

**Washburn University
Meeting of the Faculty Senate
April 15, 2019
3:00 PM – Forum Room, BTAC**

- I. Call to Order**
- II. Approve minutes of the Faculty Senate Meeting of April 1, 2019 (pp. 2-29)**
- III. President’s Opening Remarks**
- IV. Report from the Faculty Representative to the Board of Regents**
- V. VPAA Update—Dr. JuliAnn Mazachek**
- VI. Faculty Senate Committee Reports**
Receive Academic Affairs committee minutes of January 28, 2019 (p. 30)
Receive Academic Affairs committee minutes of March 27, 2019 (p. 31)
- VII. University Committee Reports**
Receive Faculty Handbook committee minutes of January 8, 2019 (pp. 32-33)
- VIII. Receive International Education / WTE meeting minutes of January 31, 2019 (p. 34)**
Receive Honors Advisory Board meeting minutes of February 6, 2019 (pp. 35- 36)
Receive Honors Advisory Board meeting minutes of March 6, 2019 (p. 37)
- IX. Old Business**
19-10 Adoption of New School of Business Correlate (pp. 38-39)
19-11 Bachelor of Education, Biology Secondary Education (pp. 40-44)
19-12 Bachelor of Musical Arts (pp. 45-51)
19-13 Game Design Minor (pp. 52-56)
19-14 Bachelor of Education, Math Secondary Education (pp. 57-63)
19-15 Bachelor of Science, Forensic Biology (pp. 64-69)
- X. New Business**
- XI. Information Items**
- XII. Discussion Items**
- XIII. Announcements**
- XIV. Adjournment**

**Washburn University
Meeting of the Faculty Senate
April 1, 2019
3:00 PM – Forum Room, BTAC**

Present:

Ball, Barker, Beatie, Byrne, Cook (Matthew), Cook (Sarah), Erby, Fredrickson, Grant (Emily), Grant (Erin), Hickman, Jackson, Jones, Krug, Mansfield, Mazachek, Memmer, Menager, Menninger-Corder, Morse, Prasch, Ricklefs, Sheldon, Smith, Thor, Todwong, Tso, Wasserstein, Watson, Wilson, Wohl, Worsley

Absent:

Jolicoeur, Pierce, Steffen

Guests: Liedtke

- I. **Call to Order 3:01**
- II. **The minutes of the Faculty Senate meeting of March 4, 2019 were approved with minor revision.**
- III. **President's Opening Remarks**
Barker announced the need for an at large election. Erby is new assistant dean of the College and will be resigning from her position as senator. The constitution states that a special election is required to replace senators for the remainder of their term, which, in this case is an at large position. Barker also noted that when the constitution was written, the election of at large senators would rotate between two and three members each year. Currently, all at large members join senate at the same time. To fix this, Erby's replacement could come on for a two year term in an effort to become more consistent with the constitution. This is something the constitution task force may be able to addresses. Krug will be scheduling an at large election with set up help from Marc Routsong.

Union lunches are going quite well. Many faculty are attending and having meaningful discussion. He will be gone this Friday, but encourages people to go anyway.

KBOR is discussing a parental leave policy. There is also an economic prosperity component moving through, which will need addressed in our strategic plan. This component ensures our graduates are trained in ways that make them valued employees.

The handbook committee is still working on updates.

Next senate meeting is Monday, April 15th. If you want to nominate someone for President or Secretary, ensure they have permission for course reduction from their supervisors prior to being nominated. Be thinking about who you would like to see on the board as the elections will take place on May 6th. There are just two more meetings before the end of the year.

Liedtke is looking for volunteers to help with selecting a marketing agency over the summer. Thor volunteered. Anyone else who is interested should send Barker an email.

IV. Report from the Faculty Representative to the Board of Regents
The next meeting is this Wednesday.

V. VPAA Update—Dr. JuliAnn Mazachek

To follow up on Barker's notes, Washburn will not discuss a parental leave policy this semester, but it will come up this fall. Additionally, the economic prosperity component is something at which regional institutions already excel. Washburn is a good example of this, though we may need to increase some efforts.

Open Education Resources (OER) are being proposed as an addition to the strategic plan. The proposal will be brought to Chief Academic Officers in April and KBOR is anticipated to adopt use of OERs as part of a strategic plan. There is hope that the state will provide some of these resources.

The handbook committee will continue to meet and bring forward updates. There is a good team working on this.

The HLC accreditation visit went well. They were asking for additional materials that were finished up today. Forum were well attended – Mazachek voiced being grateful for the participation. The HLC team was impressed with the open forum attendance. They mentioned getting a real sense of the honesty, passion, and commitment to a high academic program. They also noted that there are a large number of accredited programs despite the university size. Thanks to Nancy Tate for her work the past three years of intense work to prepare for this. This has been her third time working on accreditation. In terms of follow up, we will have a report within four to five weeks that we get to review for facts. Within eight weeks, we should be able to hear back regarding the final report (estimated late May, early June). It is expected that we will be accredited, with some recommendations.

The Freedom of Expression task force finished their work in the fall. The task force entertained three different proposals and was thoughtful about their decision and how the findings were presented. Ball (Jennifer) had led the effort but she is currently out on sabbatical. It needs to move forward this semester, with the conversation to be completed this fall. Their report will have to be voted upon by all, as it is anticipated

to affect some of our student policies. Mazachek will be bringing their report to the faculty affairs committee first.

VI. Faculty Senate Committee Reports: none

VII. University Committee Reports

Faculty Constitution Task Force minutes of March 7, 2019 were received with a motion from Prasch and second from Morse.

Graduate Council minutes of January 28, 2019 were received with a motion from Thor and second from Prasch.

VIII. Old Business: none

IX. New Business: none

X. Information Items: none

XI. Discussion Items

Tate (who is retiring in June) presented on FERPA, which was something HLC mentioned as an area of improvement. Improvement efforts may be included in the interim report which will need to be submitted in four years. Currently there is no way to ensure faculty and staff know about FERPA. New faculty are required to review the Act as part of orientation. Those who have been around for a while may have less knowledge. A 15 minute online module is being created that faculty will need to complete every three years. These materials will be finished in the next couple of weeks. Beattie asked if this is something that can be used with student workers. Tate stated they have now only asked for lists from the departments of who should be taking this training. Adding people will not be an issue. Barker requested that when the training link email is sent out, that the subject matter clearly indicate that it is not spam. Tate will send out an email the day before to ensure recipients know what to look for.

Jackson brought forward a Faculty Constitution Task Force Progress Report (this took place after approval of the minutes due to needing to be in class). Schmidt attended to present the updates, the minutes of which are on the agenda today. This additional discussion is meant to demonstrate that the modifications are transparent. Schmidt stated that at a later senate meeting, he will request ideas for what needs to be examined. There will be one on one interviews with current and past executive board members and administration who are interested. The task force will then triage the ideas. Some will be acted on and some will be farmed out to other committees. There is some concern of redundancy in constitution material. For example, it takes 2/3 vote to amend the constitution. Similar language can also be found in the faculty handbook. It may be necessary to see what is duplicated, what is necessary, and potentially combine these materials. There is a team of two looking at these

materials. Byrne asked about wording for the 2/3 or majority vote and what language will make this happen. Also questioned whether this policy needs to be in the handbook and the constitution. Mazachek stated that she prefers it not be in the handbook, but rather reference the constitution in the handbook. Those who have thoughts on this should email Jackson and he will ensure it is brought to the committee.

Cook (S) brought forward an update on the internal approval form for grants. This had been mentioned in the December 3rd meeting in a discussion about the title three grant. Within that grant application, the Math department was to have a role, but had not been informed. With permission, she has updated the grant form with changes highlighted in yellow (see Attachment A). To address the issues experienced by the math department, there is now a requirement that the PI has informed all who will be doing work for a project, including forms that indicate they have signed off. Mazachek added that Cook (S) had worked with the office of sponsored projects to get this updated. Cook (S) added that Janet Sharp also helped with this.

An update on the Faculty Senate Task Force on campus climate was brought forward by Wasserstein. The task force was tasked with the creation of a proposal for a crisis response team. She indicated that the team met with and gathered information from students. It was determined some of these activities were duplicating the work of other committees on campus. The task force is recommending that further efforts for the creation of the response team be completed in coordination with the diversity and inclusion committee.

Erby brought forward an update on the Academic Diversity and Inclusion Committee, including the efforts made over the past year. She noted that while not a senate committee, meeting minutes are submitted to senate for purposes of transparency. The committee meets the second Tuesday of the month at 1pm in Cottonwood and builds on the diversity initiatives that started in 2008. Currently, she is the chair, with 35 members from departments across campus. She provided a list of committee duties. Subcommittees are where much of the work gets done. Second Tuesday at 1 in the Cottonwood room. Washburn uses a broad definition of diversity. When the committee first started in January 2018, there was a need for a webpage which is linked to the VPAA page. The webpage includes links to resources on campus for teaching and groups in the community. The purpose of this site is to help dispel stereotypes of the Kansas politics. In spring and summer 2018, the WU101 diversity component was revised. The new assignment was implemented this fall with good feedback; the assignment will be reviewed in a dynamic process. To address a need to recruit faculty and staff with a commitment to diversity, the committee worked over spring and summer on best practice research with a total of even recommendations (these are listed in Attachment B). A subcommittee drafted inclusion as the new core value in December 18. The inclusivity statement, which is now part of the master syllabus was completed in November 2018. The team was involved in creating

WUmester. The program provides a vehicle for important conversations on controversial topics and is part of co-curricular programming. There are two more events happening this month. Barker would like attend, but cannot. Is there any way that these events can be recorded? Erby mentioned that some had been recorded but were of poor quality. Byrne asked were these were located, of which there is a link ojn the diversity and inclusion website. Kelly elaborated on the list of things the committee efforts (see attachment for details).

Mazachek added that there has been good work done in this committee. Morse led the initiative to get this going many years ago. Erby is a great leader and there is a strong, compassionate group both of both faculty and staff on cause. It is amazing how many people would like to participate in this; leading the way with voices and actions. We have accomplished a lot in this short term. One of the things that are important is a need to think about a strategic plan for the committee. After talks with Grospitch and the committee, it's been determined that it would be helpful to have someone from the outside come in who is used to leading discussions about this on campus.

Sheldon voiced a concern that in her 32nd year at Washburn, tenure track positions in the college are being removed. A diversity and inclusion program will need to be sustained, which will be difficult without long term committed faculty.

Barker brought forward a discussion regarding Open Education Resources (OER). After having sent out details, only one person emailed with feedback. Morse stated that OERs are very discipline specific. US history has much in terms of resources but not world history. Having a blanket policy would affect certain departments more than others. Cook (S) stated that Math OERs are lengthy and have poor online homework systems. Leahy speculated that universities will not want a grant system shared amongst those under KBOR. Barker noted that while we are not officially part of KBOR, we need to be consistent with their efforts. Leahy stated that OER is driven by libraries and is happening outside of the BOR, which students may not know about. Prasch suggested a move to OER may be cost prohibitive given the library budget cuts already in place. Mazachek suggested that a new infrastructure will need to be put in place to do things, such as vet materials and other processes. Memmer wanted to ensure that nothing would be added to the strategic plan before faculty were able to confirm that this would work for their department. Mazachek applauded students for bringing forward an OER proposal. Before a plan is put into place, there will absolutely be edits made. Senate presidents were moderately in favor.

XII. Announcements

Prasch:

Silvestri will be doing a poetry reading and book signing in the Ichabod shop at noon on the 3rd.

Wednesday, April 3rd at 4pm is the relaunch of the Kansas literature program.

“Queer(ing) Kansas Literature: A Place Like Home,” will include readings from three poets.

Sophie Scholl: The Final Days, a movie about the White Rose Resistance, will be shown on Tuesday, April 9, at 7 pm in Henderson 112. Sheldon will lead discussion.

Curtains, a murder mystery musical, from same people from cabaret, is showing on select nights the 5th through the 14th.

Barker reminded people to make sure each unit has their senate election in time for the members to attend May 6th.

Thor:

At the Mulvane this Friday (April 5th) is the opening reception for the juried student art exhibition. These artists have been phenomenal the last few years. Student art is being bought to be part of the permanent collection.

Aldrich Score will be speaking Wednesday April 10th. His art is in the halls of the Mulvane and focuses on veterans issues.

Eschenburg will be presenting on Wednesday, April 10th on the urban art movement in China as part of the Unpacking Chinese Apartment Art exhibit.

XIII. Adjournment 4:02

ATTACHMENT A

**Washburn University Office of Sponsored Projects
INTERNAL APPROVAL FORM**

1 TITLE OF PROJECT: _____
SPONSORING AGENCY: _____
AGENCY CONTACT NAME/TITLE: _____
ADDRESS/PHONE/EMAIL: _____

2 PRINCIPAL INVESTIGATOR:	DEPARTMENT	EXTENSION				
CO-INVESTIGATOR:	DEPARTMENT	EXTENSION				
PI ADMINISTRATIVE OVERSIGHT:	CAS	SAS	SOBU	SOL	SON	KTWU
UNIVERSITY LIBRARIES	CCSCE/LINC	MULVANE	WU TECH	OTHER:		

3 BRIEF DESCRIPTION OF PROJECT PROPOSAL:

PROJECT/AWARD PERIOD: From _____ To _____

4 AGENCY DUE DATE: _____ Receipt Postmark

SOURCE OF FUNDING: Local Government State Government Federal Government
Private (non-profit) Private (for-profit) Other

TYPE OF SUBMISSION: Initial Proposal Competitive Renewal Non-Competitive Renewal
Letter of Inquiry/Intent Required Draft or Preliminary Proposal
Sub-Award Lead institution, if sub-award:

CFDA OR AGENCY RFP NUMBER: _____

TYPE OF ACTIVITY: Academic Support Equipment Facilities or Construction
Student Instruction Professional Development Public Service
Research Scholarships Collaboration with Other Entities

5 PROJECT BUDGET:

A. Amount of this request:

B. Total Washburn Funding Commitment:

Amount of cash match: _____

Amount of in-kind match: _____

C. Amount to request from other external sponsors: _____

D. Total Project Budget

Proposal Benefits to Washburn University: F&A Cost Payments Other Sources of Revenue
Other Tangibles Other Intangibles

*Attach supplemental document listing the FOAPAL, budget amount, and budget category for all committed match.
*Attach supplemental document listing other external sponsors. Indicate which are committed and prospective.

6 ADMINISTRATIVE PROPOSAL REQUIREMENTS:					
If the answer is YES to any of the statements below, the Principal Investigator is responsible for securing all required approvals for such activities. Please attach additional pages for documentation when necessary.					
A. Principal Investigator completed and passed the WU human subjects IRB training module.				Yes	No
B. New faculty hired with continuing commitments beyond project.				Yes	No
If yes, explain: _____					
C. Faculty will be off-campus for 3 months or longer for reasons unrelated to the project.				Yes	No
If yes, explain: _____					
D. Project is responding to or will result in faculty overloads in instruction.				Yes	No
E. Construction or alteration by Facilities Services required for project.					
If yes, explain: _____					
Estimated Cost:	Source of funding:	For capital improvements?	Yes	No	
F. Project requires installation of additional equipment, including electrical modification.				Yes	No
If yes, explain: _____					
G. Project will impact/affect unit(s) within the university, other than the PI/co-PI's unit(s).				Yes	No
If yes, list each affected department/unit: each corresponding college/school: Signature approvals are required in section 8 from all affected department chairs/unit leaders and corresponding college/school deans (attach additional pages if needed).					
H. Project will create a new organizational unit(s) within the University.				Yes	No
I. Project will require new space.					
If yes, explain: _____					
Estimated Cost:	Source of funding:				
J. Project includes conferences (regional or national), workshops, or off-campus courses.				Yes	No
If yes, explain: _____					
K. Project will result in intellectual property (e.g. publications, controlled data, or curriculum).				Yes	No
If yes, explain: _____					
L. Project includes research subjects (IRB approval required).				Yes	No
Human Subjects	Live Vertebrates or Animals	IRB Status:	Approved	Pending	
M. Project requires foreign travel or visitors.				Yes	No
N. Project requires external contracts and/or sub-awards.				Yes	No
7 ADDITIONAL INFORMATION:					
8 REQUIRED SIGNATURES:					
Affected Units:					
By signing, I have reviewed this form and the appended documents. I am aware of the impact of this project on my unit and approve my unit's obligations therein. (Attach additional signature pages as needed.)					
Unit Chair/Director: _____				Date: _____	
Dean (if applicable): _____				Date: _____	
Principal Investigator's Unit:					
By signing, I affirm that I have consulted all affected units, provided them with documentation about their obligations to this project, and have collected signatures that signify their approval(s). I agree to abide with university policies and regulations, including but not limited to, those defining responsibilities, conditions of employment, outside financial interest, and all other research compliance matters. I also agree to be bound by the terms and conditions of the outside grant or contract which supports this proposed activity. I certify that I have a current Conflict of Interest disclosure statement on file with Vice President for Administration and Treasurer. I certify that I have not been debarred, suspended, or declared ineligible to receive federal funds, that I am aware of the Principal Investigator's responsibilities for handling grant contracts as outlined in the Washburn University Policies, Regulations, and Procedures Manual and that, to the best of my knowledge, no appropriated funds have been expended that would influence award of the grant contract.					
Principal Investigator: _____				Date: _____	
By signing, I have reviewed this form and the appended documents for all institutional commitments and approved the obligations therein. I also have reviewed the documents for any appearance of or potential for conflict of interest and hereby affirm that none exists or that any potential conflict is being managed.					
PI's Department Chair: _____				Date: _____	
PI's Dean: _____				Date: _____	

THIS SECTION FOR USE BY OSP ONLY. OSP WILL ACQUIRE VP APPROVAL & INFORM PI OF STATUS.

Risk Assessment _____	Current F&A Rate _____	Initials of OSP Director _____
Budget Variances _____	Proposal Allowed Rate _____	Initials of OSP Accountant _____
Vice President of Academic Affairs:	_____	Date: _____
Vice President for Administration and Treasurer:	_____	Date: _____

ATTACHMENT B

Academic Diversity & Inclusion

Kelly Erby, Chair, Academic Diversity and Inclusion Committee

kelly.erby@washburn.edu

x 2018



Diversity Broadly Defined

- *Washburn is committed to cultivating an inclusive learning, living, and working community, facilitating the success of all people, and supporting all individuals. **An inclusive community values diversity in culture, socio-economic status, race, ethnicity, nationality, place of origin, language, ability, gender identity, gender expression, sexual orientation, religious and non-religious identity, political and social ideology, family background, veteran status, and age, as well as the intersections of these identities.** The University strives to provide opportunities for its members to reflect upon their own perspectives while examining the perspectives of others, resulting in a culture of empathy and respect for all.*



WASHBURN
UNIVERSITY

ABOUT US | ACADEMICS | ADMISSIONS | STUDENT LIFE | ATHLETICS

Alumni & Giving
Español



ACADEMIC DIVERSITY & INCLUSION

Home » Diversity

An Inclusive Campus Experience

AREAS OF STUDY

SCHEDULE A VISIT

VIRTUAL TOUR

REQUEST INFO

Resources and Initiatives

Below are links to resources intended to foster diversity, inclusion, and equity at Washburn and in the Topeka community.

CAMPUS OFFICES & RESOURCES



TEACHING RESOURCES



TOPEKA & COMMUNITY RESOURCES



<https://www.washburn.edu/diversity/index.html>



TOPEKA & COMMUNITY RESOURCES



ATHIESTS OF TOPEKA

AGING AND DISABILITY

ASIAN AMERICAN COC

BLACK LIVES MATTER TOPEKA

DISABILITY RIGHTS CENTER

EQUALITY HOUSE

GO TOPEKA

FIESTA MEXICANA

GAY AND LESBIAN COC

GREATER TOPEKA COC



HEADQUARTERS COUNSELING

HEARTLAND BLACK COC

Revised WU 101 Diversity Component, Implemented Fall 2018

- Prepare students to engage with diverse perspectives, examine their own biases, think critically
- Connect diversity to information literacy and critical thinking



Recommendations to Recruit a Diverse Faculty and Staff at Washburn University

- Conducted best practice research to create 7 core recommendations, several of which have been implemented this academic year, including

New Equal Opportunity Employer (EOE) Statement

Washburn is an EOE and dedicated to providing a student-centered and teaching focused academic environment and a curriculum that engages the diversity of human experience across the globe. We seek candidates who are committed to Washburn's efforts to create a climate that fosters the growth and development of a diverse student body, and we encourage applications from members of groups that have been historically underrepresented in higher education. Application materials should clearly articulate how the candidate will contribute to the University's commitment to diversity and inclusion through their teaching, research, and/or service.

Washburn University provides equal access to and opportunity in its programs, facilities, and employment without regard to race, color, religion, age, national origin, ancestry, disability, sex, sexual orientation, gender identity, genetic information, veteran status, or marital or parental status.

Automated Letter to Applicants to Signal Cultural Literacy of Washburn, Topeka, and the Region

Dear Applicant,

Thank you for your interest in a position at Washburn University, a teaching-focused and student-centered institution in the metropolitan setting of Topeka, Kansas. At Washburn, we know we all benefit when we learn, live, and work with a wide variety of people. Therefore, we strive to implement the University's core values of inclusion and respect and carry out the University's Diversity Mission Statement:

Washburn is committed to cultivating an inclusive learning, living, and working community, facilitating the success of all people, and supporting all individuals. An inclusive community values diversity in culture, socio-economic status, race, ethnicity, nationality, place of origin, language, ability, gender identity, gender expression, sexual orientation, faith and non-faith perspective, political and social ideology, family background, veteran status, and age, as well as the intersections of these identities. The University strives to provide opportunities for its members to reflect upon their own perspectives while examining the perspectives of others, resulting in a culture of empathy and respect for all.

To learn more about offices and resources that support diversity and inclusion at Washburn and in the Topeka community, please visit <https://www.washburn.edu/diversity/index.html>.

If you would like assistance connecting with campus or community resources that fit your interests and needs, please contact Danielle Dempsey-Swopes, director of the University Office of Diversity and Inclusion, at Danielle.dempsey-swopes@washburn.edu. Please know that your interest in these resources will not be utilized in evaluating you for the position for which you have applied; indeed, search committees will not be made aware of these interests at any point during the search process.

Sincerely,

Jerry Farley, President

Revised Training for Faculty & Staff Position Searches, including

- More robust implicit bias training for staff search committees
- Strategies for diversifying the applicant pool for faculty and staff search committees
- Recommended tools to help assess applicants' commitment to diversity, inclusion, and student success
 - Suggested rubrics for faculty and staff positions
 - Suggested interview questions for faculty and staff positions

Inclusion as new Washburn core value, adopted December 2018

- **Inclusion:** cultivating an inclusive learning, living, and working community, facilitating the success of all people, and supporting all individuals.



Inclusivity Statement, adopted by full faculty November 2018

At Washburn, we know we all benefit when we learn, live, and work with a wide variety of people. Therefore, we work to carry out the University's Diversity Mission Statement:

Washburn is committed to cultivating an inclusive learning, living, and working community, facilitating the success of all people, and supporting all individuals. An inclusive community values diversity in culture, socio-economic status, race, ethnicity, nationality, place of origin, language, ability, gender identity, gender expression, sexual orientation, religious and non-religious identity, political and social ideology, family background, veteran status, and age, as well as the intersections of these identities. The University strives to provide opportunities for its members to reflect upon their own perspectives while examining the perspectives of others, resulting in a culture of empathy and respect for all.

If you find there is a barrier to your inclusion in a course, you are encouraged to discuss it with your instructor. For additional information and support, consult the list of campus offices and resources available at <https://www.washburn.edu/diversity/index.html>.

Partnering with C-TEL to Create Professional Development Opportunities

- Certificate of Inclusive Teaching & Learning
 - Over 30 workshops & teaching circles offered in 2018–2019
 - Some examples:
 - *Building a Culturally and Linguistically Inclusive Environment in Your Classroom*
 - *Diversity in STEM*
 - *What Learning Activities Help Veterans Succeed?*
 - *When Political Discussions Get Heated*





Freedom of Speech & Expression



WU-MESTER EVENTS

Home » Academics » WU-mester Events

Academic Diversity

Areas of Study

College & Schools

Undergraduate



AREAS OF STUDY

SCHEDULE A VISIT

VIRTUAL TOUR

REQUEST INFO



Sticks and Stones: The Power of Words, What Can Be Said, and

What is Really Prohibited

A Panel Discussion with

Lauren Bonds, Director of the American Civil

Liberties Union, Kansas

Marc Fried, Washburn University Counsel

Jeffrey Jackson, Professor of Law and

Director of Washburn School of Law Center
for Excellence in Advocacy

April 4 @ 2 p.m. in the Rita Blitt Gallery

(enter through White Concert Hall)

Washburn University



PANEL DISCUSSION AT THE BLITT GALLERY

Free Speech and the Misuse of Science

Join Washburn faculty for a discussion about the freedom of speech and expression as it relates to scientific communication and pseudoscientific claims.

Dr. Brian Thomas, Professor, Physics & Astronomy

Dr. Thomas studies how life on Earth is affected by stellar explosions and other astrophysical events. He is also interested in helping people think critically about pseudoscience claims, especially those in physics and astronomy.

Dr. Laura Murphy, Assistant Professor, Anthropology

Dr. Murphy studies pseudoscience claims as they relate to archaeology and global climate change. She teaches courses that tackle these issues, including Archaeology Myths, Frauds, and Controversies and Environmental Archaeology.

Dr. Erin Grant, Assistant Professor, Criminal Justice

Dr. Grant teaches research methods and communication courses in the Criminal Justice Department. Her interests include criminology, evidence-based practices, and continued efforts to improve the criminal justice system.

Ande Davis, Instructor, English

Professor Davis studies multiethnic American literature and ethnic studies. He currently studies the field of ethnofuturism—how speculative and science fiction provides different views of the future when marginalized populations are centered in narratives.

Monday April 22, 2019 · 3PM

Rita Blitt Gallery



Future & Ongoing Work:

- Collaborating in creation of Race and Ethnic Studies Minor Program
- Collaborating in creation of rapid response and parallel reporting procedure for incidents of bias– proposal will come to Faculty Senate for feedback and vote
- Collaborating in enhancing faculty involvement with multi-cultural student organizations
- Collaborating in refining and revising strategies to recruit and retain more diverse faculty
- Collaborating in exploring space and resources for multicultural resource center
- Collaborating in creation of new diversity & inclusion strategic plan

Thanks for listening. Please share what you have heard and feel free to reach out and continue the conversation:

Kelly Erby

kelly.erby@washburn.edu

x2018

The committee meets the second Tuesday of every month at 1 p.m. in the Cottonwood Room. Please join us.

<https://www.washburn.edu/diversity/index.html>

Academic Affairs Committee
Washburn University
1/28/2019
Minutes

Present: Beatie, Hickman, Jones, Juma, Mansfield, Morse, Ricklefs, Tate
Staff: Aileen Ball

1. Morse called to order at 3:30 pm
2. Bobbe Mansfield nominated Kim Morse as Acting Chair during Jennifer Ball's sabbatical; the committee elected Morse.
3. Meeting minutes from 10-8-2018 required one correction: replacement of the name "Smith" with "Jones" in the discussion of the Diversity statement. With that amendment, minutes were approved.
4. Old business
 - a. none
5. New Business
 - a. Program Approval –Modifications to the Bachelor of Science in Technology Administration.

The committee discussed if this should be considered as an approval or information item, as the language in the faculty handbook is not explicit on this point. The committee noted that the revision does move 6 correlate hours from required hours for all students to one of the minor options, as well as the development of new "minor" tracks, and opted to treat this an approval item. The committee noted the department's consultation with and support from the College of Arts and Sciences and School of Business. Norma Juma moved to approve the changes to the major and minor tracks; Bobbe Mansfield seconded. Motion carried.

6. Announcements- Kim Morse reminded the committee of numerous upcoming activities and events in the life of the campus and encouraged their engagement.
7. Chris Jones moved to adjourn; Bobbe Mansfield seconded. Motion carried. Kim Morse adjourned the meeting at 3:45 pm.

Academic Affairs Committee
Washburn University
3/27/2019
Minutes

Present: Beatie, Hickman, Jones, Juma, Mansfield, Morse, Tate
Staff: Aileen Ball

1. Morse called to order at 3:37 pm
2. Meeting minutes: Mansfield moved and Hickman seconded approval of the 1/28/2019 meeting minutes.
3. Old business
 - a. none
4. New Business
 - a. Program Approval – Modification to Bachelor of Business Administration (BBA) degree requirements

The committee considered this item as a major change involving impacting two units, with Hickman. SOBU seeks approval to require students to pass one of the six identified writing intensive course with a grade of C or higher. The six identified courses are EN 103; EN 131; EN 145; EN 207; EN 208; and EN 209. Members of the committee suggested that there could be other writing intensive courses outside of English that could be considered in the future. The committee noted SOBU's consultation with English and the English chair's support of the proposal. Morse noted that the frequency of offerings for these courses help to ensure the requirement will not stymy student progress through the degree. The committee approved the request for modification.
5. Announcements- Morse reminded the committee that the next meeting will feature numerous program proposals and that on April 22, Alan Bearman will report on the STAR program.
6. Meeting adjourned at 3:50 pm.

Faculty Handbook Committee
Washburn University
1-8-2019

Present: Ball, Barker, Bird, Byrne, Carpenter, Frank, Fried, Holthaus, Mazachek, McMillan, Munzer, Scheibmeir, Sollars, Stephenson, Tate, Thor

Minutes:

I. Call to Order

The meeting was called to order by Mazachek at 2:02 PM.

II. Welcome

III. Approval of minutes

The minutes for the 12/11/2018 meeting were approved.

IV. Old Business- none

V. New Business

The most recent version of the Procedure for Termination section was distributed, including edits that the committee discussed in the December meeting, and the committee discussed these edits. Munzer moved and Thor seconded to forward the sections devoted to Pre-termination Resolution (V.B) and Employment status pending procedure (within Formal Termination Process, V.C) to the Faculty Affairs committee for their consideration only, with the understanding that the sections related the Termination Appeals Committee (TAC) procedures still required additional committee attention. The motion carried.

Mazachek emphasized that the committee's work must go before Faculty Senate this year. Mazachek and Fried will draft text for the committee's consideration regarding TAC procedures for the next meeting. In preparation, and after having reviewed the appeals procedures at other institutions, Fried offered the following questions for the committee's consideration:

- 1) *Does the committee want to limit on the number of people the faculty member can recommend to the faculty senate as a TAC member?* The committee indicated a consensus on a list of three people (from which Faculty Senate picks one)
- 2) *Does the committee want to place any limitations on who the faculty member can recommend (e.g., no members from his/her department)?* The committee was divided on this topic. Fried reports that other institutions' policies exclude colleagues from the department, both for the protection of the process and the people in the department.

The committee discussed the possibility of department members being asked to be a witness or provide evidence if they cannot be committee members.

- 3) *Is the VPAA allowed to submit a list of potential committee members as well?* Mazachek expressed a preference that the VPAA not influence the membership of the committee, saying administration should not have a hand in appointing the appeals committee.

- 4) *What if those recommended by the faculty member refuse to serve?* The group agrees that if the list recommended is exhausted and no one agrees to serve, the Faculty Senate proceeds with appointments without soliciting additional recommendations from the faculty member.

- 5) *Who is eligible as a "faculty member" to serve on the committee.* The committee was divided on this topic and did not reach a clear consensus.

VI. Announcements- none

VII. Adjourn

The meeting was adjourned by Mazachek at 2:53 pm.

International Education /International WTE Committee

Jan. 31, 4-5 pm, International House

In attendance: Michael Stoica, Bob Beatty, Miguel Gonzalez-Abellas, Jose Parada-Ramirez, Ross Friesen, Nancy Tate, and Baili Zhang.

Zach Frank and Tonya Kowalski sent in some comments by email prior to the meeting.

Minutes of Nov. 29 meeting were approved.

Members reported the following:

Beatty: The Fukuoka (Japan) – bound group had 16 on the list of participant by the time of the meeting.

Zhang: In a few weeks three groups of Japanese students would be coming for short-term classes and visit.

Tenny’s “Live and Learn in Chile” WTE program was reviewed. Members voted to approve it on condition that the following information be submitted:

1. A list of major reading materials related to the background topic paper and the program in general.
2. Spelling out the rules about grading based on “attitude” and main strategies about how to enforce them.

(Note: Subsequently, additional information regarding the above was provided to the committee, which voted by email to approve the program.)

The following faculty travel requests were reviewed and approved by email:

Liviu Florea - \$1500 (Japan)

Linda Elrod - \$1500 (England)

Respectfully submitted,

Baili Zhang

Honors Advisory Board Meeting Minutes

Wednesday, February 6, 2019

Lincoln Room ~ 12:00 p.m.

Present: Bluml, Cook, Edelman, Erby, Hageman, Marples, Placeres, Smedjir

Call to Order at 12:03

I. Minutes from November 7, 2018, approved

II. Honors Director Report

- Program Applications
 - 27 before the priority deadline (25 First-Time Freshmen)
 - Up from last year (19 before priority deadline – March 1, 2018)
 - Wynn will send out list of applicants with majors out to the group and department chairs
 - Scholarship Committee, Wynn will send a link to the application files and a rubric. Please submit recommendations by Friday, February 22.
- Honors Program office student workers
 - Vikki Donetz
 - Lauren Hund
 - Jack Williamson
- Course applications for new courses for fall 2019
 - 2 new courses and 1 reapproval
 - Curriculum Committee, Wynn will send link to new/renewal courses to approve for Fall 2019. Please submit responses by Friday, February 15.

III. Honors Student Council Report

- Banned Books at the December HSC meeting
 - Kara Kendall-Morwick presented on her spring 2019 class

IV. New Business

- Program Assessment Plan
 - Next session, we will discuss changes to the assessment plan. Looked at current assessment plan, which Wynn will post to Advisory Board site. Wynn noted that PSLO 3 doesn't fit what the Program currently does, and is the main focus of other units on campus (community service). Suggestion that PSLO 3 might be reimagined as Community Engagement. Perhaps we could measure HICEPs participation.
 - PSLO 4—Do we do that? How do we measure? WTE, classes, Apeiron, Study Abroad
- We would like to explore sections of general education courses for Honors students. If there are required or recommended general education courses that must be taken by students in your area, please let Wynn know. Wynn will also check with university advisors.

IV. Announcements

- Applications for Honors Student Fellow for Outreach and Recruitment due February 18
 - Please encourage students to apply. Wynn will post list of current Honors students with majors
- Application for Honors Faculty Fellow due March 1
 - Wynn will post announcement in Honors Advisory Board site
- Next Meeting: Wednesday, March 6, 2019, at 12:00, Lincoln Room

Honors Advisory Board Meeting Minutes

Wednesday, March 6, 2019

Lincoln Room ~ 12:00 p.m.

Present: Cook, Edelman, Erby, Hageman, Marples, Smedjir, Way, Williams, Wynn

Call to Order, 12:05

I. Minutes from February 5, 2019, approved

II. Honors Director Report

- Debate the World Chicago
 - Success for debate
 - 17 students (Debate and Honors) attended
- Honors Faculty Fellow Applications
 - Received March 1
 - Will be sent out to curriculum committee soon
- Administrative support!!!!
 - Honors now has a .25 FTE administrative position
 - Melissa Lewis is the new administrative assistant
- Scholarship funding
 - We have secured 5 \$500 renewable scholarships for transfer students (2 years each)

III. Old Business

- Program Assessment Plan—discussion of Program Mission and Program Student Learning outcomes
 - Discussion of changing mission statement and outcomes to better reflect current goals
 - Discussion of how to frame engagement PSLO (student work/experience outside of coursework to be connected to intellectual engagement)
 - Updated mission and PSLO to be submitted for new assessment plan 2019-20

IV. Announcements

- Next Meeting: Wednesday, April 3, 2019, at 12:00, Lincoln Room

Faculty Agenda Item

Date: March 6, 2019

Submitted by: Dr. Tom Hickman, School of Business – Ext. 1308

Subject: EN Correlate for School of Business

Current Situation: School of Business - Written Communications Assessment

The School of Business (SOBU) has identified written communications as an area in need of improvement. This conclusion was arrived at after an analysis of the assessment data that revealed the following:

Written Communications is Student Learning Outcome 2b in the School of Business. In 2013, the SOBU adopted an Artificial Intelligence system (WriteExperience) to assess written communications. It is expected that at least 70% of students will meet expectations in each of the six rubric assessment areas. Students have consistently failed to meet expectations in three of these areas (Content & Development, Organization, and Mechanics & Conventions).

Addressing the Problem with Cooperation from the English Department

The SOBU Curriculum Committee identified a series of six courses offered by the Washburn University English Department as having a focus on communications. Accordingly, a SOBU Curriculum Committee member (Jennifer Ball) met with the Chair of the English Department (Vanessa Steinroetter) for two reasons:

1. To determine if each of the six courses contained an intensive writing component.
2. To determine the willingness of the English Department to support a correlate that would require approximately 50 SOBU students per semester to enroll and pass one of the six courses. Importantly, this is not an increase of 50 students per semester since it is common for SOBU students to take one of these courses as partial fulfillment of their Humanities general education requirement.

The English Department indicated that each of the courses did contain an intensive writing component and that they would be supportive of the correlate. Further, the English Department advised that a course at another university with a similar course title would also be writing intensive at that university. As a result, students will likely be able to meet the requirements of this correlate through a transfer of credits from another university with a similar course title.

Since students entering Washburn during the Fall 2019 semester are not required to take one of these courses their first semester, it is expected that there will be a more gradual increase in demand for these six courses from SOBU students. Nevertheless, the English Department has indicated that additional sections of courses could be added if the demand dictates that course of action.

Faculty Agenda Item

Adoption of New School of Business Correlate – Effective Fall 2019

Effective Fall 2019, the SOBU faculty has voted to approve a proposal that requires students to pass a writing intensive course with the grade of C or higher. The list of these six courses that are each designated as a Humanities General Education course with a focus on Communications is as follows:

EN103 Academic Reading and Research
EN131 Understanding Short Fiction
EN145 Shakespeare Afterlives
EN207 Beginning Nonfiction Writing
EN208 Professional Writing
EN209 Beginning Fiction Writing

The 100 level courses have no prerequisites while the 200 level courses each have EN101 or EN102 listed as a prerequisite.

School of Business – Humanities General Education Requirement

The SOBU requires that students complete a minimum of nine credit hours with a grade of C or higher in courses that are designated as Humanities – General Education. In addition to completing one of the six writing intensive courses, SOBU students are required to take CN 150 – Public Speaking. The remaining three credit hours of Humanities – General Education must be designated as Art, Music, or Theater.

FACULTY AGENDA ITEM

Date: **4/8/19**

Submitted by: John Mullican ext. 2077

SUBJECT: *Bachelor of Education, Biology Secondary Education*

Description:

Bachelor of Education

Biology Secondary Education

Student Learning Outcomes for the Biology Secondary Education Major:

Biology Secondary Education Majors with a Bachelor of Education degree, upon completion of the program will be able to:

- understand and explain the similarities and differences between how a variety of organisms live and grow.
- understand and explain how organisms interact with their environment
- understand and explain how genetic information is transmitted from one generation to the next and how genetic variation is lost or maintained.
- understand and explain evolutionary principles and processes and how they provide evidence that shows the relatedness of different species.
- incorporate core biological ideas, scientific and engineering practices, and crosscutting concepts into instruction.
- demonstrate an ability to create and manage environments that support learning.

The Bachelor of Education (B. Ed.) in Biology Secondary Education requires a minimum of 120 credit hours as fully outlined in the catalog.

Rationale: The current degree offered for students preparing for a career in Biology Secondary Education requires approximately 148 credits. This greatly exceeds Washburn University's goal to standardize the 120 credit hour requirement for all Bachelor's degrees. The B. Ed. in Biology Secondary Education will ensure that students earning the degree complete the same core curriculum as all other Education Majors. The degree plan reduces the number of credits in the other natural sciences but maintains a curriculum that ensures our students have the content knowledge that includes the major disciplines within biology and satisfies the KSDE standards.

Financial Implications: A modest increase in revenue (\$131,400 over 5 years) is expected assuming a conservative estimate of 1 new student each year during the initial 5 years.

Proposed Effective Date: Fall 2019

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

Approved by: *AAC on date*

Faculty Senate on date

Attachments Yes No

COLLEGE OF ARTS AND SCIENCES NEW PROGRAM REVIEW FORM

	Chair's Signature	Recommendation	Review Date
Department	<u>John Mullican</u>	<u>Approve</u>	<u>2018-10-15</u>
Division	<u>Jennifer Wagner</u>	<u>Approve</u>	<u>2018-10-19</u>
Dept. of Educ.	<u>Cherry Steffen</u>	<u>Approve</u>	<u>2018-10-20</u>
<small>(If relates to teacher certification program.)</small>			
Dean	<u>Laura Stephenson</u>	<u>Approve</u>	<u>2018-10-22</u>
Curriculum Committee	<u>Linzi Gibson</u>	<u>Approve</u>	<u>2019-01-17</u>
Accepted by CFC	<u>Michaela Saunders</u>	<u>Approve</u>	<u>2019-02-15</u>
CAS Faculty	<u>Michaela Saunders</u>	<u>Approve</u>	<u>2019-03-25</u>

Approved By: **Faculty Senate** _____ **University Faculty** _____ **WU Board of Regents** _____

1. Title of Program.

Bachelor of Education (B. Ed.) in Biology Secondary Education (CIP:26.0101) (CIP: CIP:26.0101)

2. Rationale for offering this program.

The current degree offered for students preparing for a career in Biology Secondary Education requires approximately 148 credits. This greatly exceeds Washburn University's goal to standardize the 120 credit hour requirement for all Bachelor's degrees. The B. Ed. in Biology Secondary Education will ensure that students earning the degree complete the same core curriculum as all other Education Majors. The degree plan reduces the number of credits in the other natural sciences but maintains a curriculum that ensures our students have the content knowledge that includes the major disciplines within biology, and satisfies the KSDE standards.

3. Exact proposed catalog description.

In the "Degrees Offered" section of the catalog:
 Bachelor of Education
 Biology Secondary Education

Student Learning Outcomes for the Biology Secondary Education Major
 Biology Secondary Education Majors with a Bachelor of Education degree, upon completion of the program will be able to:

- understand and explain the similarities and differences between how a variety of organisms live and grow.
- understand and explain how organisms interact with their environment
- understand and explain how genetic information is transmitted from one generation to the next and how genetic variation is lost or maintained.

- understand and explain evolutionary principles and processes and how they provide evidence that shows the relatedness of different species.
- incorporate core biological ideas, scientific and engineering practices, and crosscutting concepts into instruction.
- demonstrate an ability to create and manage environments that support learning.

The Bachelor of Education (B. Ed.) in Biology Secondary Education requires a minimum of 120 credit hours as outlined below.

University requirements:

- EN 101 (3)
- EN 300 (3)
- MA 116 or higher (3)
- WU 101 (3)

General Education requirements:

- Social Sciences, GESS (9)
- Humanities, GEHU (9), 3 of which must be AR, MU, or TH
- Natural Sciences, GENS (9)

Biology Course requirements:

- BI 102 (5)
 - BI 103 (5)
 - BI 255 (4)
 - BI 275 (4)
 - BI 301 (4)
 - BI 310 (4)
 - BI 319 (3)
 - BI 333 (4)
 - BI 340 (3)
- Total: 36 credit hours

Correlated science course requirements (satisfies GENS requirements):

- CH 121 (5)
 - MA 140 (3)
 - PS 131 (3)
 - PS 132 (1)
- Total: 12 credit hours

Required behavior course:

Choose at least one course from the following list:

- AN 311 (3)
 - BI 202 (3)
 - PY 307 (3)
- Total: 3 credit hours

Education course requirements:

- ED 155 (3)
- ED 165 (3)
- ED 275 (3)
- ED 285 (3)
- ED 295 (3)
- ED 302 (3)

- ED 345 (3)
 - ED 352 (3)
 - ED 395 (3)
 - ED 410 (12)
- Total: 39 credit hours

4. List any financial implications.

Please see attached pro forma. A modest increase in revenue (\$131,400 over 5 years) is expected assuming a conservative estimate of 1 new student each year during the initial 5 years.

5. Are any other departments affected by this new program? Yes

The Education Department will be affected as the new B. Ed. Degree will be offered by numerous discipline-specific majors. CH, PS, MA, AN, PY will also be affected to some degree.

Department of Biology
Bachelor of Education (B. Ed.) in Biology Secondary Education

Program Name	Bachelor of Education in Biology Secondary Education											
	(e.g., FY13, FY14, etc.)											
Revenue:	Year 0 - Preparation		Year 1		Year 2		Year 3		Year 4		Year 5	
	Year 1 FY20	Year 1 FY20	Year 1 FY20	Year 1 FY20	Year 2 FY21	Year 2 FY21	Year 3 FY22	Year 3 FY22	Year 4 FY23	Year 4 FY23	Year 5 FY24	Year 5 FY24
Est. Students/Cr Hrs	# Students	# Cr Hrs	# Students	# Cr Hrs	# Students	# Cr Hrs	# Students	# Cr Hrs	# Students	# Cr Hrs	# Students	# Cr Hrs
Total Credit Hours	0	1	30	30	2	30	3	30	4	30	5	30
Tuition Rate*	0	30	\$292	60	\$304	90	\$317	120	\$331	150	\$345	150
Other Revenue Sources												
Total Revenue	0		\$8,760		\$18,268		\$28,572		\$39,723		\$51,774	
Ongoing Expenses:	Year 0 - Preparation	Year 1	FTE	Year 2	FTE	Year 3	FTE	Year 4	FTE	Year 5	FTE	
1 st Faculty Member Benefits (25%)												
2nd Faculty Member Benefits (25%)												
3rd Faculty Member Benefits (25%)												
(Continue to add as needed)												
Secretary												
Benefits (25%)												
Adjunct Faculty												
Student stipends												
Supplies												
Marketing												
Travel												
Online Course Development												
Professional Development												
Accreditation/Membership												
Support Materials												
Total Expenses	-	-	-	-	-	-	-	-	-	-	-	
Total Net Revenue	\$ -	\$ 8,760	\$ 18,268	\$ 28,572	\$ 39,723	\$ 51,774	\$ 147,097					
One-time Startup Costs	Year 0 - Preparation	Year 1	Year 2	Year 3	Year 4	Year 5						
Furniture												
Office Equipment												
Computer/Software												
Other Electronic Hardware												
Renovation												
Program Equipment												
Initial Accreditation Costs												
Program Development												
Membership												
Release Time to Develop												
Consultant												
Site/Visit												
Inservice/Preservice Prep												

Footnotes:
 The B. Ed. in Biology Secondary Education requires a minimum of 120 credits.
 The number of students listed as 5 in Year 5 anticipates 1 graduating student, 1 incoming student and 4 existing students.
 *Tuition is estimated to increase by 4.27% annually. These numbers are reflected in years 2-5, rounded to a whole number.

FACULTY AGENDA ITEM

Date: **4/8**

Submitted by: Kelly Huff – Music - 1511

SUBJECT: *Bachelor of Musical Arts*

Description: *Short overview of the proposal*

The program leading to the Bachelor of Musical Arts degree is designed for students planning to pursue a diverse array of professional careers in music. The B.M.A. is a flexible and personalized degree that requires a complementary minor outside of music. With the help of the academic advisor, the student also selects a track of music electives that form an emphasis beyond the core music requirements.

Students pursuing this degree must complete the General Education requirements as listed in this catalog (with the addition of a correlate requirement in the Social Sciences of HI 105 Intro to World Music and Its History) and the Music and Minor requirements detailed in the catalog.

Rationale: During the 2016-2017 academic year, the Department of Music identified the need to explore solutions for students in the B.A. in Music program, as there has been a history of low achievement by those enrolled in the degree. The primary question posed to the faculty was whether we should consider developing program alternatives to better meet the needs of students whose interests fall outside the two professional degrees (the Bachelor of Music degree with a Major in Music Performance and Bachelor of Music degree in Music Education). The faculty affirmed the curriculum committee's goal to develop options that would provide the student with the sense of curricular rigor and structure found in the B.M. degrees but leave room for individualized flexibility.

The ideal solution is to add the Bachelor of Musical Arts to the department's programs. It is a professional degree that requires the same performance-based assessments as the Bachelor of Music degrees but is more interdisciplinary in scope. Beyond the core coursework in music, the B.M.A. requires (1) a complementary minor outside of the department and (2) a student-selected area of emphasis within music. It is especially attractive for those who intend to pursue graduate study in fields such as music theory, composition, music history, jazz, or music therapy.

Offering the B.M.A. at Washburn would distinguish us among our regional peers: the degree is not offered at any schools in Kansas. The closest institutions that offer the B.M.A. are University of South Dakota, Oklahoma Baptist University, and University of Oklahoma. It is a beautifully-customizable option for smaller departments such as ours. Washburn could offer a student a B.M.A. with a combination emphasis such as music history & theory, for instance, without duplicating the B.M. or B.A. degrees in Music

History or Music Theory offered by the University of Kansas. Furthermore, a student could plan a unique emphasis, such as conducting; an undergraduate degree in conducting is not available at any school in Kansas. A B.M.A. with a conducting emphasis would prepare a student to enter graduate study in choral or instrumental conducting.

Financial Implications: Little to no financial cost for startup; the degree can be offered using existing courses and faculty resources. However, if enrollment in the program increases beyond the capacity of the current faculty, addition of a faculty line may be necessary to expand upper-division elective offerings.

Proposed Effective Date: Fall 2019

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

Approved by: *AAC on date*

Faculty Senate on date

Attachments Yes No

COLLEGE OF ARTS AND SCIENCES NEW PROGRAM REVIEW FORM

	Chair's Signature	Recommendation	Review Date
Department	<u>Kelly Huff</u>	<u>Approve</u>	<u>2018-05-04</u>
Division	<u>Danielle Head</u>	<u>Approve</u>	<u>2018-05-21</u>
Dept. of Educ.	<u>N/A</u>		
<small>(If relates to teacher certification program.)</small>			
Dean	<u>Laura Stephenson</u>	<u>Approve</u>	<u>2018-05-23</u>
Curriculum Committee	<u>Linzi Gibson</u>	<u>Approve</u>	<u>2018-08-29</u>
Accepted by CFC	<u>Laura Stephenson</u>	<u>Approve</u>	<u>2018-09-17</u>
CAS Faculty	<u>Michaela Saunders</u>	<u>Approve</u>	<u>2019-03-25</u>
Approved By:	Faculty Senate _____	University Faculty _____	WU Board of Regents _____

1. Title of Program.

Bachelor of Musical Arts (CIP:)

2. Rationale for offering this program.

During the 2016-2017 academic year, the Department of Music identified the need to explore solutions for students in the B.A. in Music program, as there has been a history of low achievement by those enrolled in the degree. The primary question posed to the faculty was whether we should consider developing program alternatives to better meet the needs of students whose interests fall outside the two professional degrees (the Bachelor of Music degree with a Major in Music Performance and Bachelor of Music degree in Music Education). The faculty affirmed the curriculum committee's goal to develop options that would provide the student with the sense of curricular rigor and structure found in the B.M. degrees, but leave room for individualized flexibility.

The ideal solution is to add the Bachelor of Musical Arts to the department's programs. It is a professional degree that requires the same performance-based assessments as the Bachelor of Music degrees, but is more interdisciplinary in scope. Beyond the core coursework in music, the B.M.A. requires (1) a complementary minor outside of the department and (2) a student-selected area of emphasis within music. It is especially attractive for those who intend to pursue graduate study in fields such as music theory, composition, music history, jazz, or music therapy.

Offering the B.M.A. at Washburn would distinguish us among our regional peers: the degree is not offered at any schools in Kansas. The closest institutions that offer the B.M.A. are University of South Dakota, Oklahoma Baptist University, and University of Oklahoma. It is a beautifully-customizable option for smaller departments such as ours. Washburn could offer a student a B.M.A. with a combination emphasis such as music history & theory, for instance, without duplicating the B.M. or B.A. degrees in Music History or Music Theory offered by the

University of Kansas. Furthermore, a student could plan a unique emphasis, such as conducting; an undergraduate degree in conducting is not available at any school in Kansas. A B.M.A. with a conducting emphasis would prepare a student to enter graduate study in choral or instrumental conducting.

3. Exact proposed catalog description.

BACHELOR OF MUSICAL ARTS DEGREE (120 HOURS)

The program leading to the Bachelor of Musical Arts degree is designed for students planning to pursue a diverse array of professional careers in music. The B.M.A. is a flexible and personalized degree that requires a complementary minor outside of music. With the help of the academic advisor, the student also selects a track of music electives that form an emphasis beyond the core music requirements.

Students pursuing this degree must complete the General Education requirements as listed in this catalog (with the addition of a correlate requirement in the Social Sciences of HI 105 Intro to World Music and Its History) and the following Music and Minor requirements:

GENERAL EDUCATION REQUIREMENTS - 39 Hours

Required Courses - 12 Hours

- WU 101 The Washburn Experience (3)
- EN 101 Freshman Composition (3)
- EN 300 Advanced Composition (3)
- MA 112 Essential Mathematics (or above) (3)

Social Sciences - 9 Hours

- HI 105 Introduction to World Music and its History (3)
- Elective (3)
- Elective (3)

Courses must be taken in at least two disciplines.

Natural Sciences and Mathematics - 9 Hours

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

Courses must be taken in at least two disciplines.

Arts and Humanities - 9 Hours

- Elective in Fine Arts (Art or Theatre) (3)
- Elective (3)
- Elective (3)

Courses must be taken in at least two disciplines.

MUSIC CONTENT, SKILLS, & PEDAGOGY - 45 Hours

Music Theory & Composition - 16 Hours

- MU 123 Computers & Music (1)
- MU 215 Music Theory & Aural Comprehension I (4)
- MU 314 Music Theory & Aural Comprehension II (4)

- MU 315 Music Theory & Aural Comprehension III (4)
- MU 316 Music Theory IV (3)

Music History - 8 Hours

- MU 325 Music History I (3)
- MU 326 Music History II (3)
- MU 327 Music History III (2)

Applied Music Lessons - 14 Hours

- Private Lessons in Concentration Area (12) and MU 070 Performance Class (0)
- Students normally enroll for 2 hours of private lessons each semester; MU 070 Performance Class is required each semester.
- Piano: Must take at least 2 credits of group piano or piano lessons and pass the Piano Proficiency Exam prior to the 4th Semester Jury. For most, the following will be required:
 - MU 133 Group Piano I (1)
 - MU 134 Group Piano II (1)

Large Ensembles - 6 Hours

- All Bachelor of Musical Arts candidates are required to enroll in two large ensembles each semester of full-time enrollment. For large ensemble requirements particular to each instrument and degree, consult the Music Department Handbook (www.washburn.edu/music-handbook).

Small Ensembles - 1 Hour

- MU 250/450 Washburn Opera Studio (1) or MU 254/454 Small Ensemble (1)

ELECTIVES - 35+ Hours (Minor Outside of Music - 18 Hours; Emphasis Within Music - 18 Hours)

Minor Outside of Music (18)

- At least 18 hours must be taken as a minor area outside of music. The minor should support the student's musical interests and aspirations for career and/or graduate study. Recommended minors could include a modern language (French, German, or Spanish), English literature, psychology, business, mass media (film & video or applied media), computer information science, history, and theatre. The proposed curriculum must be approved by the student's B.M.A. advisor and an advisor in the minor.

Emphasis Within Music (18)

- At least 18 hours taken in music; the individual course of study should support the student's interest area within the discipline. The proposed curriculum must be approved by the student's B.M.A. advisor.

MUSIC DEPARTMENT BENCHMARKS

4th Semester Performance Proficiency Exam. Complete the following prior to scheduling the 4th Semester Performance Proficiency Exam:

- Piano Proficiency Exam (PPE)
- Rhythmic Perception Exam (RPE) - students deficient in rhythmic perception must take MU 122 Rhythmic Perception (1 credit; credit does not count toward degree requirements)
- Pass MU 133 Group Piano I with a C or higher
- Pass MU 215 Music Theory & Aural Comp I with a C or higher
- Complete 48 Recital Attendance Credits

Senior Recital: Pass Senior Recital Jury and present Senior Recital

Complete 45 hours of upper division work (300-400 level). Must complete the requirements of the

4th Semester Performance Proficiency Exam before enrolling in upper division music courses, ensembles, and lessons.

4. List any financial implications.

Little to no financial cost for startup; the degree can be offered using existing courses and faculty resources. However, if enrollment in the program increases beyond the capacity of the current faculty, addition of a faculty line may be necessary to expand upper-division elective offerings.

5. Are any other departments affected by this new program? No

Music Department
Bachelor of Musical Arts

Bachelor of Musical Arts

Revenue:	FY19	FY20		FY21		FY22		FY23		FY24	
	Year 0 - Preparation	Year 1		Year 2		Year 3		Year 4		Year 5	
		# Students	# Cr Hrs	# Students	# Cr Hrs	# Students	# Cr Hrs	# Students	# Cr Hrs	# Students	# Cr Hrs
Est. Students/Cr Hrs	0	5	30	10	30	15	30	20	30	25	30
Total Credit Hours	0	150		300		450		600		750	
Tuition Rate		281		281		281		281		281	
Other Revenue Sources											
Total Revenue	0	\$42,150		\$84,300		\$126,450		\$168,600		\$210,750	
Ongoing Expenses:	Year 0 - Preparation	Year 1	FTE	Year 2	FTE	Year 3	FTE	Year 4	FTE	Year 5	FTE
1 st Faculty Member											
Benefits (25%)											
Secretary											
Benefits (25%)											
Adjunct Faculty											
Student stipends											
Supplies											
Marketing											
Travel											
Online Course Development											
Professional Development											
Accreditation/Membership											
Support Materials											
Total Expenses	-	-		-		-		-		-	
Total Net Revenue	\$ -	\$ 42,150		\$ 84,300		\$ 126,450		\$ 168,600		\$ 210,750	
One-time Startup Costs	Year 0 - Preparation	Year 1		Year 2		Year 3		Year 4		Year 5	
Furniture											
Office Equipment											
Computer/Software											
Other Electronic Hardware											
Renovation											
Program Equipment											
Initial Accreditation Costs											
Program Development											
Membership											
Release Time to Develop											
Consultant											
Site Visit											
Inservice/Preservice Prep											

Footnotes: Total Credit Hours: 120 for the degree; divided by 4 years = 30 per year, per student.

FACULTY AGENDA ITEM

Date: **4/8/19**

Submitted by: Kevin Charlwood ext. 1491

SUBJECT: Game Design minor

Description:

The minor in Game Design allows students to develop knowledge and skills relating to the gaming industry. With a Game Design minor, students will enhance their marketability and gain insight into how to apply their expertise in the gaming industry while preserving their major in an already existing concentration. Students will be able to gear the expertise towards a career in the gaming industry, whether as a designer, developer, coder, graphic designer, artist, marketer, distributor, editor, advertiser, virtual enhancer, video producer, or any other related job.

Depending on their interests, the courses in the minor will polish students' background in simulations, video production, relevant business practices, Game Design theory, virtual art, and coding techniques specific to Game Design. The breadth of available courses would give students versatility enhancing their employability in the areas of their choice. This minor in Game Design allows students to gain knowledge and acquire hands-on skills that they will use to pursue careers in their chosen majors within the gaming industry.

No more than two classes from a single department will count towards this minor. Additional classes as approved by the advisor of the minor could also count; in particular, courses that rely heavily on the use of games or game material are appropriate.

Full course list in attachment

Rationale:

The gaming industry has been growing at an accelerated rate in the last decade. More students are interested in this area of study and in this employment opportunity. At Washburn, we already have faculty with expertise to support a minor in Game Design. Students from local high schools have indicated interests in attending schools with degrees in Game Design. By having a Game Design minor, prospective and current students could earn a minor in Game Design while preserving a major in already existing departments. This would allow them to gear the expertise their degree establishes towards a range of specific careers in the gaming industry. Existing courses already give our students background in simulations, video production, relevant business practices, the theory behind Game Design, a strong virtual art background, and coding techniques specific to Game Design. The minor would permit students to tailor their choices toward specific goals, depending on their interests within the gaming industry. The breadth of available courses would give students the versatility to enhance their employability in the areas of their choice. This minor in Game Design would allow students to gain knowledge and acquire hands-on skills that they will use to pursue careers in their chosen majors within the gaming industry.

Financial Implications: No new faculty positions are needed for this program initially. If student demand warrants, new faculty tenure-track and/or lecturer lines will be requested. This is especially the case if any courses currently on the two-year rotation need to be offered more frequently. As far as we can

ascertain, there are no programs similar to this in the region, so the initial demand for this program could be higher than anticipated. We may need adjunct support for a course or two per semester as a result of two new course offerings in this program in one or more of the affected departments. We plan to advertise this program through Admissions, and we will incur costs for printing brochures and mailing costs of materials to prospective students.

Proposed Effective Date: Fall 2019

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

Approved by: *AAC on date*

Faculty Senate on date

Attachments Yes No

COLLEGE OF ARTS AND SCIENCES NEW PROGRAM REVIEW FORM

	Chair's Signature	Recommendation	Review Date
Department	<u>Kevin Charlwood</u>	<u>Approve</u>	<u>2018-09-17</u>
Division	<u>Jennifer Wagner</u>	<u>Approve</u>	<u>2018-09-21</u>
Dept. of Educ.	<u>N/A</u>		
<small>(If relates to teacher certification program.)</small>			
Dean	<u>Laura Stephenson</u>	<u>Approve</u>	<u>2018-09-27</u>
Curriculum Committee	<u>Linzi Gibson</u>	<u>Approve</u>	<u>2018-10-31</u>
Accepted by CFC	<u>Laura Stephenson</u>	<u>Approve</u>	<u>2018-11-06</u>
CAS Faculty	<u>Michaela Saunders</u>	<u>Approve</u>	<u>2019-03-25</u>
Approved By:	Faculty Senate _____	University Faculty _____	WU Board of Regents _____

1. Title of Program.

Game Design Minor (CIP: 30)

2. Rationale for offering this program.

The gaming industry has been growing at an accelerated rate in the last decade. More students are interested in this area of study and in this employment opportunity. At Washburn, we already have faculty with expertise to support a minor in Game Design. Students from local high schools have indicated interests in attending schools with degrees in Game Design. By having a Game Design minor, prospective and current students could earn a minor in Game Design while preserving a major in already existing departments. This would allow them to gear the expertise their degree establishes towards a range of specific careers in the gaming industry. Existing courses already give our students background in simulations, video production, relevant business practices, the theory behind Game Design, a strong virtual art background, and coding techniques specific to Game Design. The minor would permit students to tailor their choices toward specific goals, depending on their interests within the gaming industry. The breadth of available courses would give students the versatility to enhance their employability in the areas of their choice. This minor in Game Design would allow students to gain knowledge and acquire hands-on skills that they will use to pursue careers in their chosen majors within the gaming industry.

3. Exact proposed catalog description.

Students will successfully complete (with a grade of "C" or better) 5 classes (15 credit hours) from among the following classes (each 3 hours) AT LEAST TWO OF WHICH MUST BE AR222, CM390, EC306, MM390 OR MA390:
AR221 Digital Painting and Drawing (prereq. AR120 or AR140)

AR222 Video Game Design (prereq. CM101, AR131)

AR326 2D and 3D Digital Animation

BU260 Business Plan Development

CM390 Game Design Coding

EC306 Game Theory (prereq. MA140 and MA141)

MM390 History of Video Gaming

MA390 Game Design (prereq. MA116 or MA112)

No more than two classes from a single department will count towards this minor. Additional classes as approved by the advisor of the minor could also count-in particular, courses that rely heavily on the use of games or game material are appropriate. Strong examples of this include:

HI300 Ancient Greece

HI300 Medieval Experience

HI300 Pirates of the Caribbean

HI300 Traditional Japan

HI334 Civilization of Ancient Rome

EC200 Principles of Microeconomics (A special section taught periodically with over 60% examples and case studies from the gaming industry, prerequisite MA116 - recommended or MA112 or higher)

The minor in Game Design allows students to develop knowledge and skills relating to the gaming industry. With a Game Design minor, students will enhance their marketability and gain insight into how to apply their expertise in the gaming industry while preserving their major in an already existing concentration. Students will be able to gear the expertise towards a career in the gaming industry, whether as a designer, developer, coder, graphic designer, artist, marketer, distributor, editor, advertiser, virtual enhancer, video producer, or any other related job. Depending on their interests, the courses in the minor will polish students' background in simulations, video production, relevant business practices, Game Design theory, virtual art, and coding techniques specific to Game Design. The breadth of available courses would give students versatility enhancing their employability in the areas of their choice. This minor in Game Design allows students to gain knowledge and acquire hands-on skills that they will use to pursue careers in their chosen majors within the gaming industry.

No more than two classes from a single department will count towards this minor. Additional classes as approved by the advisor of the minor could also count; in particular, courses that rely heavily on the use of games or game material are appropriate.

4. List any financial implications.

None.

5. Are any other departments affected by this new program? Yes

Art, Business, Computer Information Sciences, Economics, History, and Mass Media. This is an interdisciplinary minor.

Department
New Program Name

Program Name
Game Design Minor

Revenue:	Year 0 - Preparation	(e.g., FY13, FY14, etc.)									
		FY19		FY20		FY21		FY22		FY23	
		# Students	# Cr Hrs	# Students	# Cr Hrs	# Students	# Cr Hrs	# Students	# Cr Hrs	# Students	# Cr Hrs
Est. Students/Cr Hrs	0	5		10		15		20		20	
Total Credit Hours	0	150		300		450		600		600	
Tuition Rate		292		306		320		335		351	
Other Revenue Sources											
Total Revenue	0	\$43,800		\$91,800		\$144,000		\$201,000		\$210,600	

Ongoing Expenses:	Year 0 - Preparation	FY19	FTE	FY20	FTE	FY21	FTE	FY22	FTE	FY23	FTE
1 st Faculty Member											
Benefits (25%)											
2nd Faculty Member											
Benefits (25%)											
3rd Faculty Member											
Benefits (25%)											
(Continue to add as needed)											
Secretary											
Benefits (25%)											
Adjunct Faculty		3,780		3,780		3,780		3,780		3,780	
Student stipends											
Supplies											
Marketing		500		500		500		500		500	
Travel											
Online Course Development											
Professional Development											
Accreditation/Membership											
Support Materials											
Total Expenses	-	4,280		4,280		4,280		4,280		4,280	
Total Net Revenue	\$ -	\$ 39,520		\$ 87,520		\$ 139,720		\$ 196,720		\$ 206,320	

One-time Startup Costs	Year 0 - Preparation	Year 1	Year 2	Year 3	Year 4	Year 5
Furniture						
Office Equipment						
Computer/Software						
Other Electronic Hardware						
Renovation						
Program Equipment						
Initial Accreditation Costs						
Program Development						
Membership						
Release Time to Develop						
Consultant						
Site Visit						
Inservice/Preservice Prep						

Footnotes:

There are no known game design minors in the region that we are aware of, so Washburn would be the only regional source for such a program. We expect to advertise its existence heavily in Kansas and in neighboring states.

No new faculty requested initially, any new courses in Mathematics/Statistics will be taught with existing faculty.

New faculty tenure-track or lecturer lines will be requested if enrollments in game design programs warrant (in five years, or perhaps sooner). This is especially the case if irregularly offered courses need to be offered annually to satiate student demand.

Our current secretary in the department will assist with support needs as with all other Mathematics & Statistics courses.

Tuition rate of \$292/CH is for FY19; we plan for a 4.67% tuition rate increase each year based on historical trends.

New courses will either be absorbed into existing tenure-track faculty loads or if a new course replaces a course for an instructor, an adjunct will be required to cover a lower level course.

Current adjunct pay rate for those holding Master's sdegrees in FY19 of \$630/CH is also apt to increase. We assume one three-hour course per semester will be reassigned to an adjunct, meaning 6 CH/yr, so 6x\$630 = \$3,780/yr.

This interdisciplinary program consists of mostly existing courses.

All classes will be taught in existing facilities. Any new software costs will be absorbed by Mathematics & Statistics discretionary funds.

New course in Game Design will be developed by Dr. Porta, who will teach the new course in the new Game Design track.

The \$500 budgeted for marketing/advertising of the new secondary math track will come from mathematics discretionary funds held at the Foundation; some costs may be borne out of Enrollment Management as we advertise the new secondary education track during FY18.

Initially, we hope to transition existing students to the new Game Design minor and attract 5 new students into the minor who otherwise may not have come to Washburn University.

Assuming a 4-year time horizon to graduation, enrollment in the new track would stabilize at 20 students each year by year 4.

FACULTY AGENDA ITEM

Date: **4/8/19**

Submitted by: Kevin Charlwood

SUBJECT: *Bachelor of Education, Mathematics Secondary Education*

Description:

University Requirements
General Education Requirements
(b) Education Core Courses

Course Credit Hours Area Credit Hours upon approval of the B.Ed. degree from Education Department
WU 101 3

Arts & Humanities 9 (to include: PH 220 & CN 150)

EN 101 3 Social Sciences 9

MA 116

(or higher) (covered by major) Natural Sciences

(at least 2 departments) 9 (no MA classes)

(CM 101/105 if needed)

EN 300

(teaching emphasis) 3

Total 9 Total 27 Total 39

(b) Math Content

MA 151 Calculus 1 5

MA 152 Calculus 2 5

MA 253 Calculus 3 3

MA 140 Statistics 3

MA 204 Discrete/Number Theory (new course)

3

MA 230 Math for Middle & Secondary (new course) 4

MA 207 Discrete Mathematics 3

MA 381 History & Literature of Mathematics 3

MA 367 Modern Geometry 3

MA 301 Linear Algebra 3

MA 354 Abstract Algebra 3

Total 45

MA 380 Problem Solving 1

MA 380 Problem Solving (take it a second time)

1

MA 371 Real Analysis I 3

Choose at least TWO of the following: 2

MA 316 Teaching Algebra (algebra-based courses) (new course)

MA 317 Teaching Trig (help teach: MA 117, 131) (new course)

MA 318 Teaching Stats (help teach: MA 140) (new course)

MA 380 (take it for a third time)

MA 388 Capstone Research

DEGREES OFFERED

Bachelor of Education

Mathematics: Secondary Education

GENERAL REQUIREMENTS

General requirements for the Bachelor of Arts degree, or the Bachelor of Science degree, or the Bachelor of Education degree are listed in the catalog. See pages listed in the index. Graphics calculators are required in all courses MA 112 to MA 152 inclusive, and MA 253.

Secondary Math Education Emphasis Courses

Calculus I, II, III (MA 151, 152, 253), Number Theory/Discrete (MA 204), Mathematics for Middle and Secondary (MA 230), Discrete Mathematics, (MA 207), Linear Algebra (MA 301), Statistics (MA 140), Abstract Algebra (MA 354), Modern Geometry (MA 367), Introduction to Real Analysis I (MA 371), History & Literature of Mathematics (MA 381) a minimum of 2 hours of Problem Solving Strategies (MA 380), and a choice of at least 2 of the following: Teaching Algebra (MA 316); Teaching Trigonometry (MA 317); Teaching Statistics (MA 318); Problem Solving Strategies (MA 380); Math Research (MA 388). Students seeking certification to teach mathematics must also be formally admitted to and take additional coursework in the University's Professional Teacher Education Program. For admission requirements, see EDUCATION in this catalog.

Rationale: (a) provide program in a minimum of 120 credit hours; (b) prepare students to pass two different Kansas tests: Math content & Pedagogy; (c) meet new KSDE Standards for Secondary Mathematics; (d) address graduation exit interview results, where students indicate concern over enough pedagogy, particularly in Trigonometry.

Financial Implications: No new faculty positions are needed for this program initially. If student demand warrants, new faculty tenure-track and/or lecturer lines will be requested. This is especially the case if any courses currently on the two-year rotation need to be offered annually or every semester. We may need adjunct support for a course or two per semester as a result of two new course offerings in this program as compared to the current BA/BS in mathematics for secondary education degrees. We plan to advertise this program through Admissions, and we will incur costs for printing brochures and mailing costs of materials to prospective students.

Proposed Effective Date: Fall 2019

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

Approved by: *AAC on date*

Faculty Senate on date

Attachments Yes No

COLLEGE OF ARTS AND SCIENCES NEW PROGRAM REVIEW FORM

	Chair's Signature	Recommendation	Review Date
Department	<u>Cherry Steffen</u>	<u>Approve</u>	<u>2018-10-31</u>
Division	<u>Cherry Steffen</u>	<u>Approve</u>	<u>2018-11-12</u>
Dept. of Educ.	<u>Cherry Steffen</u>	<u>Approve</u>	<u>2018-11-12</u>
<small>(If relates to teacher certification program.)</small>			
Dean	<u>Laura Stephenson</u>	<u>Approve</u>	<u>2018-11-28</u>
Curriculum Committee	<u>Linzi Gibson</u>	<u>Approve</u>	<u>2019-01-24</u>
Accepted by CFC	<u>Michaela Saunders</u>	<u>Approve</u>	<u>2019-02-15</u>
CAS Faculty	<u>Michaela Saunders</u>	<u>Approve</u>	<u>2019-03-25</u>

Approved By: Faculty Senate _____ University Faculty _____ WU Board of Regents _____

1. Title of Program.

BEd in Elementary Education (CIP: 13)

2. Rationale for offering this program.

Currently all Elementary Education Majors are required to select an area of concentration in addition to elementary education. However, many majors prefer to focus on Elementary education exclusively and do not plan to seek licensure in a second area. Therefore, we will offer the option to major in elementary education without the areas of concentration. Areas of concentration will still be available for those who wish to pursue a second area for licensure.

3. Exact proposed catalog description.

In the Degrees Offered Section of the Undergraduate Catalog:

The K-6 teaching program prepares students to teach in kindergarten through sixth grade classrooms. Students may choose to complete the program for elementary education only or may complete the requirements for a second area of licensure.

These areas include:

- Early Childhood Unified (Birth-Grade 3 includes special education)
- Middle School English/Language Arts (Grades 5-8)
- Middle School Mathematics (Grades 5-8)
- Middle School History (Grades 5-8)
- High Incidence Special Education (Grades K-6)
- English for Speakers of Other Languages (ESOL) (Grades P-12)

Candidates for degrees and licenses in these areas are advised by the Faculty of the Department

of Education. See an advisor for specific licensure requirements or visit the Department of Education website (www.washburn.edu/education).

K-6 Licensure Requirements-Professional Education

Pre-admission courses required for formal admission to teacher education:

ED 155 Teaching, Learning and Leadership

ED 165 ED 1: Examining Teaching as a Profession

ED 285 Educational Psychology

Education Core Courses

ED 275 ED 2: Exploring Teaching as a Profession

ED 295 ED 3: Experiencing Teaching as a Profession

ED 395 ED 4: Extending Teaching as a Profession

ED 345 Curriculum and Assessment

ED 302 Teaching Exceptional Learners

ED 420 Student Teaching

Elementary Methods Courses

Block A

ED 330 Teaching Social Studies

ED 335 Creative Experiences in Early Childhood/Middle School

ED 337 Social Studies Practicum

Block B

ED 305 Language and Literacy

ED 310 Teaching Mathematics

ED 315 Teaching Science

ED 317 Math/Science Practicum

Block C

ED 320 Teaching Reading

ED 325 Teaching Language Arts/Children's Literature

ED 327 Literacy Practicum

KN 311 Motor Development and Creative Movement (fall) or KN 340 Adapted Physical Education (spring) or KN 344 Physical Education Activity Techniques IV (spring)

Professional Semester

ED 420 K-6 Student Teaching (students completing a concentration in addition to elementary education will complete one of the following ED 415 5-8 Student Teaching or ED 430 Student Teaching Birth-Grade 3 or SE 456 Special Ed Practicum I or ED 464 ESOL Practicum)

Content/General Education/University Requirements

Arts and Humanities

EN 101 First-Year Writing

EN 300 Advanced College Writing (Teaching Emphasis)

CN 150 Public Speaking

Art, Music or Theatre Arts Elective (from the Approved General Education List)

English, Philosophy, or Religion Elective (from the Approved General Education List)

Social Sciences

HI 111 History of the United States through the Civil War or HI 112 History of the United States since the Civil War

HI 100 Survey of Early World History or HI 101 Changing World History: Traditions and Transformations or HI 102 Modern World History

GG 101 Introduction to Geography or GG 102 World Regional Geography
PO 106 Government of the United States or PO 107 Kansas and the U.S. State and Local Government
AN 112 Cultural Anthropology
EC 100 Introduction to Economics

Mathematics and Natural Sciences

MA 112 Contemporary College Mathematics (or higher)
MA 228 Mathematics for Elementary and Middle School Educators I
PS 126 Physical Science for Elementary Ed
BI 100 Introduction to Biology (General Emphasis)
BI 101 Introductory Biology Laboratory

Computer Information Sciences

CM 101 Computer Concepts and Applications, CM 105, MU 123 or KN 333 or passing score on departmental exam

Courses for Early Childhood Unified Emphasis

ED 160 Introduction to Early Childhood Education
ED 343 Infants and Toddlers
ED 345 Practicum in Infants and Toddlers
ED 367 Curriculum in Preschool Education
ED 369 Practicum in Preschool Education
SE 460 Exceptionalities in Early Childhood
ED 376 Family, School, & Community
SE 420 Educational Planning for Children and Youth
ED 353 Assessment and Evaluation

Courses for Middle School English/Language Arts Emphasis

EN 330 American Literature through 1865
EN 133 Stories Around the World
EN 310 English Grammar and Linguistics
EN 320 Teaching Young Adult Literature
ED 340 Teaching Adolescents in the Middle Level
ED 348 Middle Level English/Language Arts Practicum

Courses for Middle School History Emphasis

HI 111 History of the United States through the Civil War

AND

HI 112 History of the United States since the Civil War
HI 100 Survey of Early World History

AND

HI 101 Changing World History: Traditions and Transformations
HI 322 Kansas History
HI 303 Colonial America to 1763 or any 300 Level American History
ED 340 Teaching Adolescents in the Middle Level
ED 346 Middle Level History Practicum

4. List any financial implications.

Assuming an increase of a few students in the program, a modest increase in revenue is expected. See the attached Pro Forma for details.

5. Are any other departments affected by this new program? No

Department
New Program Name

Program Name
B.Ed. - Secondary Math

Revenue:	(e.g., FY13, FY14, etc.)										
	Year 0 - Preparation	FY19		FY20		FY21		FY22		FY23	
		# Students	# Cr Hrs	# Students	# Cr Hrs	# Students	# Cr Hrs	# Students	# Cr Hrs	# Students	# Cr Hrs
Est. Students/Cr Hrs	0	8		13		18		23		23	
Total Credit Hours	0	240		390		540		690		690	
Tuition Rate		292		306		320		335		351	
Other Revenue Sources											
Total Revenue	0	\$70,080		\$119,340		\$172,800		\$231,150		\$242,190	

Ongoing Expenses:	Year 0 - Preparation	FY19	FTE	FY20	FTE	FY21	FTE	FY22	FTE	FY23	FTE
1 st Faculty Member											
Benefits (25%)											
2nd Faculty Member											
Benefits (25%)											
3rd Faculty Member											
Benefits (25%)											
(Continue to add as needed)											
Secretary											
Benefits (25%)											
Adjunct Faculty		3,780		3,780		3,780		3,780		3,780	
Student stipends											
Supplies											
Marketing		500		500		500		500		500	
Travel											
Online Course Development											
Professional Development											
Accreditation/Membership											
Support Materials											
Total Expenses	-	4,280		4,280		4,280		4,280		4,280	
Total Net Revenue	\$ -	\$ 65,800		\$ 115,060		\$ 168,520		\$ 226,870		\$ 237,910	

One-time Startup Costs	Year 0 - Preparation	Year 1	Year 2	Year 3	Year 4	Year 5
Furniture						
Office Equipment						
Computer/Software						
Other Electronic Hardware						
Renovation						
Program Equipment						
Initial Accreditation Costs						
Program Development						
Membership						
Release Time to Develop						
Consultant						
Site Visit						
Inservice/Preservice Prep						

Footnotes:

No new faculty requested initially, all new courses in Mathematics/Statistics are to be taught with existing faculty.
 Our current secretary in the department will assist with support needs as is done with all other Mathematics & Statistics courses.
 Tuition rate of \$292/CH is for FY19 and may increase an average of 4.67% each year based on historical trends.

New courses will either be absorbed into existing tenure-track faculty loads or if a new course replaces a course for an instructor, an adjunct will be required to cover the lower level course. If enrollment increases substantially to require new faculty lines, new tenure-track or lecturer positions will be requested.

Current adjunct pay rate for those holding Master's sdegrees in FY19 of \$630/CH is also apt to increase. We assume one three-hour course per semester will be reassigned to an adjunct, meaning 6 CH/yr, so 6x\$630 = \$3,780/yr.

The new program will eventually replace the BA/BS in Secondary Mathematics. **(Although this is a new program, the old program is expected**
 The program will undergo Kansas State Department of Education evaluation for accreditation. Two of the new courses were developed to All classes will be taught in existing facilities. Software for the new courses will be the same as for other mathematics classes.
 New courses will be developed by Drs. Sharp, Wagner & Cook, who will teach courses in both the mathematics track and the new secondary education track.

The \$500 budgeted for marketing/advertising of the new secondary math track will come from mathematics discretionary funds held at the Initially, we hope to transition existing students to the new B Ed degree and attract 5 new students into the new secondary education track Assuming a 4-year time horizon to graduation, enrollment in the new track would stabilize at 23 students each year by year 4.

FACULTY AGENDA ITEM

Date: **4/8/19**

Submitted by: John Mullican ext 2077

SUBJECT: *Bachelor of Science, Forensic Biology*

Description:

The B.S. degree in Forensic Biology is designed to provide students with both the theoretical and practical knowledge required to obtain employment in the forensic biology field. The curriculum is rooted in a rigorous core of biology and other natural sciences, while also exposing students to legal and ethical considerations that are necessary for any career in forensic science.

The Bachelor of Science (B.S.) in Forensic Biology requires a minimum of 40 BI hours plus the additional 60 credit hours of non-biology correlate courses as listed above. The coursework for the B.S. in Forensic Biology satisfies the 30-hour natural science concentration and is designed to meet the requirements for accreditation as outlined by the Forensic Science Education Programs Accreditation Commission (FEPAC). Depending upon a student's math competency, it will take approximately 124-127 credits to complete the B.S. degree in Forensic Biology.

Full course list in attachment

Rationale:

The Biology Department is proposing to offer the B.S. degree in Forensic Biology to provide students with a degree program that would enable them to be competitive for jobs in the forensic biology field. This program is not only designed to meet the requirements set forth by the Federal Bureau of investigation to obtain a position as a DNA analyst but also to meet the requirements for the Forensic Science Education Programs Accreditation Commission (FEPAC). There are less than 30 undergraduate institutions currently FEPAC accredited and none of these institutions are in the state of Kansas, meaning that Washburn University could become a regional leader in this area. Furthermore, the program would look to take advantage of the unique opportunity presented with the establishment of the Kansas Bureau of Investigation Forensic Science Center on campus in 2015. The access to a state-of-the-art forensic science facility in addition to potential internship opportunities will enhance Washburn's ability to attract and retain students interested in the forensic biology field.

Financial Implications:

With a conservative prediction of 9* B.S. students over the next 5 years (beginning 2019), we might predict a potential increase of \$175,784 in tuition revenue with little to no negative financial impact. The proposed degree program will utilize current faculty members and teaching laboratories in the Washburn University portion of the KBI Forensic Science Center (KBI 200). At least one new course will be developed for this program, BI 420 Forensic Molecular Biology. A budget exists to support courses in the forensic biology degree program, including this new course. Following Year 5, there will be an anticipated one-time cost of approximately \$5,000 to apply for FEPAC accreditation. Please see the attached pro forma document for details.

*The pro forma assumes that 3 students will graduate after Year 4 and that tuition will not increase over the next 5 years.

Proposed Effective Date: Fall 2019

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

Approved by: *AAC on date*

Faculty Senate on date

Attachments Yes No

COLLEGE OF ARTS AND SCIENCES NEW PROGRAM REVIEW FORM

	Chair's Signature	Recommendation	Review Date
Department	<u>John Mullican</u>	<u>Approve</u>	<u>2018-09-17</u>
Division	<u>Jennifer Wagner</u>	<u>Approve</u>	<u>2018-09-21</u>
Dept. of Educ.	<u>N/A</u>		
<small>(If relates to teacher certification program.)</small>			
Dean	<u>Laura Stephenson</u>	<u>Approve</u>	<u>2018-10-01</u>
Curriculum Committee	<u>Linzi Gibson</u>	<u>Approve</u>	<u>2018-10-31</u>
Accepted by CFC	<u>Laura Stephenson</u>	<u>Approve</u>	<u>2018-11-06</u>
CAS Faculty	<u>Michaela Saunders</u>	<u>Approve</u>	<u>2019-03-25</u>

Approved By: **Faculty Senate** _____ **University Faculty** _____ **WU Board of Regents** _____

1. Title of Program.

Bachelor of Science in Forensic Biology (CIP: 26)

2. Rationale for offering this program.

The Biology Department is proposing to offer the B.S. degree in Forensic Biology to provide students with a degree program that would enable them to be competitive for jobs in the forensic biology field. This program is not only designed to meet the requirements set forth by the Federal Bureau of Investigation to obtain a position as a DNA analyst but also to meet the requirements for the Forensic Science Education Programs Accreditation Commission (FEPAC). There are less than 30 undergraduate institutions currently FEPAC accredited and none of these institutions are in the state of Kansas, meaning that Washburn University could become a regional leader in this area. Furthermore, the program would look to take advantage of the unique opportunity presented with the establishment of the Kansas Bureau of Investigation Forensic Science Center on campus in 2015. The access to a state-of-the-art forensic science facility in addition to potential internship opportunities will enhance Washburn's ability to attract and retain students interested in the forensic biology field.

3. Exact proposed catalog description.

The B.S. degree in Forensic Biology is designed to provide students with both the theoretical and practical knowledge required to obtain employment in the forensic biology field. The curriculum is rooted in a rigorous core of biology and other natural sciences, while also exposing students to legal and ethical considerations that are necessary for any career in forensic science.

REQUIREMENTS FOR FORENSIC BIOLOGY MAJORS

Forensic Biology majors must take the following 29 credit hours of Biology:

- BI 102 General Cellular Biology (5)
- BI 103 General Organismal Biology (5)
- BI 314 Statistics for Biologists (3)
- BI 333 General Genetics (4)
- BI 353 Molecular Genetics (3)
- BI 354 Molecular Biology Laboratory (3)
- BI 390 Biology Seminar (1) - Capstone Course
- BI 395 Biology Research (1) - Capstone Course
- BI 420 Forensic Molecular Biology (4) - Capstone Course

Forensic Biology majors must complete a minimum of 11 additional Biology electives (BI courses at the 300-level or higher).

The following non-biology correlate courses are required of Forensic Biology majors (60 credit hours total):

- CH 151/152 Fundamentals of Chemistry (1 year with lab) (10)
- CH 202 Professional Forensic Chemistry Seminar (2)
- CH 323 Advanced Forensic Chemistry (4)
- CH 340/342 Organic Chemistry I (with lab) (5)
- CH 341/343 Organic Chemistry II (with lab) (5)
- CH 350/351 Biochemistry I (5)
- MA 151 Calculus and Analytical Geometry I (5)
- PS 261/262 College Physics (1 year with lab) (10) OR
PS 281/282 General Physics (1 year with lab) (10)
- PH 102 Ethics: Intro to Moral Problems (3) OR
PH 214 Medical Ethics (3)
- CJ 115 Intro to Forensic Science (3)
- CJ 410 Criminal Procedure and Evidence (3)
- CJ 415 Forensic Sci Crim Justice (3)
- CJ 416 Forensic Sci Crim Justice Lab (2)

The Bachelor of Science (B.S.) in Forensic Biology requires a minimum of 40 BI hours plus the additional 60 credit hours of non-biology correlate courses as listed above. The coursework for the B.S. in Forensic Biology satisfies the 30-hour natural science concentration and is designed to meet the requirements for accreditation as outlined by the Forensic Science Education Programs Accreditation Commission (FEPAC). Depending upon a student's math competency, it will take approximately 124-127 credits to complete the B.S. degree in Forensic Biology.

4. List any financial implications.

With a conservative prediction of 9* B.S. students over the next 5 years (beginning 2019), we might predict a potential increase of \$175,784 in tuition revenue with little to no negative financial impact. The proposed degree program will utilize current faculty members and teaching laboratories in the Washburn University portion of the KBI Forensic Science Center (KBI 200). At least one new course will be developed for this program, BI 420 Forensic Molecular Biology. A budget exists to support courses in the forensic biology degree program, including this new course. Following Year 5, there will be an anticipated one-time cost of approximately \$5,000 to apply for FEPAC accreditation. Please see the attached pro forma document for details.

*The pro forma assumes that 3 students will graduate after Year 4 and that tuition will not

increase over the next 5 years.

5. Are any other departments affected by this new program? Yes

New students seeking the B.S. in Forensic Biology degree will increase the number of students taking courses in the following departments: CH, PS, MA, PH, CJ, and possibly PY and AN.

Department of Biology
Bachelor of Science (B.S.) in Forensic Biology

Program Name	Bachelor of Science in Forensic Biology											
	(e.g., FY13, FY14, etc.)											
Revenue:	Year 0 - Preparation		Year 1 FY20		Year 2 FY21		Year 3 FY22		Year 4 FY23		Year 5 FY24	
Est. Students/Cr Hrs	# Students	# Cr Hrs	# Students	# Cr Hrs	# Students	# Cr Hrs	# Students	# Cr Hrs	# Students	# Cr Hrs	# Students	# Cr Hrs
Total Credit Hours	0	1	32	2	32	4	32	6	31	6	32	
Tuition Rate*	0	32	64	128	186	192	331	345				
Other Revenue Sources	\$292		\$304		\$317		\$331		\$345			
Total Revenue	0	\$9,344	\$19,486	\$40,636	\$61,571	\$66,271	\$197,307					

Ongoing Expenses:	Year 0 - Preparation		Year 1		Year 2		Year 3		Year 4		Year 5	
	FTE	FTE	FTE	FTE	FTE	FTE	FTE	FTE	FTE	FTE	FTE	
1 st Faculty Member Benefits (25%)												
2nd Faculty Member Benefits (25%)												
3rd Faculty Member Benefits (25%)												
(Continue to add as needed)												
Secretary												
Benefits (25%)												
Adjunct Faculty												
Student stipends												
Supplies												
Marketing												
Travel												
Online Course Development												
Professional Development												
Accreditation/Membership												
Support Materials												
Total Expenses	-	-	-	-	-	-	-	-	-	-	-	

Total Net Revenue	Year 0 - Preparation	Year 1	Year 2	Year 3	Year 4	Year 5
	\$ -	\$ 9,344	\$ 19,486	\$ 40,636	\$ 61,571	\$ 66,271
One-time Startup Costs						
Furniture						
Office Equipment						
Computer/Software						
Other Electronic Hardware						
Renovation						
Program Equipment						
Initial Accreditation Costs						
Program Development						
Membership						
Release Time to Develop						
Consultant						
Site/Visit						
Inservice/Preservice Prep						

Footnotes:
 The B.S. in Forensic Biology requires a minimum of 120 credits. Students should be advised that it may take 124-127 credits to earn the degree, depending upon their math competency. This pro forma is based on 127 credit hours. The number of students listed as 6 in Year 5 anticipates 3 graduating students and 3 new, incoming students.
 Please Note: After Year 5, we plan to apply for FEPAC accreditation, which is a one-time cost of \$5,000. Annual FEPAC membership dues following accreditation are \$1,500. These values fall outside the scope of this 5-year pro forma.
 *Tuition is estimated to increase by 4.27% annually. These numbers are reflected in years 2-5, rounded to a whole number.