.a.ii.(5).

(2) When a transfer student has not completed the systemwide general education, the application of any general education transfer course that is not designated as a systemwide transfer course shall be at the discretion of the receiving Kansas public institution. When a transfer student has completed a systemwide transfer course that fits within a systemwide

general education subject in a discipline area requirement noted in paragraphs 18.a.ii.(1)-(6), the receiving Kansas public institution shall only be permitted to exclude such a course from meeting a requirement in the general education discipline area when the transfer student:

(a) completed a performance course, as noted in 18.a.ii.(6);

(b) did not earn an acceptable grade in the systemwide transfer course in the discipline area;

(c) pursues a major at the receiving Kansas public institution in which there is a specialized program grade requirement in a specific general education course in the discipline area and such a grade was not successfully achieved prior to transferring. Refer to 2.g.i.(1)-(2) for information about transfer credit associated with a program- or institution-specific English or communication course requirement;

(d) pursues a major at the receiving Kansas public institution for which the Board President and Chief Executive Officer has granted permission, as detailed in 2.g.v., to continue requiring – and not waive – a specific course requirement that is classified in the general education discipline area of its degree and the transfer student did not complete such a course prior to transferring; or

(e) pursues a major at the receiving Kansas public institution for which the Board President and Chief Executive Officer has granted permission, as defined in 18.c, to deviate from the discipline area in the systemwide general education requirements.

iv. Application of Transfer Credit Earned by Exam Toward Completing Systemwide General Education Requirements.

(1) Credit by exam in a general education subject detailed in paragraphs 18.a.(1)-(6), once recorded on Kansas public institution's transcript, is transferable on the same basis as if the credit had been earned through completing the course(s) at the awarding Kansas public institution.

(2) When a Kansas public institution awards credit by exam in any general education subject detailed in paragraphs 18.a.(1)-(6), the receiving Kansas public institution shall not be permitted to require the transfer student to provide official copies of the exam scores.

v. Request to Require a Specific General Education Course – in Lieu of Waiving a Requirement – For Transfer Students Who Completed the Systemwide General Education or Completed a Systemwide Transfer Course Discipline Area Requirement.

(1) It should be noted that Kansas public institutions have a role and responsibility in removing barriers, promoting affordability, and advancing timely completion. As such, Kansas public institutions should recognize these core tenets when redesigning degree

programs around the systemwide general education requirements and thinking about the impact of such decisions on transfer students.

(2) When a Kansas public institution wishes to require an explicit general education course for students in a specific major – even when a student has completed the systemwide general education or completed the systemwide general education discipline area requirement that is linked to the explicit general education course – it shall submit a request to the Board President and Chief Executive Officer. (e.g., a Kansas public institution requests for all transfer students who completed the social and behavioral sciences discipline area requirement and are majoring in social work to take introduction to psychology – in lieu of waiving it– within the social and behavioral sciences discipline area of the general education because of programmatic accreditation).

(3) This request can be for one major or all the majors in a degree (e.g., bachelor of arts), college (e.g., college of arts and sciences), or department (e.g., social sciences department). For example, if a Kansas public institution wishes to require all transfer majors pursuing a bachelor of arts degree to take a specific course – in lieu of waiving it – it could be submitted in one request.

(4) This request shall include a degree sheet with the general education requirements (disciplines, course title options, and credit hours), the major requirements (course titles and credit hours), and any other degree requirements (course titles and credit hours) that are needed to complete the degree and shall address:

(a) the requested course title, total number of credit hours for the requested course, and the systemwide general education discipline area in which the requested course requirement fits;

(b) academic rationale;

(c) reason for why this is classified as a general education course and not included in the major or another non-general education area of the degree; and

(d) if based on accreditation or licensure, include background.

(5) After review of the request, additional information on how such a requirement would financially impact transfer students may also be required.

(6) Board staff shall provide a timeline each year for institutions to submit requests based on the criteria herein.

h. Students who intend to transfer are responsible for becoming acquainted with the program and degree requirements of the institution to which they expect to transfer.

KBOR WEBSITE ON COMMON IMPLEMENTATION QUESTIONS

HTTPS://KANSASREGENTS.ORG/ACADEMIC_AFFAIRS/GENERAL-EDUCATION/IMPLEMENTING-SYSTEMWIDE-GE