

Washburn University  
Meeting of the Faculty Senate

January 24, 2011  
3:30 pm Kansas Room, Memorial Union

- I. Call to Order
- II. Approval of Minutes of the Faculty Senate Meeting of December 13, 2010 (pp. 2-3)
- III. President's Opening Remarks
- IV. Report from the Faculty Representatives to the Board of Regents
- V. Faculty Senate Committee Reports
  - A. Minutes from the Academic Affairs Committee meeting of November 15, 2010 (pp. 4-5)
  - C. Minutes from the Academic Affairs Committee meeting of December 3, 2010 (pp. 6-7)
- VI. University Committee Reports
  - A. Assessment Committee Minutes of October 8, 2010 (pg. 8)
- VII. Old Business
  - A. 11-01 IS 250 Curriculum Proposal (pp. 9-11)
  - B. 11-02 IS 350 Curriculum Proposal (pp. 12-14)
  - C. 11-03 IS 351 Curriculum Proposal (pp. 15-17)
  - D. 11-04 CLS Deletion from CAS (pg.18).
  - E. 11-05 Mass Media – Electronic Media Curriculum Changes (pp. 19-20)
  - F. 11-06 Associate Degree Catalog Change (pp.21-22)
  - G. 11-07 Mass Media – Public Relations Curriculum Changes (pp. 23-24)
  - H. 11-08 Mass Media –Contemporary Journalism Curriculum Changes (pp. 25-26)
  - I. 11-09 Mass Media – Creative Advertising Curriculum Changes (pp. 27-28)
  - J. 11-10 AS in Laboratory Science (pg. 29-30)
- VIII. New Business
- IX. Information Items
- X. Discussion Items
- XI. Announcements
- XII. Adjournment

**Faculty Senate  
Washburn University**

*Minutes of December 13, 2010  
Kansas Room, Memorial Union*

Present: Arterburn, Averett, Barker, Bird, Blank, Byrne, Catanzaro, Childers, Dodge, Edwards, Fernengel, Fry, Gabelmann, Jacobs, Kelly, Melick, Menzie, Morse, Roach, Routsong, Sanchez, Sharafy, Shaver, Stover, Tate (VPAA), Wagner, Wohl Guest: Bearman

A. The meeting of the Faculty Senate was called to order at 3:31 PM. Russ Jacobs presiding.

B. The minutes of the Faculty Senate meeting of November 8, 2010 were approved.

C. President's Opening Remarks.

President Jacobs announced that since there are several items of pressing business, the next meeting of the Faculty Senate will be January 24, 2011. The secretary will send out the notice. Jacobs welcomed Assoc. Dean Gillian Gabelmann of Washburn Tech and Dean Alan Bearman, who will be answering questions regarding new policies at Mabee Library.

Jacobs reported that he has attended a variety of meetings over the last few weeks as President, most of them focused on the beginning of the budget process for FY 2012.

As FS President, he is a member of the WU Budget Advisory Committee. They met for the first time this year on Dec 2, to begin the process of developing the budget for the next fiscal year. Most of the meeting was taken up with preliminary and background material; real decisions will have to be made starting in January, when we know more about sales tax revenues, Spring enrollment, and State contributions. There is serious talk about a salary pool, but only time will tell how serious it is.

D. Report from the Faculty Representatives to the Board of Regents

BoR Audit Committee met on 12/3, and approved a much-reduced whistle-blower policy for consideration by the full Board.

BoR Budget and Finance Committee also met on 12/3 before the Regents meeting. Most of the time was spent in the presentation of budget material preparatory to the FY 2012 budget process. Positive signs for the new budget included enrollment increases and what appears to be a leveling out of the sales tax revenues; still very uncertain is the size of the state operating grant. Practically speaking, any salary pool will likely have to be financed by increases in tuition, since all other sources of revenue are likely to be flat or declining. ((54.3% of General Fund revenue in FY '11 came from tuition and fees; the state operating grant was 14.3% and the sales tax provided 22.9%.))

At the Board of Regents meeting, the Policy on Reporting Misconduct and Protection from Retaliation (the whistleblower policy) was approved, although it was not clear that all Regents were happy with all provisions of the policy. There appeared to be concern about when reports would be forwarded to the Chair of the BoR. During the report of the Budget and Finance Committee, Regent Lykins suggested that the WSGA be allowed to vote on any proposed tuition increases. He said that this is standard at the KS BoR, and that students usually recommend increases in order to ensure quality education. Budget and Finance Committee reports will be forwarded to WSGA, which will adopt resolutions with respect to tuition increases.

In additional business, the new VPAA, Randall Pembroke, was granted tenure as Professor of Music. Acting VPAA Tate then gave two presentations to the Board, one on the revisions in Program Review, and one on Our Future Student Body (this was the same presentation given on the same topic to the Town Hall meetings styled as

Washburn 150 Forward.) Regents took a lively interest in the report, and made several suggestions; concerns were expressed about how the University can attract and keep more priority students. Several suggested that the University do some research into why students leave the University.

- E. Faculty Senate Committee Reports –
  - a. Minutes of the Faculty Affairs committee meeting of November 15, 2010 were approved
  - b. Minutes of the Faculty Affairs committee meeting of November 29, 2010 were approved
  - c. Minutes of the Academic Affairs committee meeting of October 15, 2010 were approved.
  
- F. University Committee Minutes
  - a. Interdisciplinary Committee Minutes of September 13, 2010 were accepted
  - b. Interdisciplinary Committee Minutes of October 22, 2010 were accepted
  - c. Honors Committee minutes of October 6, 2010 were accepted
  - d. Library Committee minutes of November 10, 2010 were accepted
  - e. Curriculum Development Minutes of October 13, 2010 were accepted
  - f. Faculty Development Committee minutes of October 5, 2010 were accepted
  - g. Research Grant Committee Minutes of November 2, 2010 were accepted.
  
- G. Old Business.
  - a. 10-22 Curriculum Approval Process – approved as amended
  
- H. New Business – no new business reported
  
- I. Information Items
  - Dean Alan Bearman reported to senators that the policy for library collections and challenges had in fact been in place, in a large 150 page document. The new policy is an attempt to respond to an environment that is not entirely print. Due to senators concerns, there have been modifications made to the policy that was previously distributed, in order to make the process more clear. Dean Bearman reported that Mabee library has never had a challenge to materials since its opening. Dean Bearman also addressed that “community” included anyone, since we are publically-funded institution.
  
- J. Discussion Items - Senator Sharafy reported to senators that IT day will be held next semester. Anyone interested in participating should contact [ITDAY@washburn.edu](mailto:ITDAY@washburn.edu). They would like departments who are using IT to display during the event.
  
- K. Announcements –VPAA Tate reminded senators of graduation on Friday, December 17 and encouraged attendance.
  
- L. Adjournment: the meeting was adjourned at 4:34 pm

**Academic Affairs Committee  
November 15, 2010  
Meeting Notes**

Committee members in attendance:

Kathy Menzie (chair)  
Mary Sheldon  
Cal Melick  
Dan Peterson (SAS proxy for Linda Croucher)  
Paul Byrne  
Nancy Tate (Ex Officio)

Guests:

Donna LaLonde, Assessment Committee  
Judy Druse, Mabee Library Representative

The meeting was called to order by Kathy Menzie.

**I. Mabee Library's Proposed New Courses**

Judy Druse, Assistant Director, Mabee Library was present to answer questions about the proposed new courses.

The four new proposed Courses are:

IS 171 – Internet Research Strategies (*IS 170 required prerequisite*)

IS 172 – Advanced Research Strategies (*IS 171 required prerequisite*)

IS 173 – Information Literacy for Scholars (*No prerequisite*)

IS 174 – Trace Your Family History

After reviewing the course proposals, the committee discussed their concerns, which follow:

**IS 173:** EN 300 appears to cover very similar material as IS 173, which would create a potential course duplication. The Library would need to show how IS 173 sufficiently differs from EN to avoid duplication of the course material.

**IS 174:** The Committee was concerned about whether this course had a historical emphasis and whether the research tools were too uniquely specialized to be used in other courses. The Committee noted the research methods used should have utility above and beyond genealogy, and suggested adding to the description the types of skills taught/learned in the course. In addition, changing the description and course title would also to allow more flexibility in the course content.

Judy Druse commented that the School of Nursing (SON) was especially interested in this class as it pertains to medical history, which might provide an opportunity for the Library to partner with SON in developing this course.

The committee noted the emphasis on Learning Outcomes in the course descriptions may be a bit premature because the Learning Outcomes have been approved but have yet to be completely defined. In addition, the Committee suggested focusing on the rationale as to why this course would work as a correlate course for students.

**Action:** The motion was made to approve the four classes. After discussion, the motion was postponed until additional information was provided by the Library for the Committee to review.

## **II. Change in Board of Regents minimum requirements for graduation**

Dr. Tate informed the Committee that the Board of Regents recently voted to decrease the minimum hours for graduation from 124 to 120. This does not impact existing programs. Dr. Tate said she proposes Washburn University adapt these changes, which would allow students to take four less elective hours, although there would not be a maximum hour requirement. Associate Degrees would be exempt.

The Committee asked what the impact would be on the current students. Dr. Tate said she would research the impact on various degrees and report back to the Committee.

## **III. General Education Faculty Workshops/Luncheons**

The Academic Affairs Committee reviewed the responses from the faculty workshops and the next steps in the process.

- The Committee will send faculty a copy of the questions from the luncheon and encourage faculty who did not attend the workshops to respond. These responses would be collected as well.
- The Committee will also send out a summary of the responses received at the workshop. Kathy Menzie volunteered to work on this.
- The Committee thought it would be helpful to provide a summary to the faculty of the assessment explanation provided by Donna LaLonde during the workshops.
- The Committee agreed to look at additional information to be presented to help faculty better understand how to assess Learning Outcomes (as applied to the current curriculum/general education courses).

Meeting adjourned.

### **Next meeting:**

Friday, December 3<sup>rd</sup>

3:30 – 5:00 pm

Baker Room, BTAC

**Academic Affairs Committee  
December 3, 2010  
Meeting Notes**

Committee members in attendance:

Kathy Menzie (chair)  
Mary Sheldon  
Cal Melick  
Linda Croucher  
Paul Byrne  
Becky Dodge  
Kandi Ockree

Guests:

Rick Ellis, Community Service and Civic Engagement

The meeting was called to order by Kathy Menzie.

**IV. Proposed New Courses for Community service**

Rick Ellis, Director of the Center for Community Service and Civic Engagement, was present to answer questions about the proposed new courses.

The three new proposed courses are:

IS 250 – Community Service and Transformational Experience I – Associating (1 credit)

IS 350 – Community Service and Transformational Experience II – Service and Giving (1 credit)

IS 351 – Community Service and Transformational Experience II – Leading (1 credit)

After reviewing the course proposals, the committee discussed their concerns, as follows:

IS 250, 350 and 351: A slight change in the wording of number 4 on page 2 was recommended for all three proposals

IS 350 & 351: The committee recommended adding a prerequisite requirement to these two courses. Those students who had currently met the required criteria could be allowed to take the next course with the consent of the instructor.

**Action:** The motion was made and carried to approve all three courses (with the recommended changes) to the Faculty Senate.

**V. Minutes from 11.15.10**

**Action:** The motion was made and carried that the minutes be approved as written.

## **VI. Next meeting**

The committee agreed to meet as follows:

- **Friday, Dec 10<sup>th</sup>** at 1 pm in the Baker Room (this will be a brief meeting)
- **Thursday, January 20<sup>th</sup>** at 3:30 in the Baker Room

Kathy Menzie volunteered to contact the School of Nursing regarding proxy representatives when the assigned nursing representatives are not able to attend committee meetings. The committee agreed the input from nursing is valuable in the decision making process.

## **VII. Feb 4<sup>th</sup> presentation for Faculty Development**

The committee discussed the presentation for Feb 4<sup>th</sup>, which will include a discussion of the wiki survey results with some potential work on designing a core.

The committee will work on developing some of these areas further before the January 20<sup>th</sup> meeting and will add any additional questions, etc. for discussion at that time.

Meeting adjourned.

**MINUTES**  
**ASSESSMENT COMMITTEE**

Friday, October 8, 2010 - Lincoln Room – 2:00 p.m.

Present: Donna LaLonde (chair), Melodie Christal, Joanne Altman, Jane Carpenter, Pamela Erickson, Yvette Jenkins, Vickie Kelly, Danny Wade, and CJ Crawford (administrative support). Absent: Pat Munzer, Denise Ottinger, Gillian Gabelman, Jay Memmott, Kathy Menzie, Kandy Ockree, Kelley Weber, and Lucas Mullin.

The minutes from September 17 were approved with a change to the meeting day.

**ETS PROFICIENCY PROFILE TEST STATUS UPDATE**

CJ reported that the testing was going very well with great support from the Freshman Comp professors resulting in improved participation over last year. We are on track to reach our goal of 200 freshmen this fall. There has also been great support from the senior capstone professors who are participating and that testing is also going well. All fall testing, except for seniors in the nursing capstone, will be completed in October. Jane Carpenter will be sending dates to CJ for the nursing capstone.

**OCTOBER ASSESSMENT WORKSHOP**

The subcommittee met and is proposing that scenarios be given to each table to engage in discussions for solutions to the following areas that were identified from the committee's review of the annual reports: a) communicating results to stakeholders (who are stakeholders?), b) establishing benchmarks, and c) effectively closing the loop. After requesting ideas for possible scenarios, one department asked about the culture (buy in) of assessment – what to do when other members of the department won't engage. It may be a good idea to bring this up for discussion towards the end of the workshop.

**NON-ACADEMIC AREA ASSESSMENT**

Donna met with areas of Student Life. Denise has been actively working with the directors. Student Life is working on completing the Student Learning Outcomes matrix. CUSP is also working on identifying outcomes for their areas.

**ASSESSMENT SHOWCASE**

As a follow up to the committee discussion in September, Donna asked everyone to think about whether or not to hold an assessment showcase in the spring and if so, what would the format be. If we are going to proceed, the committee should make a decision in November.

The meeting adjourned.

**FUTURE FALL MEETINGS (Lincoln Room from 2:00P-3:00P)**

Friday, October 8

Friday, November 19

Friday, December 10

## COLLEGE OF ARTS AND SCIENCES NEW COURSE REVIEW FORM

	Chair's Signature	Recommendation	Review Date
Department	_____	_____	_____
Division	_____	_____	_____
Dept. of Educ. <small>(If course relates to teacher certification program.)</small>	_____	_____	_____
Dean	_____	_____	_____
Curriculum Committee	_____	_____	_____
Accepted By CFC	_____	_____	_____

Part I General Information

1. Exact proposed catalog description (including course number, title, and credits, prerequisites)

**IS 250 Community Service Transformational Experience I - Associating (1 credit)**  
**Students enrolling in this course will complete 50 hours of community service with an approved organization or agency and will meet regularly to reflect on their service. The focus of the service, readings and discussions in CSTE I is on the basic concept in civic engagement--associating. To be human is to live among and with others. Our natural habitat is society. This is where civic engagement begins, with a gathering of people, some joining together, for us to have any kind of community or society. Associating is the underlying condition of civically engaged activity--it is also the general form of civically engaged activity. At the heart of community service is the association or connection we develop with others. The readings, discussion and writing for IS 250 CSTE I are chosen to help us think and talk about how, why, and with whom we associate through service (Davis & Lynn, 2006).**

2. Rationale for offering this course.

**In the past the Community Service TE was co-curricular in design offering no credit because it was a University requirement. The Washburn Transformational Experience has recently been identified as an elective for students. Students will now choose to complete one of the four WTEs if they so desire. By offering the Community Service TE for credit, the student is allowed to use the experience as elective credit toward graduation. The rationale for offering three courses at one credit each is based on the literature regarding the impact of service and reflection. Recent work in the field shows that the longer students are involved in service and reflection the greater the long term involvement they demonstrate in the community. This is represented by students' involvement in volunteering, public service and activity in the political process. Therefore having students complete the 150 hours of required service for the WTE**

over three semesters is in line with the expected outcome of long term commitment to the community.

3. Does this represent an added course to your curriculum?

a. No  Which course(s) is it replacing?

b. Yes  How is the cost to be underwritten? **This would be a new course for the Interdisciplinary Studies program although the actual course design has been used for the Community Service TE since its inception. There is no increase in cost to the University since the course will be taught by the staff in the LinC office.**

4. What will be the extent and nature of the reading required for this course?

**Required readings for this course will be selected from a collection of essays designed specifically for reflection of community service as it relates to the people and organizations one associates with and how these connections affect involvement in service.**

Part II Content Considerations

5. Describe the writing component of the proposed course both qualitatively and quantitatively.

**Writing assignments for this course will include weekly journal writing guided by questions raised from the essays and discussion as they relate to the student's service experience. In addition to the weekly writing assignments the student will be required to write a final essay about the service experience.**

6. Will this course be proposed as a General Education course?

Yes

No

If yes, please indicate the General Education goals to be served by this course?

7. How will student performance be assessed?

**All students enrolled will complete a pre-service survey at the beginning of IS 250. The students will complete a post-service survey upon completion of the 150 hours of service. Both surveys are available on the web through My Washburn. These surveys measure the students' attitudes in the six common commitments of service (social justice, community building, civic engagement, diversity, international perspective, and personal development). In addition all students completing the 150 hours of service will present his/her learning in a public forum.**

8. Does the Department consider the proposed course will primarily attract:  Department's majors  
 Non-majors  Department majors and majors from specific other departments?

Which departments?

Part III Financial/Resource Considerations

9. Has the Department proposing the course addition reviewed the University Catalog and determined that the proposed course does not duplicate in title or content existing courses? **Yes**  **No**

10. How often does the Department anticipate the proposed course will be offered?  
 Every semester  Every other semester  Every three semesters  Irregularly

11. Has the proposed course been offered as a special topic?  
**Yes**  **No**

If yes, when was it offered? \_\_\_\_\_ Enrollment

12. Are current library holdings adequate? **Yes**  **No**  If the answer is "no," what would be necessary to bring the library collection to an acceptable standard for this course offering?

\_\_\_\_\_  
Signature of Librarian

13. Do you currently have the equipment and facilities (including sufficient WWW access, computer software, hardware) to teach this class?

**YES**

14. If the answer to #12 is "no," what additional equipment and/or facilities will be needed? (Be specific as regards any technology needs in the way of WWW access, and computer software or hardware.)

15. What status will the proposed course have within the Department's overall curriculum?  
 Elective  Required

16. Will new faculty, either full or part-time, be needed to teach this class?

**NO**

17. Will the addition of this course in any way alter the program leading to teacher certification?

## COLLEGE OF ARTS AND SCIENCES NEW COURSE REVIEW FORM

No. 11-02

	Chair's Signature	Recommendation	Review Date
Department	_____	_____	_____
Division	_____	_____	_____
Dept. of Educ. <small>(If course relates to teacher certification program.)</small>	_____	_____	_____
Dean	_____	_____	_____
Curriculum Committee	_____	_____	_____
Accepted By CFC	_____	_____	_____

### Part I General Information

1. Exact proposed catalog description (including course number, title, and credits, prerequisites)

**IS 350 Community Service Transformational Experience II - Service and Giving (1 credit)  
(Pre-requisite IS250 or consent of faculty)**

**Students enrolling in this course will complete 50 hours of community service with an approved organization or agency and will meet regularly to reflect on their service. The focus of the service, readings and discussions in CSTE II are based on two concepts of civic engagement - serving and giving. Service, including public or community service, has the unusual feature of serving at least two different ends: service expressly benefits those served but at the same time benefits the servant as well (Davis & Lynn, 2006). For the first half of this section the readings and discussion will consider both kinds of benefits—the benefits to the server and those served. The focus of the second half of this section will look at the experience of giving. Very often we give gifts that fill us with joy and other times we have given gifts that lead us to resentment and regret (Davis & Lynn, 2006). Much of the time the act of giving and receiving leads us to question the act itself. —Should I have given that man on the street that dollar?|| (Davis & Lynn, 2006). The readings and discussion in this section will explore the motives of the human experience of giving.**

2. Rationale for offering this course.

**In the past the Community Service TE was co-curricular in design offering no credit because it was a University requirement. The Washburn Transformational Experience has recently been identified as an elective for students. Students will now choose to complete one of the four WTEs if they so desire. By offering the Community Service TE for credit, the student is allowed to use the experience as elective credit toward graduation. The rationale for offering three courses at one credit each is based on the literature regarding the impact of service and reflection. Recent work in the field shows that the longer students are involved in service and**

reflection the greater the long term involvement they demonstrate in the community. This is represented by students' involvement in volunteering, public service and activity in the political process. Therefore having students complete the 150 hours of required service for the WTE over three semesters is in line with the expected outcome of long term commitment to the community.

3. Does this represent an added course to your curriculum?

a. **No** Which course(s) is it replacing?

b. **Yes** How is the cost to be underwritten? **This would be a new course for the Interdisciplinary Studies program although the actual course design has been used for the Community Service TE since its inception. There is no increase in cost to the University since the course will be taught by the staff in the LinC office.**

4. What will be the extent and nature of the reading required for this course?

**Required readings for this course will be selected from a collection of essays designed specifically for reflection of community service that focus on the issues of serving and giving with specific attention to what one gains as well as what one gives in service to others.**

#### Part II Content Considerations

5. Describe the writing component of the proposed course both qualitatively and quantitatively.

**Writing assignments for this course will include weekly journal writing guided by questions raised from the essays and discussion as they relate to the student's service experience. In addition to the weekly writing assignments the student will be required to write a final essay about the service experience.**

6. Will this course be proposed as a General Education course?

**Yes**

**No**

If yes, please indicate the General Education goals to be served by this course?

7. How will student performance be assessed?

**All students enrolled will complete a pre-service survey at the beginning of IS 250. The students will complete a post-service survey upon completion of the 150 hours of service. Both surveys are available on the web through My Washburn. These surveys measure the students' attitudes in the six common commitments of service (social justice, community building, civic engagement, diversity, international perspective, and personal development). In addition all students completing the 150 hours of service will present his/her learning in a public forum.**

8. Does the Department consider the proposed course will primarily attract:

Department's majors

Non-majors  Department majors and majors from specific other departments?

Which departments?

### Part III Financial/Resource Considerations

9. Has the Department proposing the course addition reviewed the University Catalog and determined that the proposed course does not duplicate in title or content existing courses? **Yes**  **No**

10. How often does the Department anticipate the proposed course will be offered?

Every semester  Every other semester  Every three semesters  Irregularly

11. Has the proposed course been offered as a special topic?

**Yes**

**No**

If yes, when was it offered? \_\_\_\_\_ Enrollment

12. Are current library holdings adequate? **Yes**  **No**  If the answer is "no," what would be necessary to bring the library collection to an acceptable standard for this course offering?

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Signature of Librarian

13. Do you currently have the equipment and facilities (including sufficient WWW access, computer software, hardware) to teach this class?

**YES**

14. If the answer to #12 is "no," what additional equipment and/or facilities will be needed? (Be specific as regards any technology needs in the way of WWW access, and computer software or hardware.)

15. What status will the proposed course have within the Department's overall curriculum?

Elective  Required

16. Will new faculty, either full or part-time, be needed to teach this class?

**NO**

17. Will the addition of this course in any way alter the program leading to teacher certification?

## COLLEGE OF ARTS AND SCIENCES NEW COURSE REVIEW FORM

Chair's Signature	Recommendation	Review Date
Department _____	_____	_____
Division _____	_____	_____
Dept. of Educ. _____ <small>(If course relates to teacher certification program.)</small>	_____	_____
Dean _____	_____	_____
Curriculum Committee _____	_____	_____
Accepted By CFC _____	_____	_____

### Part I General Information

1. Exact proposed catalog description (including course number, title, and credits, prerequisites)

**IS 351 Community Service Transformational Experience III - Leading (1 credit)**  
**(Pre-requisite IS 250 and IS350 or consent of faculty)**

**Students enrolling in this course will complete 50 hours of community service with an approved organization or agency and will meet regularly to reflect on their service.**

**Leadership, in most cases, is not something one learns or even prepares for--more often it sneaks up on you. One day you find yourself in charge, creating the experience of others, for better or worse. You look up one day and you are a teacher, a coach, a program director. You may have stepped up because of an event in your community, organized a group in response to that issue and now you are in charge. What do you do? How do you lead? (Davis & Lynn, 2006). The readings in this section do not answer these questions, but rather through discussion may help ease the burden and improve the leadership experience.**

2. Rationale for offering this course.

**In the past the Community Service TE was co-curricular in design offering no credit because it was a University requirement. The Washburn Transformational Experience has recently been identified as an elective for students. Students will now choose to complete one of the four WTEs if they so desire. By offering the Community Service TE for credit, the student is allowed to use the experience as elective credit toward graduation. The rationale for offering three courses at one credit each is based on the literature regarding the impact of service and reflection. Recent work in the field shows that the longer students are involved in service and reflection the greater the long term involvement they demonstrate in the community. This is**

represented by students' involvement in volunteering, public service and activity in the political process. Therefore having students complete the 150 hours of required service for the WTE over three semesters is in line with the expected outcome of long term commitment

to the community.

3. Does this represent an added course to your curriculum?

a. **No** Which course(s) is it replacing?

b. **Yes** How is the cost to be underwritten? **This would be a new course for the Interdisciplinary Studies program although the actual course design has been used for the Community Service TE since its inception. There is no increase in cost to the University since the course will be taught by the staff in the LinC office.**

4. What will be the extent and nature of the reading required for this course?

**Required readings for this course will be selected from a collection of essays designed specifically for reflection of community service related to the role leadership has in service to others.**

Part II Content Considerations

5. Describe the writing component of the proposed course both qualitatively and quantitatively.

**Writing assignments for this course will include weekly journal writing guided by questions raised from the essays and discussion as they relate to the student's service experience. In addition to the weekly writing assignments the student will be required to write a final essay about the service experience, and complete a public presentation of what each student learned about the community and him/herself from the interaction with the members of the community.**

6. Will this course be proposed as a General Education course?

**Yes**

**No**

If yes, please indicate the General Education goals to be served by this course?

7. How will student performance be assessed?

**All students enrolled will complete a pre-service survey at the beginning of IS 250. The students will complete a post-service survey upon completion of the 150 hours of service. Both surveys are available on the web through My Washburn. These surveys measure the students' attitudes in the six common commitments of service (social justice, community building, civic engagement, diversity, international perspective, and personal development). In addition all students completing the 150 hours of service will present his/her learning in a public forum.**

8. Does the Department consider the proposed course will primarily attract:  Department's majors  
 Non-majors  Department majors and majors from specific other departments?

Which departments?

### Part III Financial/Resource Considerations

9. Has the Department proposing the course addition reviewed the University Catalog and determined that the proposed course does not duplicate in title or content existing courses? **Yes**  **No**

10. How often does the Department anticipate the proposed course will be offered?

Every semester  Every other semester  Every three semesters  Irregularly

11. Has the proposed course been offered as a special topic?

**Yes**  **No**

If yes, when was it offered? \_\_\_\_\_ Enrollment

12. Are current library holdings adequate? **Yes**  **No**  If the answer is "no," what would be necessary to bring the library collection to an acceptable standard for this course offering?

Signature of Librarian

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13. Do you currently have the equipment and facilities (including sufficient WWW access, computer software, hardware) to teach this class?

**YES**

14. If the answer to #12 is "no," what additional equipment and/or facilities will be needed? (Be specific as regards any technology needs in the way of WWW access, and computer software or hardware.)

15. What status will the proposed course have within the Department's overall curriculum?

Elective  Required

Will new faculty, either full or part-time, be needed to teach this class?

**NO**

17. Will the addition of this course in any way alter the program leading to teacher certification?

**NO**

**COLLEGE OF ARTS AND SCIENCES  
PROGRAM CHANGES/DELETIONS**

	Signature	Recommendation	Review Date
Dept. Chair	<u>John Miller</u>	<u>Approve</u>	<u>9.14.10</u>
Division	<u>Sam H. Leung</u>	<u>approve</u>	<u>9/17/10</u>
Dept. of Educ. (If course relates to teacher certification program.)			
Dean	<u>Carson McGovern</u>	<u>Approve</u>	<u>10/16/10</u>
Curriculum Committee	<u>[Signature]</u>	<u>Approve</u>	<u>10/22/10</u>
Accepted By CFC	<u>[Signature]</u>	<u>Approved</u>	<u>11/3/10</u>
CAS Faculty	<u>BDMTA</u>	<u>Approved</u>	<u>Dec. 9, 2010</u>
Approved By:	Faculty Senate _____	University Faculty _____	WU Board of Regents _____

**General Information:** Change  Deletion

1. Reason for this program change or deletion?

**The B.S. Degree in Clinical Laboratory Science, which is currently advised by the Biology Department (College of Arts & Sciences), is being deleted from the WU Catalog so that a new B.H.S. Degree in Clinical Laboratory Science can be formed within the Department of Allied Health (School of Applied Studies). This is a natural move as the SAS is better equipped to manage the contract negotiations with the University of Nebraska Medical Center (UNMC), which provides instruction for the CLS-specific coursework for WU students. Furthermore, the duties of the CLS Program Coordinator, as described in the UNMC contract, are both numerous and time-intensive and the Biology Department does not have sufficient resources to take on this position. Logistically, it also seems much simpler to delete an existing program and add a new program rather than determining ways of transferring the program from CAS to SAS. This is especially true as the coursework in the newly proposed curriculum in SAS is quite a bit different from present curriculum in CAS. Members of both the CAS and the SAS administration met with the VPAA who suggested this might be the best approach to take.**

2. Complete revised description (including program title, requirements, courses within program, credits, and prerequisites)

N/A

**Deletions**

3. Is the program being deleted from the catalog being replaced with another program? Yes  No   
If so, please explain.

**The B.S. Degree in Clinical Laboratory Science (CLS) is being deleted from the College of Arts & Science so that the Department of Allied Health can form a new Bachelor of Health Science (B.H.S.) Degree in**

**COLLEGE OF ARTS AND SCIENCES  
PROGRAM CHANGES/DELETIONS**

	Signature	Recommendation	Review Date
Dept. Chair	<u>Kathy Menzie</u>	<u>approve</u>	<u>3/22/10</u>
Division	<u>John Hunter</u>	<u>approved</u>	<u>3/24/10</u>
Dept. of Educ. (If course relates to teacher certification program.)			
Dean	<u>Gordon McQuinn</u>	<u>Approved</u>	<u>9/16/10</u>
Curriculum Committee	<u>[Signature]</u>	<u>Approved</u>	<u>10/22/10</u>
Accepted By CFC	<u>Michael J. Russell</u>	<u>Approved</u>	<u>11/3/10</u>
CAS Faculty	<u>[Signature]</u>	<u>Approved</u>	<u>Dec. 9, 2010</u>
Approved By:	Faculty Senate _____	University Faculty _____	WU Board of Regents _____

**General Information:**

Change  Deletion

1. Reason for this program change or deletion?

**Program being changed: ELECTRONIC MEDIA.**

**This program is being changed from Electronic Media to Film and Video because of the rapid shift within the broadcasting and film industries toward an emphasis on a broader content creation for media distributors, contemporary video and film venues, the internet, and various mobile media.**

2. Complete revised description (including program title, requirements, courses within program, credits, and prerequisites)

**Film and Video Emphasis in Mass Media Department (40 hours)**

**(16 hours MM Core; 18 required courses in emphasis; 6 hours mm electives)**

**CORE:**

**MM100 Introduction to Mass Media (3)**

**MM200 Media Bootcamp (2)**

**MM290 Media Literacy (3)**

**MM300 Media Law (3)**

**MM413 Advanced Media Lab (1+1)**

**MM 494 Internship (3)**

**total: 16 hours**

**FILM AND VIDEO courses**

**MM 212 Digital Filmmaking I (1)**

**MM 302/502 Cinematic Storytelling (3)**

**MM 312/512 Digital Cinematography (3)**

**MM 350/550 Film Editing & Theory (3)**

**MM 405/505 The Documentary Film (3)**

*changes  
G McQuinn  
10/23/10*

**MM 411/~~511~~ Entrepreneurial Media (3)**  
**MM 414/~~514~~ Digital Filmmaking II (2)**  
**Elective credit: 6 hours in other mass media classes**

**Deletions**

3. Is the program being deleted from the catalog being replaced with another program? Yes  No   
If so, please explain.

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

**The Broadcast Journalism component is being distributed to another program (contemporary Journalism).**

**Changes**

5. Describe the nature of the proposed change.

**This places the department more in line with the field of film and video.**

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

**RECOMMENDED ASSOCIATE DEGREE CHANGE**

NO. 11-06

	Signature	Recommendation	Review Date
Dean	<u><i> Gordon D. McQuinn </i></u>	<u><i> Approved </i></u>	<u><i> 11/5/11 </i></u>
Accepted By CFC	<u><i> Michael P. Arnold </i></u>	<u><i> Accepted </i></u>	<u><i> 5/5/10 </i></u>
CAS Faculty	<u><i> BDMH </i></u>	<u><i> Approved </i></u>	<u><i> Dec. 9, 2010 </i></u>
Date Approved By:	Faculty Senate _____	University Faculty _____	WU Board of Regents _____

**General Information:**      Change       Deletion

See attached

10. To count toward a major, minor, or required correlated area, work must be of C grade or better. A correlated area is defined as any course or courses outside the major discipline required for the completion of that major.
  11. A/Pass/Fail option cannot be taken in the major department, or correlated area unless written permission is obtained from the head of the major department for that course and filed with the Registrar's office.
  12. For the bachelor degrees, at least 30 hours must be earned in residence at Washburn, including 20 of the last 30, or 40 of the last 60 presented for the degree. At least 25 percent of the credit hours required for the major must be taken at Washburn.
  13. At least 60 hours of the 124 hours required for the baccalaureate degree must be taken at a 4 year college or university.
  14. A student may be awarded a degree after completing the requirements for that degree in effect when he/she first enrolled or, if he/she chooses, in effect in any subsequent year except that no degree shall be awarded based upon requirements not in effect within six years of the date of graduation.
  15. A double major may be completed within the 124 hour total by meeting all the requirements of the two majors.
  16. Any candidate for a second baccalaureate degree must meet the specific requirements for both degrees and present a minimum of 154 hours of credit. No more than 40 hours of this total can be ungraded.
  17. For general elective credits for a baccalaureate degree, no more than a combined total of ten hours of credit in physical activity courses (beyond the two-hour graduation requirement) and music ensemble courses will count.
  18. No more than 12 hours of correspondence work may be offered toward any degree. This applies to correspondence courses only and not to extension courses. Courses failed by a student in residence may not be repeated by correspondence. Normally, courses offered on campus may not be taken by correspondence.
  19. While there is no specific limit to the total number of semester hours that may be taken on a non-graded basis such as A/pass/fail, credit by examination, advanced placement, and/or military service, a minimum of 84 hours presented for graduation must be on a graded basis.
  20. Candidates for degrees other than the BBA degree are limited to a maximum of 21 hours of Accounting (AC) and Business (BU) courses within the 124 minimum required for graduation.
4. Three hours of MA 110 or MA116 with a grade of C or better. This requirement will be waived if the student demonstrates appropriate competency as determined by the Mathematics and Statistics Department. (Some acceptable waivers: completion, with a C or better, of any Washburn mathematics course or its equivalent numbered higher than MA'116; an ACT score in mathematics of at least 28 or an SAT score in mathematics of at least 640.) Any mathematics courses taken to satisfy this requirement may also be used to meet the distribution requirements for Math and Natural Sciences.
  5. Six hours in each of the distribution groups of General Education (see General Education Groups and Subject Areas) with courses selected from at least two disciplines in each group. The individual student should check with the major department; in many cases, correlated areas required by the major department will fulfill some of the general education requirements.
  6. A cumulative grade average of at least C (2.0 grade point) is required.
  7. To count toward a major, minor, or required correlated area, work must be of C grade or better. A correlated area is defined as any course or courses outside the major discipline required for the completion of that major.
  8. A/pass/fail option cannot be taken in the major department or correlated area unless written permission is obtained from the head of the major department for that course and filed with the Registrar's Office.
  9. Twenty-four credit hours must be completed at Washburn University; of these, 12 of the last 24 must be Washburn University credits.
  10. Forty-two hours must be graded. (Cooperative programs with Kaw Area Technical School are exempt).
  - ~~11. No more than 12 hours of correspondence study may be offered toward a degree. Courses failed by a student in residence may not be repeated by correspondence. Normally, courses offered on campus may not be taken by correspondence.~~
  12. A student may be awarded a degree after completing the requirements for that degree in effect when he/she first enrolled or, if he/she chooses, in effect in any subsequent year except that no degree shall be awarded based upon requirements not in effect within six years of the date of graduation.

#### **GENERAL EDUCATION STATEMENT**

The following statement on general education was passed by the general faculty. The primary function of a liberal education is to teach those students who have the capacity and the desire to learn how to learn. Washburn University believes that a good education is the shared responsibility of the primary and secondary schools and the university. The foundation for a liberal education must be developed in the pre-college years. The university must strengthen and build on this foundation. The goals of a liberal education can be divided into two areas—intellectual skills and areas of knowledge.

A graduate with a baccalaureate or associate degree should have acquired the following skills:

#### **UNIVERSITY REQUIREMENTS COMMON TO ALL ASSOCIATE DEGREES**

1. A minimum of 62 hours is required.
2. Three hours of English Composition (English 101 or its equivalent) are required (see 2.a. & 2.b. under Requirements Common to All Bachelor's Degrees).
3. Two hours PE 198 with a grade of C or better are required. (See exception listed in #3 under University Requirements Common to All Bachelor Degrees.)

**COLLEGE OF ARTS AND SCIENCES  
PROGRAM CHANGES/DELETIONS**

	Signature	Recommendation	Review Date
Dept. Chair	<u>Kelley Menzies</u>	<u>approve</u>	<u>3/22/10</u>
Division	<u>John Hunter</u>	<u>approved</u>	<u>3/24/10</u>
Dept. of Educ. (If course relates to teacher certification program.)			
Dean	<u>Gordon D. Wallace</u>	<u>Approved</u>	<u>9/16/10</u>
Curriculum Committee	<u>J.P.M.</u>	<u>Approval</u>	<u>10/22/10</u>
Accepted By CFC	<u>Michael J. Howard</u>	<u>Approved</u>	<u>11/3/10</u>
CAS Faculty	<u>Race D. M.H.</u>	<u>Approved</u>	<u>Dec. 9, 2010</u>
Approved By:	Faculty Senate _____	University Faculty _____	WU Board of Regents _____

**General Information:**

Change  Deletion

1. Reason for this program change or deletion?

**We are changing some of the classes with the Public Relations emphasis, to better reflect the field students will encounter when they graduate.**

2. Complete revised description (including program title, requirements, courses within program, credits, and prerequisites)

**Public Relations Emphasis in Mass Media Department (40 hours)**

**(16 hours MM Core; 18 required courses in emphasis; 6 hours mm electives)**

**CORE:**

**MM100 Introduction to Mass Media (3)**

**MM200 Media Bootcamp (2)**

**MM290 Media Literacy (3)**

**MM300 Media Law (3)**

**MM413 Advanced Media Lab (1+1)**

**MM 494 Internship (3)**

**total: 16 hours**

**Public Relations Courses:**

**MM 202 Creative Media Writing (3)**

**MM 319 Public Relations I (3)**

**MM 321 Visual Communication (3)**

**MM 415 Promotions Writing (3)**

**MM 420 Public Relations II (3)**

**MM 422 Editing & Design (3)**

**Elective credit: 6 hours in other MM classes**

**Deletions**

3. Is the program being deleted from the catalog being replaced with another program? Yes  No   
If so, please explain.

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

**Changes**

5. Describe the nature of the proposed change.

**Students need a wider variety of skills in today's media field. The new structure of this program will allow students to graduate with the necessary skills.**

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

**COLLEGE OF ARTS AND SCIENCES  
PROGRAM CHANGES/DELETIONS**

	Signature	Recommendation	Review Date
Dept. Chair	<u>Kathy Menzies</u>	<u>approve</u>	<u>3/22/10</u>
Division	<u>John Hunt</u>	<u>approved</u>	<u>3/24/10</u>
Dept. of Educ. (If course relates to teacher certification program.)			
Dean	<u>Gordon D. McQuae</u>	<u>Approved</u>	<u>9/16/10</u>
Curriculum Committee	<u>[Signature]</u>	<u>Approved</u>	<u>10/22/10</u>
Accepted By CFC	<u>Michael E. Randall</u>	<u>Approved</u>	<u>11/3/10</u>
CAS Faculty	<u>[Signature]</u>	<u>Approved</u>	<u>Dec. 9, 2010</u>
Approved By:	Faculty Senate _____	University Faculty _____	WU Board of Regents _____

**General Information:**Change  Deletion 

1. Reason for this program change or deletion?

**We are merging the media writing and publishing emphasis with many classes in the electronic media emphasis. With the necessary updates, we are changing the title of this emphasis to Contemporary Journalism. This change reflects the rapid changes that have happened in the media field.**

2. Complete revised description (including program title, requirements, courses within program, credits, and prerequisites)

**Contemporary Journalism Emphasis in Mass Media Department (40 hours)  
(16 hours MM Core; 18 required courses in emphasis; 6 hours MM elective)**

CORE:

MM100 Introduction to Mass Media (3)

MM200 Media Bootcamp (2)

MM290 Media Literacy (3)

MM300 Media Law (3)

MM413 Advanced Media Lab (1+1)

MM 494 Internship (3)

total: 16 hours

Contemporary Journalism Courses:

MM201 Journalism I (3)

MM301 Cinematic Storytelling (3)

MM321 Visual Communication (3)

MM401 Journalism II (3)

MM409 Electronic Journalism (3)

MM422 Editing and Design (3)

Elective credit: 6 hours in other mass media classes

**Deletions**

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

If so, please explain.

**We are merging many classes from the electronic media emphasis with the media writing and publishing curriculum to form the Contemporary Journalism emphasis**

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

**Yes.**

**Changes**

5. Describe the nature of the proposed change.

**Students need a wider variety of skills in today's media field. The new structure of this program will allow students to graduate with the necessary skills.**

6. Do you currently have the equipment and facilities to teach the classes within the proposed change?

**Yes.**

**COLLEGE OF ARTS AND SCIENCES  
PROGRAM CHANGES/DELETIONS**

	Signature	Recommendation	Review Date
Dept. Chair	<u>Kathy Menzies</u>	<u>approve</u>	<u>3/22/10</u>
Division	<u>John Hunt</u>	<u>approved</u>	<u>3/24/10</u>
Dept. of Educ. (If course relates to teacher certification program.)			
Dean	<u>Gordon McQuarrie</u>	<u>Approved</u>	<u>9/16/10</u>
Curriculum Committee	<u>[Signature]</u>	<u>Approved</u>	<u>10/22/10</u>
Accepted By CFC	<u>[Signature]</u>	<u>Approved</u>	<u>11/3/10</u>
CAS Faculty	<u>[Signature]</u>	<u>Approved</u>	<u>Dec. 9, 2010</u>
Approved By:	Faculty Senate _____	University Faculty _____	WU Board of Regents _____

**General Information:**Change  Deletion 

## 1. Reason for this program change or deletion?

**We are changing this program emphasis from Advertising to Creative Advertising. In the past, we had incorporated business classes within this sequence, but have found that students prefer the creative side of advertising. Therefore we are offering classes more in line with creative planning and design.**

## 2. Complete revised description (including program title, requirements, courses within program, credits, and prerequisites)

**Creative Advertising Emphasis in Mass Media Department (40 hours)****(16 hours MM Core; 18 required courses in emphasis; 6 hours of MM electives)****CORE:****MM100 Introduction to Mass Media (3)****MM200 Media Bootcamp (2)****MM290 Media Literacy (3)****MM300 Media Law (3)****MM413 Advanced Media Lab (1+1)****MM 494 Internship (3)****total: 16 hours****Creative Advertising Courses:****MM 202 Creative Media Writing (3)****MM 321 Visual Communication (3)****MM 352 Advertising I (3)****MM 415 Promotions Writing (3)****MM 425 Creative Strategies in Advertising (3)****MM 432 Advertising II (3)****Elective credit: 6 hours in other mass media classes**

**Deletions**

3. Is the program being deleted from the catalog being replaced with another program? Yes  No   
If so, please explain.

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

**Changes**

5. Describe the nature of the proposed change.

**Students need a program that is more in line with the creative side of the advertising industry.**

6. Do you currently have the equipment and facilities to teach the classes within the proposed change?

**Yes.**

**COLLEGE OF ARTS AND SCIENCES  
NEW PROGRAM REVIEW FORM**

	Chair's Signature	Recommendation	Review Date
Department	<u><i>[Signature]</i></u>	<u>Accept</u>	<u>9/2/10</u>
Division	<u><i>Sam A. Leary</i></u>	<u>approve</u>	<u>9/17/10</u>
Dept. of Educ. (If course relates to teacher certification program.)	_____	_____	_____
Dean	<u><i>Gordon D. McBane</i></u>	<u>Approve</u>	<u>10/6/10</u>
Curriculum Committee	<u><i>[Signature]</i></u>	<u>Approved</u>	<u>10/22/10</u>
Accepted By CFC	<u><i>[Signature]</i></u>	<u>Approved</u>	<u>11/3/10</u>
CAS Faculty	<u><i>[Signature]</i></u>	<u>Approved</u>	<u>Dec. 9, 2010</u>
Approved By:	Faculty Senate _____	University Faculty _____	WU Board of Regents _____

1. Title of program.

**Associate of Science Degree in Laboratory Science**

2. Rationale for offering this program.

**From The Washburn University Strategic Plan (WBoR approved 4/9/2010)**

**"Strategic Theme IV, Goal A.3. Develop appropriate programs to support the bioscience initiative in Kansas."**

The Associate of Science Degree in Laboratory Science is designed to develop science laboratory technicians available for the bioscience workforce. These technicians will have a fundamental understanding of the underlying chemical and biological science as well as the necessary scientific laboratory skills to be effective bench scientists.

A second group of students will also be served by this degree. Students pursuing a Doctor of Pharmacy complete the equivalent of two years of coursework before admission to pharmacy school. At Washburn University, this pre-pharmacy coursework is more than sufficient in quantity and rigor to warrant the awarding of an Associate of Science degree. Currently, the large majority of pre-pharmacy students leave Washburn University with no degree to show for their body of work completed.

A student who completes the degree will have completed at least the following science courses as well as the other university requirements common to all Associate degrees listed on page 74 of the 2010-2011 Washburn University Catalog:

### Courses in Chemistry

CH 151 Fundamentals of Chemistry I	5 credits
CH 152 Fundamentals of Chemistry II	5 credits
CH 340 Organic Chemistry I	3 credits
CH 342 Organic Chemistry Laboratory 1	2 credits
One of the three options	
CH 320 Analytical Chemistry	3 credits
CH 321 Analytical Chemistry Laboratory	1 credit
or	
CH 341 Organic Chemistry II	3 credits
CH 343 Organic Chemistry Laboratory II	2 credits
or	
CH 350 Biochemistry I	3 credits
CH 351 Biochemistry Laboratory I	2 credits
<b>Total in department</b>	<b>19-20 credits</b>

### Cognate courses

MA 116 College Algebra	3 credits
BI 102 General Cellular Biology	5 credits
BI 301 General Microbiology	4 credits
<u>Biology elective with lab</u>	<u>3-5 credits</u>
<b>Total cognate</b>	<b>15-17 credits</b>

3. Exact proposed catalog description.

*The Departmental Mission and Student Learning Outcomes are as already stated in the catalog. The following will be added under "THE MAJOR."*

**AS in Laboratory Science** – in addition to the university requirements common to all Associate degrees, at least 19 hours in the department are required, including the following courses and their prerequisites: Chemistry 342, one course from (320, 341, and 350), and one correlated laboratory course from (321, 343, and 351). Cognate course requirements are at least 12 hours in Biology including the following courses and their prerequisites: BI 301 and one laboratory containing course from (105, 110, 255, 275, 325, 333, and 354).

Students who are preparing for admission to a pharmacy school would complete the AS in Laboratory Science including the following recommended courses. CH 151, 152, 340, 341, 342, 343, BI 102, 250, 255, 301, MA 141, CN 101, PS 101 (or a high school Physics course with a grade of B or better), EC 200, PY 100, and a literature course in English.

4. List any financial implications.

none