Washburn University
Meeting of the Faculty Senate
February 9th, 2026, at 3 pm
Meeting in Kansas Room Hosted by FS Executive Committee

I. Call to Order

II. Approve minutes –

• November 10, 2025 (pps. 3–9)

III. President's Opening Remarks – Jim Schnoebelen

IV. VPAA Update – Dr. John Fritch

V. WUBOR/KBOR Update – Jim Schnoebelen

• KBOR

• WUBOR

VI. Special Order Item – Introduction of Stephen Terry, Vice President of Strategic Enrollment Management

VII. Consent Agenda –

• University Committee Reports –

◦ Faculty Handbook Committee Minutes (October 23, 2025) (pps. 10–11)

◦ Faculty Handbook Committee Minutes (November 20, 2025) (p. 12)

◦ General Education Committee Minutes (November 18, 2025) (pps. 13–15)

◦ Interdisciplinary Studies Committee Minutes (November 24, 2025) (p. 16)

• Faculty Senate Committee Reports-

◦ Graduate Council Committee Minutes (November 3, 2025) (pps. 17–19)

VIII. Old Business –

• 26-6 Approval of New Program: Graduate Certificate in Health Science (pps. 20–24)

• 26-7 Approval of New Program: Graduate Certificate in Higher Education Learning (pps. 25–32)

• 26-8 Approval of New Program: Graduate Certificate in the Science of Literacy (pps. 33–37)

• 26-9 Approval of New Program: M.Ed. in the Science of Literacy (pps. 38–43)

• 26-10 Approval of Program Change: Master of Health Science in Health Care Education (pps. 44–49)

• 26-11 Approval of Program Change: Graduate Certificate in Health Care Education (pps. 50–54)

IX. New Business –

X. Information Items –

XI. Discussion Items – Kansas House Bill 2428 (now being considered in the House Committee on Education): Requiring the state board of regents to establish curricula and designate courses at postsecondary educational institutions relating to DEI-CRT-related courses and content and requiring the study of American institutions and certain programs at freshman orientations concerning free speech (pps. 55–58).

XII. Announcements

XIII. Adjournment of Meeting

Washburn University
Meeting of the Faculty Senate
November 10th, 2025, at 3 pm
Meeting in Kansas Room Hosted by FS Executive Committee

Present: Abebayo, Buck, Camarda, Cook, Copeland, Dahl, Francis, Fritch, Gonzalez-Abellas, Harnowo, Hartman, Holt, Hu, Chris Jones, Tucker Jones, Lambing, Leisinger, Ostrom, Perret, Ricklefs, Rivera, Schmidt, Schnoebelen, Smith, White, Williams, Yaple

Absent: Bender, Brooks, Burdiek, Davies, Dickinson, Emry, Graves, Mosier

Guests: O'Neill, Wade, Worsley, Clounch, Stevens, Bailes, Hutchinson, Durst

I. Call to Order

II. Approve minutes of the October 27 meeting: Moved to approve by Adebayo, seconded by Cook.

> • Motion passes unanimously.

III. President's Opening Remarks – Jim Schnoebelen

- The Accessibility Week slides and information are on the CTEL D2L page, so please check them out if you were unable to attend. There is some helpful and practical information there.
- I want to issue a clarification on the 70% criterion for the accessibility threshold that I mentioned in our last meeting: there is no set 70% standard for compliance; I was confused. (Though in my defense, 70% used to be the COQI standard for a class being approved, and 70% compliance is what turns the Panorama icons green). What is required is a good-faith effort at improving accessibility. Danny Wade will clarify this for us as needed moving forward.
- The next Senate meeting is on December 8th; please get Ian Smith any agenda items by Tuesday, the 2nd.
- FYI: the General Faculty Meeting on 11/19 is likely going to be cancelled for lack of agenda items. I support this decision to cancel without substantive business, given that Dr. Mazachek just hosted two town halls that were well attended to convey what's going on around campus.

IV. VPAA Update – Dr. John Fritch

> - First of all, last week on campus was a great deal of fun. I saw Firebringer, a charming musical, at the Neese-Gray Theatre in the Garvey Fine Arts Center. I recommend going to see it.

- Second, I was able to go to the observatory, the first time that I have been able to do so since being at Washburn.
- Other updates: Washburn lost to Emporia State at the annual Can Emporia Food Drive. The impact of the federal government shutdown on SNAP has been significant, so Can Emporia is an important event for our local communities.
  - Ryan Durst— the Vice President of WSGA—chimed in to say that even though we lost to Emporia, we saw the highest donations since 2017 (27,000 cans that Washburn donated).
- I attended the President's Scholarship reception. This is a full ride scholarship. We are proud of this scholarship at Washburn.
- I wanted to take some time to thank the people in my office:
  - Associate Provost Beth O'Neill who works on curricular issues, the International Study Abroad program, the WTE (Washburn Transformational Experience), and the Academic Program Review process.
  - Associate Provost Melanie Worsley who talked about AI with the Senate, works on the OSP (Opportunity Scholars Program), the TRiO programs that are funded through OSP, and who did all of the work with the Moves Committee for our office when we moved.
  - Associate Provost Danny Wade who does all the work for student appeals, coordinates our program with Liaoning Normal University in China, and the work that he does with Ju-Yu for online education.
- All of these people make a difference for our university and have volunteered for many projects. They make a great impact on our faculty and on our students.

V. WUBOR/KBOR Update – Jim Schnoebelen

• KBOR: KBOR's Academic Affairs committee met on November 4th to discuss a couple of important topics related to possible revision of their policies on Tenure, Post-tenure review, and workload.

o This discussion was detailed, and given the discussion, the language may not be final. In terms of the post-tenure review, this would look something like the current T&P review policy, though only on the department/primary unit and Dean level. My guess is that the dossier required would be substantively less, but that didn't come up. There may also be a review at the University level, and then this group would report out to KBOR annual results. The likely reason for why they are doing this is to get ahead of any new legislation from the statehouse that may be trying to lessen tenure protections.

- o Please note that this is KBOR—not WUBOR, and thus, does not directly apply to us.
- o I am a bit concerned that KBOR is moving to comply before mandated to comply by legislative action.
- o I am also a bit concerned that if KBOR adopts such a policy, we may eventually be nudged into also complying through some form of "persuasion." But again, nothing is set, and nothing applies to Washburn at this juncture.
- o If anyone is curious, I'm happy to share this policy, as presented at this meeting.
- o The next KBOR meeting, where this policy will be presented (allegedly) will be on November 19th.
  - Question from Adebayo: would this post tenure review be a recommendation or a requirement from KBOR? Follow up: would this be annual?
  - Answer: this would be a requirement. Each institution would have to report annually to KBOR a report for any post-tenure faculty member who is at five years post-tenure. This process would also be repeated every five years thereafter.

- WUBOR did not meet subsequent to our last Senate meeting.

  - The next meeting will be on December 4th.

VI. Consent Agenda – Moved to approve by Gonzalez-Abellas, seconded by Adebayo.
- Faculty Senate Committee Reports-
  - ○ Academic Affairs Committee Minutes (September 15, 2025)
  - ○ Graduate Council Committee Minutes (October 6, 2025)
- University Committee Reports –
  - ○ Faculty Handbook Committee Minutes (September 25, 2025)

- Motion passes unanimously.

VII. Old Business –
- 26-3 Approval of Revisions to International Education Committee Description in Faculty Handbook. Moved to approve by Cook, seconded by Gonzalez-Abellas.
  - ○ Beth O'Neill: Previously, the International Education Committee was overseen by the International House but is now overseen by the Office of Academic Affairs. We are clarifying the scope of the membership of the committee and formalizing the structure of the committee.
  - ○ Question from Jones: it's hard to compare the old language with the new given the lack of seeing the track changes, can you comment?

◦ Answer: the track changes were lost from the transition from Word to PDF. What has changed is that enrollment management will now be involved unlike before. Also, there are no longer individual decisions about scholarships for study abroad. For the Fulbright Scholarship, we can develop a committee later if needed.

◦ Question from Buck: how will we be recruiting international students?

◦ Answer: we are going to have enrollment management do that. This committee will no longer recruit international students.

• Schmidt offered a **motion to amend** with the following language, with Leisinger seconding:

> ◦ Change final sentence of new language "Faculty representatives shall be appointed by their respective units to serve a three-year term."
>
> To "Faculty representatives shall be appointed by the Dean of their respective units to serve a three-year term."
>
> ◦ Motion to amend passes unanimously.

• Schnoebelen offered a housekeeping **motion to amend** that Faculty Agenda Items need to be submitted by Faculty Senate members. So the 'Submitted by:' line needs to have a Senator named or a designee named on behalf of that Senator. In this case it can be Beth O'Neill on behalf of John Fritch (as he is an *ex-officio* member of Senate). Chris Jones seconded the motion.

> ◦ Motion to amend passes unanimously.
> ◦ **Motion to pass 26-3 passes unanimously.**

• 26-4 Approval of Revisions to Program Review Committee Description in Faculty Handbook (pps. 17–18). Moved to approve by Ricklefs, seconded by Lambing who asked: does this agenda item go automatically to the General Faculty for consideration?

> ◦ Answer from Schnoebelen: not automatically, but it can go to the General Faculty. According to our standing rules, any motion to approve needs to include an indication that it should go on to the General Faculty if that is so desired (so long as it is not automatically required to go to the General Faculty).

◦ Beth O'Neill: this change was motivated by the realization that program review would no longer include administrative units. With this in mind, we needed to update some language in the handbook to make that clear. Also, we have recognized that there were some practices that were going on during Program Review that we should codify: for example, the Director of Assessment just happened to be on the committee, but now we want to codify that. Second, we learned from the WSGA it is too difficult to find more than one student to serve on the committee, so it would be best to have just one student on the committee. Previously, the language in the handbook for the committee stated that there would be just one Washburn administrative staff member, but we realized that we wanted there to be more than just one, especially a member of the enrollment management team. Also, we are proposing to reorder the goals of the committee so that the goals that are most important are presented first. Finally, we cleaned up some of the language.

- ◦ Question from Camarda: are administrative programs still going to go under review?
- ◦ Answer from Fritch: we have external folks who are reviewing the efficiency of such programs. We also will use data from Campus Climate Surveys to review such programs.
- ◦ Question from Smith: why was there a switch from reviewing administrative units to not doing so?
- ◦ Answer from Fritch: it felt like a personnel review for some small programs. That was one reason.

• Schnoebelen offered a housekeeping **motion to amend** that this Faculty Agenda item be submitted by Beth O'Neill on behalf of John Fritch. Adebayo seconded the motion.

- ◦ Motion to amend passes unanimously.

• Schmidt offered a **motion to amend** with the following language, with a second from Cook:

- ◦ Change final part of the membership list, "…Washburn Student Government Association; three (3) Washburn staff: one (1) from Library/CSSR, one (1) from Student Life, one (1) from Enrollment Management/Admissions"

To "...Washburn Student Government Association; the Dean of Libraries and Center for Student Success and Retention or their designee; The Vice President for Student Life or their designee; and The Dean of Enrollment Management or their designee."

◦ Question from Lambing: why was the term 'staff' taken out from this motion to amend, exactly?

◦ Answer from O'Neill: this new language leaves it open that the committee member in question doesn't have to be a librarian, but it could be as a designee by the Dean of Libraries.

◦ Motion to amend passes unanimously.
◦ **Motion to pass 26-4 passes unanimously.**

• 26-5 Approval of Program Changes to Nursing: Pre-Licensure, BSN. Moved to approve by Hartman, seconded by Adebayo.
◦ Dean of Nursing Crystal Stevens: this change follows a KBOR recommendation of HS 131 or PY 209 to be part of this program.
◦ Question from Camarda: from which institutional unit does this program change proposal come from?
◦ Answer from Schnoebelen: this proposal comes from Academic Affairs through the curriculum process.
Question from Schnoebelen: Have the relevant units that offer classes for this program been consulted to ensure they can support the changes? Answer: Yes.
◦ **Motion to approve 26-5 passes unanimously.**

VIII. New Business – None.
IX. Information Items – None.
X. Discussion Items – None.
XI. Announcements
• Adebayo: if you watch videos from accessibility week, you can still get badges for it if you email Sue Taylor Owens. On Thursday (11/13), please join us with Courtney Sullivan for the Gender Brown Bag. We got a feature in the news for our previous Gender Brown Bags!
• Buck: this Wednesday (11/12) on campus, we host a music day from USD 501 and other districts. We had to cap our enrollment at 140 students! We get students from this not just for majors and minors, but for being in pep band and the like.

• O'Neill: this Thursday evening (11/13) our own Lambing is going to be recognized as one of Topeka's top 20 under 40! From the website for this event: "this award honors members of the Topeka/Shawnee County Community for their commitment and contributions both professionally and personally."
• Cook: Washburn will host Math Day next Tuesday (11/18) with about 200 students on campus.
• Schnoebelen: Day of Transformation is November 20th.

XII. Adjournment of Meeting at 3:49

Faculty Handbook Committee Meeting Minutes
Thursday, October 23, 2025
2pm – Cottonwood Room

Members in attendance: John Fritch, Melanie Worsley, Marc Fried, Cynthia Holthaus, David Sollars, Zach Frank, Kelly Erby, Crystal Stevens, Sean Bird, Jenny Lamb, Erica Jackson, Amy White, Shaun Schmidt, Jim Schnoebelen

Members not present: Jeff Jackson, Paul Byrne, Eunice Peters

I. Call to Order at 2:06 pm by John Fritch.
II. Approval of Minutes for September 25, 2025
    a. After presentation, Jim Schnoebelen made a motion to approve the minutes with a correction that the next meeting date at the end of the minutes should reflect October 23, 2025, not November 20, 2025. Zach Frank seconded. Motion passed on a voice vote and minutes were approved as amended.
III. Old Business/Action Items –
    a. Senior Lecturer –
        i. Fritch reminded the committee of the issues that he noted at the last meeting, and it is the intent to have this issue resolved this semester
        ii. Fritch stated he believes that the self-nomination was acceptable as well as developing individual department standards
        iii. Fritch said he sees timing and frequency, and promotion steps as the key issues to discuss
        iv. There was lengthy discussion which included
            1. Proposal of one-step process so to eliminate doing the steps more than once
            2. The desire of some faculty for recognition
            3. Financial benefits of one promotion vs. two
            4. Proposal of two levels – automatic step one at 5 years of satisfactory work with a stipend or some other small payment and one official review at 8 years with salary adjustment
                a. Further discussion on process and procedure for this type of promotion
                b. Financial implications
                c. It was further suggested that the committee focus on the Senior Lecturer 8-year review first and then revisit the "advanced" promotion policy later

     5. Question asking what the goal is, i.e., what is wanted for long term and how to transition
     6. Length of contract was discussed as no one has a multiple-year contract but the timing of when a new contract is issued may be important as earlier is usually better
     7. Fritch noted he will do a few things regarding this matter prior to the next meeting:
         a. He will obtain a count of how many lecturers are eligible
         b. How long they have been at WU
         c. Will draft different scenarios and what the proposed policy revision would look like
         d. He will also review with President's office
         e. Will try to schedule another meeting between now and the next regular meeting

IV. New Business
    a. Faculty Handbook, Appendix I – meeting time expired before discussion. Fritch asked the committee members to make further changes to this document by one week prior to the next meeting.

V. Discussion Items
    a. Fritch advised that the two proposals approved at the last meeting on September 25, 2025 (ICE and Program Review) has been referred to Academic Affairs for review prior to going to Faculty Senate

VI. Adjournment – there being no other items to discuss Amy White made a motion to adjourn and Crystal Stevens seconded. Motion passed on a voice vote. Meeting was adjourned at 2:56pm.

The next meeting is scheduled for **Thursday, November 20, 2025, at 2:00pm in the Cottonwood Room.**

Minutes taken by Beth Mathews

Faculty Handbook Committee Meeting Minutes
Thursday, November 20, 2025
2pm – Cottonwood Room

Members in attendance: John Fritch, Melanie Worsley, Marc Fried, Cynthia Holthaus, Jeff Jackson, David Sollars, Zach Frank, Kelly Erby, Crystal Stevens, Sean Bird, Jenny Lamb, Erica Jackson, Amy White, Shaun Schmidt, Jim Schnoebelen, Paul Byrne, Eunice Peters

I.   Call to Order at 2:18 pm by John Fritch.
II. Approval of Minutes for October 23, 2025
     a. Jim Schnoebelen made a motion to approve the minutes as presented. Crystal Stevens seconded. Motion passed on a voice vote and minutes were approved as amended.
III. Old Business/Action Items –
     a. Senior Lecturer –Fritch shared he visited with President Mazachek about the proposal. Her major concern was with the 5-year promotion step. Fritch shared his counter proposal document.
     b. The committee had a lengthy discussion of various items with the proposal including, review committee composition, criteria for reviews at unit levels, timing of promotions, financial implications to promotions, titles upon promotion, tier level promotions, current language in faculty handbook regarding senior lecturer promotions, transfer of service years
     c. Fritch indicated he would work on another draft to present at the next meeting
IV. New Business
     a. Faculty Handbook, Appendix I – meeting time expired before discussion. Table to next meeting.
V.   Adjournment – Meeting was adjourned at 3:04pm.

The next meeting is scheduled for **Thursday, January 29, 2025, at 2:00pm in the Cottonwood Room.**

Minutes taken by Beth Mathews

Gen Ed Committee Minutes
Tuesday, November 18, 2025 – 12pm
Cottonwood Room

<u>In Attendance:</u> Beth O'Neill (ex-officio), Kelly McClendon (ex-officio), Joey DeSota, Susan Bjerke, Linzi Gibson, Kristen Grimmer, Amy Memmer, Tom Hickman, Belinda Eckert, Stephen Woody, Justin Moss

I. **Call to Order**: Meeting called to order by Beth O'Neill at 12:00pm.
II. **Approval of minutes**
   a. Susan Bjerke moved to approve the meeting minutes from October 8, 2025, as presented. Justin Moss seconded the motion. No discussion. Motion was approved.
III. **New Proposals**
   a. PY319 – Susan Bjerke moved to approve the proposal for PY 319 to be a general education course in the social science, inclusion & belonging, and scientific reasoning distribution areas. Kirsten Grimmer seconded the motion. After discussion, motion carried.
   b. CM130 – Kristen Grimmer moved to approve the proposal for CM 130 to be a general education course in the inclusion & belonging distribution area. Stephen Woody seconded the motion. After discussion, motion carried.
IV. **Student Petitions**
   a. Student A – Requests transfer of two courses from Mt. Hood Community College. Susan Bjerke moved to approve the student petition. Belinda Eckert seconded the motion. After discussion, motion was carried.
   b. Student B – Requests transfer of a public health course from Baker University. Stephen Woody moved to approve the student petition. Kristen Grimmer seconded the motion. After discussion, motion carried.
   c. Student C – Request for transfer of psychology class from University of Worcester, United Kingdom. Susan Bjerke moved to approve the student petition. Belinda Eckert seconded the motion. After discussion, motion carried.
   d. Student D – Requests transfer of four courses from American Sentinel University, Aurora, Colorado. Susan Bjerke moved to approve the student petition. Kristen Grimmer seconded the motion. After discussion, motion carried.
V. **Revision Proposals**
   a. IE202, IE203, IE204 - Susan Bjerke moved to approve all three revision proposals. Stephen Woody seconded the motion. Kelly McClendon shared that adding the I&B designation would mirror the designations of other similar language courses offered by Modern Languages. After discussion, motion carried.

Approved: 12.9.25

b. BI260, BI203 - Kristen Grimmer moved to approve the two revision proposals, adding the scientific reasoning distribution area to their current designations and changing the USLO for BI 203. Belinda Eckert seconded the motion. After discussion, motion carried.

VI. 5-year Review Revisions

a. Team Potatoes reviewed: AN112, EN105, EN116, EN206, MU100, MU103, PY100, PY211. Susan Bjerke facilitated the team's evaluation.
  i. AN112 – After presentation and discussion, the committee agreed to ACCEPT the review.
  ii. EN105 – After presentation and discussion, the committee agreed to ACCEPT the review.
  iii. EN116 – After presentation and discussion, the committee agreed to ACCEPT the review.
  iv. EN206 – After presentation and discussion, the committee agreed to ACCEPT the review.
  v. MU100 – After presentation and discussion, the committee agreed to ACCEPT the review.
  vi. MU103 – After presentation and discussion, the committee agreed to ACCEPT the review.
  vii. PY100 – After presentation and discussion, the committee agreed to ACCEPT the review.
  viii. PY211 – After presentation and discussion, the committee agreed to ACCEPT the review.
  ix. Susan Bjerke moved to approve all revisions presented. Kristen Grimmer seconded the motion. After discussion, motion carried.

b. Team Turkey reviewed: CN341, CN351, HI308, HI338, HI363, MM155, PO106, SO100. Amy Memmer facilitated the team's evaluation.
  i. CN341 – After presentation and discussion, the committee agreed to ACCEPT the review.
  ii. CN351 – After presentation and discussion, the committee agreed to ACCEPT the review.
  iii. HI308 – After presentation and discussion, the committee agreed to ACCEPT the review.
  iv. HI338 – After presentation and discussion, the committee agreed to ACCEPT the review.
  v. HI363 – After presentation and discussion, the committee agreed to ACCEPT the review.
  vi. MM155 – After presentation and discussion, the committee agreed to ACCEPT the review.
  vii. PO106 – After presentation and discussion, the committee agreed to ACCEPT the review.
  viii. PY211 – After presentation and discussion, the committee agreed to ACCEPT the review.

Approved: 12.9.25

         ix.   Belinda Eckert moved to approve the revisions presented. Amy Memmer seconded the motion. After discussion, motion carried.

VII.   Discussion
   a. The committee discussed topics for the next meeting scheduled for **December 9, 2025, at 10:00am via Zoom.**
      a. Department feedback concerning 5-year reviews
      b. Role of the committee
      c. Revisions to forms
      d. Common issues with submissions such as data collection, lack of consistency, master syllabus, rubrics, standardization within class sections.

There being no other business to discuss, the meeting was adjourned at 1:20pm.
Meeting minutes taken by Beth Mathews

Approved: 12.9.25

Interdisciplinary Studies Committee Meeting Minutes
Monday, November 24, 2025, at 1:00 pm
Zoom

Attendees: Beth O'Neill (Chair, ex officio), Amy White, Adebanke Adebayo, Bobby Tso, Kristen Grimmer, Ashley Maxwell, Rosemary Walker, Sarah Holt, Zenova Williams.

The meeting was called to order at 1:00 pm.

    I.   Honors Course Changes
         a. HN 392 and HN 399: Course revisions
                i. Sarah Holt motioned to approve proposed course revisions, and Bobby Tso seconded.
              ii. Motion was approved by committee.
         b. HN 295: New course
                i. Adebanke Adebayo motioned to approve the new course proposal, and it was seconded by Sarah Holt.
              ii. Discussion about the proposal was held.
            iii. Motion was approved by committee.

    II.   Other matters
         a. Discussion was held regarding interdisciplinary studies courses in the context of the systemwide general education framework.

The meeting ended at 1:18 pm. Minutes taken by Beth O'Neill.

Graduate Council Minutes
Monday, November 3, 2025
12:00pm Via Zoom

Committee members in attendance: Emily Grant, Danny Funk, Jim Schnoebelen, Pat Dahl, Becky Dodge, Zenova Williams, Michele Reisinger, Michael McGuire, Tracy Routsong, Sarah Holt

Not in attendance: Melanie Worsley, Leah Brown, Michael Rettig, Tracy Davies, Jenny Lamb

Guest: Ginger McBride, Assistant Director Financial Aid Advising

I.   Call to Order: Michele Reisinger called the meeting to order at 12:00pm
II. Old Business: None
III. New Business:
   a. Financial aid for graduate students – McBride shared that eligibility for financial aid in the current year is:
      i.   5 credit hours in the fall and spring semesters
      ii. 3 credit hours in the summer semester
      iii. Students are required to be enrolled at least half time (not part-time)
      iv. Eligibility may change in 2026-2027 but financial aid is still getting clarification and will disseminate the information when received
      v.   Students can review their accounts through My Washburn, and they should also review their account balance with the business office
   b. Graduate Teaching Assistant Roles was briefly discussed with members sharing their experiences and how funding might work. Members confirmed that none of their graduate students are teaching but they are used more in a tutor role.
   c. Tuition Waivers
      i.   Financial Aid is not the department that determines waivers, but they do review whether eligibility is met based on the requirements of the funding source

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      ii. It was noted that eligibility may take up some of the student's financial aid available funds

  d. Full time vs. part-time hours requirements to maintain financial aid again is determined by number of credit hours attending. Note the difference between "part-time" and "half-time" for credit hour requirements.

  e. Other Information:

    i. Emily Shaw, Assistant Director Financial Aid Scholarships, would be the person to contact regarding scholarships. McBride is to follow up on data regarding where to find scholarships and how many are available for graduate students.

    ii. Appeals for out-of-state tuition waivers are processed through the Registrar's office.

    iii. Federal student loans for graduate students are available through unsubsidized loans. There is a possibility that the Graduate Plus loans may be going away in 2026-2027.

IV. Discussion

  a. Graduate data from recent Town Hall meetings

    i. Jenny Lamb shared an email outlining the decline in graduate program enrollment numbers and the need to understand the trend particularly in observing the undergraduate and law school upward trends

1.	2021	504
2.	2022	428
3.	2023	425
4.	2024	376
5.	2025	357

    ii. Emily Grant shared that SOL applications are up in general and might be attributed to political climate, law school building, and rural law program

    iii. Grant also shared that typically the division of students are 60% in-state and 40% are out of state. This year, 75% of students are in-state.

  b. Recruitment events and career fairs

    i. Brief discussion by the committee and members shared some of the things their respective departments were doing to recruit

      ii. Danny Funk shared he has tried to get the university to commit to scholarship funding for all graduate students. Individual program scholarships may also be awarded.

      iii. Leah Brown was not in attendance today, so this topic will be tabled to another date

V. Announcements

    a. Graduate Fair will be held on **Wednesday, November 12, 2025, from 10am to 2pm in Washburn B at the Memorial Union**

    b. Next meeting – **Monday, December 1, 2025, at 12:00pm via Zoom**

Meeting adjourned at 12:45pm

Minutes taken by Beth Mathews

Program Change Request

New Program Proposal

Date Submitted: 01/08/26 3:03 pm

Viewing: : **Graduate Certificate in Health Science**

Last edit: 01/23/26 1:41 pm

Changes proposed by: Mark Kohls (mark.kohls)

In Workflow

1. SAS Review
2. Acad Ops
3. AL Chair
4. Library
5. SAS Curr Policy Chair
6. SAS Dean
7. SAS Fac Council Chair
8. Governance Check
9. Grad Council
10. Faculty Senate - Governance Check
11. Final Acad Ops
12. Registrar

Approval Path

1. 01/08/26 3:32 pm
   Michelle Shipley
   (michelle.shipley):
   Approved for SAS
   Review
2. 01/09/26 12:35 pm
   Beth ONeill
   (beth.oneill):
   Approved for Acad
   Ops
3. 01/09/26 3:00 pm
   Mark Kohls
   (mark.kohls):
   Approved for AL
   Chair
4. 01/12/26 9:24 am
   Sean Bird
   (sean.bird):

Approved for Library

5. 01/23/26 1:43 pm Michelle Shipley (michelle.shipley): Approved for SAS Curr Policy Chair

6. 01/23/26 3:22 pm Zach Frank (zach.frank): Approved for SAS Dean

7. 01/23/26 3:43 pm Michelle Shipley (michelle.shipley): Approved for SAS Fac Council Chair

8. 01/23/26 3:55 pm Beth ONeill (beth.oneill): Approved for Governance Check

9. 02/03/26 8:46 am Beth Mathews (beth.mathews): Approved for Grad Council

Proposal Information

Effective Catalog Edition	2026-2027
	All proposals with the 2026-2027 catalog edition date will be effective Fall 2026
Subject	Graduate Certificate in Health Science

Description of Proposal

This proposal creates a new 12-credit Graduate Certificate in Health Science designed for health professionals who want graduate-level preparation in core health science competencies that support effective practice across clinical and organizational health care environments. The certificate may be completed as a stand-alone credential or used to support future completion of the Master of Health Science (MHS) degree.

Reason(s) for Proposal	Enrollment Change
	In Response to Other Curriculum Changes
	Other

Describe in detail the reasons for the proposal

A new 12-credit Graduate Certificate in Health Science designed for health professionals who want graduate-level preparation in core health science competencies that support effective practice across clinical and organizational health care environments. The certificate may be completed as a stand-alone credential or used to support future completion of the Master of Health Science (MHS) degree.

Admissions Requirements

• Bachelor's degree with a cumulative GPA of 3.0 or higher in the last 60 credit hours*
• Minimum of two years of professional health care experience

Will this proposal require additional faculty or impact faculty load?	No
Will this proposal require additional infrastructure support?	No
Is there supporting documentation attached to this proposal?	Yes
	Attach your supplemental files below

Program Information

Program Title	Graduate Certificate in Health Science
Department	Allied Health
College	School of Applied Studies
Degree Level	Graduate
Degree to be Offered	Post-Graduate Certificate (PCERT)
CIP Code	510701 - Health/Health Care Administration/

Management.

Program Code

Program codes are managed by the Registrar team. For new programs, codes will be assigned after final approval.

Is this program an interdisciplinary program?   No

Is this program offered completely online?   No

Does this program lead to a teaching certification?   No

Admission and Curriculum

Does the program have specialized admission requirements?   Yes

If yes, please explain:

Admission requirements include:

1) Completion of a bachelor's degree or higher with a cumulative GPA of at least 3.0 in the last 60 hours

2) Two years of professional health care experience

Total Number of Credit Hours for the Degree   12

Curriculum

Certificate Requirements

1. Complete all required coursework within six years of program start date.

2. Maintain no less than a 3.0 grade point average in the certificate coursework.

3. One grade of "C" in the plan of study will count for credit. A student may re-take a course to meet this

requirement, but a course may only be retaken one time.

 4. Students will be placed on probation whenever the MHS grade point average falls below 3.0 or one course grade of "C" has been recorded.

 5. Unless the instructor of the course stipulates an earlier deadline, an Incomplete Grade (I) must be completed by the end of two consecutive semesters, which excludes the summer session; otherwise a grade of "F" will be recorded. An incomplete Grade (I) in the capstone course will remain as an incomplete until the course is completed.

 6. Seventy-five percent (75%) of semester hours required for the degree must be earned at Washburn University.

AL 601	Legal/Ethical Issues in Health Care	3
AL 602	Special Populations in Health Care	3
AL 620	Research Methods in Health Science	3
AL 628	Systems Thinking and Safety in Health Care	3
Total Hours		12

Supplemental Files   MHS Curriculum Revision Planning_V4.docx

Reviewer
Comments

Key: 516

Program Change Request

New Program Proposal

Date Submitted: 11/25/25 3:45 pm

Viewing: **: Graduate Certificate in Higher Education Teaching**

Last edit: 11/26/25 9:09 am

Changes proposed by: Michelle Shipley (michelle.shipley)

In Workflow

1. **SAS Review**
2. **Acad Ops**
3. **ED Chair**
4. **Library**
5. **SAS Curr Policy Chair**
6. **SAS Dean**
7. **SAS Fac Council Chair**
8. **Governance Check**
9. **Grad Council**
10. **Faculty Senate - Governance Check**
11. Final Acad Ops
12. Registrar

Approval Path

1. 03/04/25 8:59 am
   Beth ONeill
   (beth.oneill):
   Approved for Acad Ops
2. 03/04/25 10:49 am
   Amy Memmer
   (amy.memmer):
   Approved for CJLS Chair
3. 03/04/25 11:14 am
   Sean Bird
   (sean.bird):
   Approved for Library
4. 03/14/25 9:12 am
   Michelle Shipley
   (michelle.shipley):

Approved for SAS
Curr Policy Chair

5. 03/31/25 9:32 am
   Zach Frank
   (zach.frank):
   Approved for SAS
   Dean

6. 03/31/25 9:39 am
   Michelle Shipley
   (michelle.shipley):
   Approved for SAS
   Fac Council Chair

7. 03/31/25 11:31 am
   Holly Broxterman
   (holly.broxterman):
   Approved for
   Governance Check

8. 04/16/25 2:43 pm
   Holly Broxterman
   (holly.broxterman):
   Rollback to Initiator

9. 09/11/25 2:46 pm
   Holly Broxterman
   (holly.broxterman):
   Rollback to Initiator

10. 10/08/25 2:34 pm
    Beth ONeill
    (beth.oneill):
    Rollback to Initiator

11. 10/16/25 2:35 pm
    Holly Broxterman
    (holly.broxterman):
    Rollback to Initiator

12. 11/05/25 4:05 pm
    Beth ONeill
    (beth.oneill):
    Rollback to Initiator

13. 11/25/25 3:46 pm
    Michelle Shipley
    (michelle.shipley):
    Approved for SAS

Review

14. 12/04/25 3:20 pm
Beth ONeill
(beth.oneill):
Approved for Acad
Ops

15. 12/04/25 4:08 pm
Cherry Steffen
(cherry.steffen):
Approved for ED
Chair

16. 12/05/25 8:14 am
Sean Bird
(sean.bird):
Approved for
Library

17. 12/05/25 8:51 am
Michelle Shipley
(michelle.shipley):
Approved for SAS
Curr Policy Chair

18. 12/05/25 3:23 pm
Zach Frank
(zach.frank):
Approved for SAS
Dean

19. 01/23/26 10:25 am
Michelle Shipley
(michelle.shipley):
Approved for SAS
Fac Council Chair

20. 01/23/26 10:46 am
Beth ONeill
(beth.oneill):
Approved for
Governance Check

21. 02/03/26 8:46 am
Beth Mathews
(beth.mathews):
Approved for Grad
Council

Proposal Information

Effective Catalog Edition	2025-2026
	All proposals with the 2026-2027 catalog edition date will be effective Fall 2026
Subject	Graduate Certificate in Higher Education Teaching

Description of Proposal

The Certificate in Higher Education Teaching is designed for graduate students aspiring to teach in college or university classrooms. This interdisciplinary certificate equips students with best practices and tools for effective postsecondary teaching, including course design, student engagement, classroom management, education research, and the integration of technology.

Students complete four education-based courses plus a discipline-specific educational practicum for a total of 15 credit hours. The practicum allows the MCJ graduate program to provide experiences tailored to its own professional and academic context.

Three of the courses included in the certificate are regularly offered as a part of other M.Ed. programs. The other two courses will be offered as needed with coordination between the ED and CJ departments.

Reason(s) for Proposal	In Response to Other Curriculum Changes
	Student Course Feedback Information

Describe in detail the reasons for the proposal

This is a joint proposal from the Education Department and the Criminal Justice and Legal Studies Department to create a new Certificate in Higher Education. We identified a need for an additional pathway for graduate students to prepare for potential careers in academia. The certificate will help graduate students demonstrate their commitment to developing as instructors in higher education by providing them with practical, research-based teaching skills and a credential that complements any academic or professional field.

The Certificate in Higher Education is designed to provide interested graduate students with some of the best practices and tools needed to provide quality teaching and as educators in a postsecondary classroom. It provides a pathway for graduate students to become more effective future instructors by completing coursework that focuses on best practices in pedagogy and class management relative to the student's academic and/or professional area of interest.

Many neighboring colleges and universities offer graduate certificates. And while some of the

certificates are related to teaching, few of them focus on teaching in higher education classrooms. For example, Kansas State University offers over seven types of graduate certificates, including a Teaching and Learning Graduate Certificate for teaching in one of sixteen areas for grades K-12 (Kansas State University, 2024). The University of Kansas offers a Graduate Certificate in Higher Education Administration focusing on preparations for professional administrative positions in higher education (University of Kansas, 2024). More notably and similar to what we are proposing, the University of Missouri-Kansas City offers a Graduate Certificate in College Teaching & Career Preparation. This program offers a certificate for preparing to successfully teach at the college level for any discipline (University of Missouri-Kansas City, 2024). The national landscape shows several universities offering a graduate certificate that focuses on teaching in higher education (such as East Texas A&M University, San Jose State University, Cleveland State University, the University of Utah, and East Tennessee State University). Washburn University would be adding a distinctive graduate certificate for local, regional, as well as national students.

We also believe our proposed graduate certificate could offer a unique marketing advantage by distinguishing us through a specialized certificate and curriculum that is tailored to helping graduate students enter a competitive academic job market. For example, this certificate could attract students and professionals who are seeking to enhance their expertise in college instructions, thereby potentially increasing enrollment from working professionals interested in sharing their knowledge at community colleges, lecturers at universities, adjunct instructors, or as a steppingstone into post-graduate studies. Additionally, offering the graduate certificate in higher education aligns with employer needs for quality-focused educators, demonstrating Washburn's commitment to providing practical, career-oriented educational opportunities for its graduate students.

Additionally, we believe this proposed graduate certificate is aligned with Washburn University's strategic vision for supporting teaching excellence, community engagement, fostering a collaborative environment, and demonstrating a commitment to helping prepare students at all levels to reach their fullest potential as individuals, students, and professionals (Washburn University Strategic Plan, 2024).

Sources:

Cleveland State University (2025). Certificate in Higher Education Teaching. Division of Continuing and Extended Education. Certificate in Higher Education Teaching | Cleveland State University

East Texas A&M University (2024). Higher Education Teaching Graduate Certificate. Higher Education Programs – Catalog. https://www.tamuc.edu/programs/higher-education-teaching-graduate-certificate/

Kansas State University (2024, August 21). Adult Learning Graduate Certificate. K-State Online. Adult Learning Graduate Certificate

San Jose State University (2024, October 3). Higher Education Teaching Certificate. Professional Education. Higher Education Teaching Certificate

University of Kansas (2024). Graduate Certificate in Higher Education Administration. KU 2024-2025 Catalog. Graduate Certificate in Higher Education Administration | The University of Kansas Academic Catalog

University of Missouri-Kansas City (2024). Graduate Certificate in College Teaching & Career Preparation. UMKC Academic Catalog. Graduate Certificate in College Teaching & Career Preparation < University of Missouri-Kansas City

University of Utah (2025). Graduate Certificate in Teaching in Higher Education. Martha Bradley Evans Center for Teaching Excellence. Graduate Certificate in Teaching in Higher Education - Center for Teaching Excellence - The University of Utah

University of Wisconsin-Milwaukee (2025). Teaching and Learning in Higher Education, Graduate Certificate. School of Education. Teaching and Learning in Higher Education, Graduate Certificate | UW-Milwaukee Academic Catalog

Washburn University Strategic Plan (2024, February). Washburn Strategic Framework: Thriving Together. Strategic Plan | Washburn University

Will this proposal require additional faculty or impact faculty load?	No
Will this proposal require additional infrastructure support?	No
Is there supporting documentation attached to this proposal?	No *Attach your supplemental files below*

Program Information

Program Title	Graduate Certificate in Higher Education Teaching
Department	Education
College	School of Applied Studies
Degree Level	Graduate
Degree to be Offered	Certificate (CERT)
CIP Code	13.1214 - 13.1214

Program Code
Program codes are managed by the Registrar team. For new programs, codes will be assigned after final approval.

Is this program an interdisciplinary program?   Yes

If yes, please list departments:
    Criminal Justice and Legal Studies; Education

Is this program offered completely online?   Yes

Does this program lead to a teaching certification?   No

Admission and Curriculum

Does the program have specialized admission requirements?   Yes

If yes, please explain:
    A minimum completion of a bachelor's degree will be required, as well as admission into the MCJ program, as this is a graduate certificate. Additionally, departmental permission is needed to enroll in the practicum course.

Total Number of   15

Credit Hours for the

Degree

Curriculum

Certificate Requirements

ED 601	Adult Learning Theory and Practice	3
ED 665	Introduction to Educational Research	3
ED 672	Issues in Modern American Education	3
ED 680	Integrating Technology in Curriculum	3
CJ 678	Educational Practicum in Criminal Justice	3
Total Hours		15

Supplemental Files

Reviewer
Comments

Holly Broxterman (holly.broxterman) (04/16/25 2:43 pm): Rollback: Per 4/15/25 email from Michelle Shipley to Melanie Worsley, SAS would like to voluntary pull back this proposal from the Grad Council queue, continue edits, and resubmit Fall 2025. Ok'd by Michelle Shipley to roll back to proposal originator / Amy Memmer (HB).

Holly Broxterman (holly.broxterman) (09/11/25 2:46 pm): Rollback: Per a request from Amy, she would like to continue edits. Rolling back to her.

Beth ONeill (beth.oneill) (10/08/25 2:34 pm): Rollback: Rollback for Chair to verify a revision.

Holly Broxterman (holly.broxterman) (10/16/25 2:35 pm): Rollback: Per Amy's request.

Beth ONeill (beth.oneill) (11/05/25 4:05 pm): Rollback: Rolling back at request of SAS.

Key: 490

Program Change Request

New Program Proposal

Date Submitted: 11/11/25 7:38 am

Viewing: **: Graduate Certificate in the Science of Literacy**

Last edit: 11/13/25 2:26 pm

Changes proposed by: Craig Carter (craig.carter)

In Workflow

1. SAS Review
2. Acad Ops
3. ED Chair
4. Library
5. SAS Curr Policy Chair
6. SAS Dean
7. SAS Fac Council Chair
8. Governance Check
9. Grad Council
10. Faculty Senate - Governance Check
11. Final Acad Ops
12. Registrar

Approval Path

1. 11/11/25 1:15 pm Michelle Shipley (michelle.shipley): Approved for SAS Review
2. 11/11/25 2:34 pm Beth ONeill (beth.oneill): Rollback to SAS Review for Acad Ops
3. 11/13/25 2:29 pm Michelle Shipley (michelle.shipley): Approved for SAS Review
4. 11/13/25 3:24 pm Beth ONeill

(beth.oneill):
Approved for Acad
Ops

5. 11/24/25 11:27 am
Cherry Steffen
(cherry.steffen):
Approved for ED
Chair

6. 11/24/25 1:18 pm
Sean Bird
(sean.bird):
Approved for
Library

7. 12/05/25 8:51 am
Michelle Shipley
(michelle.shipley):
Approved for SAS
Curr Policy Chair

8. 12/05/25 3:23 pm
Zach Frank
(zach.frank):
Approved for SAS
Dean

9. 01/23/26 10:25 am
Michelle Shipley
(michelle.shipley):
Approved for SAS
Fac Council Chair

10. 01/23/26 10:46 am
Beth ONeill
(beth.oneill):
Approved for
Governance Check

11. 02/03/26 8:46 am
Beth Mathews
(beth.mathews):
Approved for Grad
Council

Proposal Information

Effective Catalog Edition	2026-2027
	All proposals with the 2026-2027 catalog edition date will be effective Fall 2026
Subject	Graduate Certificate in the Science of Literacy

Description of
Proposal

The Graduate Certificate in the Science of Literacy is a 12-credit hour program that will include five courses providing candidates a foundation for the Science of Literacy program. This program delves deeply into evidence-based practices, equipping candidates with the tools to understand and implement effective literacy assessment and instruction in Grades P-12. Throughout these courses, candidates demonstrate their ability to apply evidence-based literacy instruction in their classroom/school.

Candidates can use this foundation to obtain Reading Specialist Endorsement or a M.Ed. with additional credit hours. The certificate can serve as a steppingstone, potentially making the full M.Ed. degree more manageable.

Reason(s) for   Other
Proposal

Describe in detail
the reasons for the
proposal

The proposal is for a graduate certificate in the Science of Literacy which will provide a foundation for other graduate level courses and programs in the Science of Literacy. The certificate level is for P12 school leaders in the area of literacy. P-12 educators must demonstrate continued professional learning during their teaching career. While some may seek an advanced degree, offering a certificate provides a pathway for educators seeking additional knowledge but not necessarily another degree. Further, the field of the science of literacy is an area in high demand and this certificate will be an option for educators to gain this knowledge within Kansas rather than seeking certification from an online, national platform. In addition, this certificate will be stackable towards the Reading Specialist endorsement and the M.Ed. in the Science of Literacy (both pending approval).

Will this proposal   Yes
require additional
faculty or impact
faculty load?

If yes, please
explain:

Depending on the number of students enrolling in the Science of Literacy programs, it may be necessary to hire additional literacy staff. Initially, the course load for this certificate will be

managed with current faculty and/or adjuncts. RD 614 and RD 615 are offered as 8-week session courses in the fall semester. The other courses (6 credit hours) can be offered in the following spring or summer semester.

Will this proposal require additional infrastructure support?	No
Is there supporting documentation attached to this proposal?	No *Attach your supplemental files below*

Program Information

Program Title	Graduate Certificate in the Science of Literacy
Department	Education
College	School of Applied Studies
Degree Level	Graduate
Degree to be Offered	Certificate (CERT)
CIP Code	131315 - Reading Teacher Education.

Program Code

Program codes are managed by the Registrar team. For new programs, codes will be assigned after final approval.

Is this program an interdisciplinary program?	No
Is this program offered completely online?	No
Does this program lead to a teaching certification?	No

Admission and Curriculum

Does the program have specialized admission requirements?	No
Total Number of Credit Hours for the Degree	12

Curriculum

Certificate Requirements

Required Courses		
RD 614	Foundations of the Science of Reading: Understanding and Applying Structured Literacy Principles I	3
RD 615	Foundations of the Science of Reading: Understanding and Applying Structured Literacy Principles II	3
RD 621	The Science of Writing	2
RD 623	Literacy Instruction in Grades 6-12	2
RD 625	Literacy Assessment	2
Total Hours		12

Supplemental Files

Reviewer Comments

Beth ONeill (beth.oneill) (11/11/25 2:34 pm): Rollback: Rolling back for additional components to be added to the proposal description and rationale.

Key: 513

Program Change Request

New Program Proposal

Date Submitted: 01/08/26 9:47 pm

Viewing: **: M.Ed. in the Science of Literacy**

Last edit: 01/23/26 12:08 pm

Changes proposed by: Craig Carter (craig.carter)

In Workflow

1. **SAS Review**
2. **Acad Ops**
3. **ED Chair**
4. **Library**
5. **SAS Curr Policy Chair**
6. **SAS Dean**
7. **SAS Fac Council Chair**
8. **Governance Check**
9. **Grad Council**
10. **Faculty Senate - Governance Check**
11. KBOR
12. Final Acad Ops
13. Registrar

Approval Path

1. 01/09/26 9:53 am
   Michelle Shipley
   (michelle.shipley):
   Approved for SAS
   Review
2. 01/09/26 10:33 am
   Beth ONeill
   (beth.oneill):
   Approved for Acad
   Ops
3. 01/09/26 1:13 pm
   Cherry Steffen
   (cherry.steffen):
   Approved for ED
   Chair
4. 01/12/26 9:24 am
   Sean Bird

(sean.bird):
Approved for
Library

5. 01/23/26 10:24 am
Michelle Shipley
(michelle.shipley):
Approved for SAS
Curr Policy Chair

6. 01/23/26 11:37 am
Zach Frank
(zach.frank):
Approved for SAS
Dean

7. 01/23/26 12:09 pm
Michelle Shipley
(michelle.shipley):
Approved for SAS
Fac Council Chair

8. 01/23/26 12:29 pm
Beth ONeill
(beth.oneill):
Approved for
Governance Check

9. 02/03/26 8:46 am
Beth Mathews
(beth.mathews):
Approved for Grad
Council

Proposal Information

Effective Catalog Edition	2026-2027 *All proposals with the 2026-2027 catalog edition date will be effective Fall 2026*
Subject	Reading

Description of
Proposal

The Master's of Education in the Science of Literacy program will replace the current M.Ed.
Reading Specialist Program. The program requires a total of 30 credit hours and offers a
comprehensive exploration of the Science of Reading, emphasizing structured literacy
methodologies. These courses focus on understanding current research methodologies,

conducting original research, and developing and implementing authentic leadership, advocacy, and partnership experiences.

Reason(s) for Proposal	Accreditation Requirement Changes
	Labor Market Data
	Other

Describe in detail the reasons for the proposal

Research on literacy acquisition (including neuroscience and linguistics) and effective instructional practices has led to changes in the way literacy instruction is approached in public schools. To align with the most recent research, the M.Ed. program was completely revised. In addition, this new program aligns with recent state legislation and state education policy (requirements for schools regarding dyslexia screening, requiring all teachers to have updated training, etc.). In addition, there is a renewed interest at the state level to reverse the decision regarding requiring reading specialists in certain schools (this requirement was previously abandoned). Due to the increased need for literacy specialists in general education classrooms and the potential need for more reading specialists in schools, this program fulfills/will fulfill upcoming needs. While other institutions have inactivated their programs (such as KU), WU will be a leader in an innovative, current program.

Will this proposal require additional faculty or impact faculty load?	Yes

If yes, please explain:

To date, there are candidates (inservice teachers) ready to begin the program. This has been through simple word-of-mouth about the new program. Its format, approach, and focus appeals to teachers. With formal approval and marketing, WU should see an increase in enrollment that this program has not seen for many years.

The primary faculty member for the current M.Ed. programs in literacy has been teaching 6 graduate credit hours each semester (and those 6 credit hours are built into the new M.Ed. program). The department currently has faculty who can teach the new courses, but with additional courses needing to be offered, load may need to shift and/or an adjunct may need to be hired to cover a course.

Will this proposal require additional infrastructure support?	No

Is there supporting documentation attached to this proposal?	Yes *Attach your supplemental files below*

Program Information

Program Title	M.Ed. in the Science of Literacy
Department	Education
College	School of Applied Studies
Degree Level	Graduate
Degree to be Offered	Master of Education (MED)
CIP Code	131315 - Reading Teacher Education.

Program Code

Program codes are managed by the Registrar team. For new programs, codes will be assigned after final approval.

Is this program an interdisciplinary program?	No
Is this program offered completely online?	No
Does this program lead to a teaching certification?	No

Admission and Curriculum

Does the program have specialized admission requirements?	Yes

If yes, please explain:

The following information is required for admission to the Graduate Program in Education:

A completed Washburn University application for graduate study in the Department of Education

An earned Bachelor's degree from an accredited university

Official transcript(s)

An overall GPA of 3.0 in the last 60 hours of course work (per official transcripts)*

A signed Department of Education Professional Conduct and Dispositions form

Two references indicating the candidates' potential to complete a graduate program.

A copy of the candidates' current teaching license (if applicable).

* The Department of Education requires that candidates have at least a 3.0 GPA in their last 60 hours of course work. It is recognized, however, that applicants may want to pursue a graduate program with a prior GPA below 3.0. Such candidates will be provisionally admitted if all other application criteria have been met and their grades in graduate courses will be monitored each semester. Provisional Candidates who maintain at least a 3.0 GPA in the first 12 credit hours of course work will be formally admitted to the program. Once admitted to the graduate program all candidates will be required to meet department criteria for completion of the program.

Total Number of Credit Hours for the Degree	30

Curriculum

Degree Requirements

RD 614	Foundations of the Science of Reading: Understanding and Applying Structured Literacy Principles I	3
RD 615	Foundations of the Science of Reading: Understanding and Applying Structured Literacy Principles II	3
RD 621	The Science of Writing	2
RD 623	Literacy Instruction in Grades 6-12	2
RD 625	Literacy Assessment	2

RD 627	Using Human-Centered AI to Support Literacy Instruction	1
RD 629	Dyslexia Assessment and Identification Systems	1
RD 631	Practicum in Literacy Assessment and Instruction	2
RD 633	Data Literacy and Data-Based Decision-Making Systems	1
RD 635	Leadership in Literacy: Communication, Collaboration, and Coaching	1
RD 637	Advocacy and Activism in Education	2
RD 639	Family, School and Community Partnerships	1
RD 640	Applied Learning in Leadership, Advocacy, and Partnerships	3
ED 665	Introduction to Educational Research	3
RD 675	Research in the Science of Literacy	3
Total Hours		30

Supplemental Files   C&P Science of Literacy Graduate Program Description.docx

Reviewer
Comments

Key: 517

Program Change Request

Date Submitted: 01/08/26 12:12 pm

Viewing: **HCE-MHS : Master of Health Science-HCEd**

Last approved: 11/11/25 3:32 pm

Last edit: 01/23/26 1:45 pm

Changes proposed by: Mark Kohls (mark.kohls)

Catalog Pages Using
this Program
  Health Care Education, MHS

Approval Path

1. 01/08/26 1:47 pm
   Michelle Shipley
   (michelle.shipley):
   Approved for SAS
   Review
2. 01/09/26 12:35 pm
   Beth ONeill
   (beth.oneill):
   Approved for Acad
   Ops
3. 01/09/26 3:01 pm
   Mark Kohls
   (mark.kohls):
   Approved for AL
   Chair
4. 01/12/26 9:24 am
   Sean Bird
   (sean.bird):

Approved for
Library

5. 01/23/26 1:50 pm
Michelle Shipley
(michelle.shipley):
Approved for SAS
Curr Policy Chair

6. 01/23/26 3:28 pm
Zach Frank
(zach.frank):
Approved for SAS
Dean

7. 01/23/26 3:43 pm
Michelle Shipley
(michelle.shipley):
Approved for SAS
Fac Council Chair

8. 01/23/26 3:56 pm
Beth ONeill
(beth.oneill):
Approved for
Governance Check

9. 02/03/26 8:46 am
Beth Mathews
(beth.mathews):
Approved for Grad
Council

History

1. Apr 21, 2022 by
clmig-jwillging

2. Apr 7, 2023 by Holly
Broxterman
(holly.broxterman)

3. Apr 7, 2023 by Holly
Broxterman
(holly.broxterman)

4. May 17, 2023 by
Holly Broxterman
(holly.broxterman)

5. May 8, 2024 by
   Holly Broxterman
   (holly.broxterman)
6. Jun 26, 2024 by
   Holly Broxterman
   (holly.broxterman)
7. Nov 11, 2025 by
   Holly Broxterman
   (holly.broxterman)

Proposal Information

Effective Catalog Edition	2026-2027
	All proposals with the 2026-2027 catalog edition date will be effective Fall 2026
Subject	MHS Program Revisions
Change Type	Significant

Description of
Proposal

Key revisions include:

• MHS degree credit hour reduction

Master's Degree Current: 36 credit hours

Master's Degree Proposed: 30 credit hours

• Course Descriptions: All but one have been revised. Most edits are minor; 4 are more extensive. Revisions do not change course credit hours.

• Replacement of 1 Course with New Course: In place of the current AL603 Health Care Decision Making, create AL628 Systems Thinking and Safety in Health Care.

The decision to remove AL722 and AL726 was driven by an intentional effort to reduce curricular overlap and improve coherence.

• AL722 was selected for removal because its core focus (changes across time or evolutions – not fads) is already meaningfully embedded across multiple required courses. For example, trends in education (e.g., assessment, instructional methods, adult learning, and instructional technology) arise in AL600, AL624, AL626, and AL720. Trends related to serving diverse patient populations and legal and ethical issues emerge in AL601 and AL602. Additionally, the new course (AL 628) will incorporate contemporary developments related to safety, quality, and system improvement explicitly.

• AL726 was removed as part of a deliberate redesign of the capstone experience. The program

is shifting to a portfolio-based capstone model that emphasizes reflection, revision, synthesis, and professional identity development across the program. This approach aligns with current best practices in graduate assessment and responds to concerns related to academic integrity and AI-generated work. A portfolio model requires students to demonstrate growth over time using artifacts developed across courses and can be completed effectively within a single culminating course. So, the two-course capstone sequence is no longer pedagogically necessary.

• AL 628 - Systems Thinking and Safety in Health Care course was added because patient safety remains a persistent and high-priority issue across healthcare settings. Preparing practitioners and emerging leaders to understand safety from a modern perspective, rooted in systems thinking, human factors, and incident learning, is essential. This course strengthens the administrative and leadership dimension of the revised curriculum.

• Overall, these course-level decisions were guided by alignment with program learning outcomes, avoidance of content duplication, and relevance to contemporary healthcare practice.

Reason(s) for Proposal	Enrollment Change In Response to Other Curriculum Changes
Describe in detail the reasons for the proposal	Key revisions include: • MHS degree credit hour reduction o Master's Degree Current: 36 credit hours o Master's Degree Proposed: 30 credit hours • Course Descriptions: All but one have been revised. Most edits are minor; 4 are more extensive. Revisions do not change course credit hours. • Replacement of 1 Course with New Course: In place of the current AL603 Health Care Decision Making, create AL628 Systems Thinking and Safety in Health Care.
Will this proposal require additional faculty or impact faculty load?	No
Will this proposal require additional infrastructure support?	No
Is there supporting documentation attached to this	No *Attach your supplemental files below*

proposal?

Program Information

Program Title	Master of Health Science-HCEd
Department	Allied Health
College	School of Applied Studies
Degree Level	Graduate
Degree to be Offered	MHS
CIP Code	513202 - Health Professions Education.
Program Code	HCE-MHS

Program codes are managed by the Registrar team. For new programs, codes will be assigned after final approval.

Is this program an interdisciplinary program?	No
Is this program offered completely online?	Yes
Does this program lead to a teaching certification?	No

Admission and Curriculum

Does the program have specialized admission requirements?	Yes

If yes, please explain:

Program admission requires the following:

1) A bachelor's degree and cumulative GPA of 3.0 or higher in last 60 credit-hours

2) Two years of professional health care experience

Total Number of Credit Hours for the Degree	30

Curriculum

Degree ~~Program~~ Requirements

AL 600	Foundations of Health Care Education	3
AL 601	Legal/Ethical Issues in Health Care	3
AL 602	Special Populations in Health Care	3
~~AL 603~~	~~Health Care Decision Making~~	~~3~~
AL 620	Research Methods in Health Science	3
AL 622	Organization and Administration in Higher Education	3
AL 624	Assessment in Health Care Education	3
AL 626	Instructional Technology	3
AL 628	Systems Thinking and Safety in Health Care	3
AL 720	Curriculum and Instruction in Health Care Education	3
~~AL 722~~	~~Trends in Health Care and Education~~	~~3~~
AL 724	Capstone Portfolio	3
~~AL 726~~	~~Capstone II~~	~~3~~
Total Hours		30

Supplemental Files   MHS Curriculum Revision Planning_V4.docx

Reviewer Comments

Key: 96

Program Change Request

Date Submitted: 01/08/26 3:03 pm

Viewing: **HCED-CTG : <u>Graduate</u> ~~Post-Graduate~~ Certificate in Health Care Education**

Last approved: 10/30/25 12:00 pm

Last edit: 01/09/26 10:39 am

Changes proposed by: Mark Kohls (mark.kohls)

Catalog Pages Using
this Program

    Health Care Education, Post-Graduate Certificate

In Workflow

1. **SAS Review**
2. **Acad Ops**
3. **AL Chair**
4. **Library**
5. **SAS Curr Policy Chair**
6. **SAS Dean**
7. **SAS Fac Council Chair**
8. **Governance Check**
9. **Grad Council**
10. **Faculty Senate - Governance Check**
11. Final Acad Ops
12. Registrar

Approval Path

1. 01/08/26 3:35 pm
   Michelle Shipley
   (michelle.shipley):
   Approved for SAS
   Review
2. 01/09/26 12:35 pm
   Beth ONeill
   (beth.oneill):
   Approved for Acad
   Ops
3. 01/09/26 3:01 pm
   Mark Kohls
   (mark.kohls):
   Approved for AL
   Chair
4. 01/12/26 9:24 am
   Sean Bird
   (sean.bird):

Approved for Library

5. 01/23/26 10:24 am Michelle Shipley (michelle.shipley): Approved for SAS Curr Policy Chair

6. 01/23/26 11:38 am Zach Frank (zach.frank): Approved for SAS Dean

7. 01/23/26 2:05 pm Michelle Shipley (michelle.shipley): Approved for SAS Fac Council Chair

8. 01/23/26 3:56 pm Beth ONeill (beth.oneill): Approved for Governance Check

9. 02/03/26 8:46 am Beth Mathews (beth.mathews): Approved for Grad Council

History

1. Oct 30, 2025 by Holly Broxterman (holly.broxterman)

Proposal Information

Effective Catalog Edition	2026-2027
	All proposals with the 2026-2027 catalog edition date will be effective Fall 2026
Subject	Revision to Health Care Education Certificate
Change Type	Significant

Description of
Proposal

With this proposal, the Health Care Education Certificate will shift from a post-master's credential to a post-bachelor credential, expanding access to bachelor-prepared health professionals seeking foundational training in health care education and instructional practice. The proposal also modifies the total required credits to achieve the certificate. Currently, students in this certificate program may choose three of four courses for a total of 9 credits. The proposal is to require all four courses to complete the certificate.

The certificate's four courses represent core areas of teaching effectiveness: adult learning theory, assessment literacy, instructional design, and curriculum development. The proposed change reflects a more robust preparation for those entering or advancing in educator roles.

The proposal:
• Supports micro-credentialing and stackable degree pathways
• Provides a low-risk entry point for students considering the MHS
• Encourages progression into the master's degree after successful completion

Reason(s) for Proposal	Enrollment Change
	In Response to Other Curriculum Changes
	Other

Describe in detail the reasons for the proposal

The current requirement of the certificate being a post-masters offering has been a burdensome barrier for prospective students which has hindered student enrollment. The change in credit hour requirement makes the certificate more robust since the proposal would drop the level of degree required to enroll in the certificate. The changes also better encourage progression into the master's degree after successful completion of the certificate.

Will this proposal require additional faculty or impact faculty load?	No
Will this proposal require additional infrastructure support?	No
Is there supporting documentation attached to this	No
	Attach your supplemental files below

proposal?

Program Information

Program Title	Graduate ~~Post-Graduate~~ Certificate in Health Care Education
Department	Allied Health
College	School of Applied Studies
Degree Level	Graduate
Degree to be Offered	Post-Graduate Certificate (PCERT)
CIP Code	513202 - Health Professions Education.
Program Code	HCED-CTG

Program codes are managed by the Registrar team. For new programs, codes will be assigned after final approval.

Is this program an interdisciplinary program?	No
Is this program offered completely online?	No
Does this program lead to a teaching certification?	No

Admission and Curriculum

Does the program have specialized admission requirements?	Yes
If yes, please explain:	

Admission requirements include:

1) Completion of a bachelor's degree or higher with a cumulative GPA of at least 3.0 in the last 60 hours

2) Two years of professional health care experience

Total Number of Credit Hours for the Degree   12

Curriculum

Certificate Requirements

1. Complete all 9-credit hours of required coursework within six years of program start date. course work.

2. Maintain no less than a 3.0 "B" (3.0) grade point average in the MHS certificate coursework.

AL 600	Foundations of Health Care Education	3
AL 624	Assessment in Health Care Education	3
AL 626	Instructional Technology	3
AL 720	Curriculum and Instruction in Health Care Education	3
Total Hours		12

Course Options Students will select and complete three (3) of the four (4) courseslisted:

Supplemental Files

Reviewer Comments

Key: 504

HOUSE BILL No. 2428

By Representatives K. Williams, Humphries and Lewis

1-9

1   AN ACT concerning postsecondary educational institutions; requiring the
2   state board of regents to establish curricula and designate courses at
3   postsecondary educational institutions; relating to DEI-CRT-related
4   courses and content; requiring the study of American institutions and
5   certain programs at freshman orientations concerning free speech.

7   *Be it enacted by the Legislature of the State of Kansas:*
8   Section 1.   (a) Except as provided in subsection (c), the state board of
9   regents shall establish curricula and designate courses at the postsecondary
10 educational institutions in a manner that does not require or constrain
11 students to enroll in a DEI-CRT-related course in order to satisfy the
12 requirements of any academic program.
13   (b)   An institution, or any administrator, faculty, staff or committee
14 acting on behalf of such institution, shall not require, solicit or incentivize
15 faculty to apply or participate in DEI-CRT practices or include DEI-CRT-
16 related content in any course as a condition of approval, designation or
17 listing as part of any academic degree program or as a condition of
18 consideration in any faculty member's performance assessment,
19 promotion, tenure, salary adjustment or any other incentive, except as
20 provided in subsection (c).
21   (c)   Academic program requirements whose title clearly establishes its
22 course of study as primarily focused on racial, ethnic or gender studies
23 may be exempted in writing by the state board of regents from the
24 provisions of subsections (a) and (b), subject to the following:
25   (1)   A student may not be required or constrained to enroll in any such
26 program or course in order to satisfy the requirements of any other
27 academic program.
28   (2)   Courses offered or listed under such programs shall satisfy the
29 academic program requirements of such program only and shall not be
30 used to satisfy degree requirements for any other academic program
31 beyond satisfying institution credit hour graduation requirements.
32   (3)   The title of any currently established department or academic
33 program shall not be altered or replaced to establish an emphasis on racial,
34 ethnic or gender studies.
35   (d)   Nothing in this section shall be construed to limit or restrict the
36 academic freedom of faculty or prevent faculty members from directing

the instruction within such faculty member's own class or limit the free discussion of ideas in a classroom setting.

(e)　As used in this section:

(1)　"Academic program" includes any credential, certificate or degree program at a postsecondary educational institution.

(2)　"Constrain" means failure during any semester to provide sufficient open seats in alternative courses for a student to complete or progress toward completion of an academic program.

(3)　"DEI-CRT" means diversity, equity and inclusion and critical race theory.

(4)　"DEI-CRT-related course" means any course whose course description, course overview, course objectives, proposed student learning outcomes, written examinations or written or oral assignments for which the student will receive a grade, include DEI-CRT-related content.

(5)　"DEI-CRT-related content":

(A)　Means content that does one or more of the following:

(i)　Relates any of the following topics to contemporary American society: Critical theory, whiteness, systemic racism, institutional racism, anti-racism, microaggressions, systemic bias, implicit bias, unconscious bias, intersectionality, gender identity, social justice, cultural competence, allyship, race-based reparations, race-based privilege, race-based or gender-based diversity, race-based or gender-based equity or race-based or gender-based inclusion;

(ii)　promotes the idea that racially neutral or colorblind laws, policies or institutions perpetuate oppression, injustice, race-based privilege, including white supremacy or white privilege, or inequity by failing to actively differentiate on the basis of race, sex or gender;

(iii)　promotes the differential treatment of any individual or groups of individuals based on race or ethnicity in contemporary American society; or

(iv)　promotes the idea that a student is biased on account of such student's race or sex; and

(B)　does not include identifying and discussing historical movements, ideologies or instances of racial hatred or discrimination, including, but not limited to, slavery, Indian removal, the Holocaust or Japanese-American internment.

(6)　"DEI-CRT practices":

(A)　Include:

(i)　Any requirement or guidance that faculty include or curate materials on the basis of the race, sex or gender identity of an author or authors; and

(ii)　participating in any workshop, training, seminar or professional development on any DEI-CRT-related content; and

1   (B) do not include any programming explicitly required by, and
2   limited to, the institution's obligations to comply with title IX of the
3   education amendments of 1972, as amended, the rehabilitation act of 1973,
4   as amended, the Americans with disabilities act, as amended, the age
5   discrimination in employment act, as amended, title VI of the civil rights
6   act of 1964, as amended, or applicable court order.
7   (7) "Postsecondary educational institution" or "institution" means any
8   public university, municipal university, community college and technical
9   college and includes any entity resulting from the consolidation or
10 affiliation of any two or more of such postsecondary educational
11 institutions.
12   Sec. 2. (a) A postsecondary educational institution shall award
13 degrees and diplomas on the completion of such courses and curriculum
14 requirements as such institution deems appropriate in a manner that, for
15 students completing an undergraduate bachelor's degree program in school
16 year 2027-2028 and thereafter, shall include among general education
17 requirements the study of American institutions as described in subsection
18 (b).
19   (b) In order for a course to satisfy the American institutions general
20 education requirement, such course:
21   (1) Shall include:
22   (A) An understanding and appreciation of the basic principles of
23 American constitutional democracy and how they are applied under a
24 republican form of government, including:
25   (i) The constitution of the United States and major American
26 constitutional debates and developments;
27   (ii) a limited federal government of enumerated powers;
28   (iii) a federal system that respects the dual sovereignty of the states;
29   (iv) the separation of powers;
30   (v) a network of checks and balances;
31   (vi) equal protection under the law;
32   (vii) freedom of speech; and
33   (viii) landmark supreme court cases that have shaped law and society;
34   (B) significant use of the nation's essential founding documents and
35 other primary source materials, including significant use of, at a minimum,
36 the constitution of the United States, the declaration of independence and
37 the federalist papers, and how such documents have shaped the nature and
38 functions of American institutions of self-governance; and
39   (C) a comparative discussion of the impacts of political ideologies of
40 communism and totalitarianism that conflict with the principles of freedom
41 and democracy that are essential to the founding principles of the United
42 States; and
43   (2) may, if offered as part of a two-course sequence on the

1   constitution of the United States, satisfy the requirements of this section
2   upon a student's completion of both courses, provided that the courses
3   together meet the content requirements prescribed in this subsection.
4   (c) As used in this section, "postsecondary educational institution" or
5   "institution" means any public university or municipal university.
6   Sec. 3. (a) Freshman orientation programs at postsecondary
7   educational institutions:
8   (1) Shall include:
9   (A) A section describing to all students the policies and rules and
10   regulations regarding free expression consistent with state and federal law;
11   and
12   (B) programming that includes, at a minimum:
13   (i) The text of the first amendment of the constitution of the United
14   States;
15   (ii) resources discussing the principles and importance of free speech
16   and viewpoint diversity; and
17   (iii) historical examples demonstrating the necessity of protecting
18   unpopular speech in the United States and other nations; and
19   (2) may offer programming pertaining to DEI-CRT-related content
20   only during orientation sessions in which students are offered a selection
21   of sessions on unrelated topics comparably promoted or advertised by the
22   institution.
23   (b) Each institution shall make available on its website, to the
24   maximum extent allowed by law, a copy of or link to any audio or video
25   materials, printed materials or presentation slides distributed or presented
26   to students as part of the freshman orientation programming related to
27   diversity, equity and inclusion and gender identity or any DEI-CRT-related
28   content.
29   (c) As used in this section, "postsecondary educational institution,"
30   "institution" and "DEI-CRT-related content" mean the same as defined in
31   section 1, and amendments thereto.
32   Sec. 4. If any provision of this act or application thereof to any person
33   or circumstance is held invalid, such invalidity shall not affect other
34   provisions or applications of this act that can be given effect without the
35   invalid provision or application, and to this end, the provisions of this act
36   are declared to be severable.
37   Sec. 5. This act shall take effect and be in force from and after its
38   publication in the statute book.