

Washburn University
Meeting of the Faculty Senate
March 29th, 2021 at 3pm
Zoom Meeting Hosted by FS Executive Committee

- I. Call to Order
- II. Approve minutes-
 - March 15th, 2021 (pages 2-6).
- III. President's Opening Remarks
- IV. WUBOR/KBOR Update-
- V. VPAA Update - Dr. JuliAnn Mazachek
- VI. Consent Agenda
 - Faculty Senate Committee Reports-
 - Receipt of the Academic Affairs committee meeting minutes from February 22nd (page 7).
 - University Committee Reports-
 - Receipt of Academic Diversity and Inclusion committee minutes from February 9th and 15th (pages 8-12).
 - Receipt of the Graduate Council committee meeting minutes from February 8th (page 13).
 - Receipt of the Assessment committee meeting minutes from February 23rd (page 14).
- VII. Old Business
 - 21-8 Bachelor of Science in Anthropology (Forensics Concentration) (pages 15-18).
 - 21-9 Minor in Forensic Chemistry (modification) (pages 19-21).
 - 21-10 Bachelors of Art in Mathematics (Secondary Education Specialization) (pages 22-25).
 - 21-11 Bachelors of Science in Mathematics (Secondary Education Specialization) (pages 26-29)
 - 21-12 Bachelor of Art in Mass Media and Public Relations Concentration (pages 29-31).
 - 21-13 BEd in Speech and Theatre (pages 32-38).
 - 21-14 Bachelor of Science in Athletic Training Deletion (pages 39-42).
 - 21-15 Minor in German Deletion (pages 43-45).
 - 21-16 BA in German Deletion (pages 46-48).
 - 21-17 Masters of Liberal Studies Deletion (pages 49-53).
 - 21-18 Musical Theatre Concentration Deletion (pages 54-56).
- VIII. New Business- none
- IX. Information Items- none
- X. Discussion Items- none
- XI. Announcements
- XII. Adjournment

Washburn University
Meeting of the Faculty Senate
March 15th, 2021 at 3pm
Zoom Meeting Hosted by FS Executive Committee

Present: Morse, Stevens, Woody, Zwikstra, Klales, Dodge, Miller (C), Smith (D), Grant, Mazachek, Kendall-Morwick, Erby, Huff, Thor, Wynn, Douglass, Griggs, Moore, Krug, Kohls, Smith (M), Watson, Byrne, Friesen, Cook, Daniels, Sainato, VanDalsem, Schmidt, Romig, Ricklefs, Wagner, Wang

Absent: Brooks,

Guest(s): DeSoto, Ball (A), Sollars, Grospitch, Johnson, Ball (J), Stephenson, Wisneki, Munzer, Barker, Lee, Routsong, Dempsey-Swopes, Mcnamee, Leming, Hart, Jones, Liedtke

- I. Call to Order at 3:01pm
- II. Approve minutes- motion and 2nd to approve minutes, approved without discussion
 - March 1st, 2021
- III. President's Opening Remarks
 - Washburn faculty can get their COVID shots!
 - Thank you to Dr Grospitch for his work on getting faculty on the list for vaccinations.
 - If you get your shot somewhere in the community, let Eric Grospitch and Tiffany McManus know.
 - Louise Krug, and the electoral committee is working on election. A lot of open position including 3 at-large positions. Email will be sent out for nominees this week.
 - Morse is hoping there are no summer meetings but no promises at this time.
 - This is not time to use senate as check box for service. As you think of nominees we need broad, campus minded individuals.
 - KBOR Gen ed committee working very quickly and coming up with a package for 30-32 hours includes English 101 and university math requirement. This will go quickly through KBOR, meaning we have a lot to think about quickly.
 - We have to honor what KBOR does and figure out our general education program on top of that.
 - Question regarding if we are governed by WUBOR why are we following KBOR. Dr Mazachek responded that gen ed transferability come from legislature and the governor. We want to be transfer friendly and state money (\$11 million per year) could be impacted if we don't do this.
 - Tracy Wagner pointed out that course quality between community colleges and Washburn are not consistent. She referenced a study conducted a number of years ago that showed that the different resources available at CC's meant that it would be difficult to address quality at different levels.
 - We currently already take transfer credits
 - Gen ed requirements to be incorporated into our own gen ed requirements

IV. WUBOR/KBOR Update-None, next meeting all day this Wednesday

V. VPAA Update - Dr. JuliAnn Mazachek

- Grospitch update on COVID vaccine. We are close to receiving 700 vaccines here on campus. Hoping by Wednesday will be sending out email to get individuals scheduled through student health.
- Access to address a majority of our student employees as well.
- Working on communication going out to student workers.
- Vaccines being made available for faculty and staff first and then student employees.
- Lindsay Monroe has sent the list of student employees.
- We are getting the Moderna vaccine.
- Question related to clinical students getting vaccines. Currently not on our radar, but will take the list of those students from the departments.
- Question regarding getting 2nd vaccine here if 1st one somewhere else. Individuals are being asked to get at same location as the first.
- Interested in looking at numbers of clinical students.
- Question regarding students living in dorms. Don't see us having the numbers of vaccine to vaccine this group.
- We are currently planning for fall. Planning for a regular fall with changes to social distancing. Looking at full capacity in the classrooms. Will do classroom assignments over the summer.
- After employees have vaccinations will look at what normal will look like
- Will hear more about that over the next 4-6 weeks.
- We are planning for 2 graduations. May 1st for 2020 grads and May 8th for spring 2021. Please invite students to come back for graduation. Individuals can bring 6 family members.
- Commencement will be a celebration with a live band
- Next WUBOR meeting will be work on new law building plan to approve budget and builder.
- Budget committee meeting precedes upcoming WUBOR meeting. We are not anticipating cuts but maintaining things that are frozen over the next academic year.
- Looking to restore some faculty development and small grants.
- Question regarding if we will be at capacity in the summer. Individuals teaching over the summer encouraged to reach out to chair or dean.

VI. Consent Agenda

- Faculty Senate Committee Reports-none
- University Committee Reports- Motion and 2nd to receive, received without discussion.
 - Receipt of Academic Diversity and Inclusion committee minutes from December 8th, 2020

VII. Old Business

- 21-7 Faculty Affairs Committee Promotion and Tenure recommendations
 - Clarified the narrative would be optional and encouraged to discuss chair/dean about personal narrative.
 - Encouraged unit and department heads to revise annual evaluations to include a section regarding impact of COVID.
 - Motion to add duties, responsibilities and/or to B. Moved and seconded.

- Motion and 2nd to change 2nd to last paragraph to include evaluate our work. 2nd to last paragraph does not seem to address COVID 19 and more so just tenure related. Byrne recommended removing this paragraph. FAC included this paragraph to address concerns that have been exacerbated by COVID and brought to light.
- F recommendation to change working to professional lives, motion and 2nd, moved and passed without further discussion.
- Wording meant to be broad enough to include all individuals. Thought that examples may empower junior faculty to come forward with things that they may have otherwise not thought was appropriate to bring forward.
- Move and 2nd to remove sentence “as also recognized by the ADIC statement”. 52% voted no.
- New motion and 2nd to change language “as also recognized by the ADIC statement to “Further, as also recognized by the ADIC statement, people of color and women have been shown, on average, to shoulder a disproportionate burden when it comes to the negative impact of COVID research, work, and home life, although members of any group may well be impacted and should have the opportunity to document these impacts”. Vote passed 80% in favor.
- Add link instead of hidden link to section f, as hidden links are problematic.
- Poll to vote on entire document sent-89% in favor.

VIII. New Business- none

IX. Information Items-none

X. Discussion Items

- Update on Diversity and Inclusion partnerships/initiatives- Irby/Dempsey-Swopes
 - Goals of campus climate reporting process:
 - I. Respond to incidents of bias reports by students, faculty and staff.
 - II. Provide care and support to those that experience bias.
 - III. Explore avenues for conflict resolution mediation.
 - IV. Monitor trends that may affect the overall campus community.
 - V. Support ongoing community healing and education.
 - Pre COVID biggest issue was biased incidents on campus and having the ability to respond on campus. Nothing was done about these incidents due to not meeting level of legal and so no findings not counting as discrimination.
 - Looking at a way to address these issues, as these issues have impacts on students and faculty and cause students and faculty to leave the university.
 - 2014-2019 we had similar issues on campus and multiple issues brought to administration. These issues motivated to help find a way to help our students, faculty and staff feel more welcome on campus.
 - 2019 held town hall to discuss diversity and inclusion on campus. Micro aggressions were brought up at town halls.

- Summer 2019 group from across campus was brought together by Grospitch and Mazachek to discuss these micro aggressions and how they are addressed on campus.
- Can now report bias incidents to campus climate team and referrals will be made based on algorithm.
- Student contact issue would go to HR.
- If not fitting track, can refer to WU inclusive network
- WU inclusive network provides restorative justice by:
 - I. Creating opportunities for acceptance of responsibility for harm.
 - II. Facilitate a non-adversarial climate climate for resolution
 - III. Opportunity for education, understanding and growth
 - IV. Demonstrate care and provider emotional support for healing and inclusion.
 - V. Repair relationships and restore trust.
 - VI. Nurture a sense of belonging.
- WU inclusive cannot due
 - I. Require that parties respond or participate.
 - II. Assure action on behalf of the University.
 - III. Enforce recommendations.
 - IV. Make decisions on behalf of the University.
 - V. Infringe upon rights guaranteed by state or federal law.
 - VI. Address an ongoing threat of harm or safety.
- 21-22 members chosen by Dr Mazachek.
- One suggestion from town halls was to start faculty and staff affinity groups. These have been formed. There is an online applications. Hope individuals will use these affinity groups to network. Can join any affinity group.
- Thank to everyone for this hard work.
- Like to add to general faculty meeting agenda to share with the broader university.
- Returning to “normal”-Morse
 - Right now we are just listing questions and concerns that we need to address.
 - What worries/concerns do you have?
 - I. Question regarding what will happen with zoom in the fall. Zoom to improve learning environment otherwise not the normal way of delivery.
 - II. It would not be expected that you provide students the opportunity to attend in person and on zoom.
 - III. Question regarding how modalities will change going forward.
 - IV. Question if there will be a slow integration on presence on campus? Just beginning these discussions and figure out this as we work to provide on campus and vibrant campus experience.
 - V. Remote delivery will not our main modality/
 - VI. Early communication will be important for students to adjust to child care, work, etc.
 - VII. Will all equipment stay in the classroom? We have not evaluated all rooms, but likely will stay if not hindering the learning environment.

XI. Announcements - none

XII. Adjournment -motion to adjourn at 4:42pm

Academic Affairs Committee

Washburn University

2/22/2021

Minutes

Present: Kerry Wynn, Delaine Smith, Shane Vandalsem, Becky Dodge, Sarah Cook, Scott Sainato, Paul Byrne, Stephen Woody, Crystal Stevens, Crystal Leming (guest)

Staff: Aileen Ball

1. Sarah Cook agreed to chair meeting to allow Kerry Wynn to present; called meeting to order at 3:02 pm
2. Meeting minutes: approval of 2-8-2020 meeting minutes moved and seconded. Motion carried.
3. New business: Kerry Wynn presented modifications to the University Honors catalog language, including Student Learning Outcomes and University Honors Distinction. Becky Dodge moved to approve, Paul Byrne seconded. Motion carried.
4. Adjourn: Meeting adjourned at 3:09 pm.

Academic Diversity & Inclusion Committee
Meeting Minutes
February 9, 2021

In attendance: Ayella, Barraclough, Bearman, Berumen, Brown, Burdick, Collier, Cradle, DeSota, Durantes, Dempsey-Swopes, Ellis, Erby, Etzel, Grant, Gibbons, Hart, Havens, Kendall-Morwick, Leming, , Miller, Morse, Scofield, Smith, Tatum, Thimesch, Walter, Wasserstein, Williams,

- I. December 8, 2020 meeting minutes approved.
- II. Reports from Student Organization Meetings
 - a. Walter reported that BSU has had limited meetings; officers will meet over zoom, but the platform has not been great for social events.
 - b. Berumen confirmed a similar experience for We Are F1rst.
 - c. Williams reported that the international house has had one event.
- III. Old Business
 - a. Discussion Guidelines were discussed. Recommendations included:
 - i. Revisiting language regarding personal anecdote invalidating experiences of a larger group.
 - ii. Proposal of language preventing tone policing.
 - iii. Adjustments will be made; materials will be revisited in March.
 - b. Webpage to promote summer and spring diversity courses is under development.
 - c. Collier presented the form drafted to facilitate the creation of Affinity Groups at Washburn, set to go live this semester. The completed form will be received by the Office of Diversity and Inclusion. There is funding for these groups to have social events and do professional development.
 - i. Suggestion to add a text box indicating the interest of finding other folx interested in the group completing the form.
 - ii. Could create a platform in Workplace to encourage people to join groups.
 - iii. Ensure that Washburn Tech is notified when the form is launched.
 - d. Process to report campus climate incidents and bias on campus has been created. Faculty and staff who are part of the “Inclusive WU Network” have been trained. Promotion of the process and reporting form will begin soon.
 - e. WUmester 2021
 - i. Events coming up February 10th, February 18th (Washington)
 - ii. Seventy people are enrolled in the sustainability challenge – encourage people to sign up
 - iii. Mulvane has several exhibits up and is open to the public.
 1. Open Tuesdays 12-7 and rest of the days 12-5
 2. Contact Gibbons for extended hours / private viewing
 - iv. Need to start thinking about the theme for next spring. Ideas thrown out: civil discussion, education and learning, literacy
- IV. New Business
 - a. Walter is looking to create an annotated bibliography of diversity and inclusion resources for faculty and staff to be distributed and presented by CTEL. Send materials to Walter with information on what was used, how it was used, and the results.
 - b. Discussion regarding drafting a statement regarding concerns about T &P to take to FAC
 - i. Listening session February 10, 2021.

- ii. Overarching feeling that the option of stopping the clock is not enough to advance equity. Members expressed desire to draft statement of support for work FAC is doing. Several members volunteered to draft a statement. Erby will send out statement for an electronic vote before FAC meets on 2/22.

V. Discussion

- a. Member expressed need to be thinking about student success and send struggling students to success coaches

VI. Announcements

- a. KTWU will have Black History Programming
- b. Flyers for upcoming WUmester Events attached

Meeting Minutes
February 15, 2021 (online)

Kelly Erby, chair of the Academic Diversity and Inclusion Committee, conducted a meeting via email beginning February 15, 2021.

New Business included discussing and voting on the following statement:

Washburn Academic Diversity and Inclusion Committee (ADIC)

Statement to Faculty Affairs Committee Regarding Faculty Tenure and Promotion Processes in Light of COVID-19

As COVID-19 has accentuated and exacerbated existing inequities in our society and in academe, Washburn's core value of inclusion—a value that calls for facilitating the success of all people and supporting all individuals—has never been more important. The Academic Diversity and Inclusion Committee (ADIC), keeping with its charge to bring greater recognition of matters of diversity and inclusion to university leadership and administration, requests that the Faculty Affairs Committee of the Faculty Senate adopt strong resolutions to assist all faculty in coping with the challenges created by COVID-19. We commend the one-year extension of the tenure clock granted to all current tenure-track faculty members. However, we believe tenure-extensions are not enough to advance the value of inclusion under the present circumstances of the pandemic. [Research](#) shows that while such policies may temporarily relieve certain pressure on faculty, they also delay increases in pay, job security, and authority and tend to benefit men more than women. Moreover, they do nothing to address the needs of non-tenure track faculty or staff, members of our university community who are typically already the most vulnerable in terms of gender identity, race, and socioeconomic class, among other factors.

To that end, we call for Faculty Affairs to make the following additional recommendations:

First, that units engage in unit-level reevaluations of tenure and promotion guidelines. These reevaluations should take into account that the pandemic will affect faculty workload for a currently undefined number of years. Below, we provide information about how other universities have begun to reevaluate tenure requirements and processes in ways that maintain standards of faculty excellence and advance equity within their institutions and the academy.

Second, that Washburn academic leaders, including deans and department chairs, hold units accountable for these reevaluations of tenure and promotion requirements, which should be undertaken as quickly as possible to relieve some of the tremendous workload, pressure, and anxiety faculty currently experience.

Finally, the ADIC calls upon the Faculty Affairs Committee to recommend units consider specific ways to support non-tenure track and part-time faculty, including, but not limited, to changes to annual evaluation criteria and reappointment processes. In addition, the ADIC calls on faculty governance to advocate on behalf of Washburn staff members. We understand that the Faculty Affairs Committee does not directly represent staff, nor does the Faculty Senate, but we nonetheless request the members of these bodies to leverage their positions of relative power within the University to acknowledge staff members' critical contributions throughout the ongoing crisis of the pandemic, as well as advocate on their behalf.

It is the hope of the ADIC that Washburn will emerge from this crisis a stronger and more inclusive Washburn community. To do so, we must pursue bold steps to support faculty and

advance equity and inclusion. The ADIC appreciates the many efforts of FAC in leading these critical conversations thus far.

Resources

Fortunately, there are several institutions that are already deep into the work of proposing revised criteria for tenure and promotion that academic units at Washburn may look to for ideas to adopt or adapt. For example, [West Virginia University](#) is balancing its own high standards for tenure and promotion with the need to support faculty success and equity in the current crisis. Faculty members there may request a redistribution of effort to reflect the increased time that they are spending teaching and mentoring, as well as changes in service loads to reflect their experiences throughout the COVID crisis. The Office of the Provost at West Virginia is also encouraging individual departments to consider recalibrating expectations and criteria regarding research and creative endeavors. This includes expanding the definition of research to include works in support of research goals, innovative teaching, and demonstrated scholarly expertise instead of just counting published books, articles, and creative works.

At [Texas A&M](#), department heads are being encouraged to pursue a faculty-centered approach to faculty evaluations and to consider recalibrating tenure expectations for a period of time that may last several years after 2022. The University of Massachusetts at Amherst is similarly holding workshops for department chairs and for personnel committee members on how to evaluate people in light of disruptions caused by COVID-19.

ASPIRE, the National Alliance for Inclusive and Diverse STEM Faculty, similarly [recommends](#) that departments instruct tenure and promotion committees to apply a “different standard when assessing faculty research and publication activity” for the academic years affected by COVID-19; ASPIRE has also suggested that these different standards may need to remain in place for several years following the most acute crisis years and to consider continuing to do so for some time after COVID.

Thirty-four learned societies endorsed a [strong statement by the American Sociological Association](#) calling for the review and adjustment of faculty evaluation practices in light of the disruptions caused by COVID-19.

North Carolina State University is allowing faculty to write [impact statements](#) and then asking and training evaluators to meaningfully incorporate these statements in annual evaluation and tenure processes. Similarly, the Susan Bulkeley Butler Center for Leadership Excellence at Purdue University has developed [tools](#) to help faculty document the many ways COVID has impacted their work. See also chapter 10 “Reflections on Institutional Equity for Faculty in Response to COVID-19” of [this](#) working paper.

An [opinion piece](#) in the Proceedings of the National Academy of Sciences states: “Administration, tenure, and promotion committees should be proactive, not reactive, in their discussion of how to handle the impact of COVID-19.... Faculty will need guidelines on how to quantify impacts of COVID-19 on their three academic pillars. Clear metrics, tangible benchmarks, and effective communication are critical for decreasing bias in merit and promotion decisions.”

Erby asked to suggest any revisions to the statement by noon on February 16. Later in the day on February 16, Erby asked members to vote on whether the statement should be adopted and sent to the Faculty Affairs Committee. Members voted using a form created in Microsoft Forms.

The statement was adopted with a quorum of members voting. The meeting concluded on February 18, 2021.

Graduate Council Meeting Minutes

February 8, 2021

12:00-1:00 pm

Via Zoom

Members present: Bobbe Mansfield, Michele Reisinger, Michael Rettig, Dave Provorse, Tracy Routsong, Jim Schnoebelen, Becky Dodge, Erin Grant, Rhonda Dealey, Tonya Ricklefs, Barbara Scofield, Sarah Daniels, Jessica Cless, Tom Hickman, Jennifer Ball (ex-officio)

Others: Aileen Ball (staff)

The meeting was called to order at 12:00 pm. Erin Grant chaired the meeting in the absence of Joe Mastrosimone.

Approval of November 16, 2020 minutes was moved and seconded. Motion carried.

The council engaged in a conversation regarding the challenges associated with a lack of centralization around the oversight and marketing of Washburn's graduate programs; the council expressed a strong desire for the establishment of an office of graduate studies.

The council discussed topics such as targeted marketing to those who take the GRE, the efficacy of fee waivers, marketing graduate programs to Washburn's undergraduate students, the value of quality website content that is focused on programs (as opposed to departments), and effective use of combined funds to promote all graduate programs. A few members of the council indicate that students report that the biggest barrier to enrollment is Washburn's tuition, particularly the higher rates charged for online courses.

A question was raised regarding whether a department was allowed to use an outside vendor to produce social media content if our own marketing department is overbooked.

The council discussed drafting a formal request to upper administration for more support for graduate programs, including the idea of release time for the Graduate Council chair to coordinate efforts on behalf of all graduate programs.

Barbara Scofield volunteered to collect any information the council members know about marketing and promotion and collate it into a "menu" of options and ideas available at Washburn.

Tracy Routsong volunteered to look into marketing to GRE takers.

Meeting adjourned at 1:00 pm

Assessment Committee Meeting
February 23, 2021, 3:30-4:30 via Zoom

In attendance: Jericho Hockett (chair), Amy Memmer, Gloria Dye, Bobby Tso, Linzi Gibson, Christa Smith, Melanie Burdick, Emily Grant, Benjamin Reed, Steve Hageman, Jennifer Ball, Tom Hickman, Cat Jaynes (administrative support)

Review rubric revisions for the 2020-2021 Program Assessment Cycle

Jericho shared changes in the revised program assessment report rubric. Guidance has been added that will help with scoring. The numbers associated with each level of scoring have been revised as well. The scoring levels were updated based on best practices. Jericho is working on a guide to help implement the new rubrics for both committee members and liaisons that will be submitting materials. Due to revisions the scores are expected to be a lot lower this year.

Report from 2019-2020 Program Assessment Cycle

The report is not very informative. Scores were high for the programs that submitted.

Fall 2020 course-embedded USLO data collection

Christa shared information from the fall 2020 course-embedded USLO data collection. CEP courses didn't end until late January so summaries were done later than they usual. Those who scored a four which corresponds with an advanced was 53% and 36% scored a three which is target. 9% scored in developing and 2% scored in beginning. Spring USLO scores will be due May 21.

NSSE Survey

The National Survey of Student Engagement (NSSE) is conducted every three to four years and it will be administered again this spring. Only first-time students and seniors are eligible to take the survey and based on that criteria are about 1750 students. Eligible students will receive an email directly from NSSE on March 1st to participate. Eligible students will also have a link in D2L. The survey will run until May and they will receive a \$5.00 in bodbucks for participating.

Call for workshop facilitation

Jericho is asking committee members to facilitate program assessment training workshops via Zoom on these topics:

- Program Assessment in Non-Sequential Majors: Challenges and Opportunities
- Program Assessment in Small Majors: Challenges and Opportunities
- Involving Stakeholders in Program Assessment
- Reporting Program Assessment in Taskstream
- Reviewing and Making Sense of Assessment Data
- The Politics of Assessment - Melanie
- Assessment: What Do We Want Students to Get Out of Their Education?
- Meaningfully Involving Students in Assessment Practices (Not Just as Data-Producing Machines)
- Program Assessment Rubrics: How Program Assessment Materials are Evaluated

FACULTY AGENDA ITEM

Date: 3/22/21

Submitted by: Mary Sundal

SUBJECT: Bachelor of Science in Anthropology (Forensics Concentration)

Description: This is a proposal for changes to the B.S. in Anthropology (Forensics Concentration)

Rationale: Anthropology faculty have engaged in a multi-year process to review the BS in Anthropology (Forensic Concentration) mission statement, curricula, and program student learning outcomes (PSLOs). These changes reflect best practices and current professional standards in the field of forensic anthropology with an aim to increase skill development and post-graduation outcomes for our students.

Financial Implications: None

Proposed Effective Date: *Fall 2021*

Request for Action: *Approval* through WUBOR

Approved by: AAC on date

FAC on date

Faculty Senate on date

Attachments Yes x No

COLLEGE OF ARTS AND SCIENCES PROGRAM CHANGE FORM

	Chair's Signature	Recommendation	Review Date
Department	<u>Mary Sundal</u>	<u>Approve</u>	<u>2021-01-05</u>
Division	<u>Lindsey Ibanez</u>	<u>Approve</u>	<u>2021-01-27</u>
Dept. of Educ.	<u>N/A</u>		
<small>(If relates to teacher certification program.)</small>			
Dean	<u>Laura Stephenson</u>	<u>Approve</u>	<u>2021-01-27</u>
Curriculum Committee	<u>Rebecca Meador</u>	<u>Approve</u>	<u>2021-02-01</u>
Accepted by CFC	<u>Michaela Saunders</u>	<u>Approve</u>	<u>2021-02-09</u>
CAS Faculty	<u>Michaela Saunders</u>	<u>Approve</u>	<u>2021-03-04</u>
Approved By:	Faculty Senate _____	University Faculty _____	WU Board of Regents _____

Program: Bachelor of Science in Anthropology (Forensics Concentration) (CIP:)

1. Reason for this program change?

Anthropology faculty have engaged in a multi-year process to review the BS in Anthropology (Forensic Concentration) mission statement, curricula, and program student learning outcomes (PSLOs). These changes reflect best practices and current professional standards in the field of forensic anthropology with an aim to increase skill development and post-graduation outcomes for our students.

Revised Mission Statement:

Consistent with the mission of the University and the College of Arts and Sciences, the Bachelor of Science in Anthropology with a Forensic Concentration offers students the opportunity to broaden their knowledge of humankind and themselves across time and space. We believe that an engaged multidisciplinary approach with a firm grounding in anthropology, the natural sciences, and forensics allows students to become active members of the professional field, while also making a meaningful difference in their communities.

Revised PSLOs:

1. Contextualize the history and role of forensic anthropology in the four-field discipline of anthropology and forensic science in general.
2. Apply anthropological ethics, methods, and/or theory to the recovery and analysis of human remains.
3. Effectively interpret and communicate anthropological data.

2. Complete revised description.

B.S. in Anthropology (Forensic Concentration) majors must complete a minimum of thirty-nine (39) credit hours in Anthropology.

A required curriculum of thirty (30) credit hours consisting of:

AN 112 Cultural Anthropology AN
113 Linguistic Anthropology
AN 114 Introduction to Archaeology AN
116 Biological Anthropology
AN 316 Forensic Anthropology and Laboratory AN
324 History and Theory of Anthropology AN 327
Fragmentary Human Osteology
AN 358 Human Skeletal Biology and Laboratory Methods AN
374 Forensic Archaeology
AN 428 Case Studies in Forensic Anthropology

Students must also complete nine (9) credit hours in upper-division Anthropology electives.

The B.S. degree requires a 30-hour minor to be chosen from the Natural Sciences, with at least twenty (20) credit hours taken in one department. The following courses are required:

BI 102 General Cellular Biology
BI 103 General Organismal Biology BI
275 Human Anatomy
Eight (8) credit hours in upper-division Biology electives
CH 103 Introduction to Forensic Chemistry or CH 121 General, Organic, and Biological Chemistry

CH 151 Fundamentals of Chemistry MA
140 Statistics

3. Describe the nature of the proposed change.

The proposed changes allow more flexibility for students in the B.S. in Anthropology (Forensic Concentration). We have replaced one lower division course, AN118 Introduction to Forensic Sciences, with AN113 Linguistic Anthropology so that our students are exposed to all four sub-disciplines in anthropology. Rather than provide a set-list of anthropology electives, we are opening the nine credit hours up to any upper-division anthropology course. This change will enable students to tailor their degree and help with scheduling of courses. Finally, we updated the Natural Sciences concentration, to offer more flexibility as well and to ensure that students not only meet the concentration requirement, but will earn a minor in Biology.

4. Do you currently have the equipment and facilities to teach the classes within the proposed change.

yes

5. Does this change affect any other departments? Yes

We have removed a Chemistry course and made the Biology course requirements more flexible

FACULTY AGENDA ITEM

Date: 3/22/21

Submitted by: Shaun Schmidt

SUBJECT: Minor in Forensic Chemistry

Description: Proposal to change required coursework for minor

Rationale: CH 203 Forensic Chemistry Laboratory is no longer offered and CH 320 Analytical Chemistry has been removed from this course of study. These two courses have been replaced by CH 323 Advanced Forensic Chemistry as it will better fit the needs of students who are adding this minor to their major course of study.

Financial Implications: None

Proposed Effective Date: *Fall 2021*

Request for Action: Approval through WUBOR

Approved by: *AAC on date*

FAC on date

Faculty Senate on date

Attachments Yes No

COLLEGE OF ARTS AND SCIENCES NEW

PROGRAM REVIEW FORM

	Chair's Signature	Recommendation	Review Date
Department	<u>Shaun Schmidt</u>	<u>Approve</u>	<u>2020-09-22</u>
Division	<u>Seid Adem</u>	<u>Approve</u>	<u>2020-10-16</u>
Dept. of Educ.	<u>N/A</u>		
<small>(If relates to teacher certification program.)</small>			
Dean	<u>Laura Stephenson</u>	<u>Approve</u>	<u>2020-10-19</u>
Curriculum Committee	<u>Rebecca Meador</u>	<u>Approve</u>	<u>2020-10-26</u>
Accepted by CFC	<u>Michaela Saunders</u>	<u>Approve</u>	<u>2020-11-03</u>
CAS Faculty	<u>Michaela Saunders</u>	<u>Approve</u>	<u>2021-03-04</u>
Approved By:	Faculty Senate _____	University Faculty _____	WU Board of Regents _____

1. Title of Program.

Minor in Forensic Chemistry (CIP: 40.0510)

2. Rationale for offering this program.

This is a minor change of required coursework only.

CH 203 Forensic Chemistry Laboratory is no longer offered and CH 320 Analytical Chemistry has been removed from this course of study. These two courses have been replaced by CH 323 Advanced Forensic Chemistry as it will better fit the needs of students who are adding this minor to their major course of study.

3. Exact proposed catalog description.

Old description:

THE MINOR IN FORENSIC CHEMISTRY

The Forensic Chemistry minor must include: CH 103, CH 151, CH 152, CH 203, CH 320, and CH340.

New description:

THE MINOR IN FORENSIC CHEMISTRY

The Forensic Chemistry minor must include: CH 103, CH 151, CH 152, CH 323, and CH 340.

4. List any financial implications.

none

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

There are no courses outside of Chemistry included.

FACULTY AGENDA ITEM

Date: 3/22/21

Submitted by: Sarah Cook

SUBJECT: Bachelor of Arts in Mathematics (Secondary Education Specialization)

Description: This is a proposal to change the BA in Mathematics (Secondary Education Specialization)

Rationale: This will align our BA and BS in Mathematics with Secondary Education Specialization with our B.Ed. in Mathematics Secondary Education.

Financial Implications: None Proposed Effective Date:

Fall 2021

Request for Action: Approval through WUBOR

Approved by: AAC on date

FAC on date

Faculty Senate on date

Attachments Yes No

COLLEGE OF ARTS AND SCIENCES PROGRAM CHANGE FORM

	Chair's Signature	Recommendation	Review Date
Department	<u>Sarah Cook</u>	<u>Approve</u>	<u>2020-09-04</u>
Division	<u>Seid Adem</u>	<u>Approve</u>	<u>2020-09-11</u>
Dept. of Educ.	<u>N/A</u>		
<small>(If relates to teacher certification program.)</small>			
Dean	<u>Laura Stephenson</u>	<u>Approve</u>	<u>2020-09-14</u>
Curriculum Committee	<u>Rebecca Meador</u>	<u>Approve</u>	<u>2020-10-26</u>
Accepted by CFC	<u>Michaela Saunders</u>	<u>Approve</u>	<u>2020-11-03</u>
CAS Faculty	<u>Michaela Saunders</u>	<u>Approve</u>	<u>2021-03-04</u>
Approved By:	Faculty Senate _____	University Faculty _____	WU Board of Regents _____

Program: Bachelor of Arts in Mathematics (Secondary Education Specialization) (CIP: 13.1311)

1. Reason for this program change?

This will align our BA and BS in Mathematics with Secondary Education Specialization with our Bed in Mathematics Secondary Education.

2. Complete revised description.

Mathematics (Secondary Education Specialization)

Statistics (MA140), Calculus (MA 151, 152, 253), Number Theory and Discrete Math for Middle School and Secondary Teachers (MA 204), Discrete Mathematics (MA 207), Mathematics for Middle and Secondary Teachers (MA 230), Linear Algebra (MA 301), Abstract Algebra (MA 354), Modern Geometry (MA 367), Introduction to Real Analysis I (MA371), History of Mathematics (MA 381), a minimum of 2 hours of Problem Solving Strategies (MA 380), and at least two of the following:

Teaching Algebra (MA 316)

Teaching Trigonometry (MA 317)

Teaching Statistics (MA 318)

A three credit hour of Problem Solving Strategies (MA 380)

Capstone Research (MA 388)

Students seeking certification to teach mathematics must also be formally admitted to the University's Professional Teacher Education Program. For admission requirements, see EDUCATION in this catalog.

3. Describe the nature of the proposed change.

We are eliminating the requirement of MA 388 Capstone research (1 credit hour). Instead, we will include this class as an option in the proposed additional requirement:

Select at least two of the following: (each of these is 1 credit hour)

MA 316 Teaching Algebra

MA 317 Teaching Trigonometry

MA 318 Teaching Statistics

MA 380 Problem Solving Strategies (a three credit hour)

MA 388 Capstone Research

In AY 2018-2019, the Mathematics Department proposed a new Secondary Mathematics program with a Bachelor of Education degree. The approved BEd is a 120 hour degree and includes the same 45 hours of math content as proposed for the BA. When the BEd was submitted, the Math Department intended to also submit changes to the BA so that the math courses for the two degrees would coincide. The change to the BA was not submitted. This change will correct our oversight.

The proposed change will add 1 credit hour to the BA in Secondary Math Education degree. The Math Department does not believe the addition of one hour will prevent students who

want a BA in Math Secondary Education from pursuing the degree. Due to BA degree requirements and State requirements for math content and education courses, the BA in Math Secondary Education is necessarily more than 120 hours. Students who choose to pursue the BA are doing so for reasons other than a concern over 120 hours and hence the addition of one more hour will not be a hindrance. Students who are concerned about the number of hours should pursue the 120 hour BEd instead.

Further, the one hour addition to the major was developed due to comments at exit interviews with our Seniors. The students indicated they wanted more opportunities to hone their teaching before graduating. Other students commented on how the Capstone Research and the Problem Solving courses helped them to better understand mathematics, which in turn made them better prepared to teach. These comments encouraged the Math Department to include the additional hour and give the students more flexibility in their course choices.

4. Do you currently have the equipment and facilities to teach the classes within the proposed change.

Yes.

5. Does this change affect any other departments? Yes

Since this is a secondary education specialization, the change does indirectly impact the Education Department. However, none of the proposed course changes are taught in the Education Department.

FACULTY AGENDA ITEM

Date: 3/22/21

Submitted by: Sarah Cook

SUBJECT: Bachelor of Science in Mathematics (Secondary Education Specialization)

Description: This is a proposal to change the BS in Mathematics (Secondary Education Specialization)

Rationale: This will align our BA and BS in Mathematics with Secondary Education Specialization with our B.Ed. in Mathematics Secondary Education.

Financial Implications: None

Proposed Effective Date: *Fall 2021*

Request for Action: Approval through WUBOR

Approved by: AAC on date

FAC on date

Faculty Senate on date

Attachments Yes No

COLLEGE OF ARTS AND SCIENCES PROGRAM CHANGE FORM

	Chair's Signature	Recommendation	Review Date
Department	<u>Sarah Cook</u>	<u>Approve</u>	<u>2020-09-04</u>
Division	<u>Seid Adem</u>	<u>Approve</u>	<u>2020-09-11</u>
Dept. of Educ.	<u>N/A</u>		
<small>(If relates to teacher certification program.)</small>			
Dean	<u>Laura Stephenson</u>	<u>Approve</u>	<u>2020-09-14</u>
Curriculum Committee	<u>Rebecca Meador</u>	<u>Approve</u>	<u>2020-10-26</u>
Accepted by CFC	<u>Michaela Saunders</u>	<u>Approve</u>	<u>2020-11-03</u>
CAS Faculty	<u>Michaela Saunders</u>	<u>Approve</u>	<u>2021-03-04</u>
Approved By:	Faculty Senate _____	University Faculty _____	WU Board of Regents _____

Program: Bachelor of Science in Mathematics (Secondary Education Specialization) (CIP: 13.1311)

1. Reason for this program change?

This will align our BA and BS in Mathematics with Secondary Education Specialization with our BEd in Mathematics Secondary Education

2. Complete revised description.

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

3. Describe the nature of the proposed change.

We are eliminating the requirement of MA 388 Capstone Research (1 credit hour).
Instead, we will include this class as an option in the proposed additional requirement:

Select at least two of the following: (each of these is 1 credit hour)

Teaching Algebra (MA 316)

Teaching Trigonometry (MA 317)

Teaching Statistics (MA 318)

Problem Solving Strategies (a third credit hour) (MA 380)

Capstone Research (MA 388)

In AY 2018-2019, the Mathematics Department proposed a new Secondary Mathematics program with a Bachelor of Education degree. The approved BEd is a 120 hour degree and includes the same 45 hours of math content as proposed for the BS. When the BEd was submitted, the Math Department intended to also submit changes to the BS so that the math courses for the two degrees would coincide. The change to the BS was not submitted. This change will correct our oversight.

The proposed change will add 1 credit hour to the BS in Secondary Math Education degree. The Math Department does not believe the addition of one hour will prevent students who want a BS in Math Secondary Education from pursuing the degree. Due to BS degree requirements and State requirements for math content and education courses, the BS in Math Secondary Education is necessarily more than 120 hours. Students who choose to pursue the BS are doing so for reasons other than a concern over 120 hours and hence the addition of one more hour will not be a hindrance. Students who are concerned about the number of hours should pursue the 120 hour BEd instead.

Further, the one hour addition to the major was developed due to comments at exit interviews with our Seniors. The students indicated they wanted more opportunities to hone their teaching before graduating. Other students commented on how the Capstone Research and the Problem Solving courses helped them to better understand mathematics, which in turn made them better prepared to teach. These comments encouraged the Math Department to include the additional hour and give the students more flexibility in their course choices.

4. Do you currently have the equipment and facilities to teach the classes within the proposed change.

Yes.

5. Does this change affect any other departments? Yes

Since this is a secondary education specialization, the change does indirectly impact the Education Department. However, none of the proposed course changes are taught in the Education Department.

FACULTY AGENDA ITEM

Date: 3/22/21

Submitted by: Maria Stover

SUBJECT: Bachelor of Arts in Mass Media (Advertising and Public Relations Concentration)

Description: This is a proposal for a new concentration within the B.A. in Mass Media

Rationale: Mass Media is merging two of its existing concentrations into one due to student demand. Most students want to complete the Advertising and Public Relations concentrations. In addition, the industry has moved toward a closer integration of PR and Advertising now called integrated brand promotion.

Financial Implications: None

Proposed Effective Date: *Fall 2021*

Request for Action: Approval through WUBOR

Approved by: AAC on date

FAC on date

Faculty Senate on date

Attachments Yes x No

COLLEGE OF ARTS AND SCIENCES NEW

PROGRAM REVIEW FORM

	Chair's Signature	Recommendation	Review Date
Department	<u>Maria Stover</u>	<u>Approve</u>	<u>2021-01-13</u>
Division	<u>Danielle Head</u>	<u>Approve</u>	<u>2021-01-21</u>
Dept. of Educ.	<u>N/A</u>		
<small>(If relates to teacher certification program.)</small>			
Dean	<u>Laura Stephenson</u>	<u>Approve</u>	<u>2021-01-22</u>
Curriculum Committee	<u>Rebecca Meador</u>	<u>Approve</u>	<u>2021-02-01</u>
Accepted by CFC	<u>Michaela Saunders</u>	<u>Approve</u>	<u>2021-02-09</u>
CAS Faculty	<u>Michaela Saunders</u>	<u>Approve</u>	<u>2021-03-04</u>
Approved By:	Faculty Senate _____	University Faculty _____	WU Board of Regents _____

1. Title of Program.

Bachelor of Arts in Mass Media, Advertising and Public Relations Concentration - new concentration (CIP: 09.0999)

2. Rationale for offering this program.

Mass Media is merging two of its existing concentrations into one due to student demand. Most students want to complete the Advertising and Public Relations concentrations. In addition, the industry has moved toward a closer integration of PR and Advertising now called integrated brand promotion.

3. Exact proposed catalog description.

The advertising and public relations concentration prepares students to work in a broad range of public and private sector positions requiring the skills of integrated brand promotion. The curriculum offers opportunities for students to pursue the business side of advertising and public relations or explore a customizable creative track. The course sequence includes instruction on professional media writing, principles and techniques of persuasive messaging, digital content strategies, message design as well as hands-on practice with real-world clients in the classroom.

Recommended minors: Business, Art, Museum Studies, Computer Science, Game Design MM 100

- (3) Introduction to Mass Media
- MM 199 (3) Professional Media Applications
- MM 321 (3) Advanced Professional Media Applications MM
- 300 (3) Media Law, Ethics & Diversity
- MM 494 (2) Mass Media Internship

MM 499 (2) Career Development &
Digital PortfolioMM 202 (3) Professional
Media Writing
MM 351 (3) Data Literacy & Audience Research (corequisite to
MM352)MM 352 (3) Advertising & Public Relations Strategies
MM 403 (3) Advanced Professional
Media WritingMM 415 (3) Digital and
Social Content Strategies
MM 432 (3) Advanced Advertising & Public Relations Strategies
Plus 6 hours of Upper Division electives in Mass Media (any
concentration)Total hours: 40

4. List any financial implications.

This change does not have financial implications since it's a revision of concentrations, not a new program.

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

FACULTY AGENDA ITEM

Date: 3/22/21

Submitted by: Sharon Sullivan, James Schnoebelen, and Cherry Steffen

SUBJECT: B.Ed. in Speech and Theatre

Description: This is a proposal for a new Bachelor of Education degree. It is an interdisciplinary program that combines coursework from Theatre, Communications Studies, and Education. It was approved by two different divisions (Humanities and Creative Performing Arts) within the College of Arts and Sciences. The approval forms from each division are included here for review.

Rationale: When talking to high school students and incoming first year students, this is one of the most requested programs. Students are already taking courses in Theatre and Communication while getting their Education degree. This program ensures they are getting a comprehensive skill set so they can be successful in teaching theatre, speech, debate, forensics and radio/television at the secondary level. Additionally, this makes the student's proficiency in speech/theatre more visible to potential employers.

Financial Implications: None

Proposed Effective Date: *Fall 2021*

Request for Action: Approval through WUBOR

Approved by: AAC *on date*

FAC on date

Faculty Senate on date

Attachments Yes No

COLLEGE OF ARTS AND SCIENCES NEW PROGRAM REVIEW FORM

	Chair's Signature	Recommendation	Review Date
Department	<u>Jim Schnoebelen</u>	<u>Approve</u>	<u>2020-10-12</u>
Division	<u>Michaela Saunders</u>	<u>Approve</u>	_____
Dept. of Educ.	<u>Cherry Steffen</u>	<u>Approve</u>	<u>2021-01-13</u>
<small>(If relates to teacher certification program.)</small>			
Dean	<u>Laura Stephenson</u>	<u>Approve</u>	<u>2021-01-15</u>
Curriculum Committee	<u>Rebecca Meador</u>	<u>Approve</u>	<u>2021-01-27</u>
Accepted by CFC	<u>Michaela Saunders</u>	<u>Approve</u>	<u>2021-02-09</u>
CAS Faculty	<u>Michaela Saunders</u>	<u>Approve</u>	<u>2021-03-04</u>
Approved By:	Faculty Senate _____	University Faculty _____	WU Board of Regents _____

1. Title of Program.

B.Ed. in Speech and Theatre (CIP: 13.1324, 13.133)

2. Rationale for offering this program.

When talking to high school students and incoming first year students, this is one of the most requested programs. Students are already taking courses in Theatre and Communication while getting their Education degree. This program ensures they are getting a comprehensive skill set so they can be successful in teaching theatre, speech, debate, forensics and radio/television at the secondary level. Additionally, this makes the student's proficiency in speech/theatre more visible to potential employers.

3. Exact proposed catalog description.

The Bachelor of Education with a teaching field of Speech and Theatre prepares you to teach speech, theatre, debate, forensics, and radio/television at the secondary level. This degree consists of 39 University required credit hours, 39 credit hours in Education, 18 credit hours in Communication Studies, 18 credit hours in Theatre, 3 credits in Mass Media and 3 credit elective in Communication Studies or Theatre for a total of 120 hours.

University Requirements

WU 101: 3 credits; EN 101: 3 credits; MA 112 (or higher): 3 credits; and EN 300: 3 credits. (Note: The B.Ed does not include a Foreign Language requirement).

Total Hours: 12

General Education Requirements

Humanities: GEHU: 9 credits (3 of which must be in AR, or MU)

Social Sciences: GENSS: 9 credits
Natural Sciences: GENS: 9 credits
Total Hours: 27

Education Core Courses

ED 155: Teaching Learning and Leadership(3)
ED 285 - Educational Psychology(3)
ED 165: Ed. 1 - Examining Teaching as a Profession(3) ED 275:
Ed. 2 - Exploring Teaching as a Profession(3) ED 295: Ed. 3 -
Experiencing Teaching as a Profession(3) ED 395: Ed. 4 -
Extending Teaching as a Profession(3) ED 354: Curriculum and
Assessment(3)
ED 302: Teaching Exceptional Learners (3)
CN/TH 359: Methods of Teaching Speech and Theatre (3) ED
410: Student Teaching (12)

Theatre Core Courses

TH 202: Acting I (3)
TH 311: Stagecraft (3)
TH 315 or TH316 or TH317: Theatre Design Course (3) TH 206
or 207: Theatre History (3)
TH 401: Analysis and Directing (3) TH
100/300: Practicum (3)

Communication Studies Core Courses

CN 101: Intro to Comm Studies (3) CN 150:
Public Speaking (3)
CN 341: Persuasive Speaking (3)
CN 342: Comm in Teams and Groups OR CN 351: Interpersonal Comm (3) CN 343:
Debate (3)
CN 395: Oral Interpretation (3)

Other

MM 100: Intro. to Mass Media (3)
Elective in either TH or CN (3)

Student Learning Outcomes

After completing this program, students will be able to:

1. Demonstrate knowledge of theatrical history, design and performance traditions and their interconnections within cultural contexts.
2. Apply theatrical production methods in the areas of analysis, technical theatre, performance, and directing to collaborate on theatrical presentations.
3. Demonstrate practical knowledge and skills in teaching and critically evaluating various areas of communication, including intrapersonal, interpersonal, small group communication, public speaking, listening, argumentation, mass media, and communication theory.
4. Apply knowledge of contemporary speech and debate competition and tournament administration.
5. Apply current methods for teaching theatre and speech concepts and practices at the

secondary level.

4. List any financial implications.

None. Only one course (CN/TH 359: Methods of Teaching Speech and Theatre) will need to be updated since it hasn't been taught in many years. The proforma is blank because this is a revenue neutral program. All faculty are already in place to teach these courses.

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

Education, Communication, and Theatre are working together on this degree. We will also be requiring our students to take the Gen Ed course MM 100.

COLLEGE OF ARTS AND SCIENCES NEW PROGRAM REVIEW FORM

	Chair's Signature	Recommendation	Review Date
Department	<u>Sharon Sullivan</u>	<u>Approve</u>	<u>2020-10-12</u>
Division	<u>Danielle Head</u>	<u>Approve</u>	<u>2020-10-19</u>
Dept. of Educ.	<u>Cherry Steffen</u>	<u>Approve</u>	<u>2020-11-02</u>
<small>(If relates to teacher certification program.)</small>			
Dean	<u>Laura Stephenson</u>	<u>Approve</u>	<u>2020-11-04</u>
Curriculum Committee	<u>Rebecca Meador</u>	<u>Approve</u>	<u>2020-11-30</u>
Accepted by CFC	<u>Michaela Saunders</u>	<u>Approve</u>	<u>2020-12-08</u>
CAS Faculty	<u>Michaela Saunders</u>	<u>Approve</u>	<u>2021-03-04</u>
Approved By:	Faculty Senate _____	University Faculty _____	WU Board of Regents _____

1. Title of Program.

BE.D in Speech and Theatre (CIP: 13.1324, 13.133)

2. Rationale for offering this program.

When talking to high school students and incoming first year students, this is one of the most requested programs. Students are already taking courses in Theatre and Communication while getting their Education degree. This program ensures they are getting a comprehensive skill set so they can be successful in teaching theatre, speech, debate, forensics and radio/television at the secondary level. Additionally, this makes the student's proficiency in speech/theatre more visible to potential employers.

3. Exact proposed catalog description.

The Bachelor of Education with a teaching field of Speech and Theatre prepares you to teach speech, theatre, debate, forensics, and radio/television at the secondary level. This degree consists of 39 University required credit hours, 39 credit hours in Education, 18 credit hours in Communication Studies, 18 credit hours in Theatre, 3 credits in Mass Media and 3 credit elective in Communication Studies or Theatre for a total of 120 hours.

University Requirements

WU 101: 3 credits; EN 101: 3 credits; MA 112 (or higher): 3 credits; and EN 300: 3 credits. (Note: The B.Ed does not include a Foreign Language requirement).

Total Hours: 12

General Education Requirements

Humanities: GEHU: 9 credits (3 of which must be in AR or MU)

Social Sciences: GENSS: 9 credits
Natural Sciences: GENS: 9 credits
Total Hours: 27

Education Core Courses

ED 155: Teaching Learning and Leadership*(3)
ED 285 - Educational Psychology(3)
ED 165: Ed. 1 - Examining Teaching as a Profession*(3) ED 275:
Ed. 2 - Exploring Teaching as a Profession*(3) ED 295: Ed. 3 -
Experiencing Teaching as a Profession*(3) ED 395: Ed. 4 -
Extending Teaching as a Profession*(3) ED 354: Curriculum and
Assessment*(3)
ED 302: Teaching Exceptional Learners (3)
CN/TH 359: Methods of Teaching Speech and Theatre (3) ED
410: Student Teaching (12)

Theatre Core Courses

TH 202: Acting I (3)
TH 311: Stagecraft (3)
TH 315 or TH316 or TH317: Theatre Design Course (3) TH 206
or 207: Theatre History (3)
TH 401: Analysis and Directing (3) TH
100/300: Practicum (3)

Communication Studies Core Courses

CN 101: Intro to Comm Studies (3) CN 150:
Public Speaking (3)
CN 341: Persuasive Speaking (3)
CN 342: Comm in Teams and Groups OR CN 351: Interpersonal Comm (3) CN 343:
Debate (3)
CN 395: Oral Interpretation (3)

Other

MM 100: Intro. to Mass Media (3)
Elective in either TH or CN (3)

Student Learning Outcomes

After completing this program, students will be able to:

1. Demonstrate knowledge of theatrical history, design and performance traditions and their interconnections within cultural contexts.
2. Apply theatrical production methods in the areas of analysis, technical theatre, performance, and directing to collaborate on theatrical presentations.
3. Demonstrate practical knowledge and skills in teaching and critically evaluating various areas of communication, including intrapersonal, interpersonal, small group communication, public speaking, listening, argumentation, mass media, and communication theory.
4. Apply knowledge of contemporary speech and debate competition and tournament administration.
5. Apply current methods for teaching theatre and speech concepts and practices at the

secondary level.

4. List any financial implications.

None. Only one course (CN/TH 359: Methods of Teaching Speech and Theatre) will need to be updated since it hasn't been taught in many years. The proforma is blank because this is a revenue neutral program. All faculty are already in place to teach these courses.

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

Education, Speech and Theatre are working together on this degree. We will also be requiring our students to take the Gen Ed course MM 100.

FACULTY AGENDA ITEM

Date: 3/22/21

Submitted by: Roy Wohl

SUBJECT: Deletion of Bachelor of Science in Athletic Training

Description: This is a proposal to delete the B.S. in Athletic Training

Rationale: In 2015 the Strategic Alliance of Athletic Training, including the Board of Certification of Athletic Training, the Commission of Accreditation of Athletic Training Education (CAATE), the National Athletic Trainer's Association, and the National Athletic Trainer's Association Foundation determined that the professional degree for athletic training become a Master's degree. Therefore, Athletic Training as a profession was transitioning from being delivered at the Bachelors level to a Master's level. All students in Bachelor's level athletic training degree programs had to complete all requirements by May 2025.

This decision was not taken lightly. The Washburn University Athletic Training program had earned a reputation throughout the Midwest for its quality educational experiences, near 100% graduation and placement rates, and the development of highly trained and nationally certified athletic training graduates. In addition, our ten year accreditation cycle was expiring in May 2020 and seemed to be the perfect time to end the program and not incur further accreditation expenses. It was also felt that by extending the program for three more years to graduate a couple more cohorts, this would be putting these graduates at a distinct disadvantage when competing for jobs against Master's graduates already in the field. According to CAATE, being grandfathered into the profession in May 2020 with a Bachelor's degree would not be a qualification deterrent for future employment in the field. Plus, continuing the program would mean several more years of the aforementioned accreditation expenses. After careful and thorough consideration by the Kinesiology Department, with valuable input from the School of Nursing, the Department of Allied Health, as well as several community stakeholders representing various health care agencies, it was decided in the fall of 2017 that we could no longer continue to offer a Bachelor of Science degree in Athletic Training beyond the conclusion of its accreditation cycle in May 2020.

The demands of creating a Master's in Athletic Training were beyond our ability to implement. Needing additional dedicated faculty, expanded facilities, and more numerous local clinical opportunities were not possible to obtain and/or create. In addition, the ability to continuously enroll a minimum number of master's students year after year to keep the program viable, with the knowledge that several other Kansas universities were on a path to develop this new

degree, resulting in a more limited student pool, was felt to be obstacles that we would not be able to overcome.

A final teach out plan was submitted to the CAATE in May 2019 and outlined the steps we would be taking to provide for degree completion by May 2020 to accommodate any academic, personal, or extenuating circumstances which may cause to delay a student's graduation beyond May 2020. This was accepted by the CAATE in June 2019, with an understanding that if all remaining athletic training students graduated in May of 2020, the BS in Athletic Training program would be officially closed at that time. All remaining students completed their requirements, passed their Board of Certification exams and graduated in May 2020. On May 31, 2020 CAATE provided official written approval of the Washburn University Athletic Training Education Program closure.

Financial Implications: None

Proposed Effective Date: May 2020

Request for Action: Approval through WUBOR

Approved by: AAC *on date*

FAC on date

Faculty Senate on date

Attachments Yes No

COLLEGE OF ARTS AND SCIENCES PROGRAM DELETION FORM

	Chair's Signature	Recommendation	Review Date
Department	<u>Roy Wohl</u>	<u>Approve</u>	<u>2020-09-02</u>
Division	<u>Roy Wohl</u>	<u>Approve</u>	<u>2020-09-03</u>
Dept. of Educ.	<u>N/A</u>		
<small>(If relates to teacher certification program.)</small>			
Dean	<u>Laura Stephenson</u>	<u>Approve</u>	<u>2020-09-09</u>
Curriculum Committee	<u>Rebecca Meador</u>	<u>Approve</u>	<u>2020-09-28</u>
Accepted by CFC	<u>Michaela Saunders</u>	<u>Approve</u>	<u>2020-10-27</u>
CAS Faculty	<u>Michaela Saunders</u>	<u>Approve</u>	<u>2021-03-04</u>
Approved By:	Faculty Senate _____	University Faculty _____	WU Board of Regents _____

Program: Bachelor of Science in Athletic Training (CIP:)

1. Reason for this program deletion?

In 2015 the Strategic Alliance of Athletic Training, including the Board of Certification of Athletic Training, the Commission of Accreditation of Athletic Training Education (CAATE), the National Athletic Trainer's Association, and the National Athletic Trainer's Association Foundation determined that the professional degree for athletic training become a Master's degree. Therefore, Athletic Training as a profession was transitioning from being delivered at the Bachelors level to a Master's level. All students in Bachelor's level athletic training degree programs had to complete all requirements by May 2025.

This decision was not taken lightly. The Washburn University Athletic Training program had earned a reputation throughout the Midwest for its quality educational experiences, near 100% graduation and placement rates, and the development of highly trained and nationally certified athletic training graduates. In addition, our ten year accreditation cycle was expiring in May 2020 and seemed to be the perfect time to end the program and not incur further accreditation expenses. It was also felt that by extending the program for three more years to graduate a couple more cohorts, this would be putting these graduates at a distinct disadvantage when competing for jobs against Master's graduates already in the field. According to CAATE, being grandfathered into the profession in May 2020 with a Bachelor's degree would not be a qualification deterrent for future employment in the field. Plus, continuing the program would mean several more years of the aforementioned accreditation expenses. After careful and thorough consideration by the Kinesiology Department, with valuable input from the School of Nursing, the Department of Allied Health, as well as several community stakeholders representing various health care agencies, it was decided in the fall of 2017 that we could no longer continue to offer a Bachelor of Science degree in Athletic Training beyond the conclusion of it's accreditation cycle in May 2020.

The demands of creating a Master's in Athletic Training were beyond our ability to implement. Needing additional dedicated faculty, expanded facilities, and more numerous local clinical opportunities were not possible to obtain and/or create. In addition, the ability to continuously enroll a minimum number of master's students year after year to keep the program viable, with the knowledge that several other Kansas universities were on a path to develop this new degree, resulting in a more limited student pool, was felt to be obstacles that we would not be able to overcome.

A final teach out plan was submitted to the CAATE in May 2019 and outlined the steps we would be taking to provide for degree completion by May 2020 to accommodate any academic, personal, or extenuating circumstances which may cause to delay a student's graduation beyond May 2020. This was accepted by the CAATE in June 2019, with an understanding that if all remaining athletic training students graduated in May of 2020, the BS in Athletic Training program would be officially closed at that time. All remaining students completed their requirements, passed their Board of Certification exams and graduated in May 2020. On May 31, 2020 CAATE provided official written approval of the Washburn University Athletic Training Education Program closure.

2. Complete description.

3. Is the program being deleted from the catalog being replaced with another program? No If so, please explain.

4. Is the content of this program being distributed to another program? No

5. Does this change affect any other departments? Yes

Several departments contributed required Correlated courses to this degree, but since the number of Athletic Training majors taking these courses every semester was small, the closure of the degree program and corresponding elimination of these credit hours should be insignificant.

FACULTY AGENDA ITEM

Date: 3/22/21

Submitted by: Miguel Gonzalez-Abellas

SUBJECT: Deletion of minor in German

Description: This is a proposal to delete the minor in German

Rationale: The program has been struggling for a while, with no more than 5 active majors at any given point in the last few years, and only one new major declaration in the last three years before we stopped taking new majors over a year ago. More than half the low enrollment classes in the department (3 or less students) have been in German in the last few years. Declining enrollments in German are a national trend and it is thus unlikely that the number of majors will increase significantly. Discontinuing the faculty line in German and the major and minor programs of study will conserve resources.

Financial Implications: None

Proposed Effective Date: *Fall 2021*

Request for Action: Approval through WUBOR

Approved by: AAC *on date*

FAC on date

Faculty Senate on date

Attachments Yes No

COLLEGE OF ARTS AND SCIENCES NEW PROGRAM REVIEW FORM

	Chair's Signature	Recommendation	Review Date
Department	<u>Miguel Gonzalez-Abellas</u>	<u>Approve</u>	<u>2020-02-26</u>
Division	<u>Jim Schnoebelen</u>	<u>Approve</u>	<u>2020-03-27</u>
Dept. of Educ.	<u>N/A</u>		
<small>(If relates to teacher certification program.)</small>			
Dean	<u>Laura Stephenson</u>	<u>Approve</u>	<u>2021-01-12</u>
Curriculum Committee	<u>Rebecca Meador</u>	<u>Approve</u>	<u>2021-01-27</u>
Accepted by CFC	<u>Michaela Saunders</u>	<u>Approve</u>	<u>2021-02-09</u>
CAS Faculty	<u>Michaela Saunders</u>	<u>Approve</u>	<u>2021-03-04</u>
Approved By:	Faculty Senate _____	University Faculty _____	WU Board of Regents _____

1. Title of Program.

Deletion of the Minor in German (CIP: 16.05)

2. Rationale for offering this program.

When the deletion of the major in German was proposed, we forgot to include the minor in German. Since we do not have a position in German, we will not be able to offer courses for the minor either. Therefore the Minor in German should be deleted as well.

3. Exact proposed catalog

description. N/A

4. List any financial

implications. No

financial

implications.

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

FACULTY AGENDA ITEM

Date: 3/22/21

Submitted by: Miguel Gonzalez-Abellas

SUBJECT: Deletion of B.A. in German

Description: This is a proposal to delete the B.A. in German

Rationale: The program has been struggling for a while, with no more than 5 active majors at any given point in the last few years, and only one new major declaration in the last three years before we stopped taking new majors over a year ago. More than half the low enrollment classes in the department (3 or less students) have been in German in the last few years. Declining enrollments in German are a national trend and it is thus unlikely that the number of majors will increase significantly. Discontinuing the faculty line in German and the program will conserve resources.

Financial Implications: None

Proposed Effective Date: *Fall 2021*

Request for Action: Approval through WUBOR

Approved by: *AAC on date*

FAC on date

Faculty Senate on date

Attachments Yes No

COLLEGE OF ARTS AND SCIENCES PROGRAM DELETION FORM

	Chair's Signature	Recommendation	Review Date
Department	<u>Miguel Gonzalez-Abellas</u>	<u>Approve</u>	<u>2020-10-21</u>
Division	<u>Michael OBrien</u>	<u>Approve</u>	<u>2020-12-04</u>
Dept. of Educ.	<u>N/A</u>		
<small>(If relates to teacher certification program.)</small>			
Dean	<u>Laura Stephenson</u>	<u>Approve</u>	<u>2021-01-12</u>
Curriculum Committee	<u>Rebecca Meador</u>	<u>Approve</u>	<u>2021-01-27</u>
Accepted by CFC	<u>Michaela Saunders</u>	<u>Approve</u>	<u>2021-02-09</u>
CAS Faculty	<u>Michaela Saunders</u>	<u>Approve</u>	<u>2021-03-04</u>
Approved By:	Faculty Senate _____	University Faculty _____	WU Board of Regents _____

Program: Bachelor of Arts in German (CIP:)

1. Reason for this program deletion?

At this point, there is only one major at Washburn, who should be graduating this December. The program has been struggling with majors, with no more than 5 active majors at any given point in the last few years, and only one new major declaration in the last three years before we stopped taking new majors over a year ago. More than half the low enrollment classes in the department (3 or less students) have been in GE in the last few years.

Declining enrollments in German have been a national trend in the last few years. The Modern Languages Department is not getting a position without a good amount of tentative majors or any potential spike in interest, not especially in these times of budget cuts. Considering the trends in German language studies nationally, and the low enrollments at WU, that spike in interest does not seem likely, and therefore recruiting a lecturer or assistant professor for German does not seem feasible.

Therefore, having a program but not an instructor is not a good situation, coming close to false advertising. Modern Languages, at their meeting on September 22, voted 4-1 to delete the program.

2. Complete description.

3. Is the program being deleted from the catalog being replaced with another program? If so, please explain.

No. We keep our BA programs in French and Spanish, along with minors in French, Spanish, International Studies, and Latin American, Caribbean, and Latino/a Studies (the last one with the History Department).

We plan to keep the GE code for the first year language in German, which we currently teach.

4. Is the content of this program being distributed to another program? NoNo.

5. Does this change affect any other departments? No

No. There is a foreign language requirement for BA programs, but it is only the first year, and we have a few options (five) currently available. For programs that require a minor, we also have several minors (four).

FACULTY AGENDA ITEM

Date: 3/22/21

Submitted by: Kelly Erby

SUBJECT: Deletion of the Masters of Liberal Studies

Description: This is a proposal to delete the M.A. in Liberal Studies (MLS)

Rationale: see attached.

Financial Implications: None

Proposed Effective Date: *Fall 2021*

Request for Action: Approval through WUBOR

Approved by: *AAC on date*

FAC on date

Faculty Senate on date

Attachments Yes No

	AY08	AY09	AY10	AY11	AY12	AY13	AY14	AY15	AY16	AY17	AY18	AY19
	0	1	0	3	5	7	1	5	2	3	4	2

Such low enrollments are indicative of an academically unsustainable program. The Higher Learning Commission (HLC), Washburn's accrediting body, requires that "the institution's policy and practice assure that at least 50% of courses applied to a graduate program are courses designed for graduate work, rather than undergraduate courses credited toward a graduate degree." However, with such small enrollments, MLS courses have only been viable when combined with undergraduate courses. The academic quality of a graduate degree becomes suspect when most of the students in the courses are undergraduate students, and has limited appeal to students when it cannot offer robust dedicated graduate-level courses. Although the MLS has not required much in the way of resources (e.g., no separate budget and no dedicated faculty), it does not seem that we can offer a true graduate experience with so few graduate students. It also appears the situation is unlikely to change. Nationally, data suggests that the master's market is saturated (see [here](#), for example). Demand among working professionals tend toward online programs and programs directly tied to career skills, career advancement, or change in careers. The MLS has been a face-to-face program that "is designed to develop students who understand the integrated nature of learning." Neither the format (face-to-face) nor the content (liberal arts and sciences integration) of the MLS seems to be a good fit for today's post-baccalaureate students.

In response to the concern of the CAS General Faculty that *"as the dates on the submission itself makes clear, CFC approval followed, rather than preceded the actual deletion of the program"* the CAS deans office wants to make clear that the program is, in fact, not considered deleted until it has been approved by the Board of Regents. Such deletion would occur only after the proposal had been approved by CFC, CAS General Faculty, Faculty Senate, General Faculty, and finally, the Board of Regents. It is true the MLS program stopped admitting students in spring 2018. This is standard practice whenever a program is being revised or reconsidered. For example, Kinesiology stopped taking students into the Bachelor of Science in Athletic Training program when its national accrediting body decided that the professional degree for athletic trainers was a Master's degree. In this case, the cessation of new majors occurred significantly before the program was officially deleted. Likewise, the Department of Education stopped taking students into a graduate program while the program was being extensively revised. It is nonetheless true that programs are not "actually deleted" until such deletions are approved by Washburn's systems of faculty governance and the Board of Regents.

2. Complete Description:

Students must take LS 600 Introduction to Graduate Research in Liberal Studies and three interdisciplinary seminars. In addition to these core interdisciplinary seminars (12 credit hours) and individualized study (15 hours which may be courses dual-listed at the 300/600 level), this 30-hour program culminates with a 3-credit capstone experience. The Student Learning Outcomes include:

- Demonstrated the ability to complete graduate-level independent academic research using both primary and secondary sources.
- Demonstrated a mastery of the formal conventions of scholarly writing.

- Acquired an understanding of the interconnection among the various academic disciplines so that "interdisciplinary becomes an active approach to understanding and interpretation.
- Acquired the ability to put these skills into practice by writing and designing a capstone project that carefully analyzes a specific problem and that does so by placing that problem in a context that transcends disciplinary boundaries.

3. Is the program being deleted from the catalog being replaced with another program?

No.

4. Is the content of this program being distributed to another program?

Not specifically. However, the CAS is committed to providing elective interdisciplinary courses and teaching opportunities, particularly at the upper-division level. Many of the courses that were developed for the MLS program can continue to be taught at the upper division level and new interdisciplinary courses will be supported. The MLS was a catalyst for creative collaborative curriculum and we would like to continue offering these types of courses. We are currently looking at ways to more systematically encourage such offerings.

5. Does this change affect any other departments?

Yes. Numerous CAS departments offer courses that could be counted towards the MLS degree. However, given the small number of MLS students, the effects on enrollment should be minimal. The graduate cross-listing of these courses will continue to be offered for individuals who are interested in taking them for graduate credit (e.g., potential CEP instructors who need additional graduate hours in a discipline).

FACULTY AGENDA ITEM

Date: 3/22/21

Submitted by: Sharon Sullivan

SUBJECT: Deletion of Musical Theatre Concentration Pending WUBOR Approval of B.A. in Musical Theatre

Description: This is a proposal to delete the concentration in musical theatre pending WUBOR approval of B.A. in Musical Theatre

Rationale: General Faculty has approved a new B.A. in Musical Theatre. With this B.A. in place, the concentration would no longer be needed. The deletion should occur only after WUBOR approval of the B.A. in Musical Theatre

Financial Implications: None

Proposed Effective Date: *Fall 2021*

Request for Action: Approval through WUBOR

Approved by: AAC *on date*

FAC on date

Faculty Senate on date

Attachments Yes No

COLLEGE OF ARTS AND SCIENCES PROGRAM DELETION FORM

	Chair's Signature	Recommendation	Review Date
Department	<u>Sharon Sullivan</u>	<u>Approve</u>	<u>2020-12-16</u>
Division	<u>Danielle Head</u>	<u>Approve</u>	<u>2020-12-30</u>
Dept. of Educ.	<u>Cherry Steffen</u>	<u>Approve</u>	<u>2021-01-13</u>
<small>(If relates to teacher certification program.)</small>			
Dean	<u>Laura Stephenson</u>	<u>Approve</u>	<u>2021-01-13</u>
Curriculum Committee	<u>Rebecca Meador</u>	<u>Approve</u>	<u>2021-01-27</u>
Accepted by CFC	<u>Michaela Saunders</u>	<u>Approve</u>	<u>2021-02-09</u>
CAS Faculty	<u>Michaela Saunders</u>	<u>Approve</u>	<u>2021-03-04</u>
Approved By:	Faculty Senate _____	University Faculty _____	WU Board of Regents _____

Program: Musical Theatre Concentration (CIP:)

1. Reason for this program deletion?

We have approved a new B.A. in Musical Theatre so the concentration is no longer needed.
The
B.A. is identical to the concentration.

2. Complete description.

3. Is the program being deleted from the catalog being replaced with another program? Yes If so, please explain.

Recently approved the B.A. in

Musical Theatre. This is more

advantageous for the student.

4. Is the content of this program being distributed to another program? No

5. Does this change affect any other departments? Yes

Music teaches some of the courses. Those courses remain the same as in the concentration.