

**Washburn University
Meeting of the Faculty Senate
March 26, 2018
3:00 PM – Forum Room, BTAC**

- I. Call to Order**
- II. Approval of Faculty Senate minutes of March 5, 2018 (pp. 2-4)**
- III. President’s Opening Remarks:**
 - **Discussion of NSO changes (presented by McKinlaye Harkavy)**
- IV. Report from the Faculty Representative to the Board of Regents:**
- V. VPAA Update—Dr. JuliAnn Mazachek:**
- VI. Faculty Senate Committee Reports:**
 - **Approval of Faculty Affair minutes of November 27, 2017 (p. 5)**
 - **Approval of the Academic Affairs minutes of January 29, 2018 (p. 6)**
 - **Approval of the Academic Affairs minutes of February 26, 2018 (p. 7)**
- VII. University Committee Reports:**
 - **Receipt of the Library Committee minutes from February 21, 2018 (p. 8)**
 - **Receipt of the Assessment Committee minutes from March 8, 2018 (p. 9)**
 - **Receipt of the Interdisciplinary Studies Committee minutes from March 12, 2018 (p. 10)**
 - **Receipt of the Sabbatical Committee minutes from January 12, 2018 (p. 11)**
 - **Receipt of the Sabbatical Committee minutes from February 14, 2018 (p. 12)**
- VIII. Old Business:**
 - **18-10 BA in Religious Studies Change (with addendum added) (pp. 13-16)**
 - **18-11 Minor in Social Work (pp. 17-19)**
 - **18-12 New BA in Kinesiology in Health and Fitness Promotion (p. 20)**
 - **18-13 New BS in Kinesiology with Exercise and Rehabilitation Science (p. 21)**
 - **18-14 New Minor in CIS with Concentration in Digital Forensics (p. 22)**
 - **18-15 New Minor in CIS (p. 23)**
 - **18-16 New Program Applied Statistics (p. 24)**
 - **18-17 Undergraduate Student Level Classifications (pp. 25-27)**
 - **18-18 Modification to Handbook – Student Evaluation of Faculty (p. 28)**
- IX. New Business:**
 - **18-9 Faculty Senate Constitution Task Force (First Reading) (p. 29)**
- X. Information Items: NONE**
- XI. Discussion Items: NONE**
- XII. Announcements:**
- XIII. Adjournment**

**Washburn University
Meeting of the Faculty Senate
March 5, 2018
3:00 PM – Forum Room, BTAC**

PRESENT:

Barker, Cook, Erby, Grant (Emily), Grant (Erin), Hickman, Hockett, Jackson, Jolicoeur, Krug, Kwak, Mansfield, Mazachek, Memmer, Modellmog, Ockree, Petersen, Prash, Schmidt, Schnoebelen, Scofield, Sheldon, Stacey, Wasserstein, Watson, and Worsley

ABSENT:

Black, Fredrickson, Garritano, Mark, Sourgens, Steffen, Todwong, Watt, and Wohl

GUESTS:

Holthaus, Jones, Liedtke, and Youse

- I. Schmidt called the meeting to order at 3:03pm.
- II. The Faculty Senate minutes of February 5, 2018 were approved.
- III. President's Opening Remarks:
 - Schmidt reported that many new action items would be coming in to AAC and FAC, so Senate meetings will become busier.
 - Schmidt asked for an update from electoral committee. Krug reported that several faculty from around the University have been self-nominating for the At-Large seats, and said they have also been asking for names from unit heads. She also noted that the cut off for at-large nominations is March 30, 2018.
 - Schmidt encouraged Senators to review the HLC document that Nancy Tate sent out recently.
 - Schmidt said that Kansas HB 2042 is going through the legislature—it is a measure that will lower the age for conceal carry to 18, but may also require training or a license. He noted that if it passed, it would be adopted at Washburn immediately.
 - Schmidt reported that the University E-mail committee is considering alternatives to allfacultystaff and is still working. Erby wondered if any alternatives would come to Senate for comment. Mazachek said they would seek input from various groups on campus, including Senate, before anything was put into effect.
 - Schmidt asked for a replacement for Schnoebelen as a Senate representative on the Graduate Council; Erin Grant volunteered to serve.
- IV. Report from the Faculty Representative to the Board of Regents:
 - Worsley attended the February 8th meeting. She noted that they introduced the new Law School Dean, and announced that the Day of Giving went very well. Mazachek also noted that they announced the NSSE results and discussed the success of various academic programs.
- V. VPAA Update—Dr. JuliAnn Mazachek:
 - Mazachek introduced new Brandy Youse who joined the office last Friday, replacing Joan Bayens.
 - Mazachek noted that the Freedom of Expression Committee hasn't yet convened but should in the near future.

- Mazachek echoed Schmidt’s earlier comments, stating that many items will be coming forward from individual committees around campus ahead of the HLC visit. One policy that will be coming forward is a set of procedures for non-reappointment and termination of faculty from the Handbook committee. Mazachek said she hoped all present would look at the policy and provide comments.
- Mazachek said the 120 hours policy is in shape to be reviewed soon by AAC. Various other curriculum changes will also be going to AAC in the coming weeks. Petersen voiced the opinion that any such major curriculum change should be done for the benefit of students and not solely for the purposes of increasing enrollment. Mazachek noted that these decisions have deliberately been made within the individual units rather than from administrative direction. Schmidt echoed the importance of faculty being involved in the decisions affecting how our students learn. Mazachek acknowledged the importance of faculty input, but reaffirmed the necessity of complying with the 120-hour limit in order for Washburn to effectively compete for students in the marketplace.
- Mazachek provided a brief update on the Strategic Planning Committee, stating that news will likely be coming in the next month or so.

VI. Faculty Senate Committee Reports: NONE

VII. University Committee Reports:

- The Honors Advisory Board minutes from November 1, 2017 were received.
- The Faculty Handbook Committee minutes from November 8, 2017 were received.
- The Graduate Council minutes from November 27, 2017 were received.
- The Honors Advisory Board minutes from December 6, 2017 were received.

VIII. Old Business:

- 18-9 Undergraduate Student Level Classifications was presented by Prash. Barker noted that the catalog’s classification of “junior status” needs to be addressed as it’s inconsistent with the new policy. Liedtke noted that we already have inconsistencies with the probation/reinstatement policy that are being fixed with 18-9. Petersen wondered if Banner would prevent students from enrolling in classes automatically if they failed to have the classified hours necessary. Wasserstein said that in his experience with EN 300, it takes into account hours that students will enroll in versus what they have at the time of enrollment. Mazachek clarified that the classes/programs have to be programmed/set up in Banner to reflect these limitations. Barker moved that we change (as part of the classification) all references to Junior status to “54 hours;” the motion was not accepted. Schmidt said he was uncomfortable passing motions quickly and without the catalog language in front of the Senate; Prash agreed. Worsley moved to send the motion back to AAC for further review; the motion passed.

IX. New Business: NONE

X. Information Items: NONE

XI. Discussion Items: NONE

XII. Announcements:

- Prasch noted that Bearman would be discussing Billy Graham's 1954 crusade in London, in Henderson 100 on March 7th at 7pm.
- Prasch also reminded everyone that Beatty's screening of the documentary *North Korea: Inside the Hermit Kingdom* will be on March 12th at 7pm.
- Hockett indicated that there would be several calls from C-TEL coming out soon for various things, including Teaching Fellow applications and nominations for teaching awards.
- Sheldon noted that poet Desmond Egan will be presenting on March 8th in the Mulvane Museum.

XIII. Schmidt adjourned the meeting at 3:48pm.

Faculty Affairs Committee Minutes

Monday, November 27, 2017

2:30 – 3:30 pm

Lincoln Room

Present: Rick Barker, Bobbe Mansfield, JuliAnn Mazachek (ex officio), Linsey Modellmog, Barbara Scofield, Mary Sheldon, Freddy Sourgens, Janet Todwong, Michelle Watson, Kelly Watt

1. Approval of Minutes from October 9, 2017 meeting
The minutes were sent to the committee for review. The minutes were approved and will be forwarded to Faculty Senate.

2. Action Items:

Online Education Curriculum policy draft

Dr. Mazachek asked to remove from the agenda the discussion of the online education curriculum policy as it still being worked on by the Faculty Handbook Committee.

Some feedback was given to Dr. Mazachek by faculty members who had already shared the draft policy with their divisions. There were concerns that the Online Education Curriculum committee may have influence over the 'content' of course work outside of their own department or division, as well as other concerns that would be emailed to Dr. Mazachek.

Consensual and Familial relationship policy draft

Dr. Mazachek explained that this policy draft has been the combined product of over 9 months of work by a committee with broad representation, to address norms of proper conduct and behavior that had never been codified.

There was a question about how one would appeal a loss of employment for violation of the policy, and Dr. Mazachek explained that appeals would happen through the same procedures as any other termination as described in the handbook.

Motion to support the policy was approved.

Meeting adjourned.

Academic Affairs Committee Minutes

Monday, January 29, 2018

3:00 – 4:00 pm

Thomas Room

Present: Sarah Cook, Sungkyu Kwak, Caren Dick, Kandy Ockree, Melanie Worsley, JuliAnn Mazachek (ex officio).

Guests: Joel Bluml, Eric Grospitch, Jessica Class

1. Chair Worsley called the meeting to order.

2. School of Applied Studies Information Items
 - Chair Worsley, a faculty member of the Criminal Justice and Legal Studies Department, spoke regarding the MCJ-School of Law Dual Degree and Military Studies Minor-Military and Homeland Security Studies Criminal Justice modifications.
 - Cless from Human Services explained the Victim Services Certificate-Certificate in Trauma and Recovery modifications.

3. Academic Impropriety Policy and Process Discussion Item
 - Bluml and Grospitch explained the current academic impropriety policy, including how the policy related to the student code of conduct and how claims of academic impropriety are addressed.
 - After thoughtful discussion, the committee asked Bluml and Grospitch if they would be willing to discuss to discuss the current impropriety policy and process at the 2/5/2018 Faculty Senate meeting. Bluml and Grospitch indicated they were willing and available to present.

Academic Affairs Committee Minutes

Monday, February 26, 2018

3:00 – 4:00 pm

Thomas Room

Present: Sarah Cook, Caren Dick, Kandy Ockree, Melanie Worsley, Jason Jolicoeur, Tom Prasch

1. Chair Worsley called the meeting to order at 3:05 p.m.

2. Student Level Classification Agenda Item
 - Committee members discussed how the change in student classification hours would affect academic programs. Worsley noted that she checked with programs in SAS, and the chairs indicated the change would not have a specific negative impact on their programs. Cook and Prasch, representatives from CAS, and Dick, the School of Nursing representative, indicated the same. Ockree, the representative from the School of Business, noted that the change specifically impacted their program, but that the School of Business was already in the process of realigning curriculum to the new 120 hour requirement and that they were taking into account the student level classification change as well.
 - The general consensus was that even if there was an effect on academic programs, programs would need to address the matter when working on aligning with the new 120 hour requirement.
 - A motion was made and seconded to approve the item. All members present voted in favor of the agenda item.

3. The meeting was adjourned at 3:25 p.m.

Library Committee Minutes

WEDNESDAY

February 21, 2018

Room 105

4:00 p.m.

The Library Committee convened in Mabee Library/CSSR at 4:02PM. The following members were present: Dr. Bearman, Mr. Bird, Dr. Conner, Dr. Menninger-Corder, Dr. Huff, Dr. Murphy, Mr. Naylor, Dr. Perrett, Dr. Peterson, Dr. Porta, Dr. Smith, Ms. Tenny, and Dr. Thomas. Dr. Adem, Dr. Chamberlain, Dr. Dahl, Dr. Dirks, Mr. Farwell, Dr. Grimmer, Dr. Hine, and Dr. Nebel sent word they would be unable to attend.

Dr. Bearman provided a little history regarding Washburn's relationship with Innovative Interfaces Inc., which has provided the library's electronic catalog since 1992. Dr. Bearman reports that the ATLAS Consortium has negotiated a new Contract with ILL that includes a hosted solution for all products. Moving to the cloud eliminates the need to fund and maintain physical servers and this will provide significant cost avoidance in the future. The new software bundle includes an advanced discovery tool, Encore Duet. Sierra functions currently available only to the Washburn Libraries will now be available to all ATLAS members' libraries as part of the bundle. More information will follow.

All purchasing requests for FY18 (books, journals, and databases) need to be submitted to your library liaison by 5:00PM, Friday, March 9, 2018.

Dr. Bearman reports that because of continued budget restraints and the impact of inflation, the library will require a review of its resources. After Spring Break, Lori Fenton, Collection Development Librarian, will distribute to each library liaison (librarian) a Survey of departmental journals and electronic resources to share with the committee representatives. Library Committee representatives should work with their departmental colleagues to complete the survey. The library liaisons will work closely with the departments to make decisions regarding new purchases, cancellations, and the reallocation of resources. Discussion followed. More information will follow.

Meeting adjourned at 3:47PM

Respectfully submitted

Ginger D. Webber

Administrative Specialist

ASSESSMENT COMMITTEE MEETING MINUTES
Thursday, March 8, 2018 2:30 p.m. to 3:30 p.m.
Memorial Union-Cottonwood Room

In attendance:

Vickie Kelly (Chair), Melanie Burdick, Amy Memmer, Louise Krug, Gloria Dye, Sarah Cook, Kayla Carter, Catlynn Jaynes (administrative support)

Follow-up on Assessment Extravaganza

Vickie stated that the attendance at the Assessment Extravaganza has gradually declined. Attendance was down this year. Vickie asked the committee to provide feedback on the Assessment Extravaganza to decide what changes to make in the program format for next year.

The committee provided suggestions:

- Hold during a different time of year
- Hold in a different space
- Hold event prior to a general faculty meeting
- Piggy-back with a faculty after hours
- Coordinate with another event on campus
- Shorten the program format and hold in a smaller space
- Write up a few talking points beforehand so conversations are productive
- Set-up stations with the program projected on a screen instead of printing programs to save money
- Use a round tabletop or “speed dating” style format. Have questions on each table and turn it into a game. Have one committee member at each table and ask attendees to rotate tables periodically. Dedicate a couple tables to reporting out on assessments and a couple tables providing feedback. In addition, have a couple tables for assessment resources such as: how to create a rubric, writing multiple-choice questions, summative assessment vs. formative assessment, or provide examples or websites.
- Compressed format in smaller room with roundtables

Date of Assessment Retreat

The date of this year’s Assessment Retreat will take place on Saturday, August 25, 2018. Next year, the committee would like to continue to meet on Thursdays from 2:30-3:30.

Update on University-wide assessments

Assessment reports will be sent out starting in April. Several programs have new assessment plans in place. There have also been a few co-curricular programs that have submitted new plans. There will be several new plans to review at this year’s Assessment Retreat.

Interdisciplinary Studies Committee

March 12, 2018

Electronic Meeting

Electronic Attendees: Nancy Tate, Rebecca Meador, Geoff Way, Rodrigo Mercader, Alex Klales, Deborah Altus, Rosemary Walker, Kathy Ure, Izzy Wasserstein, Park Lockwood

Not Present: Andrea Thimesch

LinC requested a designated Community Engagement course prefix of CE for Community Engagement: Poverty Studies courses. If the prefix was approved, LinC also requested that current courses be changed to the new prefix. The attendees electronically reviewed the material and voted to approve both the prefix creation and the change of current courses to the new prefix.

Sabbatical Committee Meeting
January 12, 2018

Present: Sangyoub Park, Paul Byrne, Erin Chamberlin, Ross Friesen, Cathy Hunt, Nancy Tate

Academic Sabbatical Applicants:

NAME		Leave Period Requested	Decision
Ball, Jennifer	SOBu	August 2018 – December 2018	Recommended
Carlson, Carolyn	CAS/ED	August 2018 – December 2018	Recommended
Etzel, Dennis	CAS/EN	August 2018 – December 2018	Recommended
Florea, Liviu	SOBu	January 2019 – May 2019	Recommended
McConnell-Farmer, Judith	CAS/ED	January 2019 – May 2019	Recommended
Siebert, Bradley	CAS/EN	August 2018 – December 2018	Recommended
Sullivan, Courtney	CAS/ML	January 2019 – May 2019	Recommended
Judd, Patricia	SOL	January 2019 – July 2019	Recommended
Martin, Craig	SOL	July 2018 – June 2019	Recommended
Ramirez, Mary	SOL	August 2018 – December 2018	Recommended

**Sweet Sabbatical Committee Meeting
February 14, 2018**

Present: Nancy Tate, Paul Byrne, Erin Chamberlain, Ross Friesen, Catherine Hunt, Andrew Herbig, Sangyoub Park

Electronically: Gary Bayens

- 1) Committee discussed clarifying guidelines and the following changes were approved.
 - a. In I.D., adding “academic” to years of service (“minimum of three academic years of service”).
 - b. In I.E., replacing “instructor” with “senior lecturer” and adding Center for Student Success and Retention following School of Applied Studies.

2) SWEET: 9 Applications Received; 9 Recommended for Funding

NAME	REQUESTED	AMOUNT APPROVED
Seid Adem	\$12,000	\$12,000
James Barraclough	\$4,000	\$4,000
Melanie Burdick	\$7,900	\$8,000
Christopher Conner	\$12,000	\$12,000
Ross Friesen	\$7,000	\$7,000
Danielle Head	\$4,100	\$4,100
Judy McConnell-Farmer	\$13,200	\$12,000
Tom Prasch	\$9,600	\$9,600
Sharon Sullivan	\$6,000	\$6,000

Total Amount Requested: \$ 75,800
Total Amount Spent: \$ 74,700

FACULTY AGENDA ITEM 18-10

Date: 03/05/18

Submitted by: Laura Stephenson, CAS Dean, ext 1561

SUBJECT: *BACHELOR OF ARTS IN RELIGIOUS STUDIES*

CHANGE

Description: The proposed required courses focus on learning theories and methods associated with religious studies, while the additional courses allow students the flexibility to specialize in areas of their choosing, areas in which they will ultimately have to produce a senior thesis. RG 101 introduces students to religious studies as an academic discipline, inviting both engagement with and reflection upon constitutive terminology and the interpretation/explanation dilemma (as above).

RG 102 exposes students to a wide range of data in the field. PH 201 and 202 are included as a foundation for RG 331, in which students will read a wide range of contemporary theorists of religion and begin to position themselves within the field. Elective coursework within the major can be interdisciplinary and allow the student to specialize. In the senior thesis, the student selects one or more theoretical approaches to religion as an analytical prism for their area of focus.

Rationale: The proposed changes to the religious studies major reflect changes within the Department of Philosophy and within the discipline of religious studies and the academy more generally. The Department has historically had only one professor of religious studies. The previous incumbent, Barry Crawford, retired after the 2016-2017 academic year, and the new program administrator, Chris Jones, believes that the program needs to be updated in line with the contemporary discipline of religious studies and with student expectations for humanities majors.

To start with the latter point, the program at present is too large-55 credit hours, nearly all of it required coursework. At a public university without a religious affiliation, very few students are interested in majoring in religious studies by itself. At present, there are only five active majors, and no one has graduated with a BA in religious studies from Washburn University since 2012. In order to grow the major and thereby fill upper division religious studies courses, we need to be able to attract students who are interested in double majoring. Consequently, we have proposed reducing the major's footprint to 31 credit hours and building more flexibility in terms of the courses students can take. This number (31 credit hours) is the same number that is required of our approved Philosophy BA anyway. At the same time, we have not sacrificed competency within the discipline of religious studies because we have brought more focus to the major.

The major, as it previously existed, included required coursework in anthropology, sociology, history, and ethics-fields that may enhance work in religious studies but are in no way intrinsic to it. Religious studies in the 21st century is an academic discipline in its own right, with its own distinct theories and methodologies. It has been characterized most especially of late by serious reflection on whether Western bias is innate in its constitutive terminology (e.g., "religion," "ritual," "sacred") and whether scholars should adopt a humanistic/philological/interpretive framework or a social scientific/explanatory framework. The new program focuses on preparing students in these areas.

Financial Implications: None

Proposed Effective Date: Fall 2018

Request for Action: *Approval from Faculty Senate*

Approved by: AAC on 3/12/2018

Approved by FS on date

Attachments Yes

18-10 BA in Religious Studies Change - ADDENDUM

The major as initially proposed (as passed by the Academic Affairs committee of the Faculty Senate)

- RG 101 (3): Introduction to Religion
- RG 102 (3): World Religions
- PH 201 (3): Corrupting the Youth: Ancient Greek Philosophy
- PH 202 (3): I Think Therefore I Am? Modern Philosophy 1600-1800
- RG 331 (3): Understanding Religion
- RG 398 (1): Senior Thesis Research
- RG 399 (3): Senior Thesis
- Twelve (12) additional credits
 - At least six must be RG courses
 - At least nine must be upper division
 - External courses require advisor's prior approval

The revised major (as suggested by Dean Stephenson, to be proposed to the full Faculty Senate)

- RG 101 (3): Introduction to Religion
- RG 102 (3): World Religions
- PH 201 (3): Corrupting the Youth: Ancient Greek Philosophy
- PH 202 (3): I Think Therefore I Am? Modern Philosophy 1600-1800
- RG 331 (3): Understanding Religion
- RG 398 (3): Senior Thesis Research
- RG 399 (3): Senior Thesis
- Twelve (12) additional credits
 - At least **nine** must be RG courses
 - At least nine must be upper division
 - External courses require advisor's prior approval

Comment

The problem with the major, as initially proposed, was that it failed to meet the (apparently implicit) requirement that a major consist of at least 24 hours from within the same discipline (see p. 97 of the Undergraduate Catalog). The six hours of PH (201, 202) count as correlated hours, and thus not toward that minimum 24 hours. Dean Stephenson suggested that we could meet the requirement by making two changes to the proposal:

1. Making 398 a three-hour course (see rationale below, as required in the course approval system for this change)
2. Requiring 9, rather than 6, elective hours in RG courses

The major would consist of exactly 24 RG hours, plus 6 PH hours and up to 3 hours from another discipline (at the advisor's discretion). It would also consist of 18 hours of upper division credit: 12 in coursework, and 6 in senior thesis.

What is the rationale for changing the credit hours requirement, the course title, the course description, and the change from credit/no credit to graded?

The philosophy department recently instituted the portfolio requirement for our PH majors. This requirement has also been instituted for our RG majors. This project involves the students submitting a folder containing six religious studies papers from previous 200/300 level courses along with their reflection upon their development in writing such papers over time. They then apply what they have learned about their development to the process of writing their senior thesis. This portfolio is a new addition to the RG curriculum. As such, it requires students to do more than write a thesis proposal for RG 398, which was all that was required in the past. In requiring more of students, it is appropriate to increase the credit hours to 3 from 1. Finally, we decided that changing from credit/no credit to graded will incent the students to take the proposal more seriously than it has been taken in the past. Being credit/no credit in the past has created some problems for some students in terms of them not taking the project seriously enough, and therefore not being sufficiently prepared to write the senior thesis itself.

Describe the nature of the proposed change:

New Course Title: Senior Thesis Preparation (3 credits)

Independent research in preparation for a senior thesis. Students will complete preliminary research in the area of their senior thesis and prepare a thesis proposal. In addition, students will complete the portfolio project which asks them to submit a folder containing religious studies papers from previous courses along with their reflection upon their development over time in writing such papers. The proposal completed in RG 398 may not be or have been submitted for credit in any other course.

Prerequisite: Senior Religious Studies Major

The old catalog language was as follows:

RG 398 Senior Thesis Research (1)

Independent research in preparation for a senior thesis. Students will complete preliminary research in the area of their senior thesis and prepare a thesis proposal. The work completed in RG 398 and RG 399 may not be or have been submitted for credit in any other course. Pass/Fail only. *Prerequisite: Senior Religious Studies Major.*

FACULTY AGENDA ITEM NO 18-11

Date: March 1, 2018

Submitted by: Dr. Gary Bayens, School of Applied Studies ext. 2115

SUBJECT: Proposed Minor Degree in Social Work - CIP Code: 51.1503

Description: The faculty council of the School of Applied Studies has approved a proposal by the Social Work Department to add a minor degree program, effective fall 2018. The minor degree requires completion of 15 semester hours, nine hours of which are specific courses and six hours of electives. Course work in the minor is taken for a letter grade and students must earn a minimum grade of C. A table of the proposed curriculum is provided on page 2.

Rationale: The social work minor is designed to provide an appropriate learning experience for undergraduate students planning a career in professions committed to helping others, and to promoting social justice. The overall goal of the program is to expose students to core social work competencies. It emphasizes synthesis and application of social work theories, policies and research in the development of comprehensive solutions to major social problems.

The Social Work Department conducted inquiries about the viability of offering a minor in social work. Overwhelmingly, CAS and SAS faculty members provided positive comments and support. Student's remarks were also positive when asked about the minor. Based on our queries, we anticipate students interested in this minor will be majors primarily from the academic disciplines of psychology, political science, human services, and education.

This minor degree proposal is consistent with other minors across the campus. That is, the minor in social work is a structured set of courses to allow for more focused study or specialization. WU's minor degrees in psychology, sociology, and anthropology, along with a review of social work minors from other universities, served as the template for the design of the proposed social work minor.

Program Proposal: 15 credit hours; courses in the minor are taken for a letter grade; and students must earn a minimum grade of a C.

Required courses include:

- SW 100 Introduction to Social Work and Social Welfare (3hrs.)
- SW 250 Generalist Social Work Perspectives (3hrs.)
- ONE of the following courses:
 SW 325 Micro Human Behavior and the Social Environment (3hrs.)
 SW 326 Macro Human Behavior and the Social Environment (3hrs.)
 SW 350 Social Policy and Programs (3hrs.)
- 6 credit hours from social work electives

Students working toward a SW minor may NOT enroll in SW practice (352, 353), research (362, 363) or practicum/seminar (354, 355) courses.

Minor in Social Work Advising Sheet – Department of Social Work

Student Name				WIN	
Phone		Alternate Phone		E-Mail	
Street Address			City, State, Zip Code		
Catalog Year		Advisor Name		Advisor Signature & Date	

Course #	Course Name	Hours	Semester/Year	Grade
REQUIRED				
SW 100	Introduction to Social Work and Social Welfare (<i>fall/spring</i>)	3		
SW 250	Generalist Social Work Perspectives (<i>fall/spring</i>)	3		
Must complete ONE of the following (Students may choose to take a second course from this sequence as an elective)				
SW 325	Micro Human Behavior and the Social Environment (<i>fall only</i>) – ONLINE OPT	3		
SW 326	Macro Human Behavior and the Social Environment (<i>spring only</i>) – ONLINE OPT	3		
SW 350	Social Policy and Programs (<i>spring only</i>) – ONLINE OPT	3		
Must complete TWO electives				
SW 390	Social Work Elective 1 (<i>fall/spring/summer</i>)	3		
SW 390	Social Work Elective 2 (<i>fall/spring/summer</i>)	3		
		Total	15	
Students in the Minor in SW are NOT allowed to take SW 352, 353 (Practice), SW 354, 355 (Practicum) or SW 362, 363 (Research)				

Revised: 02-01-18

Catalog Description: A minor consists of no less than 15 credit hours. Students must take SW 100, SW250, 3 hours from either SW325 or SW326 or SW350, and 6 hours from social work electives of which must be from upper division courses. Students must have a grade of C or better in each course applied to the minor.

Program Assessment: As an accredited program, a system of assessment is implemented annually.

The resulting data are used to improve the quality of our social work programs.

In brief, all WU Social Work programs measure and report student learning outcomes. Students are assessed on their mastery of the competencies that comprise the accreditation standards of the Council on Social Work Education. These competencies (e.g., apply ethical principles, engage diversity in practice, advance human rights) are dimensions of social work practice and measurement benchmarks are set for each competency. An assessment score at or above that benchmark is considered by the program to represent mastery of that particular competency.

See <http://www.washburn.edu/academics/college-schools/applied-studies/departments/social-work/sw-files/assessment-of-student-learning-outcomes-bsw-2017.pdf>

Financial Implications: There are no costs to implementing this modification.

Proposed Effective Date: Fall Semester 2018

Request for Action: Approval by AAC/FAC/FS/ Gen Faculty, etc.

Approved by: AAC on 3/12/2018

Faculty Senate on date _____

Attachments Yes No

FACULTY AGENDA ITEM 18-12

Date: 3/5/2018

Submitted by: Laura Stephenson, CAS Dean, ext 1561

SUBJECT: NEW BACHELOR OF ARTS IN KINESIOLOGY IN HEALTH AND FITNESS PROMOTION

Description: This degree prepares students desiring careers in health promotion, wellness and/or fitness related settings such as exercise and sport performance, personal fitness training, corporate wellness, recreation and leisure, public health, and not-for-profit health-related agencies. In addition, students can pursue advanced degrees in other health and fitness related professions, but may need to complete additional course work to meet prerequisite requirements for specific graduate schools.

Rationale: National trends are demanding that Kinesiology graduates have increased health-related knowledge and experiences in developing and applying skills. This degree provides a clear pathway to specific entry level jobs and/or graduate programs in the health and fitness fields. This degree will ultimately replace our current Exercise Physiology degree, which is too narrow in scope and no longer practical for Kinesiology majors desiring health and fitness related jobs upon graduation.

Financial Implications: None

Proposed Effective Date: Fall 2018

Request for Action: *Approval by AAC/FAC/FS/ Gen Fac, etc*

Approved by:

Approved by: AAC on 3/12/2018

Faculty Senate on date

Gen Fac on date

Attachments Yes No

FACULTY AGENDA ITEM NO 18-13

Date: 3/5/2018

Submitted by: Laura Stephenson, CAS Dean, ext 1561

SUBJECT: NEW BACHELOR OF SCIENCE IN KINESIOLOGY WITH EXERCISE AND REHABILITATION SCIENCE

Description: This degree prepares students planning to pursue graduate or professional school in fields such as Athletic Training, Exercise Physiology, Physical Therapy, Occupational Therapy, Chiropractic, Cardiac Rehabilitation, and Nutrition/Dietetics. The degree is designed to provide the theoretical knowledge and applied skills and competencies necessary to meet many of the prerequisites required for application to the above mentioned professional degree programs.

Rationale: The current BS Athletic Training major is being phased out due to the National Athletic Trainer's Association moving to a Master's degree minimum to sit for the Board of Certification exam. We have determined that this is not feasible for us and, instead, are creating a "pathway" to graduate school for students planning on pursuing graduate or professional degrees in allied-health related professions such as athletic training, exercise physiology, physical therapy, occupational therapy, chiropractic, cardiac rehabilitation, and nutrition/dietetics to name a few.

Financial Implications: None

Proposed Effective Date: *Fall 2018*

Request for Action: *Approval by AAC/FAC/FS/ Gen Fac, etc*

Approved by:

AAC on 3/12/2018

Faculty Senate on date

Gen Fac on date

Attachments Yes No

FACULTY AGENDA ITEM 18-14

Date: 3/5/2018

Submitted by: Laura Stephenson, CAS Dean, ext 1561

SUBJECT: NEW MINOR IN COMPUTER INFORMATION SCIENCES WITH CONCENTRATION IN DIGITAL FORENSICS

Description: The Minor in Computer Information Science with Concentration in Digital Forensics will give a student valuable computer skills including those used in digital forensics investigations. The minor will consist of 15 hours of Computer Information Science coursework, including at least six upper division hours. The courses must include CM 111 Introduction to Structured Programming, CM 245 Contemporary Programming Methods, CM 203 Digital Forensics I and CM 303 Digital Forensics II. CM 101 Computer Concepts and Applications will not count toward the minor. Other courses may be selected to match the particular interest of the student.

Rationale: We believe that a minor with a concentration in digital forensics will attract Criminal Justice majors who wish to add this skill set to their bachelor's degree.

Financial Implications: None

Proposed Effective Date: *Fall 2018*

Request for Action: *Approval by AAC/FAC/FS/ Gen Fac, etc*

Approved by:

AAC on 3/12/2018

Faculty Senate on date

Gen Fac on date

Attachments Yes No

FACULTY AGENDA ITEM 18-15

Date: 3/5/2018

Submitted by: Laura Stephenson, CAS Dean, ext 1561

SUBJECT: NEW MINOR IN COMPUTER INFORMATION SCIENCES

Description: Minor programs in Computer Information Science are individually designed by the student in consultation with a departmental advisor and subject to departmental approval. A minor will consist of 15 hours of Computer Information Science coursework, including at least six upper division hours. The courses must include CM 111 Introduction to Structured Programming and CM 245 Contemporary Programming Methods. CM 101 Computer Concepts and Applications will not count toward the minor. Courses may be broadly selected or may concentrate in an area of particular interest.

Rationale: This is really a change, but the minor was not in the system. We are changing the number of hours required for the minor in CIS from 21 to 15. This will make it have the same number of hours as our new Minor in CIS with a Concentration in Digital Forensics.

Financial Implications: None

Proposed Effective Date: *Fall*

2018

Request for Action: *Approval by AAC/FAC/FS/ Gen Fac, etc*

Approved by:

AAC on 3/12/2018

Faculty Senate on date

Gen Fac on date

Attachments Yes No

FACULTY AGENDA ITEM 18-16

Date: 03/05/18

Submitted by: Laura Stephenson, CAS Dean, ext 1561

SUBJECT: NEW PROGRAM-APPLIED STATISTICS

Description: Washburn’s Applied Statistics track was designed using the Curriculum Guidelines for Undergraduate Programs in Statistical Science by the American Statistical Association. Our curriculum offers several statistics and computer science courses that will prepare students for graduate study or that will place students in high demand by business, industry and government seeking employees highly skilled in statistics.

Rationale: Applied or research statisticians are in high demand by business, industry and government. Our actuarial science track is focused on preparing students to become actuaries, and to pursue the Society of Actuaries (SOA) or Casualty Actuary Society (CAS) exam series to gain credentialing as associates or fellow of the respective societies. The new Applied Statistics tracks overlaps heavily with the actuarial science track, featuring three new courses in place of MA 343 Applied Statistics, MA 384 Theory of Interest, and MA 385 Actuarial Mathematics. These three new courses, MA 340 ANOVA/Design of Experiments, MA 341 Nonparametric Tests/Quality Control and MA 342 Statistical Computing have already been proposed in the CAS online proposal system. The statistical applications contained in these courses, especially the computing course, will make successful students highly marketable for any positions requiring a strong statistics background. The new program also provides a nice option for students in the actuarial science track who opt not to pursue the SOA/CAS professional exam series.

Financial Implications: Both Drs. Mosier and Shaw will teach the new courses; based on frequency of offering, we will need to find instruction for one section of MA 140 Statistics each semester. With current adjunct costs of \$1,860 per three-credit course (for those possessing a Master's degree), this amounts to \$3,720 per year.

Proposed Effective Date: Fall 2018

Request for Action: *Approval by AAC/FAC/FS/ Gen Fac, etc*

Approved by: AAC on 3/12/2018

Faculty Senate on date

Gen Fac on date

Attachments Yes No

FACULTY AGENDA ITEM NO 18-17

Date: 20 February 2018

Submitted by: *Dr. Juli Mazachek, ext. 1648*

SUBJECT: *Undergraduate student level classifications*

Rationale: Academic Standing was the first step in a planned two-step process that included changing academic classifications to better serve students. The new academic standing process which includes a new standard for categorizing students was voted in by the faculty in spring 2015. The classification proposal was to follow, but was delayed due to changes in the registrar’s office and other administrative changes at the university. This more standard classification model is being proposed to be effective beginning with the 2018-19 academic year. This change would bring student classification in line with the student categories used in WU’s Academic Standing policy as well as those used for the financial aid Satisfactory Academic Standing Policy. This change will move Washburn University in line with the six KBOR universities as we seek to attract transfer students and continue to be transfer friendly.

Identified Benefits:

- Will bring student classifications in line with Academic Standing categories
- Matches the practice of all KBOR universities for attracting transfer students (transfer friendly)
- Encourages concept of students earning at least 30 hours of credit in an academic year
- Aligns student classification with the categories used for the financial aid Satisfactory Academic Progress (SAP) which is aligned with our current Academic Standing policy

Description: This request is to change the student classification hours to match the new academic standing policy. Thus, the proposed classifications are:

Level	Current Completed Credit Hour Range	Proposed Completed Credit Hour Range
Freshman	0 – 23	0 – 29
Sophomore	24 – 53	30 – 59
Junior	55 – 87	60 – 89
Senior	88+	90+

Current Catalog Language (pg. 81)

Classification

An entering student with fewer than 24 semester hours of accumulated credit is classified as a Freshman. To be classified as a Sophomore, a student must have 24 semester hours of college credit. To be classified as a Junior, a student must have 54 semester hours of college credit. A student who has at least 88 semester hours of college credit is classified as a Senior. Graduate students are those who have been formally admitted to a graduate program. Law students are those who have been formally admitted to the School of Law.

Course Numbering System

Students with fewer than 54 hours completed may take courses numbered 100-299. Students with more than 54 hours completed may take courses numbered 100-499. Courses numbered 300-499 are open to students during the semester in which they achieve junior standing, provided they have enrolled in enough lower level courses during that same semester to meet the requirements of junior rank. Exceptions to this rule may be made by consent of the department head and the Dean. Forty-five hours of junior-senior work are required for completion of any baccalaureate degree.

Courses numbered 400-499 are also open to graduate students. Courses numbered 500-599 are considered graduate coursework but may not count toward the 30 hour minimum for a Masters degree.

Proposed Catalog Language:

Classification

An entering student with fewer than 30 semester hours of accumulated credit is classified as a Freshman. To be classified as a Sophomore, a student must have between 30 and 59 semester hours of college credit. To be classified as a Junior, a student must have between 60 and 89 semester hours of college credit. A student who has at least 90 semester hours of college credit is classified as a Senior. Graduate students are those who have been formally admitted to a graduate program. Law students are those who have been formally admitted to the School of Law.

Course Numbering System

Generally, it is recommended students take lower level courses (courses numbered 100-299) when they are freshman and sophomores and complete upper level courses (courses numbered 300-499) when they are juniors and seniors. Students should work with their advisors to determine the appropriate sequencing of courses, including whether it may be necessary to begin taking upper-level courses beginning in the sophomore year to complete a degree program in four years. If a course is listed in the catalog as specifically requiring junior level standing in the prerequisite, students may register for the course during the semester in which they will achieve junior level rank, provided they have enrolled in sufficient lower division courses during that same semester to meet the requirements of junior rank. Exceptions to the classification requirement may be made by the course instructor, chair, or dean. Completion of forty-five hours of upper level courses (courses numbered 300-499) is required for any baccalaureate degree.

Courses numbered 400-499 are also open to graduate students. Courses numbered 500-599 are considered graduate coursework but may not count toward the 30 hour minimum for a Masters degree.

Financial Implications: None
Proposed Effective Date: Fall term 2018.

Request for Action: *Approval by AAC/.FAC/FS/ Gen Fac, etc*

Approved by: *AAC on date 2/26/2018, 3/12/2018*

FAC on date N/A

Faculty Senate on date

Gen Fac on date

Attachments Yes No

FACULTY AGENDA ITEM 18-18

Date: 2/20/18

Submitted by: Faculty Handbook Committee

SUBJECT: *Modification to Handbook – Student Evaluation of Faculty*

Rationale: This section of the Faculty Handbook no longer represents current practice and the following modifications are recommended.

Description:

Current wording Section Six XIII:

XIII. Student Evaluation of Faculty

The most effective evaluation of faculty for promotion and tenure is by a combination of peer group, student, and Dean evaluation within the department and school or college.

Student evaluations can be helpful information for faculty members who may want to consider strengthening their teaching techniques through professional development. Accordingly, schools and departments are encouraged to use the student evaluations for purposes of professional development.

Proposed wording Section Six XIII:

XIII. Student Perception of Faculty

~~The most effective evaluation of faculty for promotion and tenure is by a combination of peer group, student, and Dean evaluation within the department and school or college.~~

~~Student evaluations can be~~ **perceptions provide** helpful information for faculty members who may want to consider strengthening **as they strengthen** their teaching techniques. through professional development. **Information from these surveys, along with other methods, are used for the purposes of professional development of teaching, annual evaluations, promotion, and tenure. Accordingly, each regular semester** Schools and departments are encouraged to use the **will administer** student evaluations for purposes of professional development. **perception surveys—accordingly for each course taught.**

Financial Implications: None

Proposed Effective Date: *Immediately*

Request for Action: *Approval by FAC, FS, Gen Fac, etc.*

Approved by: *FAC - with amendments 3/12/18*

Faculty Senate on date

FACULTY AGENDA ITEM NO 18-9

Date: *March 26, 2018*

Submitted by: *Shaun E. Schmidt, 2265*

SUBJECT: *TASK FORCE ON FACULTY SENATE CONSTITUTION*

Description: The Faculty Senate directs the Executive Committee of the Faculty Senate to create a task force to review the Faculty Senate Constitution during the 2018-2019 academic year. This Task Force is charged with 1) issuing a report to the Faculty Senate and 2) making recommendations for changes to the Constitution, sections of the Faculty Handbook specifically dealing with the Faculty Senate Constitution, and/or any other standing procedures or rules of the Faculty Senate or its Subcommittees.

- The Executive Committee of the Faculty Senate will appoint the Task Force.
- The Task Force will be comprised of approximately 12 members and will consist of faculty or emeritus faculty from each academic unit. The Vice President of Academic Affairs (or designee) will serve as a non-voting member.
- The Task Force will investigate any aspects of the Faculty Senate to determine any strengths and weaknesses. Given any weaknesses, the Task Force will research alternatives and where appropriate bring forward to the Faculty Senate recommendations for changes.
- The Vice President for Academic Affairs' office will provide administrative support for this Task Force.
- The Task Force will stay apprised of work being done by the Faculty Handbook Committee so as to limit any duplicated work.

Rationale: The Faculty Senate was first convened on May 3rd of 2005. Over the ensuing years a number of amendments to the constitution have been proposed and passed that have slowly evolved the Faculty Senate over time. What is proposed herein is to take a composite look at the Faculty Senate; and based on thirteen years of data, determine whether the duties of the Faculty Senate as described in Section 1.C. are being fulfilled or where possible improvements may be made in terms of organizational structure.

Financial Implications: *None*

Proposed Effective Date: *Upon passage by Faculty Senate*

Request for Action: *Approval by FS*

Approved by:

Faculty Senate on date

Attachments Yes No