Washburn University General Faculty Meeting

Date: March 1, 2023 at 3:30

Location: Henderson 100

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I. Call to Order   Dr. Mazachek

II. Approval of Minutes of the Nov. 9, 2022 General Faculty Meeting (p.2) Dr. Mazachek

III.   Remarks

- From the President   Dr. Mazachek
- From the Interim Vice President for Academic Affairs   Dr. Stephenson

IV. New Business   Dr. Stephenson

- Requiring General Faculty approval
  22-4 Faculty Senate Constitution Amended (p.5)

  23-4 Gerontology Certificate (p.29)

  23-5 Public Health Programs (p.43)

  23-6 Great TEXTS Certificate (p.76)

- Information Item
  23-8 Faculty Handbook revision, Emeritus Titles (p.104)

V. Announcements   Dr. Mazachek

- HLC/General Education Updates   Dr. Ball

VI. Adjournment   Dr. Mazachek

Washburn University
General Faculty Minutes
November 9, 2022

I. CALL TO ORDER

Interim President Meek called the meeting to order at 3:30.

II. ELECTION OF SECRETARY

Grant (Erin) nominated by Schmidt, seconded by Schnoebelen, and approved unanimously.

III. APPROVAL OF MINUTES

The minutes of the April 22, 2022 General Faculty Meeting were approved unanimously.

IV. REMARKS

From the Interim President
- Meek introduced himself to faculty.
- Spoke about how much WU is loved by alumni.
- Intentions to meet and listen to campus leaders to act now and provide some guidance to the next president.
- Reported on enrollment
  - Approximately five percent increase on direct from high school.
  - Three and a half percent decrease overall.
- WUBOR has moved to change scholarship grids to ensure more students are able to get financial aid
- We will be doing more targeted marketing maximize effectiveness
- According to the US news and world report, we are the top public regional university in the state
  - We have the fifth lowest debt in the Midwest
  - We are 37th among all public universities for endowments
- Presidential search committee
  - 29 members are working well together despite the size of the committee
  - There are 70 applicants; for a closed search doing well to recruit
- Building projects
  - Recital hall near White Concert Hall
    - Seven-million-dollar project
    - Of five million dollars, there are less than 800,000 left to raise
  - Henderson to be given the Morgan Hall treatment

- 35-million-dollar project
- Need to raise 15 million dollars; current there are two million raised.
  - Law school building should open in April
    - New facilities buildings
    - Discussions regarding the programs moving to the old law school
- Budget is looking good; we will not go the way of Emporia.

From the Interim Vice President for Academic Affairs
- Ball presented on behalf of Stephenson
  - Stuck at EAB conference due to the hurricane
- New positions
  - Arterburn as Interim Dean of CAS
  - Bird as Interim Dean of Libraries
  - Wade as faculty development coordinator
  - Kendall-Morwick as CTEL director
  - O'Neill as Director of Assessments
  - Miller (Jason) in LINK
  - New VPAA employees (can ask for organizational chart, ext. 1648)
    - Holly Broxterman
    - Beth Mathews
    - Michaela Saunders
    - Debi Meier
    - Andrea Lagos
    - Debbie White
- Academic Bridge Strategic Plan being created based on what is important in terms of academics at WU.
  - Ball will take care of general education discussions, including ensuring a clear process, general pros and cons to adoption, and helping to sort out the six institutional hours and issues with English 300 if we choose to adopt the plan.
- Stephenson is working on enrollment initiatives; Bearman will be the Interim in enrollment management.
  - VPAA and Enrollment management will be working together to create a plan to better help students (e.g. scholarship matrix, removal of ACT score from scholarship matrix).

V. NEW BUSINESS

None

VI. ANNOUNCEMENTS

- Schmidt provided updates regarding Faculty Senate
    - o Working with the VPAA to work on discussions regarding general education changes.
    - o Revisions to the Constitution are taking place and will be brought to General Faculty by March 2023
        - ▪ Last items to be completed are those related to the Graduate Council and University Wide Faculty
        - ▪ Grant (Erin) and Sourgens are working on a transition plan
        - ▪ Recognition of Constitution Task Force members
            - CAS – Schmidt (Chair), Schnoebelen, Wynn
            - SOBu – Juma, Moore
            - SAS – Worsley, Frank
            - SOL – Jackson, Rich
            - SON – Rector
            - VPAA – Ball
    - o Wasserstein heading an effort to create standing rules for consistency in expectations for current and future senators
- November 30 Carol Chapel 3 pm, Barron book release

VI. ADJOURNMENT

- The meeting was adjourned at 4:00 pm.

FACULTY AGENDA ITEM

Date: *September 5, 2022*

Submitted by: *Faculty Senate Constitution Task Force, Shaun Schmidt, Chair, Ext 2265*

SUBJECT: *FACULTY SENATE CONSTITUION REPLACEMENT*

Description: *The Faculty Senate Constitution Task Force is recommending to replace the existing constitution with an updated version as attached below. The current version is also attached for comparison. As there are a substantial number of changes being recommended in language and organization of the document a side by side comparison is not realistic.*

Major changes include:

1) *The addition of a preamble.*
2) *Clarification of the duties of the Faculty Senate as found in Section I.B.*
3) *The Faculty Senate will have the "final say" on most matters brought before it. In Section I.D. the relationship between Faculty Senate and General Faculty has been adjusted.*
4) *In section II the eligibility to vote for and serve on Faculty Senate has been stated more clearly.*
5) *Section II.A. specifies administrative reassigned time, thus clarifying eligibility to vote for Faculty Senators.*
6) *Section II.C. creates a constituency of University-Wide Faculty that includes all eligible faculty who do not report to a Dean of the College, one of the Schools, or University Libraries.*
7) *Section II.D. establishes that each electoral unit listed in this section be guaranteed one Faculty Senator.*
8) *Section II.E. separates the Faculty Senate representation of the School of Law Faculty and the School of Law Librarians which is consistent with the Faculty Handbook Section I.III.B. The Faculty Handbook Language excludes the Law Librarians as Law Faculty, but allows the Law Librarians to participate as General Faculty.*
9) *Section III.C. defines the process for the faculty census used to determine representation.*
10) *Classes of Senators has been established in Section III.D to ensure equal turnover of Senators each year.*
11) *In Section IV.B. the reassigned time for the Secretary of Faculty Senate has been increased to one-quarter from one-eighth.*
12) *Constitutionally mandated duties on the officers are defined in Section IV.C. (Additional duties are defined later in the Standing Rules, see Section V.I.)*
13) *A quorum is established for Faculty Senate in Section V.C.*

14) *Proxy voting is clearly stated as not allowed for Faculty Senate in Section V.C. and in the respective Standing Committee descriptions in Section VI., part 5 of each.*

15) *Requirements for publishing standing committee agendas has been moved from the same section as the Faculty Senate, Section V.F. to the respective committee description in Section VI., part 5 of each.*

16) *The requirement for publishing agendas has been lessened from six days to five days for the Faculty Senate and the subcommittees as found in Sections V.F, VI.E.5, VI.F.5, and VI.G.5. (as proposed).*

17) *Standing Rules are established in Section V.J. which are meant to be the operational guide for the Faculty Senate.*

18) *The Executive Committee is expanded to include the Chairs of the three subcommittees once elected at the start of the fall semester as found in Sections VI.D.3 and VI.D.4*

19) *Section VI.F.5. sets consistent voting requirements for the Academic Affairs Committee.*

20) *Section VI.A.3. codifies the Graduate Council as a subcommittee of the Faculty Senate with two independent charges.*
   The Graduate Council description is found in VI.G.
   The Graduate Council as found the in the Faculty handbook will need to be removed as a separate action item.

21) *In section VI, committee sections have been edited to be in a parallel presentation:*
   Committee Name
   1. *Committee ownership*
   2. *Committee charge*
   3. *Committee composition*
   4. *Terms of service for members*
   5. *Constitutionally mandated rules*
   6. *Timeline for sunset of the committee*
   7. *Other as needed*

22) *In Section VI.D.5. the requirements for creation of a faculty committee or task force are codified for Faculty Senate.*

23) *In Section VI.E.3. the composition of the Electoral Committee is defined.*

24) *In section VI.F.2., the Academic Affairs Committee is given faculty oversight for curricular changes from units outside of the college or one of the schools.*

25) *Minor editorial changes throughout to affect a consistent style.*

Rationale: *At the completion of the Spring 2018 semester the Faculty Senate established the creation of this task force to "investigate any aspects of the Faculty Senate to determine any strengths and weaknesses. Given any weaknesses, the Task Force will research alternatives and where appropriate bring forward to the Faculty Senate recommendations for changes." Much of the work of this task force has been previously reported to the Faculty Senate by way of meeting minutes. What is attached below is a revised constitution which maintains the strengths of the Faulty senate, but addresses some of the weaknesses as it is currently manifested.*

The revised Faculty Senate Constitution clarifies the charge of the Faculty Senate, the relationship between Faculty Senate and General Faculty, the duties of the officers, and the standing committee structure and function. It codifies faculty representation for faculty outside of the College, one of the Schools, or University Libraries as a new constituency, University-Wide Faculty. It provides an independent, faculty driven pathway for curricular oversite of graduate programs. It also establishes Standing Rules for the Faculty Senate which will guide the collective workings, expectations, and procedures for improved continuity of the operations of the Faculty Senate.

Financial Implications: *An additional one-eighth release time for the Faculty Senate Secretary.*

Proposed Effective Date: *This constitution will become effective starting with the 2022-23 Faculty Senate.*

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

Approved by: *Faculty Senate on date*

Attachments   Yes X   No   ☐

(Proposed) Faculty Senate Constitution

PREAMBLE

This Faculty Senate Constitution, as amended from time to time, provides a system for the participation of faculty in the governance of Washburn University. University governance involves collaborative relationships among the Washburn University Board of Regents (WUBOR), the University President, administrators, faculty, staff, and students, as reflected in the WUBOR By-Laws and this Constitution.

I. **PURPOSE AND DUTIES OF THE FACULTY SENATE**

A. The Faculty Senate, as the agent of the General Faculty of Washburn University, speaks on behalf of that body to the University community and is empowered by the General Faculty as confirmed by WUBOR to act on behalf of the General Faculty of Washburn University in matters described in this constitution.

B. The duties of the Faculty Senate include, but are not limited to, the following:

1. Providing a forum for the expression of Faculty opinion;

2. Advocating for the general rights, privileges, and responsibilities of the Faculty;

3. Exercising primary responsibility in curricular matters;

4. Advising on matters of University policy including fiscal matters;

5. Advising on standards and procedures for Faculty evaluation;

6. Promoting and maintaining academic freedom and freedom of expression on campus;

7. Overseeing the membership and function of all committees of the Faculty Senate and receiving, reviewing, remanding, approving, or disapproving recommendations from the standing committees of the Faculty Senate.

C. The Faculty Senate shall consider policies on University matters, including academic issues and matters that affect more than one of the Major Academic Units.

D. As the agent of the General Faculty:

1. The actions of the Faculty Senate may be reviewed, revised, recalled, or endorsed by the General Faculty.

2. Any action by the Faculty Senate concerning changes in University graduation requirements or creation of new academic departments will be brought before the General Faculty for a vote.

3. The Faculty Senate can choose by a majority affirmative vote to bring any action of the body before the General Faculty for consideration.

4. Any action of the Faculty Senate may be challenged by not less than twenty members of the General Faculty or 500 currently enrolled students. Such challenge must be

presented as a signed written petition and presented to the Secretary of the General Faculty who will place it on the General Faculty agenda for action.

II. **ELIGIBILITY AND MEMBERSHIP**

A. Eligibility to vote for Faculty Senators: Full-time faculty on an annual contract who are not serving more than half time in an administrative capacity are eligible to vote for the election of Faculty Senators. Administrative roles are defined in Section 4 of the Faculty Handbook and includes the University President. Questions of eligibility will be referred to and determined by the Electoral Committee.

B. Eligibility to serve as a Faculty Senator: Persons specified in Section II.A. as eligible to vote are also eligible to serve, excluding faculty on authorized leave of absence or sabbatical during such period of leave. Any faculty member who is eligible to serve may put their name forward for election.

C. Faculty who are not contractually assigned to the School of Law, School of Business, School of Applied Studies, School of Nursing, the College of Arts and Sciences, or the University Libraries shall constitute University-Wide Faculty.

D. The School of Business, School of Applied Studies, School of Nursing, University Librarians, University-Wide Faculty, and each Division within the College of Arts and Sciences shall elect representatives to the Faculty Senate in proportion to the number of voting faculty, as defined in Section II.A., in each unit, with one senator selected to represent each ten faculty members (numbers with 0-4 as the ones digit shall be rounded down, numbers with 5-9 as the ones digit shall be rounded up in each voting unit). Each unit is guaranteed a minimum of at least one Faculty Senator to be elected. Representation will be based on a census conducted by the Electoral Committee as described below in Section III.

E. The School of Law Faculty, as defined to exclude the School of Law Librarians in accordance with Faculty Handbook Section I.III.B, shall elect representatives to the Faculty Senate in proportion to the number of voting faculty, as defined in Section II.A. with one senator selected to represent each ten faculty members (numbers with 0-4 as the ones digit shall be rounded down, numbers with 5-9 as the ones digit shall be rounded up in each voting unit). The School of Law Librarians shall separately elect one additional representative to the Faculty Senate. Representation will be based on a census conducted by the Electoral Committee as described below in Section III.

F. In addition, five at-large Faculty Senators will be elected by all faculty specified in Section II.A. No more than two of these at-large Senators may come from any one School, the College, University Librarians, or University-Wide Faculty.

G. A representative from the current pool of adjunct instructors will be invited by the Executive Committee to sit on Faculty Senate as a non-voting member.

H. The Vice President for Academic Affairs (VPAA) or their designee shall serve as a non-voting member of the Faculty Senate. The VPAA or their designee shall provide administrative support for the Faculty Senate and its standing committees.

III. **ELECTIONS**

A. The Electoral Committee supervises all elections of Faculty Senators.

B. The Electoral Committee is defined in Section VI.E.

C. On the second Monday in February, or the first business day thereafter, a faculty census is taken of all full-time employees on a faculty contract. This census will be the final determination of representation of all Faculty Senate electoral units in the following academic year.

   1. The faculty census is completed by the VPAA or their designee in collaboration with other administrative offices as necessary, and delivered to the Electoral Committee within two weeks.

   2. The faculty census will include at minimum a listing of the names of all full-time faculty; their contractual assignment to a School, College, Division, Department, and/or other area; Washburn e-mail address; and fraction of reassigned time for administrative duties as described in Section II.A.

   3. The Electoral Committee will review the census of faculty, determine the eligibility of each faculty to vote and/or to serve as a Senator, and update the number of Senators for each Faculty Senate electoral unit prior to the annual elections held in April.

D. The Electoral Committee shall maintain a division of Senators into two classes: those to be elected in even-numbered, and those to be elected in odd-numbered years. These senatorial classes shall be apportioned such that the two classes contain approximately equal numbers of Senators, and such that Senators from units are divided as evenly between the two classes as possible. Three at-large Senators shall be elected in even years, and two at-large Senators shall be elected in odd years.

E. The Electoral Committee will conduct elections of at-large Senators. Nominations for the at-large Senators will be submitted to the Electoral Committee at least three weeks in advance of the election and will be publicized two weeks before the election.

F. Each electoral unit will decide on its own mechanism for faculty voting for their representative Senators, subject to the oversight of the Electoral Committee.

G. Regular elections for Faculty Senate seats shall be for two-year terms. A Faculty Senator is eligible to serve a maximum of two consecutive terms, but may be re-elected after an absence of at least one year from the Faculty Senate. If the Senator's first term is the result of a special election, that service will count toward the two-term limit if more than one year. No Senator shall serve more than 5 years without an absence of at least one year.

H. Should any Faculty Senator prove unable to serve out a full term, a special election will be held to select a replacement for the remainder of the term. The election and representation (electoral unit or at large) will be the same as for the Senator who is unable to serve.

IV. **OFFICERS AND LEADERSHIP**

A. In the final Faculty Senate meeting of the spring term, the newly constituted Faculty Senate will elect from among its Senators the Officers of the Faculty Senate: President, Vice President, Secretary, and Parliamentarian.

B. The President of the Faculty Senate shall ordinarily receive one-quarter reassigned time and clerical support from the office of the VPAA. The Secretary of the Faculty Senate shall ordinarily receive one-quarter reassigned time.

C. Duties of Officers

1. The President of the Faculty Senate shall:

   a. Preside over meetings of the Faculty Senate;

   b. Serve as chair of the Executive Committee;

   c. Meet regularly with the University President and VPAA to provide feedback on issues related to the Faculty. At minimum these meetings shall occur in advance of Board of Regents meetings.

   d. Sit on the Council of Faculty Senate Presidents of the Kansas Board of Regents;

   e. Serve as one of the Faculty representatives to WUBOR, and be prepared to report to WUBOR on issues before the Faculty Senate;

   f. Perform other duties as defined in the Standing Rules of the Senate.

2. The Vice President of the Faculty Senate shall:

   a. Serve as President in the case of absence or temporary incapacity of the President of the Faculty Senate;

   b. Serve as one of the Faculty representatives to WUBOR, and shall be prepared to report to WUBOR on issues before the Faculty Senate;

   c. Perform other duties as defined in the Standing Rules of the Senate.

3. The Secretary of the Faculty Senate shall:

   a. Maintain Faculty Senate records;

   b. Publish agendas, minutes, agenda items, membership list, and committee assignments to the Washburn University public website;

   c. Receive items for Faculty Senate consideration, including materials for Faculty Senate committees;

   d. Organize meetings of the Faculty Senate;

   e. Communicate Faculty Senate business to:

      (i) Faculty Senators,

      (ii) Secretary of the General Faculty,

(iii) Secretary of the Washburn Board of Regents,

(iv) University President,

(v) President of the Washburn Student Government Association;

    f. Perform other duties as defined in the Standing Rules of the Senate.

4. The Parliamentarian of the Faculty Senate shall:

    a. Answer procedural questions;

    b. Serve as custodian of the Standing Rules of the Senate;

    c. Perform other duties as defined in the Standing Rules of the Senate.

D. In the case of vacancy of an officer position, an election will be held at the next Faculty Senate meeting.

V. **MEETINGS**

A. Meetings of the Faculty Senate and its standing committees are open meetings. Speaking privileges before the Faculty Senate shall be granted to anyone recognized by the President of the Faculty Senate, or whose right to speak is supported by a majority vote of the Faculty Senate. The University President and the President of WSGA shall have the right to speak before the Faculty Senate.

B. All actions of the Faculty Senate require the presence of a quorum, defined as at least half the elected Senators.

C. Actions of the Faculty Senate will be taken by majority vote of Senators present except for amendments to the Senate Constitution as described in Section VII. Proxy voting shall not be allowed.

D. Agenda items can originate with a Faculty Senator, the Executive Committee, or a member of University Executive Staff; or through the governance process of the academic units. Any member of the Faculty or person in the University community can propose agenda items to the above list to be sponsored for consideration by the Faculty Senate.

E. Each matter considered as new business shall be presented to the Faculty Senate as an agenda item in the form of two readings that may not occur on the same date. The first presentation of the matter shall be considered its first reading. Items coming to the Faculty Senate from the Academic Affairs Committee, Graduate Council, Faculty Affairs Committee, or Electoral Committees will be taken up as second reading.

F. Agendas for each Faculty Senate meeting will be distributed to all Faculty Senators and made available to the University community, as described above in Section IV.C.3., five days in advance of any scheduled meeting time.

G. Minutes of all meetings of the Faculty Senate will be distributed as described above in Section IV.C.3.

H. The University President shall have the right to non-concur with any action of the Faculty Senate, but in exercising this right shall state the reasons for non-concurrence in a letter to the Executive Committee of the Faculty Senate. WUBOR shall then be notified of the action of the Faculty Senate and the non-concurrence of the University President, along with the stated reasons for non-concurrence. A final determination of the matter shall be in the hands of WUBOR, and until such time the status quo shall prevail.

I. Standing Rules of the Faculty Senate shall be established by the Faculty Senate and are supplementary to and subject to this Constitution.

1. The Standing Rules shall be drafted by the Executive Committee and re-affirmed annually as second reading at the first Faculty Senate meeting of the fall semester.

2. The Standing Rules can be revised or suspended by a majority vote of the Faculty Senate. The Standing Rules must address the following, but are not limited to:

   a. Procedural orders for conducting meetings and carrying out the business of the Faculty Senate;

   b. Detailed job descriptions of officers expanding upon responsibilities mandated in Section IV.C.;

   c. Expectations of Faculty Senators;

   d. The procedure for conducting Faculty Senate business and shared Faculty governance processes, including the curriculum and item approval processes established by units.

VI. **COMMITTEES**

A. In addition to the Executive Committee, the Faculty Senate shall establish the following Faculty Senate standing committees:

1. An Electoral Committee, to oversee elections of the Faculty Senate;

2. An Academic Affairs Committee, to review and make recommendations on matters of undergraduate curricula and programs;

3. A Graduate Council, to review and make recommendations on matters of graduate curricula and programs and to facilitate coordination between graduate programs;

4. A Faculty Affairs Committee, to review and make recommendations on faculty issues.

B. All members of these committees must come from the Faculty Senate membership, except as otherwise provided for in the committee description.

C. At least one Faculty representative on each University Faculty Committee, as defined by the Faculty Handbook, must be a member of the Faculty Senate, by special appointment of the Executive Committee, if necessary.

D. Executive Committee

1. The Executive Committee reports to the Faculty Senate.

2. The Executive Committee oversees the operations of the Faculty Senate and acts as the Committee on Committees.

3. Executive Committee consists of the Officers of the Faculty Senate defined in Section IV.A.; and enough additional members elected to ensure that the College, each of the Schools, and either a University Librarian or University-Wide faculty are represented. Chairs of the subcommittees established in Section VI.A. are additional members of the Executive Committee once elected.

4. The Executive Committee is reconstituted each academic year. Non-ex officio members elected to ensure unit representation as described in Section VI.D.3. are elected in May by the senators representing that individual unit. Subcommittee chairs are elected by the respective subcommittee at the start of the fall semester.

5. The Executive Committee provides leadership on matters relevant to Faculty and the Faculty Senate.

   When classes are not in session for the general fall and spring academic semesters, the Executive Committee shall be empowered to act provisionally on an emergency basis on behalf of the full Faculty Senate, with those actions being subject to the approval of the full Faculty Senate when it reconvenes.

   The Executive Committee arranges meeting times and establishes agendas for each Faculty Senate meeting.

   The Executive Committee, in its capacity as Committee on Committees, is empowered to create ad-hoc Faculty committees as deemed necessary, and to oversee faculty representation on Faculty committees. Ad hoc committees or task forces must be defined in terms of the following:

   a. Committee name;

   b. Committee ownership;

   c. Committee charge;

   d. Committee composition;

   e. Terms of service for members;

   f. Specified standing rules;

   g. Timeline for sunset of the committee;

   h. Other items as needed.

6. The Executive Committee is a standing committee.

E. Electoral Committee

1. The Electoral Committee reports to the Faculty Senate.

2. The Electoral Committee is charged with supervising all elections of the Faculty Senate, as specified in Section III.

   The Executive Committee may also delegate other matters to this committee.

3. The Electoral Committee shall be comprised of a Senator from the College of Arts and Sciences, the School of Applied Studies, the School of Business, the School of Law, the School of Nursing, and either a University Librarian or University-Wide Faculty.

4. The Electoral Committee is reconstituted each academic year. Each member is appointed to a one-year term.

5. The Electoral Committee selects its own chair.

   Decisions of the Electoral Committee require the affirmative vote of a majority of members. Proxy voting shall not be allowed.

   Agendas that contain items that constitute first reading for Faculty Senate will be distributed to all members of the committee five calendar days in advance of any scheduled meeting time.

6. The Electoral Committee is a standing committee.

F. Academic Affairs Committee

1. The Academic Affairs Committee reports to the Faculty Senate.

2. The Academic Affairs Committee is charged with making recommendations to the Faculty Senate regarding undergraduate academic programs and policies, including:

   a. All new undergraduate academic programs, including majors, minors, degrees, certificates, and emphasis/concentration areas;

   b. Deletions of and major revisions to academic programs (those that fall into Sections VI.F.2.c-e. below);

   c. Policies that redefine standing University criteria (e.g., minimum number of hours to graduate, University-wide minimum/maximum number of hours for majors/minors, General Education criteria);

   d. Academic or programmatic changes to undergraduate programs requiring financial investments beyond the unit (i.e., new University funding); and

   e. Changes that directly affect other units, including changes to prerequisites, listing of potential electives for the major.

   The primary concerns of the committee shall be consistency of the proposed program with applicable University-wide guidelines and regulations, potential impact of the program on other established programs in the University, and financial implications of such new or revised programs.

   Unless they meet the criteria for major revisions in Sections VI.F.2.c-e., the following items in Sections VI.F.2.f-j. coming from the College or one of the Schools would not come through the General Faculty Governance process (i.e., Academic Affairs, Senate,

General Faculty, and the Washburn Board of Regents), but should be channeled through the Faculty governance process of the academic unit:

f.   Changes to minors, certificates, or the advising process

g.   New courses, course modifications, changing of course descriptions, credit hours or course numbers

h.   Deleting unused course numbers

i.   Number of credits in the major (within the University established minimum/maximum levels)

j.   Changes to prerequisites or potential electives within the unit for a major.

All undergraduate curricular changes coming from units outside of the College or one of the Schools shall be considered by the Academic Affairs Committee. Major revisions to programs as defined above in Sections VI.F.2.a-e will move forward to Faculty Senate for consideration. All other curricular changes will be considered complete after approval of a single reading before the Academic Affairs Committee.

The Executive Committee may also delegate other matters to this committee.

3.   The Academic Affairs Committee shall consist of two Senators from the College of Arts and Sciences, two Senators from the School of Applied Studies, two Senators from the School of Business, two Senators from the School of Nursing, and one Senator from the University Libraries.

The VPAA or their designee will serve as ex-officio, non-voting member.

If possible, all Faculty members of the Academic Affairs Committee should be Senators. However, if a Major Academic Unit has three or fewer Senators, the Executive Committee may ask the relevant unit(s) to elect a non-Senator to the Academic Affairs Committee to ensure adequate representation. If elections of non-Senators must be made, the minimum proportion of the Faculty members of the Academic Affairs Committee who will be Senators is two-thirds.

4.   The Academic Affairs Committee is reconstituted each academic year. Each member is appointed to a one-year term.

5.   The committee selects its own chairperson.

Decisions of the Academic Affairs Committee require the affirmative vote of a majority of the membership. Proxy voting shall not be allowed.

Agendas that contain items that constitute first reading for Faculty Senate will be distributed to all members of the committee five calendar days in advance of any scheduled meeting time.

6.   The Academic Affairs Committee is a standing committee.

G.   Graduate Council

1.   The Graduate Council reports to the Faculty Senate.

2. The Graduate Council has a twofold charge: a Graduate Academic Affairs charge, and a Graduate Program Coordinating charge.

    a. The Graduate Academic Affairs charge is to make recommendation to the Faculty Senate for:

        (i) All new graduate academic programs, including majors, dual degree programs, expedited dual degrees with undergraduate programs, and certificates;

        (ii) New graduate academic programs or revisions to such programs that originate from units other than major academic units.

        (iii) Deletions of and major revisions to academic programs (those that fall into Sections VI.G.2.a.iv-vi. below);

        (iv) Policies that redefine standing University criteria (e.g., the prior completion of undergraduate work);

        (v) Academic or programmatic changes to graduate programs requiring financial investments beyond the unit (i.e., new University funding); and

        (vi) changes that directly affect other units, including courses accepted by units and programs included in dual and expedited degrees.

        The primary concern of the Graduate Academic Affairs charge of this council is to ensure proposed programs are consistent with applicable University-wide and external accreditation guidelines and regulations including admission criteria and procedures, potential impact of the programs on other established graduate programs in the University, and financial implications of such new or revised programs.

        Joint programs including the School of Law are subject to this review; all programs exclusive to the School of Law are not subject to this review but will be submitted as information items to Graduate Council and Faculty Senate.

    b. The Graduate Program Coordinating charge includes, but is not limited to:

        (i) Providing input into the decision process on administrative matters and procedures affecting multiple graduate programs across the campus;
        (ii) Providing the means for faculty to collaborate, coordinate, and cooperate in ways to best support and strengthen graduate programs at Washburn University.
    c. The Executive Committee may also delegate other matters to this council.

3. The Graduate Council voting membership will consist of the Director or their designee of each graduate program including the School of Law, and one University Librarian designated by the Dean of University Libraries.

    A minimum of one member of the Graduate Council shall be a Faculty Senator. If there is not a Faculty Senator included in the membership, then the Executive Committee of the Faculty Senate shall appoint an additional member in consultation with the Chairperson of the Graduate Council.

The VPAA or their designee will serve as ex-officio, non-voting member. In support of the Graduate Council the VPAA or their designee shall at minimum:

(i) Coordinate collaboration with Strategic Analysis, Research, and Reporting to provide the Council with appropriate data regarding graduate programs;

(ii) Coordinate collaboration with Enrollment Management on generating information on student recruitment, financial aid, and graduation.

4. The Graduate Council is reconstituted each academic year. Each member is appointed to a one-year term.

5. The Graduate Council selects its own chairperson annually.

A majority of the members will constitute a quorum.

The Chairperson of the Graduate Council will determine to which charge each matter under consideration should be categorized and considered. This categorization may be changed by a two-thirds affirmative vote of the Graduate Council membership.

a. When considering matters under the Graduate Academic Affairs charge:

These actions of the Graduate Council will serve as the first reading of such action for the Faculty Senate;

These actions will be forwarded to the Faculty Senate for consideration or information as prescribed above in Section VI.G.2.a.;

All actions related to these actions will require a majority affirmative vote for passage;

Proxy voting shall not be allowed for these actions;

Minutes detailing these actions will be presented to Faculty Senate for approval.

Agendas that contain items that constitute first reading for Faculty Senate will be distributed to all members of the committee five calendar days in advance of any scheduled meeting time.

b. When considering matters under the Graduate Program Coordinating charge:

These actions will normally not be forwarded to Faculty Senate for consideration; however, these actions may be forwarded to Faculty Senate upon a two-thirds affirmative vote of the Graduate Council membership;

All actions related to these actions will require a two-thirds affirmative vote for passage;

Proxy voting is allowed for these actions;

For these actions, an absent member may vote in advance of a meeting by submitting their vote in writing or via University E-mail to the Chairperson of the Graduate Council;

Minutes taken regarding these actions will be presented to Faculty Senate for acceptance.

6. The Graduate Council is a standing committee.

H. Faculty Affairs Committee

1. The Faculty Affairs Committee reports to the Faculty Senate.

2. The primary concern of the Faculty Affairs Committee is promotion of the general welfare of Faculty members. The Faculty Affairs Committee is charged with making recommendations to the Faculty Senate regarding policies affecting University Faculty, including:

   a. Teaching loads and extracurricular duties affecting workload,

   b. Retirement policy,

   c. Tenure and promotion standards,

   d. Faculty grievance policy,

   e. Dismissal criteria,

   f. Salary and Faculty benefits, and

   g. Academic Sabbatical policy.

   The Executive Committee may also delegate other matters to this committee.

3. The Faculty Affairs Committee shall consist of one Senator from each Division within the College of Arts and Sciences, one Senator from the School of Business, one Senator from the School of Law, one Senator from the School of Nursing, one Senator from the School of Applied Studies, and one Senator from University-Wide Faculty.

   If possible, all Faculty members of the Faculty Affairs Committee should be Senators. However, if a Major Academic Unit has three or fewer Senators the Executive Committee may ask the relevant unit(s) to elect a non-Senator to the Faculty Affairs Committee to ensure adequate representation. If elections of non-Senators must be made, the minimum proportion of the Faculty members of the Academic Affairs Committee who will be Senators is two-thirds.

4. The Faculty Affairs Committee is reconstituted each academic year. Each member is appointed to a one-year term.

5. The committee selects its own chairperson.

Decisions of the Faculty Affairs Committee require the affirmative vote of a majority of the membership. Proxy voting shall not be allowed.

Agendas that contain items that constitute first reading for Faculty Senate will be distributed to all members of the committee six calendar days in advance of any scheduled meeting time.

6. The Faculty Affairs Committee is a standing committee.

VII. **AMENDMENTS**

A. Amendments to the Constitution of the Faculty Senate can be proposed by any eligible Faculty member as defined by Section II.A.

B. Amendments to the Constitution of the Faculty Senate shall require two readings before Faculty Senate.

Approval of amendments to the Constitution of the Faculty Senate requires an affirmative two-thirds vote of Faculty Senators present and voting for passage.

C. Amendments to the Constitution of the Faculty Senate must be brought before the General Faculty for final ratification.

Ratification of amendments to the Constitution of the Faculty Senate requires an affirmative majority vote of General Faculty present and voting for passage at a meeting of the General Faculty as defined in the Faculty Handbook.

Current Faculty Senate Constitution

Adopted by the Board of Regents - March 11, 2005

I. PURPOSE AND DUTIES OF THE FACULTY SENATE

A. The Faculty Senate, as the agent of the General Faculty of Washburn University, speaks on behalf of that body to the University community.

B. The Faculty Senate shall consider policies on University matters including academic issues and matters which affect more than one of the Major Academic Units.

C. As the agent of the General Faculty, the duties of the Faculty Senate thus include, but are not limited to:

1. providing a forum for the expression of faculty opinion.
2. exercising primary responsibility in curricular matters, academic programs and standards, changes in graduation requirements, new degrees, new majors or academic programs, elimination of existing degrees or major programs, creation of new academic departments, and recommending changes to the faculty handbook, subject to the oversight of the University President and the Board of Regents.
3. advising the University President on matters of university policy, including budgetary policies, faculty retention, matters which affect more than one of the Major Academic Units, and standards for student admission and retention.
4. advising academic deans regarding standards and procedures for faculty evaluation.
5. working to promote and maintain academic freedom.
6. overseeing the membership and function of all committees of the Faculty Senate and receiving, reviewing, remanding, approving or disapproving recommendations from the standing committees of the Faculty Senate.

D. To these ends, the Faculty Senate, as agent of the General Faculty, is empowered to act on behalf of the General Faculty of Washburn University in matters described in I.C. The actions of the Faculty Senate may be reviewed, revised, recalled, or endorsed by the General Faculty. Any action by the Faculty Senate concerning changes in graduation requirements, new degrees, academic majors, or programs; elimination of existing degrees or major programs; or creation of new academic departments will be brought before the General Faculty for a vote. In addition, the Faculty Senate can choose by majority vote to bring any action of the body before the General Faculty for a vote. Any action of the Faculty Senate may be challenged by the petition of not less than twenty members of the General Faculty or 10% of the students currently enrolled. Such challenge must be presented as a signed written petition and presented to the Secretary of the General Faculty who will place it on the General Faculty agenda for action.

II. ELIGIBILITY AND MEMBERSHIP

A. Faculty Eligibility: Only full-time faculty on an annual contract are eligible to vote for and to serve on the Faculty Senate excluding those faculty serving more than half time in administrative

capacities and faculty on authorized leave of absence or sabbatical during such period of leave. Any eligible faculty member may put his or her name forward for election.

B. The School of Law, School of Business, School of Applied Studies, School of Nursing, and each division within the College of Arts and Sciences shall elect representatives to the Faculty Senate in proportion to the number of eligible faculty in each unit, with one senator selected to represent each ten faculty members (numbers with 0-4 as the ones digit shall be rounded down, numbers with 5-9 as the ones digit shall be rounded up in each voting unit). Representation will be based on the number of faculty in each unit at the start of the spring semester.

C. In addition, five at-large members of the Faculty Senate will be elected by all eligible faculty. No more than two of these may come from any one School or the College.

D. The Librarians of Mabee Library/CRC shall elect one member of the Faculty Senate for every ten of their number. The Librarians of the Law Library shall also elect one member of the Faculty Senate for every ten of their number.

E. The Vice President for Academic Affairs or his or her designee shall serve as a non-voting member of the Faculty Senate.

III. ELECTIONS

A. The Senate will establish a standing Electoral Committee to supervise elections, including any necessary modifications of designated voting units to reflect changing faculty numbers.

B. Elections to the Faculty Senate will be held annually in April, with half of the membership selected in each election. Members shall serve for a term of two years.

C. The Electoral Committee will oversee elections of at-large members to the Faculty Senate. Nominations for the at-large members of the Faculty Senate will be submitted to the Electoral Committee at least three weeks in advance of the election and will be publicized two weeks before the election.

D. Each electoral unit will decide on its own mechanism of voting for the Faculty Senate, subject to the oversight of the Electoral Committee.

E. Members of the Faculty Senate are eligible to serve a maximum of two consecutive terms, but may be re-elected after an absence of at least one year from the Faculty Senate.

F. Should any member of the Faculty Senate prove unable to serve out a full term for any reason, a special election will be held in that member's electoral unit to select a replacement for the remainder of the term.

IV. ORGANIZATION

A. The Faculty Senate will meet each year within two weeks of elections, and at that meeting will elect from among its members the officers of the Senate: President, Vice President, Secretary, and Parliamentarian.

B. The President of the Faculty Senate shall ordinarily receive one-quarter reassigned time and clerical support from the office of the Vice President of Academic Affairs. The Secretary of the Faculty Senate shall ordinarily receive one-eighth reassigned time.

C. The President and Vice President of the Faculty Senate shall serve as the faculty representatives to the Board of Regents, and shall be prepared to report to the Board on issues before the Faculty Senate.

D. The Vice President of the Faculty Senate will serve as President in the case of absence or incapacity of the President of the Faculty Senate.

E. An Executive Committee shall be established, consisting of the President, Vice President, and Secretary of the Faculty Senate, and enough additional members elected by that body from among its members to ensure that every Major Academic Unit is represented. That Executive Committee will be charged with arranging meeting times and establishing agendas for each meeting. The Executive Committee shall also serve as a Committee on Committees for the Faculty Senate.

F. Agenda items can originate with the Executive Committee or any other member of the Faculty Senate or can be proposed to the Executive Committee by any member of the faculty or University community.

G. Agendas for each Faculty Senate meeting will be distributed to all members of the Faculty Senate six days in advance of any scheduled meeting time and made available to the University community. Academic Affairs Committee agendas, Faculty Affairs agendas and Graduate Council agendas which contain items which constitute first reading for Faculty Senate will be distributed to all members of the applicable committee six calendar days in advance of any scheduled meeting time.

V. MEETINGS

A. During the course of the summer, the Executive Committee shall be empowered to act provisionally on an emergency basis on behalf of the full body, subject to the approval of the full Faculty Senate when it reconvenes.

B. Meetings of the Faculty Senate are open meetings. Speaking privileges before the Faculty Senate shall be granted to anyone recognized by the President of the body, or whose right to speak is supported by a majority vote of the body. The University President and the President of the Washburn Student Government Association (W.S.G.A.) shall have the right to speak before the Faculty Senate.

C. Actions of the Faculty Senate will be taken by majority vote of members present, with the exception of amendments to the Senate Constitution. All actions of the Faculty Senate, however, require the presence of a quorum, defined as at least half the elected representatives.

D. Each matter considered as new business shall be presented to the Faculty Senate as an agenda item in the form of two readings and may not occur on the same date. The first presentation of the matter shall be considered its first reading. Items coming to the Faculty Senate from the Graduate Council, Faculty Affairs, Academic Affairs, Electoral, or All-University Committees will be taken up as second reading.

E. Minutes of all meetings of the Faculty Senate will be distributed to all members, to the University President, to the Secretary of the Board of Regents, the Secretary of the General Faculty, and to the President of W.S.G.A. by the Faculty Senate Secretary. Minutes will also be posted on the University web site by the Faculty Senate Secretary.

F. The President of the University shall have the right to non-concur with any action of the Faculty Senate, but in exercising this right, shall state the reasons for nonconcurrence in a letter to the Secretary of the Faculty Senate. The Board of Regents shall then be notified of the action of the Faculty Senate and the nonconcurrence of the University President, along with the stated reasons for nonconcurrence. A final determination of the matter shall be in the hands of the Board of Regents, and until such time the status quo shall prevail.

VI. COMMITTEES

A. In addition to the Executive Committee, the Faculty Senate will establish from its own membership the following committees: an Electoral Committee, to oversee elections of the Faculty Senate; an Academic Affairs Committee, to review and make recommendations on matters of curricula and programs; and a Faculty Affairs Committee, to review and make recommendations on faculty issues. The Graduate Council will report to the Faculty Senate and make recommendations on graduate curricula excluding those of the School of Law.

B. The Executive Committee of the Faculty Senate, in its capacity as Committee on Committees, will be empowered to create, as deemed necessary, ad-hoc committees, and to oversee faculty representation on faculty committees.

C. Faculty representatives on faculty committees, other than the Electoral, Faculty Affairs, and Academic Affairs Committees, need not be members of the Faculty Senate. At least one faculty representative on each faculty committee must be a member of the Faculty Senate, by special appointment of the Executive Committee, if necessary.

D. The Faculty Affairs Committee is charged with promoting the general welfare of faculty members. While the scope of the committee is general in nature, the more prominent interests are:

1. Teaching loads and extracurricular duties
2. Retirement, tenure, and sabbatical leaves

3. Faculty grievances
4. Dismissal criteria
5. Salary and faculty benefits
6. The academic sabbatical program

Membership of the committee consists of one Faculty Senate member from each Division within the College of Arts and Sciences, one from the School of Business, one from the School of Law, one from the School of Nursing, one from the School of Applied Studies, and one member from the University libraries, each elected for a one-year term by the Faculty Senate from its ranks. The committee selects its own chairperson. If possible, all faculty members of the Faculty Affairs Committee should be senators. However, if a Major Academic Unit has three or fewer senators, or Mabee Library/CRC has only one senator, the Faculty Senate President may request the relevant unit(s) elect a non-senator to the Academic Affairs Committee or Faculty Affairs Committee to ensure adequate representation from this (these) unit(s). If appointments of non-senators must be made, the minimum proportion of the faculty members of the Faculty Affairs Committee that will be senators is 2/3.

E. The Academic Affairs Committee is charged with evaluating carefully and making recommendations to the Faculty Senate regarding: (1) all new undergraduate programs (majors, degrees, certificates and emphasis/concentration areas) or major revisions (those that fall into categories 3-5 below) proposed by any Major Academic unit of the University; (2) new undergraduate academic programs or major revisions (those that fall into categories 3-4 below) to such programs that originate from units other than Major Academic Units (e.g., Interdisciplinary, Leadership, Honors program, etc.); (3) policies that redefine standing university criteria (e.g., minimum number of hours to graduate 119 vs. 124 hour degree, 6 hour vs. 12 hour minor, General Education criteria); and (4) academic or programmatic changes to undergraduate programs requiring financial investments beyond the unit (i.e., new university funding). (5) Changes that directly affect other units (e.g., deleting/adding correlated courses) at the undergraduate level will be reviewed by the Academic Affairs Committee as action or informational items. The primary concern of the committee shall be consistency of the proposed program with applicable University-wide guidelines and regulations, potential impact of the program on other established programs in the University, and financial implications of such new or revised programs. The Executive Committee may also delegate other matters to this committee. Faculty representatives on this Committee must be members of the Faculty Senate.

The following items should be channeled through the ACADEMIC UNIT's faculty governance process and would not come through the General Faculty Governance process (i.e., Academic Affairs, Senate, General Faculty and the Washburn Board of Regents) unless at least one of the five criteria is also present:
A. Changes to the minor
B. New courses, course modifications, changing of course descriptions, credit hours or course numbers
C. Deleting unused course numbers
D. Changes to certificates
E. Changing prerequisites
F. Number of credits in the major (within the University established minimum/maximum levels)

G. Changing the advising process

H. List of potential electives within the unit for a major

The Academic Affairs Committee shall consist of two (2) Faculty Senate members from each Major Academic Unit other than the School of Law, and a Senate representative of Mabee Library/CRC. Each member will be elected to a one-year term by the Faculty Senate from its ranks. The committee selects its own chairperson. Decisions of the Academic Affairs Committee require the affirmative vote of six of the nine members; six members shall constitute a quorum to conduct business. The VPAA or his/her designee will serve as an ex-officio, non-voting member. If possible, all faculty members of the Academic Affairs Committee should be senators. However, if a Major Academic Unit has three or fewer senators, or Mabee Library/CRC has only one senator, the Faculty Senate President may ask the relevant unit(s) to elect a non-senator to the Academic Affairs Committee or Faculty Affairs Committee to ensure adequate representation from this (these) unit(s). If appointments of non-senators must be made, the minimum proportion of the faculty members of the Academic Affairs Committee that will be senators is 2/3.

F. The Graduate Council voting membership will consist of one faculty member from Mabee Library and at least one faculty member from each School and the College (excluding the School of Law) with a maximum of one faculty member from each graduate program. Committee members shall be faculty who regularly teach or support graduate courses in the programs. The major academic units that offer graduate degree programs and Mabee Library will determine their own procedures for electing or appointing their representatives to the Graduate Council. Each representative will serve a two-year term. The Graduate Council will elect a Chairperson annually who will also serve as a member of the Faculty Senate. The Dean of the Office of Graduate Programs and Academic Outreach, the Vice President for Academic Affairs, and a representative from the School of Law will serve as non-voting ex-officio members of the Council. Decisions of the Graduate Council will require the affirmative vote of two-thirds of the voting members; two-thirds of the members shall constitute a quorum to conduct business. Actions taken by the Graduate Council will serve as the first reading of such action for the Faculty Senate and must be submitted to the full Faculty Senate in writing at least one week prior to a second (final) reading by the Senate.

The Graduate Council reports to the Faculty Senate and is charged with evaluating and making recommendations to the Faculty Senate regarding (1) all new graduate programs (majors,

degrees, certificates and the like) proposed by any major academic unit of the University; (2) major revisions to existing programs (such as a change in major designation or the addition of a major or concentration); and (3) new graduate academic programs or revisions to such programs that originate from units other than major academic units. The primary concern of the Council shall be consistency of the proposed program with applicable University-wide and external accreditation guidelines and regulations including admission criteria and procedures, potential impact of the program on other established graduate programs in the University, and financial implications of such new or revised program. Joint programs including School of Law are subject to this review. All programs exclusively to the School of Law are not.

The Office of Graduate Programs and Academic Outreach will collaborate with the Office of Institutional Research to provide appropriate data regarding graduate programs, respond to requests for information, and assume other administrative duties deemed appropriate by the Graduate Council, Faculty Senate, and the Vice President for Academic Affairs. The Office of Graduate Programs and Academic Outreach also will collaborate with Enrollment Management on generating information on student recruitment, financial aid, and graduation.

G. Faculty, Presidential, and Advisory Committees will be organized as follows:

1. Faculty committees - including, but not limited to, the Research Committee, Interdisciplinary Studies Committee, Promotion and Tenure Standards Committee, Honors Advisory Board, Graduate Committee, and General Education Committee - will be structured as standing committees of the Faculty Senate, with membership consisting of faculty elected by the academic units. Students or staff might also be added to these committees at the discretion of the Faculty Senate. Faculty committees will report their actions to the Faculty Senate. The Faculty Senate has the right to receive, review, remand, approve, or disapprove recommendations from these committees. Changes to the charge or membership structure of these committees will be made by action of the Faculty Senate.
2. Other University Committees are Presidential Committees and Advisory Committees

a. Presidential Committees - including, but not limited to, the Athletic Committee, Honorary Degree Committee, Institutional Review Board, and University Facilities Planning Committee - will be selected by the President of the University, though the President may choose to consult with the Faculty Senate when selecting faculty members to serve on Presidential Committees. These committees report their actions to the University President. Changes to the charge or membership structure of these committees are made at the discretion of the University President.

b. Advisory Committees - including, but not limited to, with administrative offices advised by each committees parenthetically noted, the Electronic Technology Committee (VPAA/VPAT), Assessment Committee (VPAA/VPSL), Board of Student Publications (VPAA/VPSL), Student Financial Aid Committee (Dean of Enrollment Management), International Education Committee (Director of International Programs), Committee on Undergraduate Retention (VPAA/VPSL/Dean of Enrollment Management), Committee on Undergraduate Probation and Reinstatement (VPAA/VPSL/Dean of Enrollment Management), and the Library Committee (Dean of Mabee Library) will typically include at least one member of the Faculty Senate. Advisory Committees will report their actions by minutes both to the Secretary of the Faculty Senate and to the appropriate administrative official. Changes to the charge or membership structure of these committees would be made by the President of the University in consultation with the Faculty Senate.

H. Each Faculty Committee shall elect a chair from among its own members

VII. AMENDMENTS

A. Amendments to the Constitution of the Faculty Senate can be proposed by any eligible faculty member as defined by Article II, A.

B. Amendments to the Constitution of the Faculty Senate require a two-thirds vote of Faculty Senate members present and voting and ratification by a majority vote of the General Faculty present and voting for passage.

Changes to Faculty Senate Constitution:

24 January 2008
VI. E. Second paragraph alters the make up of the Academic Affairs Committee, establishes a quorum and specifies the number of votes required to approve items brought before the committee. (Amendment approved by vote of the General Faculty)

29 January 2015

II. B. Specifies rounding method for determining the number of faculty in a unit or area.

11 June 2015

VI. D. Second paragraph makes Faculty Affairs and Academic Affairs Committee membership clearer, and to have a contingency plan for representation in the case there are not enough senators from a Major Academic Unit or Mabee Library/Curriculum Resource Center (CRC, non-Faculty Senate members may be appointed to serve. Approved by General Faculty 30 April 2015. Approved by Washburn Board of Regents 11 June 2015.

VI. E. Second paragraph now allows for representatives who are not senators to be elected from an area or unit to Academic Affairs when there are not enough senators from that unit or area to serve on both the Academic Affairs and Faculty Affairs Committees. Approved by General Faculty 30 April 2015. Approved by Washburn Board of Regents 11 June 2015.

26 January 2017

IV. B. Add wording assigning the Secretary of the Faculty Senate one-eighth reassigned time.

27 April 2017

V.A. Delete item indicating meeting agendas must be distributed to members of Faculty Senate one week in advance of scheduled meeting and add the item as IV.G. indicating a six-day advance notification. Approved by General Faculty 27 April 2017.

23 - 4 FACULTY AGENDA ITEM

Date: *November 28, 2022*
Submitted by: Deborah Altus, Professor & Chair, Family & Human Services
SUBJECT: *Gerontology Certificate*
Description: *Short overview of the proposal*

This proposal requests that the Gerontology Minor be removed from the catalog and replaced with a Gerontology Certificate that would be coordinated by the Family & Human Services Department. The credit hours for the certificate would be the same as the minor, and the overall description and learning outcomes would remain virtually identical (see attached catalog description). The three required minor courses would remain on the certificate, but two of the required elective courses would be replaced by two required courses (Human Development and Death & Dying, regularly offered for other reasons) to enhance the Gerontology content of the certificate. In addition, an either/or option would be added to one of the requirements (PY212 or PY 326) to make it easier to complete the certificate in a timely manner, as PY212 has been inconsistently offered. Two electives would be added to the list of elective choices, HS402 Trauma & Recovery Services and PH214 Medical Ethics, because they cover relevant topics (e.g., services for the prevention and treatment of elder abuse, euthanasia, ethical issues in medical decision-making).

Rationale: *Why is this being recommended? For curriculum items, rationale should include student learning assessment data used for curricular change. Rationale may also include, but not be limited to, labor market data, enrollment increase/decrease, accreditation requirement changes, and student course feedback information.*

Washburn offered a Gerontology Certificate in the 1970s and 1980s. The certificate was discontinued in 1992 when the then Department of Human Services started to offer Gerontology as an emphasis area within its Bachelor's degree program. In about 2012, the Department of Human Services removed the Gerontology emphasis area when it collapsed its five emphasis areas into two areas (currently Family Services and Addiction Counseling).

In order to address the need for Gerontology education in a rapidly aging society, the Gerontology Minor was added to the curriculum in 2015. The Department of Family & Human Services would have preferred to offer a Gerontology Certificate instead of a Gerontology Minor at that time but was discouraged from doing so due to reporting requirements for certificates. Those requirements have since been reduced, and administrators are supportive of adding the Certificate.

The Department of Family & Human Services often gets contacted by people who already have baccalaureate degrees but are interested in further study in Gerontology. Unfortunately, a minor is not an option for them. By replacing the minor with a certificate, the curriculum would be accessible to post-baccalaureate students. Additionally, students majoring in Family & Human Services face the problem that one of the required Gerontology minor courses (HS 378) and a couple of the electives (e.g., HS 301, HS 411) are already required as part of the major. Changing the minor to a certificate would make the curriculum more accessible to these students – students who have been among the most interested in Gerontology education in recent years.

The Bureau of Labor Statistics indicates that growth in the social services and health-care industries has largely been driven by the need for care and services for older people. These industries are adding jobs at a rapid pace, making Gerontology education important to meeting societal needs and to preparing graduates to be competitive in securing employment. In addition, the Department's advisory board has expressed strong support for a Gerontology certificate.

Financial Implications: *Costs involved (none, new faculty, adjunct replacement, additional operating costs, etc)*

None. All proposed courses are currently taught as part of other requirements/offerings. If a course were to be removed or not taught regularly, the coordinator could make substitutions given that this is not a licensure-track certificate.

Proposed Effective Date: August 2023 (2023-2024 Catalog)

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

Approved by: *AAC on date: 1-23-2023*
FAC on date N/A
Faculty Senate on date: 02-06-2023
General Faculty on date:

Attachments   Yes ■   No □

CourseLeaf Chains of Approval and Gerontology Catalog Language

Program Change Request

A deleted record cannot be edited

Program Inactivation Proposal

Date Submitted: 10/10/22 11:50 am

Viewing: **GR-MNR : Gerontology Minor**

Last approved: 09/30/22 9:41 am

Last edit: 02/06/23 5:06 pm

Changes proposed by: Michelle Shipley (michelle.shipley)

Catalog Pages Using
this Program
  Gerontology, Minor

Final Catalog	2022-2023

Rationale for
Inactivation

In Workflow

1. **Acad Ops**
2. **HS Chair**
3. **SAS Curr Policy Chair**
4. **SAS Dean**
5. **SAS Fac Council Chair**
6. **AA Committee**
7. **Faculty Senate**
8. **General Faculty**
9. WUBOR
10. Acad Ops Final
11. Registrar

Approval Path

1. 10/11/22 11:57 am
   Steve Luoma
   (steven.luoma):
   Approved for Acad
   Ops
2. 10/11/22 1:33 pm
   Deborah Altus
   (deborah.altus):
   Approved for HS
   Chair
3. 10/21/22 1:33 pm
   Michelle Shipley
   (michelle.shipley):
   Approved for SAS
   Curr Policy Chair
4. 10/23/22 2:57 pm
   Zach Frank
   (zach.frank):
   Approved for SAS

Dean

5. 10/28/22 3:12 pm
   Michelle Shipley
   (michelle.shipley):
   Approved for SAS
   Fac Council Chair
6. 01/31/23 8:34 am
   Beth Mathews
   (beth.mathews):
   Approved for AA
   Committee
7. 02/06/23 5:06 pm
   Shaun Schmidt
   (shaun.schmidt):
   Approved for
   Faculty Senate

History

1. Jun 13, 2022 by
   joseph.desota
2. Jul 22, 2022 by
   Steve Luoma
   (steven.luoma)
3. Sep 30, 2022 by
   Holly Broxterman
   (holly.broxterman)

Creation of Gerontology Certificate

General Information

Effective Catalog Edition	2022-2023
Department	Family and Human Services
College	School of Applied Studies
Degree Level	Undergraduate
Program Title	Gerontology Minor

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Degree to be Offered	Minor (MINOR)
Is there a Washburn Articulation agreement?	No
Related Degree	
Is this program offered completely online?	
Does this program lead to a teaching certification?	No
Program Code	GR-MNR
Is this program an interdisciplinary program?	No
CIP Code	
Modality	

Admission and Curriculum

Admission Criteria	
Total Number of Semester Credit Hours for the Degree	
Curriculum	

Minor Requirements

HS 378	Issues in Aging	3
PY 212	Psychology of Adulthood and Aging [1]	3

BI 260	Biology of Aging (or pre-approved substitution if the course is not offered)	3
Elective courses		9
Total Hours		18

[1]

Prerequisite: PY 100

Elective Courses

AL 101	Foundations of Healthcare	3
AL 366	Legal & Regulatory Issues for the Health Care Professional	3
AL 420	Current Issues in Health Care	3
AN 312	Medical Anthropology [1]	3
AR 291/391	Art Therapy	3
CN 306	Health Communication [2]	3
CN 351	Interpersonal Communication [2]	3
HS 131	Human Development	3
HS 301	Working with Trauma	3
HS 371	Mental Health and Aging	3
HS 372/NU 335	Death & Dying	3
HS 390	Special Topics (Strategies in Lifespan Resilience)	1-6
HS 390	Special Topics (Disability Studies)	1-6
HS 411	Family Issues	3
LG 220	Wills & Estate Administration [3]	3
LG 320	Elder Law [3]	3
KN 248	Wellness Concepts and Applications	3
NU 335	Special Topics/Nursing (Interdisciplinary Community Health)	3
NU 335	Special Topics/Nursing (Palliative Care)	3
PO 305	Public Policy	3
PY 326	Health Psychology [4]	3

SO 326	Aging and Society [5]	3
SW 360	Geriatric Social Work Practice	3
An internship or practicum in a setting approved by the coordinator		0-3
A directed study course approved by the coordinator		0-3

1

Prerequisite: AN 112

2

Prerequisite: CN 101

3

Prerequisite: LG 100 or LG 200 or consent

4

Prerequisite: PY 100

5

Prerequisite: SO 100

6

Prerequisite: SW 100, SW 250 or consent

Pathway

Faculty Workload Analysis (describe how the course offering schedule and anticipated enrollments correlate to faculty lines)

Supplemental Files

Reviewer

Comments

Shaun Schmidt (shaun.schmidt) (02/06/23 5:06 pm): Approved by Faculty Senate 2/6/2023

Key: 298

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Program Change Request

New Program Proposal

Date Submitted: 10/10/22 2:29 pm

Viewing: **: Gerontology Certificate**

Last edit: 02/06/23 5:04 pm

Changes proposed by: Michelle Shipley (michelle.shipley)

General Information

Effective Catalog Edition	2023-2024
Department	Family and Human Services
College	School of Applied Studies
Degree Level	Undergraduate
Program Title	Gerontology Certificate
Degree to be Offered	Certificate (CERT)
Is there a Washburn Articulation agreement?	No
Related Degree	
Is this program offered completely online?	
Does this program lead to a teaching certification?	No
Program Code	
Is this program an interdisciplinary	No

In Workflow

1. **Acad Ops**
2. **HS Chair**
3. **SAS Curr Policy Chair**
4. **Library**
5. **SAS Dean**
6. **SAS Fac Council Chair**
7. **AA Committee**
8. **Faculty Senate**
9. **General Faculty**
10. WUBOR
11. Acad Ops Final
12. Registrar

Approval Path

1. 10/11/22 2:15 pm Holly Broxterman (holly.broxterman): Approved for Acad Ops
2. 10/12/22 8:50 am Deborah Altus (deborah.altus): Approved for HS Chair
3. 10/21/22 1:32 pm Michelle Shipley (michelle.shipley): Approved for SAS Curr Policy Chair
4. 10/21/22 2:08 pm Sean Bird (sean.bird): Approved for

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program?

CIP Code　　　　　　　30.1101 - 30.1101

Modality　　　　　　　Hybrid

Library

5. 10/23/22 2:56 pm Zach Frank (zach.frank): Approved for SAS Dean

6. 10/28/22 3:12 pm Michelle Shipley (michelle.shipley): Approved for SAS Fac Council Chair

7. 01/31/23 8:34 am Beth Mathews (beth.mathews): Approved for AA Committee

8. 02/06/23 5:04 pm Shaun Schmidt (shaun.schmidt): Approved for Faculty Senate

New Program Header

Statement of Justification/Rationale for Offering the Program

Washburn used to offer a Gerontology Certificate in the 1970s and 1980s. The certificate was discontinued when the Department of Human Services started to offer Gerontology as an emphasis area within its Bachelor's degree program in 1992. In about 2012, the Department of Human Services collapsed its five emphasis areas into two areas (currently Family Services and Addiction Counseling) because it didn't have the person-power to offer all the courses needed to provide five emphasis areas.

In order to address the need for Gerontology education, the interdisciplinary Gerontology Minor was added to the curriculum in 2015, drawing courses from several Departments across campus. The Department of Family & Human Services would have preferred to offer a Gerontology Certificate instead of a Gerontology Minor at that time, but was discouraged from doing so by Academic Affairs due to cumbersome reporting requirements for certificates. Those requirements have since been reduced, and administrators are now supportive of adding a certificate. Thus, we are proposing to remove the Gerontology Minor and add a Gerontology Certificate in its place.

The Department of Family & Human Services often gets contacted by people who already have degrees but are interested in further study in Gerontology. Unfortunately, the current Gerontology Minor is not an option for them. By replacing the minor with a certificate, we would open up the curriculum to these students. Additionally, students majoring in Family & Human Services run into the problem that one of the required minor courses, HS 378, and a couple of the electives (e.g., HS 301, HS 411) are already required as part of the major – and it is difficult to find meaningful substitutions for these courses. Changing the minor to a certificate would make the curriculum more accessible to these students.

Program Demand

The proposed changes will make the Gerontology curriculum more attractive and accessible to students due to the ability of post-baccalaureate students to obtain the certificate and the ability of Family & Human Services majors to obtain the certificate even though a couple of the courses are also required for the major (HS 131 and 378). In addition, there is increased flexibility with the certificate due to the "either-or" option in one the core courses in comparison with the current Gerontology Minor. The Department of Family and Human Services has surveyed its advisory board about the need for Gerontology education, and Board members felt that it was extremely important for helping professionals to have education in this area due to the aging of the population. The current number of students who are declared in the Gerontology Minor is small (around 10 students), but the proposed certificate curriculum will not have additional costs for WU given that it is replacing the minor and is comprised of existing courses that are already taught for other reasons (e.g., general education, major requirements for other degrees).

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Projected Enrollment for the Initial Three Years of the Program

Implementation

Full-Time Headcount Per Year	0	Part-Time Headcount Per Year	0
Full-Time Sem Credit Hrs Per Year	0	Part-Time Sem Credit Hrs Per Year	0

Year 2

Full-Time Headcount Per Year	0	Part-Time Headcount Per Year	0
Full-Time Sem Credit Hrs Per Year	0	Part-Time Sem Credit Hrs Per Year	0

Year 3

Full-Time Headcount Per Year	0	Part-Time Headcount Per Year	0
Full-Time Sem Credit Hrs Per Year	0	Part-Time Sem Credit Hrs Per Year	0

Employment

Employment
Opportunity
Information

According to the Bureau of Labor Statistics, careers where a Gerontology Certificate would be particularly useful, such as Social and Human Service Work, Home Health, Nursing, Social Work, Occupational Therapy, Physical Therapy, Psychology, and Exercise Physiology, are all increasing in job outlook (from 6% to 24% increase).

Admission and Curriculum

Admission Criteria

Open admission.

Total Number of   18
Semester Credit

Hours for the

Degree

Curriculum

Certificate Requirements

HS 131	Human Development	3
HS 372	Death & Dying	3
HS 378	Issues in Aging	3
BI 260	Biology of Aging	3
PY 212	Psychology of Adulthood and Aging [1]	3
or PY 326	Health Psychology	
Elective Course (Select one course from the list below)		3
Total Hours		18

[1]

Prerequisite: PY 100

Elective Courses

AL 101	Foundations of Healthcare	3
AL 366	Legal & Regulatory Issues for the Health Care Professional	3
AL 420	Current Issues in Health Care	3
AN 312	Medical Anthropology [1]	3
AR 291/391	Art Therapy [2]	3
CN 306	Health Communication	3
CN 351	Interpersonal Communication	3
HS 301	Working with Trauma	3
HS 371	Mental Health and Aging	3
HS 390	Special Topics (Strategies in Lifespan Resilience)	1-6
HS 390	Special Topics (Disability Studies)	1-6

HS 411	Family Issues	3
LG 220	Wills & Estate Administration [3]	3
LG 320	Elder Law [3]	3
KN 248	Wellness Concepts and Applications	3
NU 335	Special Topics/Nursing (Interdisciplinary Community Health) [4]	3
NU 335	Special Topics/Nursing (Palliative Care) [4]	3
PO 305	Public Policy	3
PY 326	Health Psychology [2]	3
SO 326	Aging and Society [5]	3
SW 360	Geriatric Social Work Practice	3
An internship or practicum in a setting approved by the coordinator		3
A directed study course approved by the coordinator		3

[1]

Prerequisite: AN 112 or AN 116

[2]

Prerequisite: PY 100

[3]

Prerequisite: LG 100 or LG 200 or consent

[4]

Prerequisite: Requires Consent

[5]

Prerequisite: SO 100

Pathway

Core Faculty

Faculty Name	Deborah Altus*
Rank	Professor
Highest Degree	PhD
Tenure Track	Yes
Academic Area of Specialization	Psychology and Gerontology

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FTE to Proposed Program	
Faculty Name	Jennifer Smith
Rank	Assistant Professor
Highest Degree	PhD
Tenure Track	Yes
Academic Area of Specialization	Human Development and Counseling
FTE to Proposed Program	

Faculty Workload Analysis

Faculty Workload Analysis (describe how the course offering schedule and anticipated enrollments correlate to faculty lines)

No impact on faculty/adjunct resources is foreseen. The number of credit hours for the Certificate is the same as the Gerontology Minor. The courses that have been added to the core, HS 131, HS 372, and PY 326, are regularly scheduled courses. It is unlikely that there would be enough added demand for these courses to require new sections.

Supplemental Files

Reviewer
Comments

Shaun Schmidt (shaun.schmidt) (02/06/23 5:04 pm): Approved by Faculty Senate 2/6/2023 ◯

Key: 354

42

23 - 5 FACULTY AGENDA ITEM

Date: 1/20/2023
Submitted by: Mark Kohls, Chair, Allied Health/ School of Applied Studies
SUBJECT: New Programs in Allied Health:
          Bachelor of Health Science (BHS), Public Health
          Minor, Public Health
          Public Health Certificate
          Advanced Public Health Certificate

Description:

The Bachelor of Health Science (BHS) program is excited to submit the proposed offerings of a Public Health Bachelor of Health Science degree, Public Health minor, and two Public Health certificates. The proposal includes three new course offerings (AL 465, AL 470, and AL 475) that are needed for the proposed programs and course modification of AL 400 and AL 430. Below are overviews of the proposed public health programs and courses we are submitting for approval. Specific course requirements within each proposed program can be found in CourseLeaf.

DEGREE PROPOSALS

Public Health Bachelor's Degree - 120 credit hours

This proposed degree has program admission requirements similar to the current BHS Health Services Administration degree. The major would include 42 credit hours. Required and elective hours will include a variety of departments outside of Allied Health including Communications, Family and Human Services, Kinesiology, Political Science, and Psychology. These courses and this degree will help students achieve Certified Public Health (CPH) competencies established by the National Board of Public Health Examiners (NBPHE).

Public Health Minor - 15 credit hours

The proposed minor must be completed with a major. Currently, in the Bachelor of Health Science Health Service Administration, 14 students in the BHS HSA program are completing a minor; we believe a variety of students across campus would be interested in completing a minor in Public Health.

Public Health Certificate - 15 credit hours

This certificate is for those students that have completed a bachelor's degree or higher in any field and would like to complete a certificate in public health. This certificate could be for students who want a career change, want to expand their knowledge about public health, and do not necessarily have a healthcare background.

Advanced Public Health Certificate – 27 credit hours

This certificate is for those degree-seeking students with an associate degree (or higher) or 2 years of work experience in public health or healthcare. This certificate could benefit students outside the School of Applied Studies who need a minor (more than 15 credit hours) to complete their bachelor's degree. This certificate program will offer an internship in Public Health, which could help students find work directly after graduation.

COURSE PROPOSALS

The proposed changes for AL 430 include updating the course title and course description and removal of the EN 300 Advanced College Writing prerequisite. The EN 300 change needs to be

made because some of the public health students may not be on a degree-seeking track and therefore will not be required to take EN 300.   We will instead add the EN 300 Advanced College Writing prerequisite to AL 400 Supervisory Practices for the Health Care Professionals.   This will ensure that students complete their English (EN300) requirement before finishing the BHS Health Service Administration courses.

AL430: Essentials of Public Health (Update of title and course description)
This course will provide students with an introduction to public health concepts as well as public health professional practice. Throughout the course, students will explore the origins and development of modern public health organizations and the relationship of public health to the overall healthcare system. Course topics include the basic structure of the public health system, the laws that influence public health, the public health workforce, and managing public health programs.

AL465: Evidence-Based Public Health (new Public Health course)
This course will explore ways that epidemiology and research are used to inform public health practice. Throughout the course, basic research methodologies will be reviewed, examining the role of data collection and analysis in the field of public health. Topics include principles of epidemiology, research methodologies as applied to public health practice and using evidence to support public health initiatives.

AL470: Public Health Program Planning (new Public Health course)
This course will explore how evidence-based concepts are utilized in public health program planning, implementation, and evaluation. Focus on developing public health interventions that prioritize community concerns and resources. Course topics include a review of public health data sources, evaluating factors that influence health behaviors, the importance of community engagement, the role of stakeholders, and strategies for communicating with diverse populations.

AL475: Public Health Program Management (new Public Health course)
This course is an introduction to essential public health program management skills. Throughout the course, the student will learn strategies for effectively managing resources to support implementing public health programs and interventions. Course topics include leadership theories and practices, strategic planning concepts, team building and performance evaluation, and securing and managing financial resources.

Rationale:
There is a strong need locally, regionally, and nationally for more people trained in public health. Since the pandemic, the job market in public health has expanded and is expected to continue to grow with job openings increasing. The Kansas Department of Health and Environment staff has contacted Washburn BHS faculty to share thoughts and ideas about the need for additional education available to students wanting to pursue public health. Washburn University recently had The Hanover Research Institute complete an academic program assessment which indicated a strong demand for degrees in Public Health. Over the six months prior to the Hanover report, Kansas employers had listed over 2,400 public health-related jobs with 63% requiring a bachelor's degree in public health or related field. There are currently few public health bachelor degree programs in the region, with only two in Kansas. There is presently a demand for public health workers and we have collaborated with

KDHE to offer future internships for the proposed Advanced Public Health Certificate (27 credit hours) and Public Health BHS Degree if passed.

A survey to BHS students was conducted by BHS faculty with 76.9% of students responding they strongly agreed or agreed that they were interested in learning more about public health.

52.6% of BHS students responded that they would be very likely or somewhat likely to pursue a minor in public health. Now is the perfect time for Washburn University to take this opportunity to offer education in public health through a Bachelor of Health Science in Public Health.

Financial Implications:

No additional faculty positions equipment, or operating costs are expected. Current faculty will be covering the course offerings with adjunct use as needed for content expertise.

Proposed Effective Date: Fall 2023 Semester

Request for Action: Approval by Academic Affairs Committee, Faculty Senate, General Faculty, and WUBOR

Approved by: *AAC on date: 1-30-2023*
       FAC on date N/A
       Faculty Senate on date: 02-06-2023
       General Faculty on date:

Attachments   Yes■   No☐
       CourseLeaf Documentation for all four programs.

Program Change Request

New Program Proposal

Date Submitted: 12/01/22 3:27 pm

Viewing: : BHS: Public Health

Last edit: 02/06/23 5:03 pm

Changes proposed by: Mark Kohls (mark.kohls)

General Information

Effective Catalog Edition	2023-2024
Department	Allied Health
College	School of Applied Studies
Degree Level	Undergraduate
Program Title	BHS: Public Health
Degree to be Offered	Bachelor of Health Science (BHS)
Is there a Washburn Articulation agreement?	No
Related Degree	
Is this program offered completely online?	Yes
Does this program lead to a teaching certification?	No
Program Code	
Is this program an interdisciplinary	No

In Workflow

1. **Acad Ops**
2. **AL Chair**
3. **Library**
4. **VPAA**
5. **SAS Curr Policy Chair**
6. **SAS Dean**
7. **SAS Fac Council Chair**
8. **AA Committee**
9. **Faculty Senate**
10. **General Faculty**
11. WUBOR
12. Acad Ops Final
13. Registrar

Approval Path

1. 12/02/22 4:50 pm Holly Broxterman (holly.broxterman): Approved for Acad Ops
2. 12/02/22 5:03 pm Mark Kohls (mark.kohls): Approved for AL Chair
3. 12/05/22 6:09 am Sean Bird (sean.bird): Approved for Library
4. 12/05/22 8:10 am Holly Broxterman (holly.broxterman):

program?

CIP Code   512201 - Public Health, General.

Modality   Online

Approved for VPAA

5. 01/19/23 12:54 pm
Michelle Shipley
(michelle.shipley):
Approved for SAS
Curr Policy Chair

6. 01/19/23 1:01 pm
Zach Frank
(zach.frank):
Approved for SAS
Dean

7. 01/19/23 1:03 pm
Michelle Shipley
(michelle.shipley):
Approved for SAS
Fac Council Chair

8. 01/31/23 8:33 am
Beth Mathews
(beth.mathews):
Approved for AA
Committee

9. 02/06/23 5:03 pm
Shaun Schmidt
(shaun.schmidt):
Approved for
Faculty Senate

New Program Header

Statement of Justification/Rationale for Offering the Program

There is a strong need for more people trained in public health. Since the pandemic, the job market in Public Health has expanded and is expected to continue to grow with job openings at the local and regional levels increasing. The Kansas Department of Health and Environment staff has been in contact with Washburn University BHS faculty to share their thoughts and ideas about the need for more education being made available to students for entering into public health. KDHE is partnering with Washburn University to offer a site for unpaid internships to qualified students and the BHS program already has a formal agreement in place.

This degree will help students achieve Certified Public Health (CPH) competencies established by the National Board of Public Health Examiners (NBPHE). BHS faculty have identified several courses already offered at Washburn University, including courses from Family and Human Services, Communications, Political Science, and Leadership that will also help meet the CPH competencies.

This is a perfect time for Washburn University to take this opportunity to offer education in Public Health through a Bachelor of Health Science in Public Health.

Program Demand

Washburn University asked the Hanover Research Institute to complete market research regarding the need for Public Health programs. The executive summary recommended that Washburn develop a bachelor's in public health program, stating that "student demand indicators point to solid and growing student demand for Bachelor's in Public Health (BPH) programs, while labor market demand is strong across all geographic levels. Additionally, the competitive landscape supports the development of a new program in Kansas and the region. Only two universities offer a similar program in the state and overall, the regional market is not yet saturated with offerings. With such little competition within Kansas, space for a new BPH program in the region, and strong labor demand across all geographic levels, Washburn should move ahead with the development of a new Bachelor in Public Health program."

The research also stated that "Public health-related occupations are expected to grow much faster than average across all geographic levels. In aggregate, public health-related employment is expected to grow significantly faster than the average for all other occupations in Kansas, across the Plains region, and nationally. Medical and Health Services Managers are expected to see the fastest growth at all geographic levels, with over 25 percent growth in the state, over 26 percent growth in the region, and 31 percent growth across the nation. This growth is attributed to a growing awareness of the importance of public health and thereby to increased government funding, as well as to a general increase in demand for healthcare professionals as the baby-boom population ages and people remain active later in life."

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A Bachelor's in Public Health is a versatile degree enabling graduates to enter into a range of occupations. Public health workers are employed by "government agencies, nonprofits, academia, and even for-profit corporations" and make up some of the essential services provided by government health departments. Demand is stimulated by the need for workers that can navigate major challenges in the country like "preventing disease outbreaks, protecting the food supply, and reducing opioid abuse."

Over the six months prior to the Hanover report, Kansas employers had listed over 2,400 public health-related jobs with 63% requiring a bachelor's degree in public health or related field.

Washburn BHS faculty attended several meetings pertaining to public health and the need for a trained public health workforce. Dr. Riegelman MD, MPH, PhD in an Undergraduate Public Health Educations Webinar on 4/6/22 stated that 61% of bachelor's degree graduates move directly into careers and the public health job market is changing. There is an increased focus on social determinants of health, infection control prevention, and the need to reform the infrastructure of government public health organizations.

A survey to BHS students was conducted by BHS faculty with 76.9% of students responded they strongly agreed or agreed that they were interested in learning more about public health with the remaining 23.1% being neutral. 52.6% of BHS students answered that they would be very likely or somewhat likely to pursue a minor in public health while 52% of students answered that they would be very likely or somewhat likely to pursue a public health certificate.

Projected Enrollment for the Initial Three Years of the Program

Implementation

Full-Time Headcount Per Year	2	Part-Time Headcount Per Year	2
Full-Time Sem Credit Hrs Per Year	48	Part-Time Sem Credit Hrs Per Year	24

Year 2

Full-Time Headcount Per Year	8	Part-Time Headcount Per Year	8
Full-Time Sem Credit Hrs Per Year	192	Part-Time Sem Credit Hrs Per Year	96

Year 3

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Full-Time Headcount Per Year	15	Part-Time Headcount Per Year	15
Full-Time Sem Credit Hrs Per Year	360	Part-Time Sem Credit Hrs Per Year	180

Employment

Employment Opportunity Information

Admission and Curriculum

Admission Criteria

Completed Associate Degree OR 45 Completed College Credit Hours (must include the courses listed below)

MA 112 or MA 116 – Contemp. College Mathematics or College Algebra or equivalent (3)

AL 101 Foundations of Healthcare (3)

AL 320 Human Disease (3)

BI 230 Intro to Human Physiology (3) OR BI 255 Human Physiology w/Lab (4) OR

BI 250 Intro to Human Anatomy (3) OR BI 275 Human Anatomy w/Lab (4)

You must have a cumulative GPA of 2.50 and a Washburn GPA of 2.25 (if applicable) on a 4.00 scale

Total Number of Semester Credit Hours for the Degree	120

Curriculum

Degree Requirements

AL 367	Foundations of Quality Improvement in Health Care	3
AL 375	Health Care Policy	3
AL 400	Supervisory Practices for the Health Care Professional	3
AL 430	Essentials of Public Health	3

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AL 460	Research in Health Care	3
AL 465	Evidence-Based Approaches to Public Health	3
AL 470	Public Health Program Planning	3
AL 475	Public Health Program Management	3
AL 360	Independent Study/Allied Health	3
or AL 480	Senior Seminar In Healthcare	
CN 306	Health Communication	3
HS 300	Prevention and Social Change	3
Upper Division Elective Hours - 9 Credit Hours		**9**
Total Hours		**42**
	Suggested Upper-Division Electives	
AL 366	Legal & Regulatory Issues for the Health Care Professional	3
AL 399	Health Information Systems	3
AL 405	Financial Issues in Health Care I	3
AL 420	Current Issues in Health Care	3
CN 351	Interpersonal Communication	3
HL 377	Critical Issues in Health	3
IL 311	Information Literacy Health Professions	3
PY 311	Multicultural Psychology	3
PY 326	Health Psychology	3
PO 305	Public Policy	3
PO 346	Problems in Public Administration	3
or PO 374	Topics-Public Administration	

See Table of Contents for University Requirements, General Education Graduation Requirements.

Pathway

Core Faculty

Faculty Workload Analysis

Faculty Workload Analysis (describe how the course offering schedule and anticipated enrollments correlate to faculty lines)

This degree will use existing Washburn courses along with the addition of three new course offerings which will all initially be offered once per year. These three additional offerings will be covered through a combination of current BHS faculty as permitted with regular workload and through the use of adjuncts as needed for subject matter expertise within Public Health. The Kansas Department of Health and Environment is very supportive of this initiative and KDHE employees have been used in an adjunct capacity with great success.

Supplemental Files	BHS Public Health Degree Plan.docx
	Public Health Agenda Proposal (Mark Kohls).docx

Reviewer
Comments

Shaun Schmidt (shaun.schmidt) (02/06/23 5:03 pm): Approved by Faculty Senate 2/6/2023 ☐

Key: 374

Program Change Request

New Program Proposal

Date Submitted: 12/01/22 3:28 pm

Viewing: : **Public Health Minor**

Last edit: 02/06/23 5:06 pm

Changes proposed by: Mark Kohls (mark.kohls)

General Information

Effective Catalog Edition	2023-2024
Department	Allied Health
College	School of Applied Studies
Degree Level	Undergraduate
Program Title	Public Health Minor
Degree to be Offered	Minor (MINOR)
Is there a Washburn Articulation agreement?	No
Related Degree	
Is this program offered completely online?	Yes
Does this program lead to a teaching certification?	No
Program Code	
Is this program an interdisciplinary	No

In Workflow

1. **Acad Ops**
2. **AL Chair**
3. **Library**
4. **VPAA**
5. **SAS Curr Policy Chair**
6. **SAS Dean**
7. **SAS Fac Council Chair**
8. **AA Committee**
9. **Faculty Senate**
10. **General Faculty**
11. WUBOR
12. Acad Ops Final
13. Registrar

Approval Path

1. 12/02/22 4:50 pm Holly Broxterman (holly.broxterman): Approved for Acad Ops
2. 12/02/22 5:08 pm Mark Kohls (mark.kohls): Approved for AL Chair
3. 12/05/22 6:20 am Sean Bird (sean.bird): Approved for Library
4. 12/05/22 8:10 am Holly Broxterman (holly.broxterman):

program?

CIP Code   512201 - Public Health, General.

Modality   Online

Approved for VPAA

5. 01/19/23 12:55 pm Michelle Shipley (michelle.shipley): Approved for SAS Curr Policy Chair

6. 01/19/23 1:01 pm Zach Frank (zach.frank): Approved for SAS Dean

7. 01/19/23 1:03 pm Michelle Shipley (michelle.shipley): Approved for SAS Fac Council Chair

8. 01/31/23 8:34 am Beth Mathews (beth.mathews): Approved for AA Committee

9. 02/06/23 5:06 pm Shaun Schmidt (shaun.schmidt): Approved for Faculty Senate

New Program Header

Statement of Justification/Rationale for Offering the Program

There is a strong need for more people trained in public health. Since the pandemic, the job market in Public Health has expanded and is expected to continue to grow with job openings at the local and regional levels increasing. The Kansas Department of Health and Environment staff has been in contact with Washburn University BHS faculty to share their thoughts and ideas about the need for more education being made available to students thinking about entering the public health field. This minor will help students achieve Certified Public Health (CPH) competencies established by the National Board of Public Health Examiners (NBPHE). We are able to offer this Public Health Minor without using any additional funds or resources as the additional courses are already needed for the BHS in Public Health.

Program Demand

Washburn University asked the Hanover Research Institute to complete market research regarding the need for Public Health programs. The executive summary recommended that Washburn develop a bachelor's in public health program, stating that "student demand indicators point to solid and growing student demand for Bachelor's in Public Health (BPH) programs, while labor market demand is strong across all geographic levels. Additionally, the competitive landscape supports the development of a new program in Kansas and the region. Only two universities offer a similar program in the state and overall, the regional market is not yet saturated with offerings. With such little competition within Kansas, space for a new BPH program in the region, and strong labor demand across all geographic levels, Washburn should move ahead with the development of a new Bachelor in Public Health program."

The research also stated that "Public health-related occupations are expected to grow much faster than average across all geographic levels. In aggregate, public health-related employment is expected to grow significantly faster than the average for all other occupations in Kansas, across the Plains region, and nationally. Medical and Health Services Managers are expected to see the fastest growth at all geographic levels, with over 25 percent growth in the state, over 26 percent growth in the region, and 31 percent growth across the nation. This growth is attributed to a growing awareness of the importance of public health and thereby to increased government funding, as well as to a general increase in demand for healthcare professionals as the baby-boom population ages and people remain active later in life."

A Public Health Minor will help students enter into a range of occupations. Public health workers are employed by "government agencies, nonprofits, academia, and even for-profit corporations" and make up some of the essential services provided by government health departments. Demand is stimulated by the need for workers that can navigate major challenges in the country like "preventing disease outbreaks, protecting the food supply, and reducing opioid abuse."

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Projected Enrollment for the Initial Three Years of the Program

Implementation

Full-Time Headcount Per Year	5	Part-Time Headcount Per Year	5
Full-Time Sem Credit Hrs Per Year	60	Part-Time Sem Credit Hrs Per Year	30
Year 2			
Full-Time Headcount Per Year	10	Part-Time Headcount Per Year	10
Full-Time Sem Credit Hrs Per Year	120	Part-Time Sem Credit Hrs Per Year	60
Year 3			
Full-Time Headcount Per Year	15	Part-Time Headcount Per Year	15
Full-Time Sem Credit Hrs Per Year	180	Part-Time Sem Credit Hrs Per Year	90

Employment

Employment Opportunity Information

Admission and Curriculum

Admission Criteria

The minor must be completed with a major degree plan.

A minor degree plan must be approved and declared by an advisor in the minor degree program.

Total Number of Semester Credit Hours for the Degree   15

Curriculum

Minor Requirements

AL 430	Essentials of Public Health	3
AL 465	Evidence-Based Approaches to Public Health	3
AL 470	Public Health Program Planning	3
AL 475	Public Health Program Management	3
CN 306	Health Communication	3
Total Hours		15

Pathway

Core Faculty

Faculty Workload Analysis

Faculty Workload Analysis (describe how the course offering schedule and anticipated enrollments correlate to faculty lines)

This degree will use existing Washburn courses, including the three new course offerings which are already needed for the newly proposed Bachelor in Public Health Leadership degree. No additional course offerings are needed specifically for this minor.

Supplemental Files	Public Health Minor Degree Plan.docx
	Public Health Agenda Proposal (Mark Kohls).docx

Reviewer
Comments

Shaun Schmidt (shaun.schmidt) (02/06/23 5:06 pm): Approved by Faculty Senate 2/6/2023 ☐

Key: 375

Program Change Request

New Program Proposal

Date Submitted: 12/01/22 3:28 pm

Viewing: : **Public Health Certificate**

Last edit: 02/06/23 5:05 pm

Changes proposed by: Mark Kohls (mark.kohls)

General Information

Effective Catalog Edition	2023-2024
Department	Allied Health
College	School of Applied Studies
Degree Level	Undergraduate
Program Title	
Public Health Certificate	
Degree to be Offered	Certificate (CERT)
Is there a Washburn Articulation agreement?	No
Related Degree	
Is this program offered completely online?	Yes
Does this program lead to a teaching certification?	No
Program Code	
Is this program an interdisciplinary	No

In Workflow

1. **Acad Ops**
2. **AL Chair**
3. **Library**
4. **VPAA**
5. **SAS Curr Policy Chair**
6. **SAS Dean**
7. **SAS Fac Council Chair**
8. **AA Committee**
9. **Faculty Senate**
10. **General Faculty**
11. WUBOR
12. Acad Ops Final
13. Registrar

Approval Path

1. 12/02/22 4:50 pm Holly Broxterman (holly.broxterman): Approved for Acad Ops
2. 12/02/22 5:08 pm Mark Kohls (mark.kohls): Approved for AL Chair
3. 12/05/22 6:20 am Sean Bird (sean.bird): Approved for Library
4. 12/05/22 8:10 am Holly Broxterman (holly.broxterman):

program?

CIP Code   512201 - Public Health, General.

Modality   Online

             Approved for VPAA

5. 01/19/23 12:57 pm
   Michelle Shipley
   (michelle.shipley):
   Approved for SAS
   Curr Policy Chair
6. 01/19/23 1:01 pm
   Zach Frank
   (zach.frank):
   Approved for SAS
   Dean
7. 01/19/23 1:03 pm
   Michelle Shipley
   (michelle.shipley):
   Approved for SAS
   Fac Council Chair
8. 01/31/23 8:33 am
   Beth Mathews
   (beth.mathews):
   Approved for AA
   Committee
9. 02/06/23 5:05 pm
   Shaun Schmidt
   (shaun.schmidt):
   Approved for
   Faculty Senate

New Program Header

Statement of Justification/Rationale for Offering the Program

There is a strong need for more people trained in public health. Since the pandemic, the job
market in Public Health has expanded and is expected to continue to grow with job openings at
the local and regional levels increasing. The Kansas Department of Health and Environment
staff has been in contact with Washburn University BHS faculty to share their thoughts and
ideas about the need for more education being made available to people already in the
workforce who have recently moved or are thinking about entering the public health field. This
certificate will help those who have already obtained a bachelor's degree achieve Certified
Public Health (CPH) competencies established by the National Board of Public Health Examiners
(NBPHE).

Program Demand

Washburn University asked the Hanover Research Institute to complete market research regarding the need for Public Health programs. The executive summary recommended that Washburn develop a bachelor's in public health program, stating that "student demand indicators point to solid and growing student demand for Bachelor's in Public Health (BPH) programs, while labor market demand is strong across all geographic levels. Additionally, the competitive landscape supports the development of a new program in Kansas and the region. Only two universities offer a similar program in the state and overall, the regional market is not yet saturated with offerings. With such little competition within Kansas, space for a new BPH program in the region, and strong labor demand across all geographic levels, Washburn should move ahead with the development of a new Bachelor in Public Health program."

The research also stated that "Public health-related occupations are expected to grow much faster than average across all geographic levels. In aggregate, public health-related employment is expected to grow significantly faster than the average for all other occupations in Kansas, across the Plains region, and nationally. Medical and Health Services Managers are expected to see the fastest growth at all geographic levels, with over 25 percent growth in the state, over 26 percent growth in the region, and 31 percent growth across the nation. This growth is attributed to a growing awareness of the importance of public health and thereby to increased government funding, as well as to a general increase in demand for healthcare professionals as the baby-boom population ages and people remain active later in life."

A BPH is a versatile degree enabling graduates to enter into a range of occupations. Public health workers are employed by "government agencies, nonprofits, academia, and even for-profit corporations" and make up some of the essential services provided by government health departments. Demand is stimulated by the need for workers that can navigate major challenges in the country like "preventing disease outbreaks, protecting the food supply, and reducing opioid abuse."

Over the six months prior to the Hanover report, Kansas employers had listed over 2,400 public health-related jobs with 63% requiring a bachelor's degree in public health or related field.

Washburn BHS faculty attended several meetings pertaining to public health and the need for a trained public health workforce. Dr. Riegelman MD, MPH, PhD in an Undergraduate Public Health Educations Webinar on 4/6/22 stated that 61% of bachelor's degree graduates move directly into careers and the public health job market is changing. There is an increased focus on social determinants of health, infection control prevention, and the need to reform the infrastructure of government public health organizations.

A survey to BHS students was conducted by BHS faculty with 76.9% of students responded they strongly agreed or agreed that they were interested in learning more about public health with

the remaining 23.1% being neutral. 52.6% of BHS students answered that they would be very likely or somewhat likely to pursue a minor in public health while 52% of students answered that they would be very likely or somewhat likely to pursue a public health certificate.

Projected Enrollment for the Initial Three Years of the Program

Implementation

Full-Time Headcount Per Year	0	Part-Time Headcount Per Year	5
Full-Time Sem Credit Hrs Per Year	0	Part-Time Sem Credit Hrs Per Year	75

Year 2

Full-Time Headcount Per Year	0	Part-Time Headcount Per Year	10
Full-Time Sem Credit Hrs Per Year	0	Part-Time Sem Credit Hrs Per Year	150

Year 3

Full-Time Headcount Per Year	0	Part-Time Headcount Per Year	15
Full-Time Sem Credit Hrs Per Year	0	Part-Time Sem Credit Hrs Per Year	225

Employment

Employment Opportunity Information

Admission and Curriculum

Admission Criteria
Must have completed a Bachelor's Degree or higher in order to complete the Track 1 certificate in Public Health.

Total Number of   15

61

Semester Credit
Hours for the
Degree

Curriculum

Minor Requirements

AL 430	Essentials of Public Health	3
AL 465	Evidence-Based Approaches to Public Health	3
AL 470	Public Health Program Planning	3
AL 475	Public Health Program Management	3
CN 306	Health Communication	3
Total Hours		15

Pathway

Core Faculty

Faculty Workload Analysis

Faculty Workload Analysis (describe how the course offering schedule and anticipated enrollments correlate to faculty lines)

This certificate will use existing Washburn courses, including the three new course offerings which are already being created for the newly proposed Bachelor in Public Health Leadership degree. No additional course offerings are needed specifically for this certificate and no additional faculty workload is expected specific to this certificate.

Supplemental Files	Public Health Track 1 Certificate Degree Plan.docx
	Public Health Agenda Proposal (Mark Kohls).docx

Reviewer
Comments

Shaun Schmidt (shaun.schmidt) (02/06/23 5:05 pm): Approved by Faculty Senate 2/6/2023 ☐
Shaun Schmidt (shaun.schmidt) (02/06/23 5:05 pm): Approved by Faculty Senate 2/6/2023 ☐

Key: 377

63

Program Change Request

New Program Proposal

Date Submitted: 12/01/22 3:28 pm

Viewing: : Advanced Public Health Certificate

Last edit: 02/06/23 5:03 pm

Changes proposed by: Mark Kohls (mark.kohls)

General Information

Effective Catalog Edition	2023-2024
Department	Allied Health
College	School of Applied Studies
Degree Level	Undergraduate
Program Title	Advanced Public Health Certificate
Degree to be Offered	Certificate (CERT)
Is there a Washburn Articulation agreement?	No
Related Degree	
Is this program offered completely online?	Yes
Does this program lead to a teaching certification?	No
Program Code	
Is this program an interdisciplinary	No

program?

CIP Code   512201 - Public Health, General.

Modality   Online

New Program Header

Statement of Justification/Rationale for Offering the Program

There is a strong need for more people trained in public health. Since the pandemic, the job
market in Public Health has expanded and is expected to continue to grow with job openings at
the local and regional levels increasing. The Kansas Department of Health and Environment
staff has been in contact with Washburn University BHS faculty to share their thoughts and
ideas about the need for more education being made available to people already in the
workforce who have recently moved or are thinking about entering the public health field. This
certificate will help those without a bachelor's degree achieve Certified Public Health (CPH)
competencies established by the National Board of Public Health Examiners (NBPHE).

Program Demand

Washburn University asked the Hanover Research Institute to complete market research regarding the need for Public Health programs. The executive summary recommended that Washburn develop a bachelor's in public health program, stating that "student demand indicators point to solid and growing student demand for Bachelor's in Public Health (BPH) programs, while labor market demand is strong across all geographic levels. Additionally, the competitive landscape supports the development of a new program in Kansas and the region. Only two universities offer a similar program in the state and overall, the regional market is not yet saturated with offerings. With such little competition within Kansas, space for a new BPH program in the region, and strong labor demand across all geographic levels, Washburn should move ahead with the development of a new Bachelor in Public Health program."

The research also stated that "Public health-related occupations are expected to grow much faster than average across all geographic levels. In aggregate, public health-related employment is expected to grow significantly faster than the average for all other occupations in Kansas, across the Plains region, and nationally. Medical and Health Services Managers are expected to see the fastest growth at all geographic levels, with over 25 percent growth in the state, over 26 percent growth in the region, and 31 percent growth across the nation. This growth is attributed to a growing awareness of the importance of public health and thereby to increased government funding, as well as to a general increase in demand for healthcare professionals as the baby-boom population ages and people remain active later in life."

A BPH is a versatile degree enabling graduates to enter into a range of occupations. Public health workers are employed by "government agencies, nonprofits, academia, and even for-profit corporations" and make up some of the essential services provided by government health departments. Demand is stimulated by the need for workers that can navigate major challenges in the country like "preventing disease outbreaks, protecting the food supply, and reducing opioid abuse."

Over the six months prior to the Hanover report, Kansas employers had listed over 2,400 public health-related jobs with 63% requiring a bachelor's degree in public health or related field.

Washburn BHS faculty attended several meetings pertaining to public health and the need for a trained public health workforce. Dr. Riegelman MD, MPH, PhD in an Undergraduate Public Health Educations Webinar on 4/6/22 stated that 61% of bachelor's degree graduates move directly into careers and the public health job market is changing. There is an increased focus on social determinants of health, infection control prevention, and the need to reform the infrastructure of government public health organizations.

A survey to BHS students was conducted by BHS faculty with 76.9% of students responded they strongly agreed or agreed that they were interested in learning more about public health with the remaining 23.1% being neutral. 52.6% of BHS students answered that they would be very

66

likely or somewhat likely to pursue a minor in public health while 52% of students answered that they would be very likely or somewhat likely to pursue a public health certificate.

Projected Enrollment for the Initial Three Years of the Program

Implementation

Full-Time Headcount Per Year	4	Part-Time Headcount Per Year	0
Full-Time Sem Credit Hrs Per Year	48	Part-Time Sem Credit Hrs Per Year	0

Year 2

Full-Time Headcount Per Year	8	Part-Time Headcount Per Year	2
Full-Time Sem Credit Hrs Per Year	96	Part-Time Sem Credit Hrs Per Year	24

Year 3

Full-Time Headcount Per Year	12	Part-Time Headcount Per Year	6
Full-Time Sem Credit Hrs Per Year	144	Part-Time Sem Credit Hrs Per Year	72

Employment

Employment Opportunity Information

Admission and Curriculum

Admission Criteria

Must be degree-seeking or have completed an Associate Degree or higher

-OR-

demonstrate at least 2 years of work experience in a Public Health field.

Total Number of   27

67

Semester Credit
Hours for the
Degree

Curriculum

Professional Certificate Requirements

AL 430	Essentials of Public Health	3
AL 460	Research in Health Care	3
AL 465	Evidence-Based Approaches to Public Health	3
AL 470	Public Health Program Planning	3
AL 475	Public Health Program Management	3
AL 360	Independent Study/Allied Health (must be approved by advisor)	3
or AL 480	Senior Seminar In Healthcare	
CN 306	Health Communication	3
HS 300	Prevention and Social Change	3
Upper Division Elective		3
Total Credits		**27**
Suggested Upper-Division Electives		
AL 405	Financial Issues in Health Care I	
CN 351	Interpersonal Communication	
HL 377	Critical Issues in Health	
PY 326	Health Psychology	
IL 311	Information Literacy Health Professions	
PO 305	Public Policy	

Pathway

Core Faculty

Faculty Workload Analysis

Faculty Workload Analysis (describe how the course offering schedule and anticipated enrollments correlate to faculty lines)

This certificate will use existing Washburn courses, including the three new course offerings which are already being created for the newly proposed Bachelor in Public Health Leadership degree. No additional course offerings are needed specifically for this certificate and no additional faculty workload is expected specific to this certificate.

| Supplemental Files | Public Health Track 2 Certificate Degree Plan.docx |
| | Public Health Agenda Proposal (Mark Kohls).docx |

Reviewer
Comments

Shaun Schmidt (shaun.schmidt) (02/06/23 5:03 pm): Approved by Faculty Senate 2/6/2023

Key: 376

AL 465: EVIDENCE-BASED APPROACHES TO PUBLIC HEALTH

Completed Workflow

1. Acad Ops (steven.luoma@washburn.edu; holly.broxterman@washburn.edu)
2. AL Chair (mark.kohls@washburn.edu)
3. Library (sean.bird@washburn.edu; lori.rognlie@washburn.edu)
4. SAS Curr Policy Chair (michelle.shipley@washburn.edu)
5. SAS Dean (zach.frank@washburn.edu)
6. SAS Fac Council Chair (michelle.shipley@washburn.edu)
7. Acad Ops Final (holly.broxterman@washburn.edu; steven.luoma@washburn.edu)
8. Banner (steven.luoma@washburn.edu)

Approval Path

1. Fri, 02 Dec 2022 22:50:42 GMT
   Holly Broxterman (holly.broxterman): Approved for Acad Ops
2. Fri, 02 Dec 2022 23:06:10 GMT
   Mark Kohls (mark.kohls): Approved for AL Chair
3. Mon, 05 Dec 2022 12:37:06 GMT
   Sean Bird (sean.bird): Approved for Library
4. Thu, 19 Jan 2023 18:55:28 GMT
   Michelle Shipley (michelle.shipley): Approved for SAS Curr Policy Chair
5. Thu, 19 Jan 2023 19:01:43 GMT
   Zach Frank (zach.frank): Approved for SAS Dean
6. Thu, 19 Jan 2023 19:03:59 GMT
   Michelle Shipley (michelle.shipley): Approved for SAS Fac Council Chair
7. Fri, 20 Jan 2023 22:04:44 GMT
   Holly Broxterman (holly.broxterman): Approved for Acad Ops Final
8. Sat, 21 Jan 2023 10:55:39 GMT
   Approved for Banner

History

1. Jan 21, 2023 by Mark Kohls (mark.kohls)

New Course Proposal

Viewing: AL 465 : Evidence-Based Approaches to Public Health

Changes proposed by: Mark Kohls (mark.kohls)

Prefix

AL - Allied Health

Course Number

465

Department

Allied Health

College

School of Applied Studies

Academic Level

Undergraduate

Course Title

Evidence-Based Approaches to Public Health

Short Title

EB Approaches to Public Health

Effective Term

Fall 2023

Credits
3

Instruction Types
Lecture (C)
Online (U)

Course Catalog Description
This course will explore ways that epidemiology and research are used to inform public health practice. Throughout the course, basic research methodologies will be reviewed, examining the role of data collection and analysis in the field of public health. Topics include principles of epidemiology, research methodologies as applied to public health practice and using evidence to support public health initiatives.

Prerequisites
Admission to a Bachelor of Health Science program.

Banner Prerequisites

And/Or	(	Course/Test Code	Min Grade/Score	Academic Level	)	Concurrency?
		HA	1			
Or		MI	1			

Grade Mode (Default)
Standard Letter

Non-Default Grade Modes
Unavailable - Office Use Only

Course Repeatable
No

Rationale for offering this course
This course will be required in order to complete the Bachelor of Health Science in Public Health, Public Health minor, 15-credit hour certificate, and 27-credit hour certificate. This course will help students achieve Certified Public Health competencies established by the National Board of Public Health Examiners.

Course required for the major
Yes

Which major(s)

Major(s)
BHS: Public Health
Public Health Minor
Advanced Public Health Certificate
Public Health Certificate

Reviewer Comments
Sean Bird (sean.bird) (Mon, 05 Dec 2022 12:37:02 GMT): Library materials may be insufficient at present to support upper division research.

Key: 4853

AL 470: PUBLIC HEALTH PROGRAM PLANNING

Completed Workflow

1. Acad Ops (steven.luoma@washburn.edu; holly.broxterman@washburn.edu)
2. AL Chair (mark.kohls@washburn.edu)
3. Library (sean.bird@washburn.edu; lori.rognlie@washburn.edu)
4. SAS Curr Policy Chair (michelle.shipley@washburn.edu)
5. SAS Dean (zach.frank@washburn.edu)
6. SAS Fac Council Chair (michelle.shipley@washburn.edu)
7. Acad Ops Final (holly.broxterman@washburn.edu; steven.luoma@washburn.edu)
8. Banner (steven.luoma@washburn.edu)

Approval Path

1. Fri, 02 Dec 2022 22:50:45 GMT
   Holly Broxterman (holly.broxterman): Approved for Acad Ops
2. Fri, 02 Dec 2022 23:06:38 GMT
   Mark Kohls (mark.kohls): Approved for AL Chair
3. Mon, 05 Dec 2022 12:38:42 GMT
   Sean Bird (sean.bird): Approved for Library
4. Thu, 19 Jan 2023 18:55:31 GMT
   Michelle Shipley (michelle.shipley): Approved for SAS Curr Policy Chair
5. Thu, 19 Jan 2023 19:01:47 GMT
   Zach Frank (zach.frank): Approved for SAS Dean
6. Thu, 19 Jan 2023 19:04:02 GMT
   Michelle Shipley (michelle.shipley): Approved for SAS Fac Council Chair
7. Fri, 20 Jan 2023 22:16:59 GMT
   Holly Broxterman (holly.broxterman): Approved for Acad Ops Final
8. Tue, 24 Jan 2023 10:55:56 GMT
   Approved for Banner

History

1. Jan 24, 2023 by Mark Kohls (mark.kohls)

New Course Proposal

Viewing: AL 470 : Public Health Program Planning

Changes proposed by: Mark Kohls (mark.kohls)

Prefix

AL - Allied Health

Course Number

470

Department

Allied Health

College

School of Applied Studies

Academic Level

Undergraduate

Course Title

Public Health Program Planning

Short Title

Public Health Program Planning

Effective Term

Fall 2023

Credits

3

Instruction Types

Lecture (C)
Online (U)

Course Catalog Description

This course will explore how evidence-based concepts are utilized in public health program planning, implementation, and evaluation. Focus on developing public health interventions that prioritize community concerns and resources. Course topics include a review of public health data sources, evaluating factors that influence health behaviors, the importance of community engagement, the role of stakeholders, and strategies for communicating with diverse populations.

Prerequisites

Admission to a Bachelor of Health Science program.

Banner Prerequisites

And/Or	(	Course/Test Code	Min Grade/Score	Academic Level	)	Concurrency?
		HA	1			
Or		MI	1			

Grade Mode (Default)

Standard Letter

Non-Default Grade Modes

Unavailable - Office Use Only

Course Repeatable

No

Rationale for offering this course

This course will be required in order to complete the newly proposed Bachelor of Health Science in Public Health, Public Health minor, 15-credit hour certificate, and 27-credit hour certificate. This course will help students achieve Certified Public Health competencies established by the National Board of Public Health Examiners.

Course required for the major

Yes

Which major(s)

Major(s)
BHS: Public Health
Public Health Minor
Advanced Public Health Certificate
Public Health Certificate

Key: 4854

AL 475: PUBLIC HEALTH PROGRAM MANAGEMENT

Completed Workflow

1. Acad Ops (steven.luoma@washburn.edu; holly.broxterman@washburn.edu)
2. AL Chair (mark.kohls@washburn.edu)
3. Library (sean.bird@washburn.edu; lori.rognlie@washburn.edu)
4. SAS Curr Policy Chair (michelle.shipley@washburn.edu)
5. SAS Dean (zach.frank@washburn.edu)
6. SAS Fac Council Chair (michelle.shipley@washburn.edu)
7. Acad Ops Final (holly.broxterman@washburn.edu; steven.luoma@washburn.edu)
8. Banner (steven.luoma@washburn.edu)

Approval Path

1. Fri, 02 Dec 2022 22:50:47 GMT
   Holly Broxterman (holly.broxterman): Approved for Acad Ops
2. Fri, 02 Dec 2022 23:07:00 GMT
   Mark Kohls (mark.kohls): Approved for AL Chair
3. Mon, 05 Dec 2022 12:38:55 GMT
   Sean Bird (sean.bird): Approved for Library
4. Thu, 19 Jan 2023 18:55:34 GMT
   Michelle Shipley (michelle.shipley): Approved for SAS Curr Policy Chair
5. Thu, 19 Jan 2023 19:01:51 GMT
   Zach Frank (zach.frank): Approved for SAS Dean
6. Thu, 19 Jan 2023 19:04:04 GMT
   Michelle Shipley (michelle.shipley): Approved for SAS Fac Council Chair
7. Fri, 20 Jan 2023 22:24:32 GMT
   Holly Broxterman (holly.broxterman): Approved for Acad Ops Final
8. Sat, 21 Jan 2023 10:55:39 GMT
   Approved for Banner

History

1. Jan 21, 2023 by Mark Kohls (mark.kohls)

New Course Proposal

Viewing: AL 475 : Public Health Program Management

Changes proposed by: Mark Kohls (mark.kohls)

Prefix

AL - Allied Health

Course Number

475

Department

Allied Health

College

School of Applied Studies

Academic Level

Undergraduate

Course Title

Public Health Program Management

Short Title

Pub Health Program Management

Effective Term

Fall 2023

Credits

3

Instruction Types

Lecture (C)
Online (U)

Course Catalog Description

This course is an introduction to essential public health program management skills. Throughout the course, the student will learn strategies for effectively managing resources to support implementing public health programs and interventions. Course topics include leadership theories and practices, strategic planning concepts, team building and performance evaluation, and securing and managing financial resources.

Prerequisites

Admission to a Bachelor of Health Science program.

Banner Prerequisites

And/Or	(	Course/Test Code	Min Grade/Score	Academic Level	)	Concurrency?
		HA	1			
Or		MI	1			

Grade Mode (Default)

Standard Letter

Non-Default Grade Modes

Unavailable - Office Use Only

Course Repeatable

No

Rationale for offering this course

This course will be required in order to complete the newly proposed Bachelor of Health Science in Public Health, Public Health minor, 15-credit hour certificate, and 27-credit hour certificate. This course will help students achieve Certified Public Health competencies established by the National Board of Public Health Examiners.

Course required for the major

Yes

Which major(s)

Major(s)
BHS: Public Health
Public Health Minor
Advanced Public Health Certificate
Public Health Certificate

Key: 4855

23-6 FACULTY AGENDA ITEM

Date: *January 20, 2023*

Submitted by: *Kelly Erby, x2018*
SUBJECT: *Great TEXTS Certificate Program*

Description: *Short overview of the proposal*
TEXTS is **T**ransformative, **EX**periential, and **T**eam-Taught **S**tudies. The program is intended to engage Washburn students in examining significant texts and exploring big questions associated with humanistic inquiry under the mentorship of College of Arts and Sciences faculty. Every course is team-taught and includes unique opportunities to pursue knowledge outside of the traditional classroom, including travel to historic and cultural sites and engagement with the local community. The program leverages the power of the liberal arts to broaden students' perspectives on the world while developing their abilities to read closely, think critically, write effectively, and communicate with others of different perspectives. The program is available to any student pursuing any degree program. Its emphasis of big, timely, and timeless problems and questions complements all major programs by helping students to see connections between the topics they study and contemporary debates that they will confront as business, science, political, and industry leaders and as citizens in a multicultural democracy.

Rationale: Historically, the benefits of a liberal arts education have been limited to students from more privileged backgrounds. Today, family and financial pressures continue to steer many students—including many of Washburn's growing number of first-generation students—away from the study of the traditional liberal arts and toward more occupationally specific and applied majors.
 The Washburn University Foundation recently approached the College of Arts and Sciences about a donor interested in funding a new, interdisciplinary program to expand the number of students at Washburn who pursue courses in the humanities and who benefit from the power of the liberal arts, as Roosevelt Montás writes in *Rescuing Socrates* (2021), to inspire students to ask questions and realize their own intellectual capacity and self-worth. The program is further anticipated to cultivate Washburn's reputation as the premier liberal arts institution in the state and region.

Financial Implications: The majority of the program's costs, which include book and tuition scholarships for every student enrolled in a Great TEXTS course; stipends to faculty to co-develop Great TEXTS courses; and funding for special experiences that will be embedded into Great TEXTS courses (e.g. travel to historic sites, etc.) will be borne by the private donor for at least the next three years. In terms of enrollments, we anticipate the program will be revenue neutral.
Proposed Effective Date: Upon approval by WUBOR
Request for Action: *Approval by AAC/FS/ Gen Fac, etc*

Approved by: *AAC on date: 1-30-23*
            FAC on date N/A
            Faculty Senate on date: 02-06-2023
            General Faculty on date:

Attachments Yes ■   No ☐
Proforma Spreadsheet and CourseLeaf Documents

Department
New Program Name

Program Name	Cost BDS Certificate Program										

Revenue:	Year 0 - Preparation	Year 1 #Students	#Cr Hrs	Year 2 #Students	#Cr Hrs	Year 3 #Students	#Cr Hrs	Year 4 #Students	#Cr Hrs	Year 5 #Students	#Cr Hrs
Est. Students/Cr Hrs	0	15	3	30	9	45	12	0		0	
Total Credit Hours		45		270		540		0		0	
Tuition Rate	322/credit hour										
Other Revenue Sources	$ 250,000 from private donor										
Total Revenue	0	$0		$0		$0		$0		$0	

The program is unlikely to generate sustaining tuition dollars. Private donor funds will be expended in other forms of student scholarships (tuition and books), stipends to faculty to develop TX courses, and special experiences embedded into TX courses.

Ongoing Expenses	Year 0 - Preparation	Year 1	FTE	Year 2	FTE	Year 3	FTE	Year 4	FTE	Year 5	FTE
1st 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											
Travel/special experiences											
Support Materials											
Total Expenses	-	-		-		-		-		-	
Total Net Revenue	$ -	$ -		$ -		$ -		$ -		$ -	

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:

Program Change Request

Date Submitted: 01/31/23 1:37 pm

Viewing: : **Great TEXTS Certificate Program**

Last approved: 01/31/23 1:31 pm

Last edit: 02/06/23 5:05 pm

Changes proposed by: Holly Broxterman (holly.broxterman)

Change Type	Not Significant

General Information

Effective Catalog Edition	2022-2023
Department	Great TEXTS
College	College of Arts and Sciences
Division	
Degree Level	Undergraduate
Program Title	Great TEXTS Certificate Program
Degree to be Offered	Certificate (CERT)
Related Degree	
Is this program offered completely online?	No
Does this program lead to a teaching certification?	No
Program Code	
Is this program an interdisciplinary program?	Yes

In Workflow
1. **Acad Ops**
2. **AA Committee**
3. **Faculty Senate**
4. **General Faculty**
5. WUBOR
6. Acad Ops Final
7. Registrar

Approval Path
1. 01/31/23 1:39 pm Holly Broxterman (holly.broxterman): Approved for Acad Ops
2. 01/31/23 1:43 pm Beth Mathews (beth.mathews): Approved for AA Committee
3. 02/06/23 5:05 pm Shaun Schmidt (shaun.schmidt): Approved for Faculty Senate

History
1. Jan 31, 2023 by Steve Luoma (steven.luoma)

Interdisciplinary Department	Liberal Studies
CIP Code	240102 - General Studies.
Modality	Face-to-Face

Admission and Curriculum

Admission Criteria

Total Number of Semester Credit Hours for the Degree	15

Curriculum

Washburn University's Great TEXTS certificate program is an interdisciplinary program that engages students in reading transformative texts to explore big, timely, and timeless problems and questions of humankind. The program is open to students in all majors and degree programs, especially those who want to enhance their reading, writing, speaking, and critical-thinking skills. Each Great TEXTS course is team-taught by a pair of faculty members through an approach inspired by humanist traditions. Each course also includes unique opportunities to pursue knowledge outside of the traditional classroom, including travel to historic and cultural sites and engagement with the community. Additional benefits of the TEXTS program include smaller classes that are discussion based. The unique Great TEXTS plan of study helps students to see connections between the topics they study and contemporary debates that they will confront as business, science, political, and industry leaders and as citizens in a multicultural democracy. Great TEXTS courses are **T**ransformative, **EX**periential, and **T**eam-Taught **S**tudies.

Student Learning Outcomes

Students who complete the certificate program will be able to:

Engage critically with transformative texts, drawing on multiple perspectives, to reflect on one's position in the world

Analyze major intellectual ideas, human institutions, and human behavior as expressed in transformative texts from the Western and non-Western traditions

Apply interdisciplinary methods and theories from the liberal arts to current challenges facing individuals, communities, and societies.

Plan of Study

The certificate program requires a total of 15 credit hours of Great TEXTS courses.

Required Introductory Course

TX 100	Critical Thinking, Communication, and Transformative Texts: Antiquity to Modernity	3

Required Seminars [1]

TX 200	Enduring Questions and Transformative Texts	3
TX 300	Complex Problems and Transformative Texts	3
TX 301	Inspiring Visions and Transformative Texts	3

Capstone [2]

TX 400	TEXTS Capstone	3
Total Hours		15

1

These seminars will approach an important and timely problem or question from the perspective of the humanities. Topics will vary by semester.

2

With faculty consultation, students will complete a project based in transformational texts that applies to their lives, major, and interests. The project may be based in research, creative work, or community engagement.

Pathway

Faculty Workload Analysis (describe how the course offering schedule and anticipated enrollments correlate to faculty lines)

Supplemental Files	Great TEXTS for Faculty Senate (Kelly Erby).docx

Reviewer Comments

Beth Mathews (beth.mathews) (01/31/23 1:43 pm): Proposal was approved in Academic Affairs committee on January 30, 2023 as presented by Kelly Erby. ☐

Shaun Schmidt (shaun.schmidt) (02/06/23 5:05 pm): Approved by Faculty Senate 2/6/2023 ☐

Key: 380

Title of program & CIP: Great TEXTS Certificate Program (CIP: 24 Liberal Arts and Sciences, General Studies, and Humanities)

Rationale for offering this program:

Historically, the benefits of a liberal arts education have been limited to students from more privileged backgrounds. Today, family and financial pressures continue to steer many students—including many of Washburn's growing number of first-generation students—away from the study of the traditional liberal arts and toward more occupationally specific and applied majors.

The Washburn University Foundation recently approached the College of Arts and Sciences about a donor interested in funding a new program to expand the number of students at Washburn who pursue courses in the humanities and who benefit from the power of the liberal arts, as Roosevelt Montás writes in *Rescuing Socrates* (2021), to inspire students to ask questions and realize their own intellectual capacity and self-worth.

In response, an interdisciplinary team of faculty designed the Great TEXTS certificate program. TEXTS is **T**ransformative, **EX**periential, and **T**eam-Taught **S**tudies. The program is intended to engage Washburn students in examining significant texts and exploring big questions associated with humanistic inquiry under the mentorship of College of Arts and Sciences faculty. Every course is team-taught and includes unique opportunities to pursue knowledge outside of the traditional classroom, including travel to historic and cultural sites and engagement with the local community. The program leverages the power of the liberal arts to broaden students' perspectives on the world while developing their abilities to read closely, think critically, write effectively, and communicate with others of different perspectives. The program is available to any student pursuing any degree program. Its emphasis of big, timely, and timeless problems and questions complements all major programs by helping students to see connections between the topics they study and contemporary debates that they will confront as business, science, political, and industry leaders and as citizens in a multicultural democracy.

Topics and texts selected for the required seminars will change each semester, as will the opportunities for cocurricular and extracurricular engagement. Each year, the program will issue a call for course proposals similar to the call faculty receive from the Honors Program. A Great TEXTS faculty advisory board consisting of membership from disciplines across the humanities will review these proposals. Proposals will be assessed based on their ability to meet the program's learning objectives as well as the rationale explaining the significance and transformational nature of the texts selected for the course.

The specific "texts" that students explore in these courses need not be limited to books but could also include films, works of art, musical compositions, performances, and other significant and transformative works. It is critical that these texts represent a diversity of perspectives and this will be part of the evaluation criteria for Great TEXTS courses as well. Additional criteria will include the timeliness of the proposed course topic, the quality of the embedded experiential element, and an inclusive pedagogical approach. Other decisions related to selection of courses will be made later by the program's advisory board.

Faculty selected to teach in the Great TEXTS program will become TEXTS faculty fellows for one semester. They will receive a stipend to co-develop their course as well as an additional .75 teaching load credit to serve as a TEXTS faculty fellow. This additional load time, in combination with the 2.25 load assignment for team-teaching their Great TEXTS course, will bring their teaching load to 1.0 FTE, making up for the reduction in faculty load required by the handbook for co-taught classes. TEXTS fellows will be asked to help promote the program and participate in Great TEXTS events in addition to co-teaching one Great TEXTS course. The student credit hours for Great TEXTS courses will be divided and attributed to each faculty member's home department.

There are already several creative, experience-based, and interdisciplinary courses offered at Washburn, some of which are also team-taught. We invite faculty to consider adapting and proposing these existing courses for the Great TEXTS program in addition to proposing new courses.

Students will be recruited into the program during their first semester at Washburn, with the introductory course offered in the spring semester. Exceptions to this timeline may be granted as needed (e.g., for transfer students, etc.). In their remaining years of study, students will complete three additional 3-credit hour seminars, as well as a 3-credit hour capstone experience. The program advisory board will work with other units on campus (e.g. the Center for Student Success and Retention and Enrollment Management) to develop a more specific plan to recruit, select, and retain students to the program.

The budget for the pilot program includes scholarships for students to earn the Great TEXTS certificate. The budget also includes funding to cover the costs associated with purchasing assigned books and other materials for Great TEXTS courses as well as funding to provide unique learning experiences outside the traditional classroom. In addition, funding has been allocated for faculty development and to provide stipends to faculty who develop Great TEXTS courses (see above). The Washburn University Foundation has secured funding through the private donor to finance these costs associated with the Great TEXTS program for at least the next three years. Following this trial period, the program and

budget may need to be reevaluated. Administrative support will be provided by the office of the College of Arts and Sciences.

Washburn University's Great TEXTS certificate program is an interdisciplinary program that engages students in reading transformative texts to explore big, timely, and timeless problems and questions of humankind. The program is open to students in all majors and degree programs, especially those who want to enhance their reading, writing, speaking, and critical-thinking skills. Each Great TEXTS course is team-taught by a pair of faculty members through an approach inspired by humanist traditions. Each course also includes unique opportunities to pursue knowledge outside of the traditional classroom, including travel to historic and cultural sites and engagement with the community. Additional benefits of the TEXTS program include smaller classes that are discussion based. The unique Great TEXTS plan of study helps students to see connections between the topics they study and contemporary debates that they will confront as business, science, political, and industry leaders and as citizens in a multicultural democracy. Great TEXTS courses are **T**ransformative, **EX**periential, and **T**eam-Taught **S**tudies.

Student Learning Outcomes

Students who complete the certificate program will be able to:

1. Engage critically with transformative texts, drawing on multiple perspectives, to reflect on one's position in the world
2. Analyze major intellectual ideas, human institutions, and human behavior as expressed in transformative texts from the Western and non-Western traditions
3. Apply interdisciplinary methods and theories from the liberal arts to current challenges facing individuals, communities, and societies.

Plan of Study

The certificate program requires a total of 15 credit hours of Great TEXTS courses.

Required Introductory Course:

TX 100: Critical Thinking, Communication, and Transformative Texts: Antiquity to Modernity

This first-year gateway course introduces students to the great questions and problems of humankind through discussion-based exploration of transformative texts from a variety of disciplines and genres. These texts will be examined in the context in which they were written and explored for what they mean today. The course helps students practice the critical thinking and communication skills they will need for success in college and in life. Throughout the course, students' understanding and enjoyment of the selected texts will be supplemented by extracurricular activities and presentations, such as visits to historic and cultural sites, plays, musical performances, films, galleries, poetry readings, public lectures, and community engagement.

Required Seminars:

TX 200: Enduring Questions and Transformative Texts

TX 300: Complex Problems and Transformative Texts

TX 301: Inspiring Visions and Transformative Texts

These seminars will approach an important and timely problem or question from the perspective of the humanities. Topics will vary by semester.

Capstone

TX 400: Capstone

With faculty consultation, students will complete a project based in transformational texts that applies to their lives, major, and interests. The project may be based in research, creative work, or community engagement.

List any financial implications: The team-taught model of all Great TEXTS courses will have financial implications for the College. Additional costs for compensating faculty to develop courses and funding scholarships and special experiences for students will be borne by the private donor for at least the next three years. In terms of enrollments, we anticipate the program will be revenue neutral.

Are any other departments affected by this new program? Yes. CAS faculty members will be needed to teach these courses and this will impact the offerings of their home departments. The student credit

hours for Great TEXTS courses, however, will be divided and attributed to each faculty member's home department. In addition, every Great TEXTS class is a potential gateway to additional exploration in the humanities for Washburn students. We further envision the program as a significant opportunity to cultivate Washburn's reputation as the premier liberal arts institution in the state and region.

X New Course

Course Title: Critical Thinking, Communication, and Transformative Texts: Antiquity to Modernity

Department: Great TEXTS certificate program

Division: CAS

Course Level: lower division

Prefix: TX

Course Number: 100

Credit Hours: 3

Effective Semester: Spring 2023

Course Catalog Description (include prerequisites): This first-year gateway course introduces students to the great questions and problems of humankind through discussion-based exploration of transformative texts from a variety of disciplines and genres. These texts will be examined in the context in which they were written and explored for what they mean today. The course helps students practice the critical thinking and communication skills they will need for success in college and in life. Throughout the course, students' understanding and enjoyment of the selected texts will be supplemented by extracurricular activities and presentations, such as visits to historic and cultural sites, plays, musical performances, films, galleries, poetry readings, public lectures, and community engagement. Prerequisites: Acceptance into TEXTS program.

Prerequisites: acceptance into Great TEXTS certificate program

Is this course required for the minor/program?: Yes

Does this course replace an existing course?: No

How will the teaching of this course be staffed?: It will be co-taught by two existing faculty members

What, if any, additional equipment or facilities will be needed to teach this course?: None

Paste a copy of the master syllabus in the text area below. Make sure the syllabus addresses 1) the extent and nature of the reading for the course; 2) the writing component of the proposed course both quantitatively and qualitatively; 3) how student learning will be assessed. See attached.

Additional Comments: None

Is this course being proposed as general education?: No

TX 100: Critical Thinking, Communication, and Transformative Texts: Antiquity to Modernity (3)

Course Description

This first-year gateway course introduces students to the great questions and problems of humankind through discussion-based exploration of transformative texts from a variety of disciplines and genres. These texts will be examined in the context in which they were written and explored for what they mean today. The course helps students practice the critical thinking and communication skills they will need for success in college and in life. Throughout the course, students' understanding and enjoyment of the selected texts will be supplemented by extracurricular activities and presentations, such as visits to historic and cultural sites, plays, musical performances, films, galleries, poetry readings, public lectures, and community engagement.

Prerequisites: Acceptance into Great TEXTS certificate program.

Instructor Information

[Indicate instructors' names and contact information here.]

Course Objectives

Upon successful completion of the course, students will be able to:
1. Engage critically with transformative texts, drawing on multiple perspectives, to reflect on one's position in the world
2. Develop a carefully reasoned argument with support from close reading of a variety of sources
3. Write effectively
4. Present and discuss ideas verbally with clarity

Required Texts

[Indicate what texts will be required and purchased for students as part of their TEXTS scholarship/course materials will be made available on D2L or other delivery method.]

Course Assignments

[Indicate here the course assignments that will assess student learning of the above objectives. Also indicate point values of each assignment.]

Course Schedule

[Indicate assigned course readings, assignments, and due dates here.]

University Syllabus Additions

[Insert current version here.]

X New Course

Course Title: Enduring Questions and Transformative Texts

Department: Great TEXTS certificate program

Division: CAS

Course Level: lower division

Prefix: TX

Course Number: 200

Credit Hours: 3

Effective Semester: Spring 2023

Course Catalog Description (include prerequisites): This course examines a series of transformative texts written in a variety of different genres, cultural traditions, and historical periods that engage with life's big questions, both contemporary and enduring. Throughout the course, students' understanding and enjoyment of the selected texts will be supplemented by extracurricular activities and presentations, such as visits to historic and cultural sites, plays, musical performances, films, galleries, poetry readings, public lectures, and community engagement. Specific topics and texts will change each semester. Prerequisites: TX 100.

Prerequisites: Prerequisites: TX 100.

Is this course required for the minor/program?: Yes

Does this course replace an existing course?: No

How will the teaching of this course be staffed?: It will be co-taught by two existing faculty members

What, if any, additional equipment or facilities will be needed to teach this course?: None

Paste a copy of the master syllabus in the text area below. Make sure the syllabus addresses 1) the extent and nature of the reading for the course; 2) the writing component of the proposed course both quantitatively and qualitatively; 3) how student learning will be assessed. See attached.

Additional Comments: None

Is this course being proposed as general education?: No

TX 200: Enduring Questions and Transformative Texts (3)

Course Description

This course examines a series of transformative texts written in a variety of different genres, cultural traditions, and historical periods that engage with life's big questions, both contemporary and enduring. Throughout the course, students' understanding and enjoyment of the selected texts will be supplemented by extracurricular activities and presentations, such as visits to historic and cultural sites, plays, musical performances, films, galleries, poetry readings, public lectures, and community engagement. Specific topics and texts will change each semester. Prerequisites: TX 100.

Instructor Information

[Indicate instructors' names and contact information here.]

Course Objectives

Upon successful completion of the course, students will be able to:

1. Engage critically with transformative texts, drawing on multiple perspectives, to reflect on one's position in the world
2. Analyze literary texts, especially in relation to the material, economic, social, cultural, and political conditions in which they were produced
3. Demonstrate understanding of multiple worldviews, experiences, and power structures to address or analyze significant global problems

Required Texts

[Indicate what texts will be required and purchased for students as part of their TEXTS scholarship. Indicate if additional readings/course materials will be made available on D2L or other delivery method.]

Course Assignments

[Indicate here the course assignments that will assess student learning of the above objectives. Also indicate point values of each assignment.]

Course Schedule

[Indicate assigned course readings, assignments, and due dates here.]

University Syllabus Additions

[Insert current version here.]

X New Course

Course Title: Complex Problems and Transformative Texts

Department: Great TEXTS certificate program

Division: CAS

Course Level: lower division

Prefix: TX

Course Number: 300

Credit Hours: 3

Effective Semester: Spring 2023

Course Catalog Description (include prerequisites): This course examines a series of transformative texts written in a variety of different genres, cultural traditions, and historical periods that engage with the essential problems of the human condition, both contemporary and enduring. Throughout the course, students' understanding and enjoyment of the selected texts will be supplemented by extracurricular activities and presentations, such as visits to historic and cultural sites, plays, musical performances, films, galleries, poetry readings, public lectures, and community engagement. Specific topics and texts will change each semester. Prerequisites: TX 100 and TX 200.

Prerequisites: Prerequisites: TX 100 and TX 200.

Is this course required for the minor/program?: Yes

Does this course replace an existing course?: No

How will the teaching of this course be staffed?: It will be co-taught by two existing faculty members

What, if any, additional equipment or facilities will be needed to teach this course?: None

Paste a copy of the master syllabus in the text area below. Make sure the syllabus addresses 1) the extent and nature of the reading for the course; 2) the writing component of the proposed course both quantitatively and qualitatively; 3) how student learning will be assessed. See attached.

Additional Comments: None

Is this course being proposed as general education?: No

TX 300: Complex Problems and Transformative Texts (3)

Course Description

This course examines a series of transformative texts written in a variety of different genres, cultural traditions, and historical periods that engage with the essential problems of the human condition, both contemporary and enduring. Throughout the course, students' understanding and enjoyment of the selected texts will be supplemented by extracurricular activities and presentations, such as visits to historic and cultural sites, plays, musical performances, films, galleries, poetry readings, public lectures, and community engagement. Specific topics and texts will change each semester. Prerequisites: TX 100 and TX 200.

Instructor Information

[Indicate instructors' names and contact information]

Course Objectives

Upon successful completion of the course, students will be able to:
1. Engage critically with transformative texts, drawing on multiple perspectives, to reflect on one's position in the world
2. Evaluate written and/or visual information, evidence, and argument for reliability and authority/usefulness
3. Develop a carefully reasoned argument with support from close reading of a variety of sources

Required Texts

[Indicate what texts will be required and purchased for students as part of their TEXTS scholarship. Indicate if additional readings/course materials will be made available on D2L or other delivery method.]

Course Assignments

[Indicate here the course assignments that will assess student learning of the above objectives. Also indicate point values of each assignment.]

Course Schedule

[Indicate assigned course readings, assignments, and due dates here]

University Syllabus Additions

[Insert current version here]

X New Course

Course Title: Inspiring Visions and Transformative Texts

Department: Great TEXTS certificate program

Division: CAS

Course Level: upper division

Prefix: TX

Course Number: 301

Credit Hours: 3

Effective Semester: Spring 2023

Course Catalog Description (include prerequisites): This course examines a series of transformative texts written in a variety of different genres, cultural traditions, and historical periods that inspire, foresee, or call to action. Throughout the course, students' understanding and enjoyment of the selected texts will be supplemented by extracurricular activities and presentations, such as visits to historic and cultural sites, plays, musical performances, films, galleries, poetry readings, public lectures, and community engagement. Specific topics and texts will change each semester. Prerequisites: TX 100, TX 200, and TX 300.

Prerequisites: Prerequisites: TX 100, TX 200 and TX 300.

Is this course required for the minor/program?: **Yes**

Does this course replace an existing course?: **No**

How will the teaching of this course be staffed?: **It will be co-taught by two existing faculty members**

What, if any, additional equipment or facilities will be needed to teach this course?: **None**

Paste a copy of the master syllabus in the text area below. Make sure the syllabus addresses 1) the extent and nature of the reading for the course; 2) the writing component of the proposed course both quantitatively and qualitatively; 3) how student learning will be assessed. **See attached.**

Additional Comments: **None**

Is this course being proposed as general education?: **No**

TX 301: Inspiring Visions and Transformative Texts (3)

Course Description

This course examines a series of transformative texts written in a variety of different genres, cultural traditions, and historical periods that inspire, foresee, or call to action. Throughout the course, students' understanding and enjoyment of the selected texts will be supplemented by extracurricular activities and presentations, such as visits to historic and cultural sites, plays, musical performances, films, galleries, poetry readings, public lectures, and community engagement. Specific topics and texts will change each semester. Prerequisites: TX 100, TX 200, and TX 300.

Instructor Information

[Indicate instructors' names and contact information]

Course Objectives

Upon successful completion of the course, students will be able to:
1. Engage critically with transformative texts, drawing on multiple perspectives, to reflect on one's position in the world
2. Evaluate written and/or visual information, evidence, and argument for reliability and authority/usefulness
3. Develop a carefully reasoned argument with support from close reading of a variety of sources

Required Texts

[Indicate what texts will be required and purchased for students as part of their TEXTS scholarship. Indicate if additional readings/course materials will be made available on D2L or other delivery method.]

Course Assignments

[Indicate here the course assignments that will assess student learning of the above objectives. Also indicate point values of each assignment.]

Course Schedule

[Indicate assigned course readings, assignments, and due dates here.]

University Syllabus Additions

[Insert current version here.]

X New Course

Course Title: Great TEXTS Capstone

Department: TEXTS certificate program

Division: CAS

Course Level: upper division

Prefix: TX

Course Number: 400

Credit Hours: 3

Effective Semester: Spring 2023

Course Catalog Description (include prerequisites): With faculty consultation, students will complete a project based in transformational texts that applies to their lives, major, and interests. The project may

be based in research, creative work, or community engagement. Prerequisites: TX 100, TX 200, TX 300, and TX 301.

Prerequisites: Prerequisites: TX 100, TX 200, TX 300, and TX 301.

Is this course required for the minor/program?: Yes

Does this course replace an existing course?: No

How will the teaching of this course be staffed?: It will be co-taught by two existing faculty members

What, if any, additional equipment or facilities will be needed to teach this course?: None

Paste a copy of the master syllabus in the text area below. Make sure the syllabus addresses 1) the extent and nature of the reading for the course; 2) the writing component of the proposed course both quantitatively and qualitatively; 3) how student learning will be assessed. See attached.

Additional Comments: None

Is this course being proposed as general education?: N

TX 400: TEXTS Capstone (3)

Course Description

With faculty consultation, students will complete a project based in transformational texts that applies to their lives, major, and interests. The project may be based in research, creative work, or community engagement. Prerequisites: TX 100, TX 200, TX 300, and TX 301.

Instructor Information

[Indicate instructors' names and contact information.]

Course Objectives

Upon successful completion of the course, students will be able to:
1. Connect relevant experiences from previous TEXTS courses and other fields of study
2. Communicate ideas, concepts, and information through written, oral, and nonverbal means
3. Apply interdisciplinary methods and theories from the liberal arts to current challenges facing individuals, communities, and societies

Required Texts

[Indicate what texts will be required and purchased for students as part of their TEXTS scholarship. Indicate if additional readings/course materials will be made available on D2L or other delivery method.]

Course Assignments

[Indicate here the course assignments that will assess student learning of the above objectives. Also indicate point values of each assignment.]

Course Schedule

[Indicate assigned course readings, assignments, and due dates here.]

University Syllabus Additions

[Insert current version here.]

23 – 8 FACULTY AFFAIRS COMMITTEE AGENDA ITEM

Date: Feb. 2, 2023

Submitted by: *Faculty Handbook Committee administrator, ext. 1648*

SUBJECT: Faculty Handbook revision, *Emeritus Titles*

Description: Faculty Handbook Committee on February 2, 2023 approved a revision of the handbook, Section 3, Subsection IX, changing the opening paragraph to:

The emeritus title is intended to honor faculty members who have made a significant contribution to Washburn University through teaching, research, or service. Individuals retiring after 10 years of full-time service as members of the General Faculty immediately preceding their retirement are eligible for the designation. *In addition, the title emeritus may be carried after the highest academic or administrative rank held by the faculty member*.

Rationale: As drafted, Faculty Handbook Section 3, sub IX does not designate the academic or administrative rank to which the title "emeritus" is to be added. Practice has been to add the title "emeritus" to the rank of "Professor" or "Professor of Law." Recent retirements have made it appropriate to expand this practice.

Financial Implications: *None.*

Proposed Effective Date: *As soon as possible.*

Request for Action: *Approval by Faculty Affairs Committee/Faculty Senate/General Faculty*

Approved by: F*AC – 2/13/2023*

         Faculty Senate – 2/20/2023

         General Faculty on date

Attachments   Yes ☐   No ☒