

**Washburn University
Meeting of the Faculty Senate
February 4, 2019
3:00 PM – Forum Room, BTAC**

- I. Call to Order**
- II. Approval of minutes of the Faculty Senate Meeting of December 3, 2018 (pp. 2-5)**
- III. President’s Opening Remarks**
- IV. Report from the Faculty Representative to the Board of Regents**
- V. VPAA Update—Dr. JuliAnn Mazachek**
- VI. Faculty Senate Committee Reports:
Approval of Academic Affairs Committee Minutes of October 8, 2018 (pp. 6-7)**
- VII. University Committee Reports:
Receipt of Interdisciplinary Studies Committee Minutes of November 15, 2018 (pp. 8-12)
Receipt of Academic Diversity & Inclusion Committee Minutes of November 13, 2018 (pp. 13 – 20)
Receipt of Graduate Council Meeting Minutes of October 29, 2018 (p. 21)**
- VIII. Old Business**
- IX. New Business**
- X. Information Items
Revisions to the major for the BS in Technology Administration (p. 22-37)
Criminal Justice Fast Track Program (p. 38)**
- XI. Discussion Items
Policies regarding children on campus
Accessibility issues on campus (pp. 39-40)
Open Educational Resources**
- XII. Announcements**
- XIII. Adjournment**

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

Present:

Ball (J), Barker, Beatie, Byrne, Cook (S), Erby, Grant (Erin), Hickman, Jackson, Jones, Krug, Mansfield, Mazachek, Memmer, Menager, Menninger-Corder, Morse, Prash, Ricklefs, Sheldon, Smith, Thor, Todwong, Wasserstein, Watson, Wilson, Wohl

Absent:

Cook (M), Fredrickson, Grant (Emily), Jolicoeur, Pierce, Steffen, Tso, Worsley

Guests:

Ball (A), Liedtke

- I. **Call to Order 3:04**
- II. **Approved the minutes of the Faculty Senate Meeting of November 5, 2018.**
- III. **President's Opening Remarks**
 - **No WUBOR report as the next meeting is this Friday.**
 - **Consensual relationship issues being discussed at KU now. We were of the first to get this done.**
 - **Emails versus Workplace. FS mixed in terms of who likes Workplace. There is a committee on whether to keep Workplace or just use allfacultystaff emails. There is a person who has been asked to join. If they will not, Erby and Morse have volunteered to join. Wohl was concerned about the way in which we tell people about important events if we get rid of the allfacultystaff email, as not everyone is on the Workplace application.**
 - **Graduation is December 14th at 6:30. Be there in robes a little after six. Consider attending even if not participating.**
 - **Union lunches on Fridays with Barker again this Friday.**
- IV. **Report from the Faculty Representative to the Board of Regents: none**
- V. **VPAA Update—Dr. JuliAnn Mazachek**
 - **Encouraged to attend graduation. Thor mentioned issues regarding ordering regalia for “hooders” and “marshalls.” Ball also mentioned that there were no emails sent out regarding “marshalls” and “assistant marshalls.”**
 - **At the WUBOR meeting this Friday there will be focus on diversity and inclusion. Dempsey-Swopes, Burdick, and Erby will be there to present.**
 - **There was a State of Education event in Topeka. The concurrent enrollment program and other programs involving students in Topeka are appreciated by those in the community. High school students starting with freshmen this year will be getting individual plans of study starting their freshman year to prep for technical school or university. This is in hopes to better prepare them for their**

experiences post-graduation. Thor had a question about how the advising will cross from HS to WU. There have been a number of students who have taken courses at Tech and come here thinking that things will transfer (e.g. graphics and graphic design) but they don't and people have been upset (student and parents). Mazachek stated that this is the first year for the four year advising process in HS, but it is a good point to create this pathway so everyone is aware of what will and what will not count towards their education.

- A Title III Grant / Strengthening Institutions Grant was received from federal government for 1.6 million dollars to enhance advising and help at risk students be more successful. This touches on enhancing math efforts and CTET opportunities. There is a group rewriting the grant to adjust the budget and outcomes. The current PI is in center for student success and retention and will likely be hired as the project manager for the grant. This has led to a discovery that the university may need to update the internal grant approval process to include those from all involved departments / affected departments in terms of signing off. Cook (S) asked about where the group is in the revision process. Mazachek stated that the project manager will be hired when we get back in January. Math will be a part of the revision and updates to the Title III Grant. Cook (S) has been involved in the revision and wanted to be sure what words to use in the paper work, which was confirmed to be units. Barker mentioned there had been rumors around campus about advising and curriculum due to this grant. He wanted to reassure that everyone is fine.

VI. Faculty Senate Committee Reports: none

- Mazachek mentioned that faculty affairs will be receiving a document from faculty handbook soon regarding the termination policy. This should take place in January and might take multiple meetings.
- Barker mentioned that the next meeting of FS will be first Monday in February.

VII. University Committee Reports:

- Receipt of General Education Committee Minutes from October 24, 2018. Barker was confused about the formatting of the meeting minutes. Turns out this was an issue with reformatting to PDF and will be updated before it is placed on the website.
- Receipt of Academic Diversity and Inclusion Committee Minutes from September 11, 2018. Questions from Byrne about notes from these meetings. There had been discussion about an inclusivity statement being requested from future hires. Erby said this had not been put into place yet. The only thing coming out of those meetings that affect hiring, according to Mazachek, is a revised EEO statement. If they do include the requirement of an inclusivity statement at some point, it will come through FS. The minutes are being brought here because their work is going to affect the university. We don't particularly have to include the notes in FS, but transparency it is best. Barker thinks it's good because it does potentially affect everyone. Erby also mentioned the notes are on the website.
- Receipt of Academic Diversity and Inclusion Committee Minutes from October 9, 2018.

VIII. Old Business: None

IX. New Business: None

X. Information Items:

- Modification to Bachelor of Science in Technology Administration needs to go to the academic affairs. This should have first gone through academic affairs and will be sent over.

XI. Discussion Items:

- Chartwells: Barker says there is an issue with them charging quite a bit. Student groups are overcharged for pizza and pop. Thor says that it is hard, too, as parents would like to bring snacks to art openings. Memmer said with HICEPs, we cannot bring people to campus and feed them as it is unaffordable. Wasserstein has had many ask to have this come to FS. Her own department no longer does a dinner with the faculty as the price is prohibitive. Last week, English had a small event. Their order of 27 cupcakes, chips, salsa, guacamole, a gallon of coffee, and a gallon of infused ice water cost \$213.30. Ball states that they are good at what they do, food is good, but not for the price. Their lunches, however, are competitive for places in the area. Morse stated that 89 percent of her events are food costs from Chartwells. Cook (S) states that the buffets are cool but maybe the costs are due to the portion sizes being far too much. Byrne asked about the contract being open record. Mazachek says that it is public record. The contract is rolling as they have a ten year contract that was reset when Lincoln opened due to their investment in the kitchens. Last year, Chartwells lost money and WU had to pay them to make up the losses. This has to do with enrollment being down as well. Ball mentioned that it is important to talk about this regardless of the contract. We need more faculty input. Jackson was wondering how much the catering is balancing all the other services they offer. Wohl mentioned that these complaints came up last time the contract was renewed – has anyone ever mentioned it to them? Mazachek confirmed that it has been mentioned and it is good to have in our notes so they can be brought up in the future meetings with Chartwells. Wasserstein also noted that vegetarians and vegans have a hard time eating there. More so, vegans for catering it may be an issue. We need to have an influence on having food for the students. Wohl stated that Lincoln Hall has good options for all at a reasonable price for buffet. Barker, as a faculty advisor for clubs, believes it is unjust to force them to buy less quality food from Chartwells.
- Barker mentioned that Benton, Henderson, and Mabee have issues with elevators. Beatie and Wilson reported that facilities people moving furniture were stuck in the elevator last week. Wilson stated that the Mabee elevator is new, too. There has been major preventative work done, so why the issues? Morse and Prash stated that the elevator in Henderson is at a crisis point. You can tell when it is getting there as the elevators are starting to move slowly. Barker mentioned the ADA issues at Carnegie. Costs to fix this would have been six million dollars.

- Krug was asked about the senior lecturer position. That is on Mazachek's desk now and will be starting in January. Smith asked for clarification. Mazachek can look into eight or nine people per year who have been here for ten years to be promoted to this position.

XII. Announcements

- Prasch on Wednesday December 4th, "Dreamers," a movie about sex cinema, will take place in HE 204 at 7pm.
- Bill and Ted's Excellent Adventure will be shown next week.

XIII. Adjournment 4:00

Academic Affairs Committee
Washburn University
10/8/18
Minutes

Present: Ball, Beatie, DeSota, Fredrickson, Hickman, Grenus, Jolicoeur, Jones, Mansfield, Morse, Ricklefs, Tate

Guests: Sullivan, Erby

1. Ball called to order at 3:34pm
2. Welcome/introductions
3. 9/24/18 minutes approved
4. Old business
 - a. Program approval: Musical Theatre Concentration
 - i. The Pro Forma somehow did not make it to the committee previously
 - ii. Discussion: Morse- Adjunct dance issue has Sullivan in a difficult situation. Sullivan responded that this is difficult due to budget for productions, but she has full confidence in the adjunct dance instructor's ability and commitment. Morse is worried because without the dance instructor a leg of the program would be a problem. Morse asked if there is a way to budget in a ¾ time dance position in the fifth year. Sullivan said she was asked by her Dean to remove any new hire from the Pro Forma. Morse recommended adding this back, but in the fifth year. Tate recommended include financial implications because there are financial implications in the first multiple years. 5k year 1, 7k year 2, then break even. Tate believes this needs to be clearer in the program plan. Ball would like to Sullivan amend the proposal
 - iii. Motion to approve- passed

(Moved to last new business agenda item due to Erby's attendance)

5. New Business
 - d. Inclusivity Statement
 - i. Erby is hoping for support of this statement. Tate- how should we deal with folks that have an issue with this being longer than 2 pages for syllabi. Ball- this needs to be included due to its importance. Morse- Erby and the committee worked really hard to get the wording just right. Jones- Something other than 'faith' might work better for all traditions; something like 'religious identity.' Tate- Will this also be on the diversity webpage and the catalog? Erby- yes. Tate- asked to add more general wording to include, "all relevant Washburn publications." Then we can send this where ever it needs to go rather than going to many different places. Hickman- there are many dangerous ideologies. Are there any thoughts toward accepting those? Erby- we are defining an inclusive

community. Ball- being inclusive of different ideologies doesn't mean we accept violence or illegal activity, which would not be included in this statement. Ball- we are just hoping to endorse this and there can still be changes made at a later point.

- ii. Amendments- add "all relevant Washburn University publications" and change faith to "religious and non-religious identity."
 - iii. Approved to send to Faculty Senate with the amended wording.
 - b. Program Approval A- Bachelor of Computer Science with emphasis in Digital Forensics
 - i. Ball- Still waiting on Agenda item from Bruce Mactavish.
 - ii. Tate- have they discussed this with AN, CJ, and Psych. This might come up in Faculty Senate or General Faculty.
 - iii. Approved by the committee
 - c. Program approval B- Bachelor of Science in Computer Information Sciences
 - i. No questions or comments
 - ii. Approved
 - d. Program approval C- Computer Sciences in Computational Physics
 - i. Karen Camarda's Agenda Item form was added to the packet
 - ii. Ball will ask Karen to speak out to the other departments involved
 - iii. Approved
2. Announcements- none
 3. Ball adjourned the meeting at 4:10pm.

Interdisciplinary Studies Committee Minutes

11/15/2018 11:00 am

Martin Room

Attendees: Kathy Ure, Izzy Wasserstein, Marguerite Perret, Deborah Altus, Geoff Way, Nancy Tate

Guests: James Barraclough

Nancy Tate called the meeting to order, provided a brief overview of the purpose of the Interdisciplinary Studies Committee for new committee members, and facilitated introductions.

James Barraclough, Director of Undergraduate Initiatives in the Center for Student Success and Retention, provided information on the Ichabod IGNITE program and a new 1 credit course proposed for it, WU 105—Life Skills. James explained that the course is designed for the Spring semester of the program and complements the 2 credit WU 120 Major & Career Exploration. Discussion with the committee confirmed that this course would only be open to those students participating in success programs through the Center for Student Success & Retention; the committee recommended that these enrollment restrictions be made explicit in the course description. Deborah Altus offered a friendly amendment to revise the course description for clarity, which James Barraclough accepted and re-submitted as an amendment (see attached proposal).

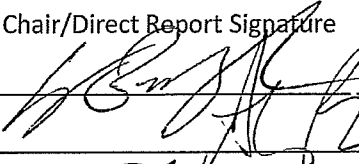
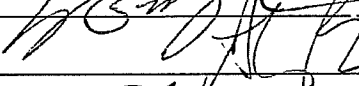
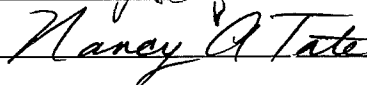
Deborah Altus inquired about the protocol for informing the committee of a name change to a course in the Gerontology minor. Nancy Tate advised that she could notify the committee by email and make the appropriate edits to the forthcoming catalog copy.

Deborah Altus then moved to approve the request, Geoff Way seconded. The request to offer the course WU 105 was unanimously passed.

Nancy Tate adjourned the meeting.

Washburn University
Interdisciplinary Studies

Review Form

	Chair/Direct Report Signature	Recommendation	Review Date
Department/Area _____		Approve	10/31/18
Dean/Direct Report _____		Approve	11/2/18
Interdisciplinary Committee _____		Approve	11/15/18

Part I General Information

1. Exact proposed catalog:

- a. Course Number: WU 105
- b. Course Title: Life Skills
- c. Number of Credits: 1
- d. Prerequisites: Consent of Instructor
- e. Schedule Type (e.g., Lecture, Lecture/Lab, Online, Seminar, etc.): Lecture or Online
- f. Grade Mode (Standard Grade or Credit/No Credit): Standard Grade
- g. Course Description: The WU 105 course focuses on critical thinking, personal development, and the transition into independence. Common themes such as self-exploration, basic auto tech knowledge, and personal finances are covered to introduce students to a series of topics centered on the refinement of life skills. *see appended for amended description*

2. Rationale for offering this course.

An existing component of both the Ichabod Ignite and Ichabod Success Institute programs has been a holistic approach to serving their needs, including those outside the classroom. It is evident that many of our incoming, first-year students lack a significant understanding of life skills that are essential as they transition into independence. Creating WU105 will provide a formal credit-bearing option for students to spend time discussing this transition, learning about personal finances, and even life skills such as basic automotive maintenance. The course will assist our efforts to serve the whole student. Initially, this course will be made available for students in our success programs.

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

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

b. Yes How is the cost to be underwritten? The only added cost is instructional. Instruction for this course will be provided by existing personnel in Mabee Library & the Center for Student Success and Retention.

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

Selected readings will be provided from *Lunchmeat & Life Lessons: Sharing a Butcher's Wisdom* by Mary Lucas.

5. Can this course be repeated for additional credit? If so, how many times or how many hours?

NO.

Part II Content Considerations

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

Yes No - NO

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

NOTE: The deadline for submission to the General Education Committee approval is October for existing courses and February for newly approved courses

7. How will student performance be assessed?

Student performance will primarily be assessed by participation and engagement in online discussion forums and completion of D2L modules.

8. Does the department/area consider the proposed course will primarily attract:

Department majors Non-majors Department majors and majors from specific other departments; Which departments? Majors from all departments will participate in this course but the students will primarily be exploratory in nature.

Part III Financial/Resource Considerations

9. Has the department/area proposing the course addition reviewed the University Catalog and determined that the proposed course does not duplicate in title or content existing courses?

Yes No – YES.

10. How often does the department/area anticipate the proposed course will be offered?

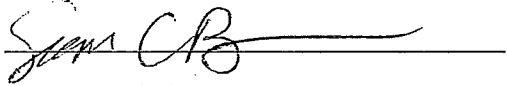
Every Semester Every other semester Every three semesters Irregularly – Every semester.

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

Yes No – NO.

If yes, when was it offered?

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



Signature of Librarian

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

YES.

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

15. What status will the proposed course have within the department’s/area’s overall curriculum?

Elective Required – ELECTIVE

16. Financial Impact:

a. Who will teach this course: current or new faculty, full, part-time, or adjunct? CURRENT

b. If current faculty, how will their other assigned course load be taught?

The majority of the lessons that will be offered in this course are already being taught by our faculty in the Skillshop series offered through the Center for Student Success. This is simply re-assigning that effort to a formal course structure.

c. What is the expected cost? No additional new cost.

d. Please provide an explanation of any other expenses incurred with this proposed course.

Amended Course Description—WU 105, 11-19-2018

WU105 focuses on developing the critical-thinking and life skills needed for a successful transition into independence. The course covers topics ranging from basic auto maintenance to personal finance with the goal of promoting the development and refinement of important life skills.

The target audience for this course are students participating in success programs through the Center for Student Success & Retention.

**Academic Diversity & Inclusion Committee Minutes
November 13, 2018, 1 PM, Cottonwood Room**

PRESENT:

Ball, Burdick, Camarda Dahl, Dempsey-Swopes, Emperley, Erby
Juma, Kendall-Morwick, McClendon, O'Neill, Thimesch, Tutwiler, Walters, Wynn

Guests:

Kelly, Jones, Grospitch, Pratt

1. Ball offered some corrections to the minutes of the Oct. 9 meeting and the minutes were approved.
2. Vice President of Student Life discussed the capability of Banner 9 to allow students to use a preferred name that would pull the name into D2L, Handshake, and class rosters. He also distributed a draft of a policy about the use of preferred names. He said that legal names would still have to be used on financial aid documents and official transcripts. The process should be available to pilot in the spring semester. Students can already go to the One Stop to request that a preferred name be used for their email address. The change may take up to two weeks to occur. Those present offered feedback on these proposed processes and the draft policy statement. Grospitch also updated the committee about changes being made regarding icard photos for female students wearing veils for religious reasons.
3. Old Business:
 - a. Erby provided an update on the proposed core value and inclusivity statement. The full faculty voted to adopt the inclusivity statement at its November 7 meeting. Further action is pending WUBOR's approval of the proposed core value.
 - b. Erby also provided an update about faculty search trainings with regard to diversity. With Dr. Pam Foster, Erby presented to CAS and SAS trainings in October about recommended strategies for recruiting a diverse applicant pool, managing implicit bias, and assessing candidates on their commitment to diversity and inclusion. The committee discussed expanding such training for adjunct hires. A more robust training is still planned for the spring.
4. New Business:
 - a. Erby and Burdick told the committee that Dr. Dyan Watson, author of "Staying in the Conversation: Having Difficult Conversations about Race in Teacher Education" from the popular C-TEL Teaching Circle book *Exploring Race in Predominately White Classrooms*, will visit Washburn as a Fink Scholar Feb. 5 and 6. She will meet with the committee on Feb. 6. Erby requested those present think about how the committee should use this visit to set goals or plan. Tutwiler suggested asking Watson to help the Committee think about creating a more structured diversity training for faculty members and expanding the number of participants in C-TEL diversity events. Other committee members suggested using this meeting to think about how to reach out to adjuncts and Washburn

- Tech instructors regarding diversity. Erby requested that those present continue to think on the matter and email her suggestions, or be prepared to discuss at the next Committee meeting.
- b. Themester was discussed. Erby mentioned that University Relations is working on a publicity plan to promote Themester. Publicity should begin after Thanksgiving break. Kendall-Morwick suggested C-TEL workshops to encourage and facilitate faculty to think about how they will incorporate Themester into their teaching. Kelly suggested a D2L shell where faculty can share resources related to Themester.
5. Information Items: Erby drew the attention of those present to the letter of support to LGBTQ+ students that was published in the *Washburn Review*.
6. Announcements:
- a. Voices of Student Veterans Art for Thought Exhibit, Memorial Union, Nov. 5–12
 - b. C-TEL presentation “Mentorship: Creating Systems of Support and Success”—Nov. 12 @ 3 p.m. in the Vogel Room
 - c. C-TEL presentation “Globalizing your Curriculum” by Vickie Kelly—November 14 @ 2:30 p.m in the Shawnee Room.
 - d. “Meditations on Land and Identity” panel discussion—Nov. 14 @ 3 p.m. in the Mulvane Art Museum, 2nd Floor North Gallery
 - e. “Women in World War II: Team Teaching and Publishing in Women’s and Gender History,” Gender Brown Bag presentation by Kerry Wynn and Courtney Sullivan—Nov. 16 @ 12 PM, Forum Room (BTAC)

**Academic Diversity & Inclusion Committee Minutes
October 9, 2018, 1 PM, Cottonwood Room**

PRESENT:

Alegria, Ball, Burdick, Camarda, Chadwick, Dahl, Dempsey-Swopes, Elliott, Erby, Gibbons, Grant, Harrison, Hart, Kendall-Morwick, Moreno, O'Neill, Petersen, Porras, Posey, Schnoebelen, Tatum, Tutwiler, Walters, Wynn

GUESTS:

Kelly

1. The minutes from the September 11, 2018 meeting were approved.
2. Old Business:
 - a. The proposed inclusivity statement to be used in Washburn publications including the master syllabus additions was discussed. Erby noted that the statement was approved by the Academic Affairs Committee (AAC) and will be moving on to Faculty Senate and eventually on to General Faculty for approval. Those present agreed with the changes made by the AAC and expressed that they believe it's a strong statement. The committee approved the statement as amended. Erby indicated she would keep committee members up to date with regard to the process of approval moving forward.
3. New Business
 - a. Themester was discussed:
 - i. Connie Gibbons provided an update about the Mulvane Museum's involvement in Themester via various exhibitions and projects.
 - ii. Erby circulated a list of additional courses and academic opportunities to encourage participation in Themester. She indicated that getting student organizations involved with these to ensure engagement was key and encouraged committee members to facilitate this involvement. Committee members discussed possible ways to involve students including student organization-driven art exhibits and tying Themester into a Mass Media Department-sponsored film festival.
 - iii. Publicity for Themester was discussed. Discussion included creating a blog wherein faculty might publish content to encourage participation, reaching out to University Relations to include news about Themester in Bod Talks, obtaining a Themester-specific e-mail address for messaging, the creation of a poster with all (or most) events that can be placed strategically around campus, as well as communicating via electronic boards in the Union. Harrison also suggested getting a few targeted, very involved students to communicate about such events via social media to reach their followers. A public "paintable" space to help publicize events was also suggested, as was having a raffle tied to the events. A discussion or forum about engaging in civil dialogue in the classrooms was also suggested as being featured during Themester.
 - b. Erby provided an update on faculty search committee training with regard to diversity. The topics will focus on recruiting diverse candidates, assessing candidates

on their commitment to inclusion, and use of the letter devised by the committee and VPAA's office. A more robust training will be established for the spring that will include, among other things, implicit bias training. Erby asked committee members to provide extra interview questions addressing diversity and inclusion that could be added to the existing list. Erby will e-mail out the more detailed materials to the committee members soon.

4. Announcements:

- a. Tilford Conference on Diversity & Multiculturalism - Oct. 22 & 23, 2018 at Fort Hays State University
- b. C-TEL Presentation by Vickie Kelly on the Global Citizenship, Ethics, & Diversity USLO—November 14 @ 2:30 PM in the Shawnee Room.
- c. Future meeting dates—please note all meetings are at 1 PM in the Cottonwood Room and will take place on the following dates: 11/13, 12/11, 2/12, 3/12, 4/9, and 5/14
- d. Washburn will be hosting a film series focusing on women of color beginning with the film *Anita*.
- e. There will be a STEM and diversity workshop through C-TEL coming up on October 30.

Inclusivity Statement

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

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

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

Dear Ichabods,

A recent story in the *New York*

Times (<https://www.nytimes.com/2018/10/21/us/politics/transgender-trump-administration-sex-definition.html>) revealed an initiative from the Trump administration

that would, as the *Times* put it, “essentially eradicate federal recognition of the estimated 1.4 million Americans who have opted to recognize themselves — surgically or otherwise — as a gender other than the one they were born into.” The leaked memo from Department of Health and Human Services asserts: “Sex means a person’s status as male or female based on immutable biological traits identifiable by or before birth. The sex listed on a person’s birth certificate, as originally issued, shall constitute definitive proof of a person’s sex unless rebutted by reliable genetic evidence.” This new initiative targeting the core legal status of trans, intersex, and nonbinary citizens has generated significant alarm within the LGBTQ+ community and among their allies.

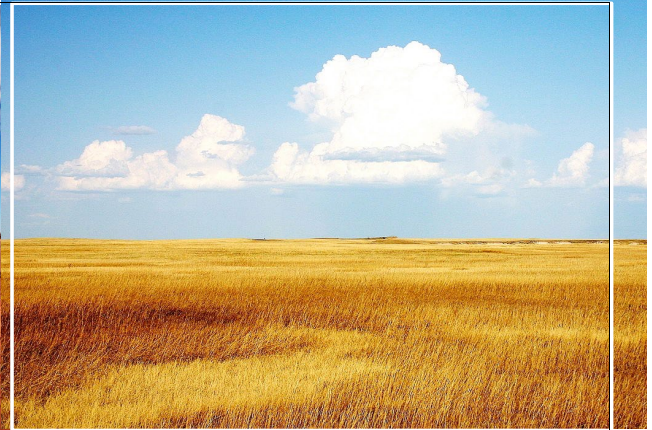
At this time of crisis, we, the undersigned, join with our fellow faculty and staff members to commit ourselves to ensuring that Washburn will continue to become a more inclusive living and learning environment. To members of the LGBTQ+ community, and to our trans, intersex, and nonbinary community members in particular, we say: we have your backs.

It is clear, despite the claims in the leaked memo that the new approach is “grounded in science, objective and administrable,” that this new initiative flies in the face of the best current medical and biological science, psychology, and social-scientific understanding of gender. Gender identity and biological sex are more fluid and complex than the limited definitions offered in the memo’s new categories. It is clear, too, that trans and intersex and non-binary people are here, that they exist and have always existed and will continue to exist. And it is clear, finally, that we have a responsibility to support this often-marginalized, too-often-abused community.

Whatever federal policy decrees, Washburn University’s own official policies about diversity and non-discrimination commit us to supporting the interests of trans, intersex, and nonbinary students, staff, and faculty. According to the University’s new inclusivity statement, Washburn “is committed to cultivating an inclusive learning, living, and working community,” including in its definition of what that diversity entails “gender identity, gender

expression, [and] sexual orientation.” Similarly, Washburn policy includes among categories explicitly protected from discrimination “sex, sexual orientation, gender identity, [and] genetic information.” We intend to hold firm to these commitments by the University to its diverse student population and the broader Washburn community.

We will look for ways to ensure Washburn University’s fuller and further commitment to the full range of its diverse population, including trans, intersex, and non-binary members of the community. In the meantime, we encourage Washburn students within these affected communities to contact the staff in the Office of University Diversity and Inclusion and to avail themselves of the range of resources highlighted on their website, under the LGBTQ+ tab (here: <https://washburn.edu/diversity/multicultural/index.html>). And meanwhile, all of us can—and those whose signatures appear below will—work to make Washburn University a more inclusive and welcoming environment in which to learn, live, and work.



The Center for Kansas Studies presents:

**“The Lilac by the Door: Ecocriticism, Grasslands, and Women's
Settler Colonial Narratives in the U.S. and Australia”**

A presentation by Dr. Tom Lynch, Professor of English at the
University of Nebraska-Lincoln

November 12, 2018, 2:30 pm
Shawnee Room (Memorial Union)

Free and open to the public!

Graduate Council Meeting Minutes
October 29, 2018
12:00-1:00 pm
Lincoln Room—Union

Members present: JuliAnn Mazachek (ex-officio); Rhonda Peterson Dealey; David Pownell; Dave Provorse; Vickie Kelly; Delaine Smith; Shirley Dinkel; Kandy Ockree; Bruce Mactavish; Kayla Waters (chair).

Guests: Nancy Tate; Craig Carter; Aileen Ball (staff)

- 1) The meeting was called to order at 12:03 pm.
- 2) Motion to approve the minutes from September 24, 2018 approved.
- 3) Council members reviewed proposals for redesign of the MEd District Leader and Building Leader programs. Craig Carter presented the redesign to the council, explaining that the programs currently exist but are dormant until the program revision is complete. The department intends to relaunch in Fall 2019 and aspires to 10-12 students at that time. A motion to approve the request was approved. After further discussion, the council concluded that its approval was not necessary for this proposal and determined they would inform Faculty Senate that it was considered as an information item.
- 4) Nancy Tate reviewed the current complete withdrawal policy with the council and recounted that current practice in the Student One Stop has not always aligned with that policy, thereby allowing graduate students to completely withdraw from a program without first consulting with an advisor. The Council agree to uphold the policy as currently stated and requested (for the sake of expediency when an advisor might be out of the office) that the text “or Dean’s Office” be appended as an alternate point of consultation for the student attempting complete withdrawal. Nancy will make that change in future Catalog text and notify the Student One Stop of the need to follow the stated policy.
- 5) The Council considered recent communication with the Executive Director of Enrollment Management and attempted to further refine its requests for particular attributes in Banner. Kayla Waters will compile the ideas generated in the meeting and bring them back to the committee for its November 26 meeting.
- 6) The Optional Recruitment Strategies discussion did not occur due to time constraints.
- 7) Meeting adjourned at 12:59 pm

FACULTY AGENDA ITEM

Date: November 5, 2018
Submitted by: Dr. Gary Bayens, School of Applied Studies ext. 2115
Subject: INFORMATIONAL - Modifications in Technology Administration
CIP Code: 30.1501



Description: The faculty council of the School of Applied Studies has approved a proposal by the Allied Health Department to modify the Bachelor of Science in Technology Administration degree program, effective fall 2019. The current requirements for the major are 51 total hours (i.e., 33 hrs. core; 12 hrs. electives; and 6 hrs. correlate). The new proposal requires 42-48 total hours, including 27 hrs. in the major plus a minor degree in either Business (21hrs.); Communications Studies (15hrs.); Public Administration (15hrs.) or Health Services Administration (15hrs.). A table of the proposed curriculum is provided on pages 2 and 3.

Rationale: The TA program functions in large part as a degree completion program for students who transfer from Washburn Tech, complete an associate degree, and pursue a baccalaureate degree. The original curriculum consisted of coursework in TA and business. However, a recent review of program data from 2011 to 2018 indicate only 20% of program completers graduated with a business minor. Consequently, a decision to broaden the choices of minor degrees will allow students to more carefully tailor their program. Meetings held with faculty members from the School of Business and College of Arts and Sciences, support this notion.

Also, the coursework listed in the additional minors are offered in an online format. This will allow the TA curriculum to be more compatible with the needs of distance learners.

Program
Proposal: **TECHNOLOGY ADMINISTRATION**
Bachelor of Applied Science
(B.A.S.) 2019-2020

Requirements for Major: 27 credit hours in the department including

TA 300 Evolution & Development of Technology
TA 310 Technology & Society
TA 320 System Design, Assessment & Evaluation

TA 330 Safety Analysis and Quality Assurance
TA 400 Technology Administration
TA 420 Technology Project
Nine credit hours, selected from the following:
TA 360 Independent Study
TA 370 Technology Internship
TA 380 Technology & the Future
TA 381 Technology and Ecology
TA 410 Technology Planning

Requirements for Minors:

Students must also select a minor or an area of emphasis (15-21 credit hours)

Business Minor (21 hours)
EC 200 Principles of Microeconomics (prerequisite, required for minor)
EC 20 I Principles of Macroeconomics (prerequisite, required for minor)
AC 224 Financial Accounting
BU 250 Management Information Systems (or equivalent)
BU 342 Organizational & Management
BU 345 Human Resources Management
BU 346 Organizational Behavior

Communication Studies Minor (15 hours)
CN 101 Principles & Practice of Human Communication (prerequisite, required for minor)
CN 150 Public Speaking (prerequisite, required for minor)
Nine credit hours, selected from the following:
CN 302 Communication Theory
CN 309 Political Communication
CN 330 Communication in Conflict and Negotiation
CN 340 Interviewing
CN 350 Persuasion
CN 361 Communication in Social Movements

Health Services Administration Minor (15 hours)
AL 366 Legal and Regulatory Issues for Health Care Professional
AL 367 Health Care Quality Improvement
AL 375 Health Care Policy
AL 399 Health Information Systems
AL 405 Financial Issues in Health Care

Public Administration Minor (18 hours)
PO I 06 The Government of the United States (required for minor)
PO 107 Kansas and the U.S., State and Local Government (required for minor)
PO 245 Intro to Public Admin (required for minor)
Nine credit hours, selected from the following:
PO 306 Urban-Metropolitan Government
PO 391 Public Personnel Admin
PO 393 Public Budgeting
PO 394 Public Management Techniques

General Education Requirements (BAS):

Humanities {9} {GEHU/GECPA} (Max 6 hours/ discipline)	Social Sciences (9) {GESS} (Max 6 hours/ discipline)	Natural Sciences/ Mathematics (9) {GENS} (Max 8 Hours or 2 Courses/Discipline)
Fine Arts (3)	Soc. Science 1 (3)	Nat. Science 1 (3-5)
Humanities 1 (3)	Soc. Science 2 (3)	Nat. Science 2 (3-5)
Humanities 2 (3)	Soc. Science 3 (3)	Nat. Science 3 (3-5)

Core University/BAS-Specific Requirements:

WU 101 (3)*		>= 2.0 Major Cumulative GPA	
EN 101 (3)		>= 2.0 Overall Cumulative GPA	
EN 300 (3)		Upper Division (300 and above) (45)	
MA 112 or MA 116 (3)**		Total Hours (120)	
		Completed Occupation-Oriented Associate Degree	

**Students transferring with 24 or more credit hours completed at an accredited post-secondary institution (after graduating from High School) with a GPA of 2.0 or higher are exempt from this requirement*

***May be waived if student successfully completes a higher-level mathematics course with a grade of C or higher or if a student presents an ACT score in mathematics of at least 28 {SAT of at least 640}*

Catalog

Description:

The Bachelor of Applied Science degree with a major in Technology Administration is available for students who have completed an occupation oriented associate degree and are interested in pursuing further studies to advance in a technology-management related career. The degree accommodates students from diverse disciplines whose associate degree academic major does not easily lead to a bachelor's degree.

The nature of the program affords the flexibility to meet the needs of students from many technical backgrounds who desire to develop or expand skills to enhance their career opportunities. The curriculum is designed to complement the students' technical and professional skills by providing foundation studies in technological and management topics. Courses are tailored to students' diverse learning capabilities using instructional resources varying from traditional (e.g., classroom work, textbooks) to advanced technology (e.g., online courses). All of the courses for the TA major are available online or by transfer from another college. Interested students should contact the Allied Health department for specific requirements or visit: www.washburn.edu/techadmin.

Program

Assessment: Consistent with WU policy, the TA program measures and report student learning outcomes annually. The resulting data are used to improve the quality of the TA degree program. A copy of the program assessment plan is provided as an attachment.

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

Proposed Effective Date: Fall Semester 2019

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

Approved by: AAC on date _____

Faculty Senate on date _____

Attachments Yes No

SAS Program Change Request Form

Date of Submission: 10.11.18

Submitted by: Craig A. Haugsness

Identify the nature of the request: New Program Modification Deletion

Mode of delivery: on-line and face to face

Rationale must be attached which includes assessment data to support request. (note: submissions will not be accepted which do not include assessment information)

Effective Date for Implementation: August, 2019

New Programs

- Official Program Name and Associated Degree (e.g., Forestry Studies – BA)
- Recommended CIP Code for Program (required by KBOR/HLC/Dept of Ed before the program can be approved – See IPEDS.)
- Rationale for Offering the Program (including environmental studies regarding the need for/interest in this program).
- Exact Catalog Description (including both program description and curriculum requirements).
- Completed Program Assessment Plan (developed in conjunction with the Assessment Coordinator)
- Financial Implications (Include pro forma if new/reallocated funds required – template is available from me. By the way, this should hardly ever be None because some faculty will be teaching these courses instead of the courses they were previously teaching)
- List of Faculty Members Teaching in the Program/Required Credentials if new hires
- Availability of Office Space (if new faculty to be hired)
- Adequacy of Library Holdings

Program Modification

- Provide a copy of existing curriculum.
- Provide a copy of the proposed curriculum.
- Describe and detail all differences between current and proposed curriculum.
- Describe the impact of changes on faculty/adjunct resources.
- Provide budget information (i.e., requests for or reductions in adjuncts, faculty, books, equipment, etc.)

Deletion of Program

- Identify number of current majors
- Submit a timeline for the phase out of program.
- Describe how current program resources (i.e., equipment, etc.) will be reallocated
- Describe how existing majors will be able to complete their requirements.
- Describe the impact of changes on faculty/adjunct resources.

Department Approval: Michelle Shipley Date: 10/11/18
C&P Approval: [Signature] Date: 10/10/18
Faculty Council Approval: [Signature] Date: 10/16/18
Dean Approval: [Signature] Date: 11.10.18
Auditors in Registrar's Office Notified: _____ Date: _____

Technology Administration

Program modification – supporting documentation

- **Provide a copy of existing curriculum**
See attachment A
- **Provide a copy of the proposed curriculum**
See attachment B
- **Describe and detail all differences between current and proposed curriculum**
This program modification expands the supported minors within the Technology Administration (TA) program. Currently a Business minor, consisting of 21 hours, is available to TA students. A review of program completers from 2011 to 2018 indicates that only about 20% of program completers did graduate with a Business minor.

The TA program is working as a degree completion program for students who hold an associate degree in a technical area. The addition of three minors to the TA program will allow students to more carefully tailor their program. Many if not most of these students are already working full time in a technical occupation. The TA program offers these students support as they work toward a promotion and employment as a supervisor, manager or team leader. It also allows students to build their personal, academic and technical skills if they are looking toward their next job.

Meetings were held with each of the content areas involved and all expressed support for the additions. All of the classes listed in the additional minors have been offered in an on-line format. While resources may change there is an expectation that students will be able to complete their TA degree and a complimentary minor completely on-line.

The addition of three minors to the TA degree allows Washburn University to accomplish two important goals:

- Better serve students
- Serve more students

First, the addition of the proposed changes students in the TA program will be able to select a minor area as a focus for part of their program. Secondly, these additions will allow us to serve more students locally, state-wide, nationally and internationally. The additions to the TA program will provide a stronger and more flexible program to meet student needs.

- **Describe the impact of changes on faculty/adjunct resource**

In the short term no additional staff will be required. If, as anticipated, student enrollment increases additional staff may be required.

- **Provide budget information**

No immediate budget change is expected.

TECHNOLOGY ADMINISTRATION
Bachelor of Applied Science (B.A.S.)
2018-2019

Requirements for Major:

AC 224 Financial Accounting
BU 250 Management Information Systems (or equivalent)
BU 342 Organizational & Management
BU 345 Human Resources Management
BU 346 Organizational Behavior
TA 300 Evolution & Development of Technology – Only offered in the Fall
TA 310 Technology & Society – Offered in Fall & Spring
TA 320 System Design, Assessment & Evaluation - Only offered in the Spring
TA 330 Safety Analysis and Quality Assurance – Only offered in the Fall
TA 400 Technology Administration – Only offered in the Spring
TA 420 Technology Project - Only offered in the Spring

Six credit hours, selected from the following:

TA 360 Independent Study
TA 370 Technology Internship
TA 380 Technology & the Future Only offered in the Spring
TA 381 Technology and Ecology – Only offered in the Fall

Program Electives:

In consultation with their advisor, students will select up to 6 credit hours of professional development from Technology Administration, Business, or Public Administration
--

Correlated courses:

EC 200 Principles of Microeconomics
EC 201 Principles of Macroeconomics

General Education Requirements (BAS):

Humanities (9) (GEHU/GECPA) (Max 6 hours/ discipline)	Course Number	Social Sciences (9) (GESS) (Max 6 hours/ discipline)	Course Number	Natural Sciences/ Mathematics (9) (GENS) (Max 8 Hours or 2 Courses/Discipline)	Course Number
Fine Arts (3)		Soc. Science 1 (3)		Nat. Science 1 (3-5)	
Humanities 1 (3)		Soc. Science 2 (3)		Nat. Science 2 (3-5)	
Humanities 2 (3)		Soc. Science 3 (3)		Nat. Science 3 (3-5)	

Core University/BAS-Specific Requirements:

WU 101 (3)*		>= 2.0 Major Cumulative GPA	
EN 101 (3)		>= 2.0 Overall Cumulative GPA	
EN 300 (3)		Upper Division (300 and above) (45)	
MA 112 or MA 116 (3)**		Total Hours (120)	
		Completed Occupation-Oriented Associate Degree	

*Students transferring with 24 or more credit hours completed at an accredited post-secondary institution (after graduating from High School) with a GPA of 2.0 or higher are exempt from this requirement

**May be waived if student successfully completes a higher-level mathematics course with a grade of C or higher or if a student presents an ACT score in mathematics of at least 28 (SAT of at least 640)

**Sample 4-Year Schedule for Technology Administration
Bachelor of Applied Science
120 Hours**

Curriculum for students starting 2018-2019 Academic Year

Students starting in different academic years should contact their advisor.

Freshman			
Fall Semester			Spring Semester
AR/MU/TH General Education	3	Humanities General Education	3
Natural Science General Education	3	Natural Science General Education	3
SO 100 – Intro to Sociology	3	MA 112 – Contemp. College Mathematics	3
EN 101 – First Year Writing	3	or MA 116 – College Algebra	
WU 101 – Washburn Experience	3	EN 208 – Business and Technical Writing	3
		Lower/ Upper Division Elective	3
TOTAL	15	TOTAL	15
Sophomore			
Fall Semester			Spring Semester
MA 140 – Statistics	3	AC 224 – Financial Accounting	3
EC 200 – Principles of Microeconomics	3	EC 201 – Principles of Macroeconomics	3
BU 250 – Management Information Systems	3	Lower/Upper Division Elective	3
Lower/Upper Division Elective	3	Lower/Upper Division Elective	3
Lower/ Upper Division Elective	3	Lower/Upper Division Elective	3
TOTAL	15		15
Junior			
Fall Semester			Spring Semester
EN 300 – Advanced College Writing	3	TA 320 – Systems Design, Assessment and Evaluation	3
TA 300 – Evolution and Development of Technology	3	TA 330 – Safety Analysis and Quality Assurance	3
TA 310 – Technology and Society	3	TA 400 – Technology Administration	3
BU 342 – Organization and Management	3	BU 345 – Human Resources Management	3
BU 346 – Organizational Behavior	3	TA Professional Development Elective	3
TOTAL	15	TOTAL	15
Senior			
Fall Semester			Spring Semester
Upper Division Elective	3	Lower/Upper Division Elective	3
Lower/Upper Division Elective	3	Lower/Upper Division Elective	3
Lower/Upper Division Elective	3	Lower/Upper Division Elective	3
Technology Administrative Elective	3	TA 420 – Technology Project – Capstone	3
TA Professional Development Elective	3	Technology Administrative Elective	3
TOTAL	15		15

Updated 07/19/2018

TECHNOLOGY ADMINISTRATION
Bachelor of Applied Science (B.A.S.)
2019-2020

Requirements for Major: 24 credit hours in the department including:

TA 300 Evolution & Development of Technology
TA 310 Technology & Society
TA 320 System Design, Assessment & Evaluation
TA 330 Safety Analysis and Quality Assurance
TA 400 Technology Administration
TA 420 Technology Project
Nine credit hours, selected from the following:
TA 360 Independent Study
TA 370 Technology Internship
TA 380 Technology & the Future
TA 381 Technology and Ecology
TA 410 Technology Planning

Requirements for Minors:

Students must also select a minor or an area of emphasis (15-21 credit hours)

Business Minor (21 hours)
EC 200 Principles of Microeconomics (prerequisite, required for minor)
EC 201 Principles of Macroeconomics (prerequisite, required for minor)
AC 224 Financial Accounting
BU 250 Management Information Systems (or equivalent)
BU 342 Organizational & Management
BU 345 Human Resources Management
BU 346 Organizational Behavior

Communication Studies Minor (15 hours)
CN 101 Principles & Practice of Human Communication (prerequisite, required for minor)
CN 150 Public Speaking (prerequisite, required for minor)
Nine credit hours, selected from the following:
CN 302 Communication Theory
CN 309 Political Communication
CN 330 Communication in Conflict and Negotiation
CN 340 Interviewing
CN 350 Persuasion
CN 361 Communication in Social Movements

Health Services Administration Minor (15 hours)
AL 366 Legal and Regulatory Issues for Health Care Professional
AL 367 Health Care Quality Improvement
AL 375 Health Care Policy
AL 399 Health Information Systems
AL 405 Financial Issues in Health Care

Public Administration Emphasis

PO 106 The Government of the United States (required for minor)
PO 107 Kansas and the U.S., State and Local Government (required for minor)
PO 245 Intro to Public Admin (required for minor)
Nine credit hours, selected from the following:
PO 306 Urban-Metropolitan Government
PO 391 Public Personnel Admin
PO 393 Public Budgeting
PO 394 Public Management Techniques
PO 395 Non-Profit Management

General Education Requirements (BAS):

Humanities (9) (GEHU/GECPA) (Max 6 hours/ discipline)	Course Number	Social Sciences (9) (GESS) (Max 6 hours/ discipline)	Course Number	Natural Sciences/ Mathematics (9) (GENS) (Max 8 Hours or 2 Courses/Discipline)	Course Number
Fine Arts (3)		Soc. Science 1 (3)		Nat. Science 1 (3-5)	
Humanities 1 (3)		Soc. Science 2 (3)		Nat. Science 2 (3-5)	
Humanities 2 (3)		Soc. Science 3 (3)		Nat. Science 3 (3-5)	

Core University/BAS-Specific Requirements:

WU 101 (3)*		>= 2.0 Major Cumulative GPA	
EN 101 (3)		>= 2.0 Overall Cumulative GPA	
EN 300 (3)		Upper Division (300 and above) (45)	
MA 112 or MA 116 (3)**		Total Hours (120)	
		Completed Occupation-Oriented Associate Degree	

*Students transferring with 24 or more credit hours completed at an accredited post-secondary institution (after graduating from High School) with a GPA of 2.0 or higher are exempt from this requirement

**May be waived if student successfully completes a higher-level mathematics course with a grade of C or higher or if a student presents an ACT score in mathematics of at least 28 (SAT of at least 640)

**Sample 4-Year Schedule for Technology Administration
Bachelor of Applied Science
with an approved minor
120 Hours**

Curriculum for students starting 2019 - 2020 Academic Year
Students starting in different academic years should contact their advisor.

Freshman			
Fall Semester		Spring Semester	
AR/MU/TH General Education	3	Humanities General Education	3
Natural Science General Education	3	Natural Science General Education	3
SO 100 – Intro to Sociology	3	MA 112 – Contemp. College Mathematics	3
EN 101 – First Year Writing	3	or MA 116 – College Algebra	
WU 101 – Washburn Experience	3	Humanities General Education	3
		Social Science General Education	3
TOTAL	15	TOTAL	15
Sophomore			
Fall Semester		Spring Semester	
Lower/ Upper Division Elective	3	Social Science General Education	3
Lower/ Upper Division Elective	3	Minor Requirement or Elective	3
Minor Requirement or Elective	3	Lower/Upper Division Elective	3
Minor Requirement or Elective	3	Lower/Upper Division Elective	3
Natural Science General Education	3	Lower/Upper Division Elective	3
TOTAL	15	TOTAL	15
Junior			
Fall Semester		Spring Semester	
EN 300 – Advanced College Writing	3	TA 320 – Systems Design, Assessment and Evaluation	3
TA 300 – Evolution and Development of Technology	3	TA 330 – Safety Analysis and Quality Assurance	3
TA 310 – Technology and Society	3	TA 400 – Technology Administration	3
Minor Requirement or Elective	3	Minor Requirement or Elective	3
Minor Requirement or Elective	3	Technology Administration Elective	3
TOTAL	15	TOTAL	15
Senior			
Fall Semester		Spring Semester	
Upper Division Elective	3	Upper Division Elective	3
Upper Division Elective	3	Upper Division Elective	3
Upper Division Elective	3	Upper Division Elective	3
Minor Requirement or Elective	3	Technology Administration Elective	3
Technology Administration Elective	3	TA 420 – Technology Project – Capstone	3
TOTAL	15	TOTAL	15

PROGRAM ASSESSMENT PLAN ~ 2013-14 through 2018-19

This document only needs to be updated when changes are made.

UNIT	SCHOOL OF APPLIED STUDIES
Department (if applicable)	ALLIED HEALTH AND TECHNOLOGY ADMINISTRATION
Degree/Program	Bachelor of Applied Science/Technology Administration
Date Prepared	April 25, 2014
Date Revised	Updated to New Form (6/12/15),

PROGRAM MISSION

Cell will expand to accommodate text.

The Technology Administration Program develops administrators, managers, team leaders, and other professionals who understand technology; its impact on humanity; and use tools, techniques, and systems to enhance their effectiveness in a global, competitive environment.

PROGRAM STUDENT LEARNING OUTCOMES (PSLO)

If the program has more than 6 PSLO, hit "Tab" in the last cell to add another row. Cells will expand to accommodate text.

Upon completion of the program students will be able to:

PSLO 1	Demonstrate the impact that technology has on the individual, society and civilization
PSLO 2	Apply the current legal decision and organization policies to the development and management of technology
PSLO 3	Apply the life cycle system development methods to include risks associated with management decision.
PSLO 4	Demonstrate the application of process and behavior data to improve efficiency in a production environment.
PSLO 5	Identify core competencies of and demonstrate how skilled project managers are crucial to an organization.
PSLO 6	Select quality indicators that can be used to modify inputs and impact measured system outputs in a management operation.
PSLO 7	Demonstrate competence in the use of skills required for analyzing, communicating and problem-solving complex and unpredictable situations where the management of technology is a central situation.
PSLO 8	Demonstrate oral and written communication skills, and the ability to work in teams.

CURRICULUM MAP (Alignment)

List **all** courses required for **program majors** and indicate, where applicable, (using the following key) the PSLO with which they are associated.

T = Taught

X = Taught and Assessed

A = Assessed

If the program has more than 6 PSLO, "Copy and Paste" rows from this table below the existing table, beginning with the row numbering the PSLO.

Required Courses	PSLO 1	PSLO 2	PSLO 3	PSLO 4	PSLO 5	PSLO 6	PSLO 7	PSLO 8
TA 300	T	T					T	T
TA 310	T	T						T

PROGRAM ASSESSMENT PLAN ~ 2013-14 through 2018-19

This document only needs to be updated when changes are made.

TA 320			T	T			T	T
TA 330		T		T	T		T	T
TA 400	T	T	T	T	T		T	T
TA 420	A	A	A	A	A	A	A	A

ASSESSMENT MEASURES (Method)

Indicate (mark with an X) the type of assessment used to evaluate each PSLO.

Check as many boxes as apply.

Programs should use at least 2 direct measures for each PSLO.

If the program has more than 6 PSLO, "Copy and Paste" rows from this table below the existing table, beginning with the row numbering the PSLO.

	PSLO 1	PSLO 2	PSLO 3	PSLO 4	PSLO 5	PSLO 6	PSLO 7	PSLO 8
DIRECT								
Portfolio	X	X	X	X	X	X	X	X
Performance Assessment (Art, Music, Theatre, etc.)								
Performance Assessment (Off campus experience – Clinical, Internship, Practicum, etc.)								
Professional Credentialing Exam								
Major Field Test or National Exam								
Course Embedded Assignment								
Project Evaluation (e.g. research)								
Course Grades	X	X	X	X	X	X	X	X
Other (Describe)								
INDIRECT								
Surveys								
Exit Interviews/Focus Groups								
Other (Describe)								

THRESHOLD OF STUDENT SUCCESS

For each PSLO, list each measure separately and indicate the threshold of student achievement considered acceptable.

(example: 75% of students will receive B or better) - see Assessment Plan Guide for additional instructions.

Hit :Tab" in the last cell to add another row. Cells will expand to accommodate text.

PSLO	MEASURE	THRESHOLD
1	Portfolio	90%
	Course Grades	70% receive grade of B or better; 90% of students complete project
2	Portfolio	90%
	Course Grades	70% receive grade of B or better; 90% of students complete project
3	Portfolio	90%

PROGRAM ASSESSMENT PLAN ~ 2013-14 through 2018-19

This document only needs to be updated when changes are made.

	Course Grades	70% receive grade of B or better; 90% of students complete project
4	Portfolio	90%
	Course Grades	70% receive grade of B or better; 90% of students complete project
5	Portfolio	90%
	Course Grades	70% receive grade of B or better; 90% of students complete project
6	Portfolio	90%
	Course Grades	70% receive grade of B or better; 90% of students complete project
7	Portfolio	90%
	Course Grades	70% receive grade of B or better; 90% of students complete project
8	Portfolio	90%
	Course Grades	70% receive grade of B or better; 90% of students complete project

DATA COLLECTION CALENDAR

Indicate how often assessment data are collected for each PSLO.

S=every semester

Y=every year

2=every other year

3=every 3 years, (etc.)

O-Other (please explain)

If the program has more than 6 PSLO, hit "Tab" in the last cell to add another row.

	Frequency of Data Collection
PSLO 1	Y
PSLO 2	Y
PSLO 3	Y
PSLO 4	Y
PSLO 5	Y
PSLO 6	Y
PSLO 7	Y
PSLO 8	Y

ANALYSIS AND REPORTING CALENDAR

Indicate (mark with an X) the years in which each PSLO was/will be analyzed and reported.

Cycle will repeat after Year 6.

If the program has more than 6 PSLO, "Copy and Paste" rows from this table below the existing table, beginning with the row numbering the PSLO.

	PSLO 1	PSLO 2	PSLO 3	PSLO 4	PSLO 5	PSLO 6	PSLO 7	PSLO 8
Year 1/2013-14	X	X	X	X	X	X	X	X
Year 2/2014-15	X	X	X	X	X	X	X	X
Year 3/2015-16	X	X	X	X	X	X	X	X
Year 4/2016-17	X	X	X	X	X	X	X	X

PROGRAM ASSESSMENT PLAN ~ 2013-14 through 2018-19

This document only needs to be updated when changes are made.

Year 5/2017-18	X	X	X	X	X	X	X	X
Year 6/2018-19	X	X	X	X	X	X	X	X

If field experiences are a significant part of the program, explicitly address how validity and reliability of the evaluation instrument is ensured.

Cell will expand to accommodate text.

N/A

STAKEHOLDER INVOLVEMENT

Describe how stakeholders (faculty, students, alumni, advisory boards, community, etc.) are involved in the development, implementation, periodic review and continuous improvement of the Assessment Plan.

Cell will expand to accommodate text.

There is only one single full-time faculty member in the TA program. Data is shared with adjuncts, advisory committee, and with school and assessment committee. Program director is responsible for overseeing necessary adjustments to curriculum.

PROGRAM ASSESSMENT PLAN REVIEW CYCLE

Indicate (mark with an X in column 2) the year(s) in which this Program Assessment Plan will be reviewed and indicate in column 3 (when applicable) when changes are made and addressed in the appropriate year's annual report.

Cycle repeats after Year 6.

	Program Assessment Plan Review	Were changes made and addressed in the Annual Report? <u>Yes</u> or <u>No</u> (update when applicable)
Year 1/2013-14	X	
Year 2/2014-15		
Year 3/2015-16		
Year 4/2016-17		
Year 5/2017-18		
Year 6/2018-19	X	

WASHBURN
UNIVERSITY
SCHOOL OF APPLIED STUDIES
Criminal Justice & Legal Studies

TO: Dr. Kayla Waters
Graduate Council Chair

FROM: Melanie K. Worsley *MKW*
Assistant Professor/Chair
Criminal Justice and Legal Studies Department

DATE: November 19, 2018

RE: Fast Track Plan Information Item

The Fast Track plan is designed to give undergraduate criminal justice majors at Washburn University the opportunity to complete their Bachelor of Criminal Justice (BCJ) and Master of Criminal Justice (MCJ) degrees in five years. Well-prepared advanced BCJ students will be eligible to take up to 12 hours of MCJ classes and have the 12 hours count towards the CJ electives requirement of the BCJ degree and towards MCJ degree requirements. Ultimately, we are just expanding the list of CJ electives for the BCJ degree which should not affect programs outside of our department.

MKW
The School of Applied Studies Curriculum and Policy Committee has reviewed and is in support of the Fast Track plan.



PRESS
TO
OPERATE

AUTOMATIC
CAUTION
DOOR
PLEASE PUSH
TO OPERATE

39



AUTOMATIC
CAUTION
DOOR
DO NOT REPAIR