

## Faculty Success Groups, CAS, Spring 2021

Faculty Success Groups are small groups of faculty members (often from the same department) who meet together three times over the course of the semester for approximately 60–90 minutes per session to address topics or problems in a program in which they are all active. One person per group will be the designated facilitator. The facilitator will help organize meeting times and submit a final project.

Faculty members who submit a brief summary of their sessions and findings (one summary per group) and participate in all three sessions will receive a \$200 stipend. Strategies and findings will be posted online.

Past Course Success Group participants have reported positive and valuable experiences. The reports from previous groups are available at:

<http://www.washburn.edu/academics/college-schools/arts-sciences/faculty-staff/index.html>

To register, one member of each group should email Michaela Saunders at [michaela.saunders@washburn.edu](mailto:michaela.saunders@washburn.edu). Please include your name, home department, and fellow group members' names. If you are not yet part of a group, the CAS office will help you find a group.

Deadline for Spring 2021 registration is February 12.

Deadline for submission of final project is May 14—but please note that **option 1** also includes a preliminary deadline before May 14.

Groups may choose one of the following options:

- 1) Review your department's major maps and 4-year degree plans. Consider the major maps in light of the 4-year degree plans and vice versa. **Decide what revisions are necessary to make these documents more useful to students.**
- 2) Student perception surveys are one tool to evaluate teaching effectiveness; however, they are limited in the insight they provide. **Review resources included below to foster more holistic, multi-dimensional evaluations of teaching. Discuss ways to incorporate or adapt these practices into your department's evaluation of teaching effectiveness.**
- 3) **Complete C-TEL's tier 3 (peer-to-peer-to-peer) teaching consultation program with others from your department,** or C-TEL will find you a group of colleagues from outside your department if you prefer.
- 4) All incoming students are now required to utilize the Academic Planning tool in Navigate. **What are your department's best practices for incorporating Navigate into your advising practices?**
- 5) Washburn has recently partnered with Academic Impressions, a leader in providing professional development offerings to address the most important current and emerging topics in higher education. **How are the resources available on Academic Impressions relevant to you and your teaching, research, and career goals?**

Additional details for each option are included below.

### **Option One:**

**Decide what revisions are necessary to make your department's major maps and 4-year degree plans more useful to students.**

#### Session ONE: Review & Discuss

Review your department's major maps and 4-year degree plans. Discuss how they function together and what could be improved. If you need help obtaining copies of these documents, contact Michaela Saunders in the CAS office.

#### Session TWO: Develop a Plan

Submit the changes you want to make to your major maps and degree plans (email Monique Robins and cc Kelly Erby). To ensure that the CAS office has time to implement the changes ahead of Summer 2021 NSOs, please submit these changes by March 31. The CAS office will also ensure the documents are uploaded to your department webpage.

#### Session THREE: Finalize Project

Review revised documents. Develop a plan for how you will incorporate these documents in summer NSO advising and general advising sessions.

### **Option Two:**

**Review resources to foster more holistic, multi-dimensional evaluations of teaching. Discuss ways to incorporate or adapt these practices into your department's evaluations of teaching effectiveness.**

#### Session ONE: Review & Discuss

Review & discuss the following resources:

[A Department-Level Cultural Change Project: Transforming the Evaluation of Teaching](#)  
[The Teacher Quality Framework from the University of Colorado, Boulder](#)

Additional resources from the [TEval Project](#)

#### Session TWO: Develop a Plan

How could you adapt some of these resources and recommendations to your own department and discipline? Discuss with your group.

#### Session THREE: Finalize Project

Create a plan for how your department will incorporate or adapt these practices for assessing teaching effectiveness as part of annual faculty evaluation and tenure and promotion processes.

### **Option Three:**

**Complete C-TEL's tier 3 (peer-to-peer) teaching consultation program with others from your department, or we will find you a group of colleagues from outside your department if you prefer.**

According to C-TEL, the teaching consultation program at Washburn University is designed to help faculty gain insight into their own teaching by visiting each other's classrooms and

discussing their observations. Past participants have said that they learned as much if not more from observing others teach and then discussing pedagogical decisions that were made than they did from the feedback they received about their own teaching. For this option, you will follow [the guidelines set by C-TEL](#) for participating in this program. Please be sure to sign up with both Michaela Saunders from CAS and Dr. Michael McGuire, the C-TEL teaching fellow who coordinates this program, and submit your final report both to the CAS office and C-TEL. One thing to keep in mind in selecting this option is you will need to sign up with colleagues who teach at different times than you so you are able to visit their classes. This option will also require attendance at an orientation session in addition to visiting your colleagues' classes. Those who complete this option will receive 7 C-TEL badges in addition to the stipend from CAS.

#### **Option Four:**

#### **What are your department's best practices for incorporating Navigate into your advising practices?**

Session ONE: Attend a "Welcome to Academic Planning" Training Session

Consult the Spring 2021 Navigate training session (see attachment p. 5–6) and attend one of the "Welcome to Academic Planning" sessions. (Please note you will need to register to attend through [C-TEL](#).) At the training, you will learn the basics of advising utilizing Navigate's academic planning tool. Faculty advisors will not have access to the academic planning feature in Navigate until they have attended a training. Please note that Christina Foreman from the Center for Student Success and Retention is also willing to schedule training appointments with individuals, departments, or faculty success groups.

Session TWO: Develop a Plan

Develop a plan for how you will approve a student's academic plan and incorporate academic plans into your future advising. In doing so, discuss the following with your Faculty Success Group:

- 1) What do you think are some of the benefits Navigate's academic planning, both for students and for your department? Do you have any concerns, or what would you like to know more about? Is there something you would like for Navigate to do that doesn't currently seem possible?
- 2) Review the sample 4-year degree plan posted on your department's webpage. Is it accurate? If it isn't, what changes are needed to make it accurate and useful to your students? (Remember, students will use your posted sample degree plans in building their own academic plans.) Department chairs may send updated degree plans to Michaela Saunders at [michaela.saunders@washburn.edu](mailto:michaela.saunders@washburn.edu) and request that they be posted on departmental webpages.
- 3) What are the steps you will take in approving a student's academic plan? For example, you will need to consult their degree audit to confirm what they have already taken. You will also want to compare the student's academic plan to your department's sample degree plan. Has the student planned to take courses in the proper sequence? Have they planned to take balanced combinations of courses in each semester? Are students taking math and English courses appropriate to their ACT or Pearson MyMathLab scores? Create a checklist of best practices in approving a student's academic plan. Remember, too, that students' academic plans can always be revised.

- 4) The academic planning tool features several unique features available to faculty advisors, including the ability to “lock” courses in a given semester for a student to take, the ability to “flag” courses, and the ability to suggest different courses. Discuss ways you can make the most of these features in your advising practices.
- 5) Once a good academic plan is in place for a student, time during advising sessions that was once utilized in creating a course schedule should be freed up for other discussions. What other topics should faculty advisors address with students during academic advising (e.g. holds on their accounts, the value of general education, career plans, graduate school, internships, extra-curricular opportunities, referrals to campus resources, etc.) Are you utilizing and updating your department’s “major map”?

### Session THREE: Finalize Project

Create an advising checklist and/or best practices for approving a student’s academic plan and providing advising in your discipline that incorporates these new tools and strategies. Share this plan with everyone in your department. (Please note that you will only need to turn in this finalized project to receive compensation from CAS.)

### **Option 5:**

**How are the resources available on Academic Impressions relevant to you and your teaching, research, and career aspirations?**

### Session ONE: Identify and Review Available Content

[Login or create an account](#) on the Academic Impressions website using your @washburn.edu email address. Member benefits will automatically be granted. Peruse the professional development opportunities available through Academic Impressions. Identify a topic (e.g., [faculty success](#); [student success](#); [women in leadership](#); [diversity, equity, and inclusion](#); etc.) on which your group would like to focus and two or three upcoming virtual trainings or recordings to review. Your group could also review trainings on different topics if you’d prefer.

### Session TWO: Develop a Plan

After reviewing the selected content available through Academic Impressions, reflect on and discuss with your group the content presented and develop a plan for how you will incorporate the relevant components of the trainings into your success as faculty members.

### Session Three: Finalize Project

Prepare a plan for how you will incorporate the professional development techniques or strategies into your teaching, research, or general career advancement. Please also include any recommendations you have for the Academic Impressions materials you reviewed so that CAS may recommend them to others.

## **Faculty Success Groups, CAS, Spring 2020**

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To register, one member of each group should email Michaela Saunders at [michaela.saunders@washburn.edu](mailto:michaela.saunders@washburn.edu). Please include your name, home department, and fellow group members' names. If you are not yet part of a group, the CAS office will help you find a group.

Deadline for spring 2020 registration is February 21.

Deadline for submission of final project is May 22, 2020.

Beginning this spring, all Washburn students will be strongly encouraged and incentivized to create academic plans in Navigate. The spring option for CAS Faculty Success Group is thus designed to encourage and reward faculty members who complete training in academic planning so they are able to approve students' academic plans and incorporate academic planning into their advising sessions. There is only one option for faculty success groups this semester:

### **What are your department's best practices for approving students' academic plans in Navigate and how can you utilize Navigate's academic planning tool to maximize the benefits of advising?**

Session ONE: Attend a "Welcome to Academic Planning" Training Session

Consult the [spring 2020 Navigate training schedule](#) and attend one of the "Welcome to Academic Planning" sessions. At the training, you will learn the basics of advising utilizing Navigate's academic planning tool. Faculty advisors will not have access to the academic planning feature in Navigate until they have attended a training. Please note that Christina Foreman from the Center for Student Success and Retention is also willing to schedule individual training appointments with departments or faculty success groups.

Session TWO: Develop a Plan

Develop a plan for how you will approve a student's academic plan and incorporate academic plans into your future advising. In doing so, discuss the following with your Faculty Success Group:

- 1) What do you think are some of the benefits Navigate's academic planning, both for students and for your department? Do you have any concerns, or what would you like to know more about? Is there something you would like for Navigate to do that doesn't currently seem possible?
- 2) Review the sample 4-year degree plan posted on your department's webpage. Is it accurate? If it isn't, what changes are needed to make it accurate and useful to your students? (Remember, students will use your posted sample degree plans in building their own academic plans.) Department chairs may send updated degree plans to Michaela Saunders at [michaela.saunders@washburn.edu](mailto:michaela.saunders@washburn.edu) and request that they be posted on departmental webpages.
- 3) What are the steps you will take in approving a student's academic plan? For example, you will likely need to consult their degree audit. You will likely want to compare the student's academic plan to your department's sample degree plan. Has the student planned to take courses in the proper sequence? Have they planned to take balanced combinations of courses in each semester? Are students taking math and English courses appropriate to their ACT or Pearson MyMathLab scores? Create a checklist of best practices in approving a student's academic plan. Remember, too, that students' academic plans can always be revised.
- 4) The academic planning tool features several unique features available to faculty advisors, including the ability to "lock" courses in a given semester for a student to take, the ability to "flag" courses, and the ability to suggest different courses. When, if ever, do you think it would be appropriate to use these features?
- 5) Once a good academic plan is in place for a student, time during advising sessions that was once utilized in creating a course schedule should be freed up for other discussions. What other topics should faculty advisors address with students during academic advising (e.g. holds on their accounts, the value of general education, career plans, graduate school, internships, extra-curricular opportunities, referrals to campus resources, etc.) Are you utilizing and updating your department's "major map"?

### Session THREE: Finalize Project

Create an advising checklist and/or best practices for approving a student's academic plan and providing advising in your discipline that incorporates these new tools and strategies. Share this plan with everyone in your department. (Please note that you will only need to turn in this finalized project to receive compensation from CAS.)

### **Faculty Success Group Report (Takrima Sadikot, John Mullican)**

What are your department's best practices for approving students' academic plans in Navigate and how can you utilize Navigate's academic planning tool to maximize the benefits of advising?

- 1) What do you think are some of the benefits Navigate's academic planning, both for students and for your department?

Yes. It is relatively easy to plan for the current and future semesters in Navigate. While Degree Works functions relatively well by itself, Navigate is more dynamic and is useful in providing students a sense of what their overall undergraduate schedule would look like.

- 2) Review the sample 4-year degree plan posted on your department's webpage. Is it accurate? If it isn't, what changes are needed to make it accurate and useful to your students? (Remember, students will use your posted sample degree plans in building their own academic plans.) Department chairs may send updated degree plans to Michaela Saunders at [michaela.saunders@washburn.edu](mailto:michaela.saunders@washburn.edu) and request that they be posted on departmental webpages. For the Molecular Biology and Biotechnology Degree Program the Department webpage is updated. Perhaps, we could consider adding the Parasitology course as another elective for the MBB program.

- 3) What are the steps you will take in approving a student's academic plan? For example, you will likely need to consult their degree audit. You will likely want to compare the student's academic plan to your department's sample degree plan. Has the student planned to take courses in the proper sequence? Have they planned to take balanced combinations of courses in each semester? Are students taking math and English courses appropriate to their ACT or Pearson MyMathLab scores? Create a checklist of best practices in approving a student's academic plan. Remember, too, that students' academic plans can always be revised.

For the sciences it is particularly important that students take their courses in a specific sequence. This helps the student build a solid foundation and add to their knowledge base in a hierarchical manner. Currently Navigate does not have a built-in MBB plan for students who joined Washburn University prior to Fall 2019; although, the older version could be easily updated. It is therefore essential to consult the degree audit for these students and plan accordingly. It is also imperative to consider incoming college credits from either AP, CLEP, dual-credit and others when advising and building a schedule.

- 4) The academic planning tool contains several unique features available to faculty advisors, including the ability to "lock" courses in a given semester for a student to take, the ability to "flag" courses, and the ability to suggest different courses. When, if ever, do you think it would be appropriate to use these features?

Even with the best of planning sometimes it becomes essential to switch, drop or add courses for a given semester. Therefore, we generally prefer not to lock students' schedules. However, it might be good to lock some upper division courses that are on a certain course rotation schedule (e.g., taught every Fall in even years). During the advising sessions students and advisors should consider the following before agreeing upon a schedule:

- a. Requirements of the degree program
- b. Completion of pre-requisites
- c. Difficulty of the courses selected
- d. Time conflicts
- e. Selecting courses from a few different disciplines to avoid burnout

- f. The student's work hours (if applicable) and/or extracurricular schedules (e.g., student-athlete, debate, etc.) and available study time
- g. Ensuring the student will earn the proper number of credits in each area, e.g., 45 hr of 300-level credit, etc. Using the placeholder feature might work well instead of "locking" some courses.

In Navigate, the BI 395 Biology Research course by default is set at 3 credit hours. However, not all students need to take 3 credit hours of research and even those who do, may choose not to take all 3 credit hours in the same semester. In such situations, "flagging" the course and adding a note letting the student know how many credit hours they should take in each semester, is a good practice. We may also "flag" a course where a student may need to enroll in a specific section of a course, for example WU 101 section specific to biology.

- 5) Once a good academic plan is in place for a student, time during advising sessions that was once utilized in creating a course schedule should be freed up for other discussions. What other topics should faculty advisors address with students during academic advising (e.g. holds on their accounts, the value of general education, career plans, graduate school, internships, extra-curricular opportunities, referrals to campus resources, etc.) Are you utilizing and updating your department's "major map"?

Outside of building a good academic plan for a student, we generally take into consideration what the student's future-plans involve. Generally, students interested in medical school need to chalk-out time for their MCAT exams and may need to adjust their academic load, take the recommended courses for the MCAT, etc. prior to applying to medical school. Pre-med students must also gain significant physician-shadowing hours and we discuss how to connect with local physicians. Similarly, students applying to graduate school, dental school, PA school etc. have other criteria. For the MBB program, in particular, Dr. Sadikot attempts to place students in internships that support their future career interests.



**Sample 4-Year Schedule for Molecular Biology and Biotechnology Major**  
**Bachelor of Science**  
**120 Hours**

<b>Freshman</b>			
<b>Fall Semester</b>		<b>Spring Semester</b>	
BI 102 – General Cellular Biology	5	BI 103 – General Organismal Biology	5
CH 151 – Fundamentals of Chemistry I	5	CH 152 – Fundamentals of Chemistry II	5
EN 101 – English Composition	3	BI 234 – Introduction to Biotechnology	3
WU 101 – Washburn Experience	3	Soc. Sci. General Education	3
<b>TOTAL</b>	<b>16</b>	<b>TOTAL</b>	<b>16</b>
<b>Sophomore</b>			
<b>Fall Semester</b>		<b>Spring Semester</b>	
CH 340 – Organic Chemistry I	3	CH 341 – Organic Chemistry II	3
CH 342 – Organic Chemistry I Lab	2	CH 343 – Organic Chemistry II Lab*	2
BI 301 – General Microbiology	4	BI 333 – General Genetics	4
MA 151 – Calculus I	5	MA 140 – Statistics ***	3
		PH 214 – Medical Ethics (Humanities General Education)	3
<b>TOTAL</b>	<b>14</b>	<b>TOTAL</b>	<b>15</b>
<b>Junior</b>			
<b>Fall Semester</b>		<b>Spring Semester</b>	
PS 261 – College Physics I	5	PS 262 – College Physics II	5
BI 353 – Molecular Genetics	3	EN 300 – Advanced Composition	3
Soc. Sci. General Education	3	BI 354 – Molecular Biology Laboratory	3
AR/MU/TH General Education	3	Soc. Sci. General Education	3
		Elective	3
<b>TOTAL</b>	<b>14</b>	<b>TOTAL</b>	<b>17</b>
<b>Senior</b>			
<b>Fall Semester</b>		<b>Spring Semester</b>	
BI 390 – Biology Seminar	1	BI 395 – Biology Research	3
Microbiology/Biotechnology Elective**	3	Microbiology/Biotechnology Elective**	3
Humanities General Education	3	BI 440 – Biotechnology Internship	3
CH 350 – Biochemistry I	3	Elective	3
CH 351 – Biochemistry I Lab	2	Elective	3
Elective	3	Elective	2
<b>TOTAL</b>	<b>15</b>	<b>TOTAL</b>	<b>17</b>

\*Organic Chemistry II Lab is one of several Microbiology/Biotechnology Elective courses that may be taken.

\*\*Choose 8 hours from the following: BI 322, BI 325, BI 328, BI 330, BI 355, BI 357, BI 362, BI 363, BI 370, BI 420, CH 343, CH 352, CH 353.

\*\*\*May take either MA 140, 145, or BI 314 (Statistics for Biologists) to satisfy this Quantitative course requirement.

Note: Some courses may be taken during the summer sessions (not shown in above schedule) to help reduce the number of hours during the fall and spring semesters. Additionally, some Biology elective courses are offered only in the summer. Please consult the Biology Department's web site for more information.

## Biology Prerequisite Advising Guide

<b>BI 102</b>	Students with comprehensive ACT scores of 23 or less should enroll in BI 100 (Health Emphasis) AND successfully complete it with a C or better <i>before</i> enrolling in BI 102. Students who have already received credit for BI 100 (through concurrent enrollment or community college) should enroll in BI 102. Students with comprehensive ACT scores of 24 or higher should enroll directly in BI 102.
<b>Math placement</b>	Students with Math ACT $\geq 21$ should be placed in MA 116 Students with Math ACT score between 18–20 should be placed in MA 108 Students with Math ACT $\leq 18$ should be placed in MA 095.
<b>CH 151</b>	Pre-requisite MA 116 or concurrent enrollment or Math ACT $\geq 25$ .
<b>Upper division</b>	Any student taking 200 or 300 level biology courses should take these classes in numerical order. Biology courses are numbered from easier to harder.

## Education Department Faculty Success Group Meeting Notes

### First Meeting

Friday, March 6, 2020

Present: Cherry Steffen, Tracie Lutz, Craig Carter, Lisa Douglass

Christina Foreman presented the Navigate program to Faculty Success Group along with the entire faculty.

### Second Meeting

Tuesday, March 24, 2020

Present: Cherry Steffen, Tracie Lutz, Craig Carter, Lisa Douglass

The group met and went through all the questions which needed to be answered for the Faculty Success Group:

Please include any additional comments concerning components of Question #1:

**What do you think are some of the benefits of Navigate's academic planning, both for students and for your department?**

#### Benefits for students:

- Helpful links included concerning campus-wide resources and services
- Offers a 'one-stop-shop' set-up
- Offers 'To Do' lists to help organize an academic plan
- Helps students graduate in a timely manner
- Offers opportunities for students to collaborate
- Helps with building schedules

#### Benefits for the department:

- Easy to access students' overall information
- User friendly
- Students' phone numbers, overall GPA, and grades are available in one spot
- GPA information available semester-by-semester
- Offers a 'one-stop-shop' set-up
- Allows for early alert concerning students who may be struggling
- Easy access to information concerning student athletes
- Students' Progress Reports available

- Succinct semester-by-semester breakdown

**Do you have any concerns, or what would you like to know more about?**

- Allowing time for faculty to work with various aspects of the Navigate system will allow us to determine what we may want to know more about in the future.
- Both students and faculty need to use in order for this to work to its true capacity

**Is there something you would like for Navigate to do that doesn't currently seem possible?**

- Again, time and experience concerning all that Navigate offers will allow us to determine what we may need as a faculty in the future.

Please include any additional comments concerning components of Question #3:

**What are the steps you will take in approving a student's academic plan?**

Steps for Students	Steps for Advisor
<p><i>Bullet #3 above could be used to complete this section????</i></p>	<ul style="list-style-type: none"> <li>• Consult student's degree audit.</li> <li>• Compare student's academic plan to department's sample degree.</li> <li>• Check to determine if student's courses are in proper/sequential order.</li> <li>• Check for balanced combination of course for this semester.</li> <li>• Review student's ACT scores and ensure courses chosen are appropriate concerning math and English.</li> </ul> <p><u>Available Tools through Navigate-</u></p> <ul style="list-style-type: none"> <li>• Lock courses</li> <li>• Flag courses</li> </ul>

Lock may be used for \_\_\_\_\_.

Flag may be used for \_\_\_\_\_.

1. Concerns – We need to start this program with our current ED 155 students. (Based on the current situation, we hope to implement our plan in the Fall of 2020.) Students further along in the program will be difficult to work with in this system due to the changes in our education program and the necessary substitutions. Website has to be updated before this will be particularly valuable. We have sent changes to Michaela and are now waiting for those to be uploaded.

Positives – there are a lot of positives to Navigate. For example, the “one-stop-shop” possibilities, ability to see things like progress reports and history all in one place are helpful. Tracie will begin to put together a list of the positives and we will all add to it (via Google Docs).

2. Our changes to the website and our revised program sheets have been submitted to the CAS Dean’s office. We are waiting for these changes to be uploaded.

3. We will explore what is being taught as far as using Navigate in WU 101. Once we have this information we will determine what needs to be done in ED 155 to reinforce this and to move students forward with using Navigate.

For BEd students:

- a. Develop their own plan of study
- b. Meet with their advisors to review the plan
- c. Advisor and student will go over the Degree Audit together

4. Items 3 and 4 will be merged

5. Our goal is to develop a “bookmark” with the plan for students and one for advisors. The advisor bookmark will include a checklist regarding working with students on plans of study and beyond.

Next Meeting: April 2, 2020 at 11 a.m. via Zoom. Prior to that Craig will send out a Google Doc for us to begin working toward our goal.

### Third Meeting

Thursday, April 2, 2020

Present: Cherry Steffen, Tracie Lutz, Craig Carter, Lisa Douglass

The lists for students and advisors are completed.

Dissemination will be through ED 155, ED 165 and to all faculty and staff.

It was suggested that this should start with the early education classes and not those who are already well into their program.

Final information will be printed on bookmarks to be handed out in the classes. The bookmarks will be developed by Craig. He will share them with the group for review and suggestions. Once these are approved by the committee, they will be printed and laminated for dissemination beginning in the Fall 2020.

Next meeting: April 8, 2020 at 1 p.m. via Zoom.

Fourth Meeting

Thursday, April 8, 2020

Present: Cherry Steffen, Tracie Lutz, Craig Carter, Lisa Douglass

Information on the Navigate bookmarks was reviewed and given final approval. Craig will send these to Robyn to print off and laminate.

We decide that our departmental retreat in the fall we will train all advisors on Navigate and start the program with all new education majors.

## Navigating Enrollment – Enrolling Checklist for Education Majors

- Prior to meeting with your Advisor...review your academic success plan and see what courses are proposed for the upcoming semester.
- Meet with Advisor; get PIN.
- Log into Navigate:**  
Click on the Academic Planning link on the Student Academics page through your My Washburn account **OR** Go to <https://washburn.navigate.eab.com> and log in.
- On the home screen, click on the Planner link at the top.
- Planner Page – Find all your course requirements on the left side.
- Click on “Add New Term” and use dropdown box to select term for which you’re enrolling.
- Look through the course list and click on the class and add it to the new semester box and drop it.
- Once your list of classes for the semester is complete, click on the “Pick Times” box at the bottom of the semester box.
  - If a little red caution sign appears, click “View Details” to double check prerequisites.
  - For Pop Up Box about adjusting, you can fix at this time or fix later.
- Building Your Schedule – On the left you see courses you have chosen; on the right will be a calendar (scroll down below yellow text box). In the calendar, you can block off times you would like to avoid taking classes.
- Choose Course Times – You might have online or lecture options. Make your choices as all available classes will be listed. Hovering over the options will show the course on the calendar. Drag and drop your selection into your calendar.
- You can remove and make changes by clicking on the class in the calendar and clicking “Unschedule”.
- Finished with your schedule? Click on “+ Enter Term PIN”.
- Ready to Enroll? Click the “Register” button.
- Problems? Contact your Advisor.

## Navigating Enrollment – Enrolling Checklist for **Education Advisors**

- Log into Navigate:**
  1. Open either a Google Chrome or Mozilla Firefox browser Log-in to your [MyWashburn](#) account.
  2. Click on the **Faculty** tab from the left-hand menu.
  3. Select **Navigate Staff** from the **Faculty/Advisor Self Service** box on the right-hand side. This will take you into the Navigate platform. **OR**
    1. Open either a Google Chrome or Mozilla Firefox browser.
    2. Type this direct web address to Navigate in your browser – [washburn.campus.eab.com](https://washburn.campus.eab.com) – if you are already logged into one of our Washburn single-sign-on systems, this will take you directly into the Navigate platform, if not, enter your Washburn credentials.
    3. Please change the term in the upper right-hand corner to **current term (ex. Spring 2020)**. **NOTE:** the term automatically defaults to the Law School term (ex. Spring 2020 Law). You will have to change this each time you log in.
- Use Navigate to set up your advising schedule.  
Link for Accessibility:  
<https://www.washburn.edu/academics/center-student-success/student-success-collaborative/Navigate-Setting-up-Availability.pdf>  
Link for Setting Up a Group Schedule:  
<https://www.washburn.edu/academics/center-student-success/student-success-collaborative/Navigate-How-to-Run-an-Advising-Appointment-Campaign.pdf>
- Review each Advisee’s academic success plan on Navigate.
- Meet with Advisee.
- Review and Approve Plan.
- Provide Advisee with PIN.
- Follow through by checking Advisee’s schedule.

## Checklist for Advising Sessions\*

Each individual advising appointment will vary based on the student, their circumstances, needs and questions. The following is a general list of items that should be covered each time you meet with a student.

- Generate a **Degree Audit** for each advisee using Degree Works. This will list classes taken and what is still needed.
- Check that courses in Degree Works are all allocated to the correct categories. Have all of the HI 300 courses been appropriately counted?
- Check the student's degree plan in Navigate. Are the correct courses listed? Is the distribution of History courses and other necessary courses appropriate? Ensure HI 395 and HI 399 are locked into the correct semester.
- Check to see if the student has any **holds**. These must be resolved prior to the student enrolling.
- If the student is new to Washburn or History, look at the student's **Academic Transcript**. Is the student on probation? Does the student have transfer credits? Have all previous transcripts been received and posted?
- Ask the student if they have received an Associate's Degree. If so, this will affect how Washburn accepts their transfer credits. Ensure the student's degree audit reflects their transfer credits in the proper general education category. If this needs updating, contact the University Registrar auditors. ([audits@washburn.edu](mailto:audits@washburn.edu)).
- Ask the student about future career plans. Consider a minor that would support these plans, and general education or elective courses that would provide skills useful to this path.
- Look over the **general education** courses the student has already completed and what they still need to complete.
- Make sure the student is taking the correct Math and English course for their abilities. Please refer to the Math and English placement charts to ensure that the student is enrolled in an appropriate level of course, remembering that there may be prerequisites for some courses.
- If appropriate, let the student know about Washburn's course **repeat policy**. They may repeat any course in which they have received a grade of "D" or "F". The new grade will replace the old grade in their GPA. Students can repeat courses in which they received a C grade or better only with the permission of the Academic Department Chair.
- A student can take a course for **A/Pass/Fail** credit if it is not required of their major, minor, correlate or University Core requirement. The student must have completed 30 hours to take a class A/P/F and have a GPA of 2.0 or higher.
- Encourage students to consider opportunities such as internships, WTE, conference presentations, or publication opportunities that will help them pursue success in the field.

## Additional Checklist for Advising at New Student Orientation

New Student Orientation is an exciting time for incoming freshman and their families and guests. Many students are very anxious about college and it is important for the faculty and staff to be caring members of the university community. This initial interaction helps students build and maintain relationships with faculty and their academic department.



- Students must enroll in an academic success seminar: WU 101 or HN101.
- Provide information to students about university and general education requirements for the degree.
- Provide students with information about career opportunities in History.
- Ask about any college courses the student has completed during high school for credit. These transcripts may not have been received by the university yet.
- Make sure any needed overrides for classes are done.
- Ensure students are placed in the appropriate Math or English course for their ability.
- Encourage students to enroll in 15 credit hours.
- Encourage students to think strategically about their minor. What other subjects interest them? What kind of career would they like to pursue?
- All students must know how to login to My.Washburn. Inform students that their Washburn email address is the university's official channel of communication.
- Provide information about major and degree requirements in the form of handouts or four-year plans.
- Inform the student where they can seek advising help after orientation. If they are assigned to another faculty member, make sure they have their advisor's name and contact information.

\*Adapted from the general advising handbook produced by the Washburn University Center for Student Success and Retention.

## ADVISING CHECKLIST FOR MASS MEDIA MAJORS

**Declaring a major:** To become a mass media major, students must declare their major and area of concentration through the department office located in Henderson Learning Resources Center room 316 either by visiting in person or by calling our department at 785-670-1836. Students will then be assigned to a single adviser from the department faculty. This approach allows advisers and advisees to partner more effectively and create a plan for student success.

**Mandatory Majors Meeting:** At the beginning of each fall semester, the department holds a mandatory majors meeting where all mass media students get advising and curriculum updates.

**Responsibilities of the Student:** Students need to understand and actively participate in the advising process. Advising is not just something the professor does. It is an active, collaborative process requiring preparation by the student.

**Keep us informed of changes in your program.** If you declare a minor or second major, please inform us. If you plan to study abroad, consult with the department chair early in the planning process.

**Need quick answers?** [The Registrar's website](#) has a self-service guide that covers such topics as: pass/fail options, application for graduation, degree audits, diplomas, holds, transcripts, last day to add/drop courses, etc.

### **PRIOR TO OPEN ENROLLMENT:**

- Each semester, plan to meet with your adviser during the university advising period, which usually starts two weeks prior to advanced registration. Be on the lookout for emails from your adviser about the best ways to make an appointment with him/her. While face-to-face appointments are preferred, there are options for virtual appointments.
- Prior to your meeting, run a degree audit. Here are the steps: <https://washburn.edu/registrar/online-degree-audits.html>.
  - a. Examine your degree audit carefully and bring potential discrepancies, problems, or concerns to the attention of your adviser.
  - b. Talk to your adviser about any questions you have about Washburn University's academic policies.

For example, did you know that you can retake a class in which you received a D or F to improve your GPA? You can even retake a course in which you received a C with special permission from the department chair. The new grade will replace your old one in your GPA. As another example, did you know about the A/Pass/Fail (A/P/F) is a course option? You can use it if you meet these requirements: You must have completed 24 semester hours; You must have a

cumulative GPA of 2.0 or higher; You may not take an A/P/F course in your major or minor, and; You may enroll in only one A/P/F course per semester.

Note: All Mass Media students need a foreign language for a mass media degree (can be taken pass/fail).

- Go to Navigate and create your degree plan for the respective semester.

*Note: If you are a transfer student and have questions about how any of your media-specific courses transferred in, talk to the department chair. If you have a question about how your general education courses transferred (sometimes courses do transfer in incorrectly), visit the [Registrar's web page](#) or call the Registrar at 785-670-1074. In some instances, your academic adviser can help you petition the transfer of certain general education courses.*

- As you plan your schedule, choose your classes carefully based on the needs suggested by your degree audit and the sample 4-year degree plan for your concentration. Link to plan.
- Create a list of questions for your adviser.

#### **DAY OF THE APPOINTMENT:**

- It is expected that you will keep your appointment with your adviser. If plans change, it is your responsibility to notify your adviser in advance.
- It's recommended that you talk to your adviser about a range of things--your major, a course you are concerned about, your career, or simply school in general. Your appointment is not about just getting a PIN number. Plan to discuss career paths, internship options for underclassmen, WTEs, Mass Media honors, study abroad plans as ways to enhance your career edge. If you are not doing well in a course (any course – not just courses your adviser teaches), go talk to your adviser. If you are overwhelmed by things in your life and it is affecting your school performance, talk to your adviser about resources and things you can do to protect your good academic standing. When you go to see your adviser, go in with the attitude that he or she is there to be your advocate. He or she is there to help.
- Once you agree on your course choices for the respective semester, you are required to follow through. If you wish to make a change, check back with your adviser because it could impact your graduation plans.
- You should leave the meeting with:
  - clear idea of what classes you need for the semester
  - your PIN number
  - your enrollment date
  - answers to your questions

**DAY OF ENROLLMENT:**

- Your early enrollment window opens at 12:01 a.m. the day of enrollment.
- You have a choice to enroll through MyWashburn or Navigate.
- You will need your PIN to enroll
- Follow the plan for enrollment
- If you encounter holds, email [Student One Stop](#) at [sos@washburn.edu](mailto:sos@washburn.edu), or call at 785-670-1151
- If you encounter enrollment errors, email your adviser with the specifics.

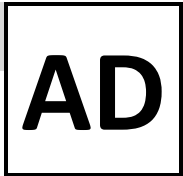
*Note: Seniors who add the MM494 class go through an additional step to enroll for 2 credit hours. How to.*

**COMMON MISCONCEPTIONS ABOUT ADVISING:**

- Academically, it is ALWAYS better to get a W (withdraw) than an F (fail) on your transcript. Both W's and an F's are bad for financial aid as well, although it is complex and there can be some different implications financially between the two. To understand the financial consequences, go to the [Student One Stop](#) (or call at 785-670-1151) and ask to speak to a financial aid processor.
- If math is not your strength, it can be okay to delay taking a math course during your first semester as you adjust to being a college student. For most mass media majors, we recommend Math 112 (Contemporary College Mathematics), in which 75 percent of students get a C or better (versus Math 116 College Algebra, in which only 33 percent of students get a C or better).
- You can use classes from your minor to satisfy general education requirements as long as those courses are part of the accepted class list.
- Academic requirements are created so that a student in good standing *can* complete a degree in four years.
- The PIN that you use to enroll in classes is the same one needed to change or drop classes. Students receive a new PIN each registration period. The Department of Mass Media's administrative assistant is not allowed to distribute PINs.

CATALOG REQUIREMENTS FOR B.A. IN MASS MEDIA

Valid for Catalog Years 2020-2021



This worksheet does not replace processing a degree audit, which illustrates the completion of specific degree requirements on an individual basis. **University graduation requirements to pay attention to:**

- 120 Minimum Credits 45 Upper Division Credits 80 Non-Major Credits

CORE UNIVERSITY REQUIREMENTS (12 HOURS):

- WU101 Washburn Experience\* (3)
EN101 Freshman Composition (3)
MA112 Contemporary College Math\*\* (3)
EN300 Advanced College Writing (must be a Junior) (3)

\*WU101 will be waived for any transfer student starting at Washburn with more than 30 hours of college credit completed.

\*\* MA112 or MA116 should be chosen in consultation with your advisor and is determined by your degree plan and minor.

GENERAL EDUCATION REQUIREMENTS (50 HOURS):

Foreign Language (4-8 hours):

- Foreign Language I (prerequisite) (4)
Foreign Language II (4)

Humanities GenEd (Total 15 hours - 12 GenEd + 3 Fine Arts):

Includes: English - excluding EN101/EN300, Philosophy, Religion, Communication, Honors 201, Foreign Language

- CN150 Public Speaking (Mass Media requirement) (3)
(3)
(3)
(3)

Humanities Fine Arts (3 hours): Art, Music, Theatre

- (3)

Social Sciences (15 hours):

Includes: Political Science, History, Psychology, Economics, Sociology, Anthropology, Geography, Honors 202

- (3)
(3)
(3)
(3)
(3)

Natural Sciences (12 hours):\*

Includes: Biology, Chemistry, Physics, Astronomy, Geology, Honors 203, Mathematics, Computer Science

- (3)
(3)
(3)
(3)

\* Natural Sciences: Students must take courses in two natural science disciplines outside of mathematics.

CORE MASS MEDIA REQUIREMENTS (16 hours including):

- MM100 Introduction to Mass Media (3)
MM199 Mass Media Bootcamp (3)
MM393 Media Law, Ethics and Diversity (3)
MM400 Media Literacy (3)
MM494 Mass Media Internship (2)
MM499 Career Development/Digital Portfolio (2)

Creative Advertising Concentration (24 credits):

- MM202 Creative Media Writing (3)
MM321 Visual Communications (3)
MM352 Advertising I (3)
MM415 Promotions Writing (3)
MM425 Creative Strategic Advertising (3)
MM432 Advertising II (3)
Mass Media Upper Division Elective (3)
Mass Media Upper Division Elective (3)

ADDITIONAL ADVISING INFORMATION

MM Electives: Mass Media majors must choose among additional courses offered outside their concentration in the mass media department to satisfy the six (6) hours of Upper Division electives (300 level or higher). Special topics courses will also satisfy the requirement and might include: Murder, Mayhem and Media; Social Media Storytelling; Sports Branding and Promotion, etc. Topics vary each semester. Check with your advisor.

MM 492 - Independent Study: This class requires both a formal proposal and consent of a faculty mentor and the Department Chair. It is also restricted to majors only.

MM 494 - Internships: Students are encouraged to complete multiple internships. To be eligible for the Internships class, you must have a senior standing. The internship must be approved and proper paperwork submitted prior to the semester you want to intern. (Please see content folder in Mass Media D2L: Internships 101 for a complete guide to internships.)

Mass Media Honors: Must have a 3.2 overall GPA, 3.5 mass media GPA. Earn a minimum of three badges. Apply by week 10 of your graduation semester. (Please see content folder in Mass Media D2L: Mass Media Honors for a complete guide to honors.)

Minor Requirement: MM majors are required to complete a minor outside of the mass media department (see back).

Two Concentrations: MM majors can complete two MM concentrations, but this does not replace the minor requirement.

Ask your advisor about WTE and Travel opportunities through the Mass Media department.

## DEGREE COMPLETION PLAN FOR B.A. IN MASS MEDIA

### Concentration: Creative Advertising



Following this recommended schedule ensures degree completion in four years.

#### FRESHMAN YEAR

##### Fall Semester

_____	MM100 Intro to Mass Media	3
_____	MM199 Mass Media Boot Camp	3
_____	WU101 Washburn Experience	3
_____	EN101 Freshman Composition	3
_____	Humanities GenEd 1 (Fine Art)	3
	<b>Total Credits:</b>	<b>15</b>

##### Spring Semester

_____	MM202 Creative Media Writing	3
_____	Social Science GenEd 1	3
_____	Minor Class 1/ usually GenEd	3
_____	Natural Science GenEd 1	3
_____	Humanities GenEd 2 (CN100 – required)	3
	<b>Total Credits:</b>	<b>15</b>

#### SOPHOMORE YEAR

##### Fall Semester

_____	MM393 Media Law, Ethics & Diversity	3
_____	Humanities GenEd 3	3
_____	Minor Class 2/ usually GenEd	3
_____	Social Science GenEd 2	3
_____	FL101 Intro to Foreign Language I	4
	<b>Total Credits:</b>	<b>16</b>

##### Spring Semester

_____	MM321 Visual Communication	3
_____	Humanities GenEd 4	3
_____	Social Science GenEd 3	3
_____	MM112 Contemporary College Math*	3
_____	FL102 Intro to Foreign Language II	4
	<b>Total Credits:</b>	<b>16</b>

#### JUNIOR YEAR

##### Fall Semester

_____	EN300 Advanced Composition	3
_____	MM352 Advertising I	3
_____	MM425 Creative Strategic Advertising	3
_____	Natural Science GenEd 2	3
_____	Minor Class 3 (Upper Division)	3
	<b>Total Credits:</b>	<b>15</b>

##### Spring Semester

_____	MM415 Promotions Writing	3
_____	MM432 Advertising II	3
_____	Humanities GenEd 5	3
_____	Social Science GenEd 4	3
_____	Minor Class 4 (Upper Division)	3
	<b>Total Credits:</b>	<b>15</b>

#### SENIOR YEAR

##### Fall Semester

_____	MM400 Media Literacy	3
_____	Natural Science GenEd 3	3
_____	Social Science GenEd 5	3
_____	Mass Media Upper Division Elective	3
_____	Non-Mass Media Upper Division Elective or Minor Class 5	3
	<b>Total Credits:</b>	<b>15</b>

##### Spring Semester

_____	MM494 Internship	2
_____	MM499 Career Dev. & Digital Portfolio	2
_____	Mass Media Upper Division Elective	3
_____	Natural Science GenEd 4	3
_____	Non-Mass Media Upper Division Elective or Minor Class 6	3
	<b>Total Credits:</b>	<b>13</b>

**Minor:** A minor (or certificate) is required for all Mass Media Majors. Minors vary in credit hours but most are between 15-18 credit hours.

- **Popular minor/certificate choices:** Art, Business, Entrepreneurship Certificate, Communication, Computer Science, Game Design, History, Leadership, Psychology, Theatre.
- **Students with a double major do not have to complete a minor.**

#### NOTES:

CATALOG REQUIREMENTS FOR B.A. IN MASS MEDIA

Valid for Catalog Years 2020-2021



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CORE UNIVERSITY REQUIREMENTS (12 HOURS):

- WU101 Washburn Experience\* (3)
EN101 Freshman Composition (3)
MA112 Contemporary College Math\*\* (3)
EN300 Advanced College Writing (must be a Junior) (3)

\*WU101 will be waived for any transfer student starting at Washburn with more than 30 hours of college credit completed.

\*\* MA112 or MA116 should be chosen in consultation with your advisor and is determined by your degree plan and minor.

GENERAL EDUCATION REQUIREMENTS (50 HOURS):

Foreign Language (4-8 hours):

- Foreign Language I (prerequisite) (4)
Foreign Language II (4)

Humanities GenEd (Total 15 hours - 12 GenEd + 3 Fine Arts):

Includes: English - excluding EN101/EN300, Philosophy, Religion, Communication, Honors 201, Foreign Language

- CN150 Public Speaking (Mass Media requirement) (3)
(3)
(3)
(3)

Humanities Fine Arts (3 hours): Art, Music, Theatre

- (3)

Social Sciences (15 hours):

Includes: Political Science, History, Psychology, Economics, Sociology, Anthropology, Geography, Honors 202

- (3)
(3)
(3)
(3)
(3)

Natural Sciences (12 hours):\*

Includes: Biology, Chemistry, Physics, Astronomy, Geology, Honors 203, Mathematics, Computer Science

- (3)
(3)
(3)
(3)

\* Natural Sciences: Students must take courses in two natural science disciplines outside of mathematics.

CORE MASS MEDIA REQUIREMENTS (16 hours including):

- MM100 Introduction to Mass Media (3)
MM199 Mass Media Bootcamp (3)
MM393 Media Law, Ethics and Diversity (3)
MM400 Media Literacy (3)
MM494 Mass Media Internship (2)
MM499 Career Development/Digital Portfolio (2)

Film & Video Concentration (24 credits):

- MM222 Cinematic Storytelling (3)
MM312 Cinematography (3)
MM350 Film Editing & Theory (3)
MM372 Filmmaking I (3)
MM405 Documentary Film (3)
MM414 Filmmaking II (3)
Mass Media Upper Division Elective (3)
Mass Media Upper Division Elective (3)

ADDITIONAL ADVISING INFORMATION

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Mass Media Honors: Must have a 3.2 overall GPA, 3.5 mass media GPA. Earn a minimum of three badges. Apply by week 10 of your graduation semester. (Please see content folder in Mass Media D2L: Mass Media Honors for a complete guide to honors.)

Minor Requirement: MM majors are required to complete a minor outside of the mass media department (see back).

Two Concentrations: MM majors can complete two MM concentrations, but this does not replace the minor requirement.

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## DEGREE COMPLETION PLAN FOR B.A. IN MASS MEDIA

### Concentration: Film & Video



Following this recommended schedule ensures degree completion in four years.

#### FRESHMAN YEAR

Fall Semester	Spring Semester
_____ MM100 Intro to Mass Media 3	_____ MM350 Film Editing & Theory 3
_____ MM199 Mass Media Boot Camp 3	_____ Social Science GenEd 1 3
_____ WU101 Washburn Experience 3	_____ Minor Class 1/ usually GenEd 3
_____ EN101 Freshman Composition 3	_____ Natural Science GenEd 1 3
_____ Humanities GenEd 1 (Fine Art) 3	_____ Humanities GenEd 2 (CN100 – required) 3
<b>Total Credits: 15</b>	<b>Total Credits: 15</b>

#### SOPHOMORE YEAR

Fall Semester	Spring Semester
_____ MM222 Cinematic Storytelling 3	_____ MM393 Media Law, Ethics & Diversity 3
_____ MM312 Cinematography 3	_____ MM393 Video Production as MM Elective 3
_____ Social Science GenEd 2 3	_____ Social Science GenEd 3 3
_____ MM112 Contemporary College Math* 3	_____ Minor Class 2 / usually GenEd 3
_____ FL101 Intro to Foreign Language I 4	_____ FL102 Intro to Foreign Language II 4
<b>Total Credits: 16</b>	<b>Total Credits: 16</b>

#### JUNIOR YEAR

Fall Semester	Spring Semester
_____ EN300 Advanced Composition 3	_____ MM414 Filmmaking II 3
_____ MM372 Filmmaking I 3	_____ Mass Media Upper Division Elective 3
_____ Social Science 4 3	_____ Humanities GenEd 3 3
_____ Natural Science GenEd 2 3	_____ Social Science GenEd 5 3
_____ Minor Class 3 (Upper Division) 3	_____ Minor Class 4 (Upper Division) 3
<b>Total Credits: 15</b>	<b>Total Credits: 15</b>

#### SENIOR YEAR

Fall Semester	Spring Semester
_____ MM400 Media Literacy 3	_____ MM494 Internship 2
_____ MM405 Documentary Film 3	_____ MM499 Career Dev. & Digital Portfolio 2
_____ Humanities GenEd 4 3	_____ Humanities GenEd 5 3
_____ Natural Science GenEd 3 3	_____ Natural Science GenEd 4 3
_____ Non-Mass Media Upper Division Elective 3	_____ Non-Mass Media Upper Division Elective 3
_____ or Minor Class 5	_____ or Minor Class 6
<b>Total Credits: 15</b>	<b>Total Credits: 13</b>

**Minor:** A minor (or certificate) is required for all Mass Media Majors. Minors vary in credit hours but most are between 15-18 credit hours.

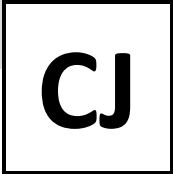
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CATALOG REQUIREMENTS FOR B.A. IN MASS MEDIA

Valid for Catalog Years 2020-2021



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 EN101 Freshman Composition (3)
 MA112 Contemporary College Math\*\* (3)
 EN300 Advanced College Writing (must be a Junior) (3)

\*WU101 will be waived for any transfer student starting at Washburn with more than 30 hours of college credit completed.

\*\* MA112 or MA116 should be chosen in consultation with your advisor and is determined by your degree plan and minor.

GENERAL EDUCATION REQUIREMENTS (50 HOURS):

Foreign Language (4-8 hours):

- Foreign Language I (prerequisite) (4)
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Humanities GenEd (Total 15 hours - 12 GenEd + 3 Fine Arts):

Includes: English – excluding EN101/EN300, Philosophy, Religion, Communication, Honors 201, Foreign Language

- CN150 Public Speaking (Mass Media requirement) (3)
 (3)
 (3)
 (3)

Humanities Fine Arts (3 hours): Art, Music, Theatre

- (3)

Social Sciences (15 hours):

Includes: Political Science, History, Psychology, Economics, Sociology, Anthropology, Geography, Honors 202

- (3)
 (3)
 (3)
 (3)
 (3)

Natural Sciences (12 hours):\*

Includes: Biology, Chemistry, Physics, Astronomy, Geology, Honors 203, Mathematics, Computer Science

- (3)
 (3)
 (3)
 (3)

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CORE MASS MEDIA REQUIREMENTS (16 hours including):

- MM100 Introduction to Mass Media (3)
 MM199 Mass Media Bootcamp (3)
 MM393 Law, Ethics and Diversity (3)
 MM400 Media Literacy (3)
 MM494 Mass Media Internship (2)
 MM499 Career Development/Digital Portfolio (2)

Contemporary Journalism Concentration (24 credits):

- MM202 Creative Media Writing (3)
 MM321 Visual Communication (3)
 MM393 Video Production (3)
 MM403 Journalism II (3)
 MM422 Editing (3)
 MM431 Creative Media Practicum (3)
 Mass Media Upper Division Elective (3)
 Mass Media Upper Division Elective (3)

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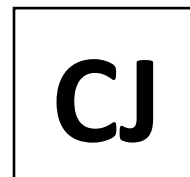
Minor Requirement: MM majors are required to complete a minor outside of the Mass Media Department (see back).

Two Concentrations: MM majors can complete two MM concentrations, but this does not replace the minor requirement.

Ask your advisor about WTE and Travel opportunities through the Mass Media department.

## DEGREE COMPLETION PLAN FOR B.A. IN MASS MEDIA

### Concentration: Contemporary Journalism



Following this recommended schedule ensures degree completion in four years.

#### FRESHMAN YEAR

##### Fall Semester

_____	MM100 Intro to Mass Media	3
_____	MM199 Mass Media Bootcamp	3
_____	WU101 Washburn Experience	3
_____	EN101 Freshman Composition	3
_____	Humanities GenEd 1 (Fine Art)	3
	<b>Total Credits:</b>	<b>15</b>

##### Spring Semester

_____	MM202 Creative Media Writing	3
_____	Minor Class 1/usually GenEd	3
_____	Natural Science GenEd 1	3
_____	Humanities GenEd 2 (CN150 –required)	3
_____	Social Sciences GenEd 1	3
	<b>Total Credits:</b>	<b>15</b>

#### SOPHOMORE YEAR

##### Fall Semester

_____	MM393 Law, Ethics and Diversity	3
_____	MM321 Visual Communication	3
_____	Minor Class 2/ usually GenEd	3
_____	Social Science GenEd 2	3
_____	FL101 Intro to Foreign Language I	4
	<b>Total Credits:</b>	<b>16</b>

##### Spring Semester

_____	MM403 Journalism II	3
_____	MA112 Contemporary College Math*	3
_____	Minor Class 3	3
_____	Mass Media Elective	3
_____	FL102 Intro to Foreign Language II	4
	<b>Total Credits:</b>	<b>16</b>

#### JUNIOR YEAR

##### Fall Semester

_____	EN300 Advanced Composition	3
_____	Mass Media Upper Division Elective	3
_____	Humanities GenEd 3	3
_____	Natural Science GenEd 2	3
_____	Minor Class 4	3
	<b>Total Credits:</b>	<b>15</b>

##### Spring Semester

_____	MM400 Media Literacy	3
_____	MM393 Video Production	3
_____	Social Science GenEd 3	3
_____	Natural Science GenEd 3	3
_____	Upper Division Non-Mass Media Elective or Minor Class 5	3
	<b>Total Credits:</b>	<b>15</b>

#### SENIOR YEAR

##### Fall Semester

_____	MM422 Editing	3
_____	Humanities GenEd 4	3
_____	Natural Science GenEd 4	3
_____	Social Science GenEd 4	3
_____	Upper Division Non-Mass Media Elective or Minor Class 6	3
	<b>Total Credits:</b>	<b>15</b>

##### Spring Semester

_____	MM431 Creative Media Practicum	3
_____	MM494 Internship	2
_____	MM499 Career Dev. & Digital Portfolio	2
_____	Humanities GenEd 5	3
_____	Social Science GenEd 5	3
	<b>Total Credits:</b>	<b>13</b>

**Minor:** A minor (or certificate) is required for all Mass Media Majors. Minors vary in credit hours but most are between 15-18 credit hours.

- **Popular minor/certificate choices:** Art, Business, Entrepreneurship Certificate, Communication, Computer Science, Game Design, History, Leadership, Psychology, Theatre.
- **Students with a double major do not have to complete a minor.**

#### NOTES:

CATALOG REQUIREMENTS FOR B.A. IN MASS MEDIA

Valid for Catalog Years 2020-2021



This worksheet does not replace processing a degree audit, which illustrates the completion of specific degree requirements on an individual basis. **University graduation requirements to pay attention to:**

- 120 Minimum Credits 45 Upper Division Credits 80 Non-Major Credits

CORE UNIVERSITY REQUIREMENTS (12 HOURS):

- WU101 Washburn Experience\* (3)
EN101 Freshman Composition (3)
MA112 Contemporary College Math\*\* (3)
EN300 Advanced College Writing (must be a Junior) (3)

\*WU101 will be waived for any transfer student starting at Washburn with more than 30 hours of college credit completed.

\*\* MA112 or MA116 should be chosen in consultation with your advisor and is determined by your degree plan and minor.

GENERAL EDUCATION REQUIREMENTS (50 HOURS):

Foreign Language (4-8 hours):

- Foreign Language I (prerequisite) (4)
Foreign Language II (4)

Humanities GenEd (Total 15 hours - 12 GenEd + 3 Fine Arts):

Includes: English - excluding EN101/EN300, Philosophy, Religion, Communication, Honors 201, Foreign Language

- CN150 Public Speaking (Mass Media requirement) (3)
(3)
(3)
(3)

Humanities Fine Arts (3 hours): Art, Music, Theatre

- (3)

Social Sciences (15 hours):

Includes: Political Science, History, Psychology, Economics, Sociology, Anthropology, Geography, Honors 202

- (3)
(3)
(3)
(3)
(3)

Natural Sciences (12 hours):\*

Includes: Biology, Chemistry, Physics, Astronomy, Geology, Honors 203, Mathematics, Computer Science

- (3)
(3)
(3)
(3)

\* Natural Sciences: Students must take courses in two natural science disciplines outside of mathematics.

CORE MASS MEDIA REQUIREMENTS (16 hours including):

- MM100 Introduction to Mass Media (3)
MM199 Mass Media Bootcamp (3)
MM393 Law, Ethics and Diversity (3)
MM400 Media Literacy (3)
MM494 Mass Media Internship (2)
MM499 Career Development/Digital Portfolio (2)

Public Relations Concentration (24 credits):

- MM202 Creative Media Writing (3)
MM319 Public Relations I (3)
MM321 Visual Communications (3)
MM415 Promotions Writing (3)
MM420 Public Relations II (3)
MM422 Editing (3)
Mass Media Upper Division Elective (3)
Mass Media Upper Division Elective (3)

ADDITIONAL ADVISING INFORMATION

MM Electives: Mass Media majors must choose among additional courses offered outside their concentration in the Mass Media Department to satisfy the six (6) hours of Upper Division electives (300 level or higher). Special topics courses will also satisfy the requirement and might include: Murder, Mayhem and Media; Social Media Storytelling; Sports Branding and Promotion, etc. Topics vary each semester. Check with your advisor.

MM 492 - Independent Study: This class requires both a formal proposal and consent of a faculty mentor and the Department Chair. It is also restricted to majors only.

MM 494 - Internships: Students are encouraged to complete multiple internships. To be eligible for the Internships class, you must have a senior standing. The internship must be approved and proper paperwork submitted prior to the semester you want to intern. (Please see content folder in Mass Media D2L: Internships 101 for a complete guide to internships.)

Mass Media Honors: Must have a 3.2 overall GPA, 3.5 mass media GPA. Earn a minimum of three badges. Apply by week 10 of your graduation semester. (Please see content folder in Mass Media D2L: Mass Media Honors for a complete guide to honors.)

Minor Requirement: MM majors are required to complete a minor outside of the Mass Media Department (see back).

Two Concentrations: MM majors can complete two MM concentrations, but this does not replace the minor requirement.

Ask your advisor about WTE and Travel opportunities through the Mass Media department.

## DEGREE COMPLETION PLAN FOR B.A. IN MASS MEDIA

### Concentration: Public Relations



Following this recommended schedule ensures degree completion in four years.

#### FRESHMAN YEAR

##### Fall Semester

_____	MM100 Intro to Mass Media	3
_____	MM199 Mass Media Bootcamp	3
_____	WU101 Washburn Experience	3
_____	EN101 Freshman Composition	3
_____	Humanities GenEd 1 (Fine Art)	3
<b>Total Credits:</b>		<b>15</b>

##### Spring Semester

_____	MM202 Creative Media Writing	3
_____	MM321 Visual Communication	3
_____	Minor Class 1/usually GenEd	3
_____	Humanities GenEd 2 (CN150 – required)	3
_____	Social Sciences GenEd 1	3
<b>Total Credits:</b>		<b>15</b>

#### SOPHOMORE YEAR

##### Fall Semester

_____	MM393 Media Law, Ethics & Diversity	3
_____	MM422 Editing	3
_____	Minor Class 2/ usually GenEd	3
_____	Social Science GenEd 2	3
_____	FL101 Intro to Foreign Language I	4
<b>Total Credits:</b>		<b>16</b>

##### Spring Semester

_____	MA112 Contemporary College Math*	3
_____	Minor Class 3	3
_____	Social Science GenEd 3	3
_____	Mass Media Upper Division Elective	3
_____	FL102 Intro to Foreign Language II	4
<b>Total Credits:</b>		<b>16</b>

#### JUNIOR YEAR

##### Fall Semester

_____	EN300 Advanced Composition	3
_____	MM319 Public Relations I	3
_____	Humanities GenEd 3	3
_____	Natural Science GenEd 1	3
_____	Minor Class 4	3
<b>Total Credits:</b>		<b>15</b>

##### Spring Semester

_____	MM415 Promotions Writing	3
_____	MM420 Public Relations II	3
_____	Humanities GenEd 4	3
_____	Natural Science GenEd 2	3
_____	Non-Mass Media Upper Division Elective or Minor Class 5	3
<b>Total Credits:</b>		<b>15</b>

#### SENIOR YEAR

##### Fall Semester

_____	MM400 Media Literacy	3
_____	Mass Media Upper Division Elective	3
_____	Natural Science GenEd 3	3
_____	Social Science GenEd 4	3
_____	Non-Mass Media Upper Division Elective or Minor Class 6	3
<b>Total Credits:</b>		<b>15</b>

##### Spring Semester

_____	Natural Science GenEd 4	3
_____	MM494 Internship	2
_____	MM499 Career Dev. & Digital Portfolio	2
_____	Humanities GenEd 5	3
_____	Social Science GenEd 5	3
<b>Total Credits:</b>		<b>13</b>

**Minor:** A minor (or certificate) is required for all Mass Media Majors. Minors vary in credit hours but most are between 15-18 credit hours.

- **Popular minor/certificate choices:** Art, Business, Entrepreneurship Certificate, Communication, Computer Science, Game Design, History, Leadership, Psychology, Theatre.
- **Students with a double major do not have to complete a minor.**

#### NOTES:

**Subject:** Faculty Success Group - Final Plan

**Date:** Tuesday, May 19, 2020 at 3:56:00 PM Central Daylight Time

**From:** Michael McGuire

**To:** Kelly Erby

**CC:** Mike Russell

Hi, Kelly.

Here is what Mike and I worked on for this semester's Faculty Success Group project. See below:

1. Ensure all faculty members have been thoroughly trained in Navigate.
2. At the beginning of each semester, preferably during a department meeting, all faculty will schedule a campaign to advise students.
3. Psychology majors will be required to enroll in PY299 no later than the second semester of their sophomore year.
4. Faculty should advise psychology majors in their second semester of their sophomore year about PY389/PY390 and PY336 with respect to their future ambitions. Currently, all three allow for vary credit (1-3). We recommend setting this to 3 credit hours.
5. In PY299 (Psychology Forum), students should be required to use Navigate to create an academic plan.
6. Faculty should cross reference students' academic plans with degree audits prior to scheduled advising sessions.
7. Faculty need to ensure that students have met the math prerequisites for both PY151 and the university math requirement and advise accordingly.
8. The faculty advisor should review and modify students' academic plan in Navigate prior to advising sessions, if necessary.
9. During advising sessions, faculty and advisees will agree on which courses to lock with the understanding that locks can be lifted due to unexpected events.

We'll be sharing this with our colleagues on Thursday at our department's retreat.

Sincerely,  
Michael

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Dr. Michael J. McGuire  
Associate Professor, Department of Psychology  
CTEL Teaching Fellow  
Past President, Phi Kappa Phi, Chapter 130  
Washburn University  
Henderson 211-H  
(785) 670-1569

## **Faculty Success Group, CAS, Spring 2020 Navigate Academic Planning**

*Sociology and Anthropology Department Participants:* Alexandra Klales, Ashley Maxwell, Jason Miller, Mary Sundal

### **Advising Best Practices Sociology and Anthropology Department**

1. The chair of the Sociology and Anthropology Department will send an updated course list to Christina Foreman for Navigate.
2. **First Time Advising:** When students come in for their first advising session, faculty will familiarize them with the Navigate advising platform and go through the advising intake form (below) with student.
3. **Additional Advising:** Students will be asked to use Navigate for all future advising sessions to create their academic plans before meeting with their advisor. Advisers will use an advising worksheet (below) to approve the student's academic plan and address additional milestones in the student's academic career.

# Washburn University Anthropology BA/BS First Advising Intake

**Name:**

**Today's date:**

**Advising for:** Fall Spring Summer Year:

**How many credits this term?**  
(Full time = 12+ credits)

**Anticipated graduation:**

**Registration pin(s):**

**Are you a dual major?**

**What is your interest in anthropology? (Topic, culture or location, time period, etc.)**

**What are your future and career goals?**

**What can you do to add to your degree?**

Career Prep?	Conferences or Apeiron?
Field School?	Graduate School?
Honors?	Independent Research?
Internship?	Minor?
Scholarships and Awards?	Study Abroad?
WTE?	Other?

**Have you used Navigate for academic planning before? Do you need a demonstration?**

**What courses will you take next term?**

CRN	Prefix	Title	Meeting Times	Hours

**What courses should you be thinking about the following semester(s)?**

**Other notes:**

# Washburn University Anthropology BA/BS Advising Worksheet

**Name:**

**Today's date:**

**Advising for:** Fall Spring Summer Year:

**How many credits this term?**

*(Full time = 12+ credits)*

**Anticipated graduation:**

**Registration pin(s):**

**How are you? How are classes going?**

**What are your future and career goals?**

**What can you do to add to your degree?**

Career Prep?	Conferences or Apeiron?
Field School?	Graduate School?
Honors?	Independent Research?
Internship?	Minor?
Scholarships and Awards?	Study Abroad?
WTE?	Other?

**Have you completed your Academic Plan on NAVIGATE?**

**Approved?**

**What courses will you take next term?**

CRN	Prefix	Title	Meeting Times	Hours

**What courses should you be thinking about the following semester(s)?**

**Other notes:**