

Spring 2021 CAS General Faculty Meeting  
March 3, 3:30 PM  
Via Zoom

- I. Welcome & Dean's Opening Remarks
- II. Approval of Minutes from September 8, 2020 General CAS Faculty Meeting
- III. New Business
  - a. New Programs
    - i. Bachelor of Arts in Mass Media (Advertising and Public Relations Concentration)
    - ii. B.Ed. in Speech and Theatre
  - b. Program Changes
    - i. Bachelor of Arts in Mathematics (Secondary Education Specialization)
    - ii. Bachelor of Science in Mathematics (Secondary Education Specialization)
    - iii. Bachelor of Science in Forensic Chemistry
    - iv. Minor in Forensic Chemistry
    - v. Bachelor of Science in Anthropology (Forensics Concentration)
  - c. Program Deletions
    - i. Bachelor of Science in Athletic Training
    - ii. Musical Theatre Concentration—pending WUBOR approval of Bachelor of Arts in Musical Theatre
    - iii. Bachelor of Arts in German
    - iv. Minor in German
    - v. Masters of Liberal Studies (MLS)
- IV. Presentations of CAS Faculty Success Groups
  - a. Professors Melanie Burdick, Erin Chamberlain, Kara Kendall-Morwick, and Louise Krug (English) on Teaching during COVID-19
  - b. Professors Matthew Cook, Paul Wagner, and Tracy Wagner (Biology) on Teaching during COVID-19
  - c. Professors David Snyder and Angela Crumer (Math) on pedagogies to support the Black Lives Matter Movement
- V. Concerns & Discussion
- VI. Announcements

Fall 2020 CAS General Faculty Meeting  
Minutes  
September 8, 2020 3:30 PM  
Via Zoom

- I. Welcome & Dean's Opening Remarks- Dean Stephenson welcomed everyone and thanked them for their work last spring and over the summer to prepare to teach in the COVID-19 environment. She also provided updates about progress on CAS goals since last fall.
- II. Election of CAS General Secretary- Matt Arterburn nominated Kelly Erby to serve as secretary. Rick Barker seconded. Erby was unanimously elected.
- III. Approval of Minutes from March 4, 2020 CAS General Faculty Meeting- Tom Prasch moved to approve minutes from March 4. Michael McGuire seconded. Minutes were unanimously approved.
- IV. New Business:
  - a. Ratification of College Faculty Council (CFC) Subcommittees- Prasch moved to ratify the members of the CFC subcommittees. Jason Miller seconded. Members were unanimously ratified.
- V. Introduction of New Faculty Members- Department chairs introduced their new faculty members:
  - a. Hoang Nguyen, Chemistry
  - b. Carson Kay, Communication Studies
  - c. Kai Xu, Communication Studies
  - d. Lori Gill, Math
  - e. Guannan Hu, Math
  - f. Lucy Tan, Music
  - g. Grant Armstrong, Political Science
  - h. Alex Myers, Sociology
- VI. Announcements
  - a. Virtual Professional Development Funding for 2020- Each full-time faculty member may request up to \$300 for this fiscal year to present or simply attend a virtual professional development conference. There is no limit on the number of conferences for which faculty members may request funds (the total maximum amount, however, for all conference participation is a sum of \$300).
  - b. Faculty Success Groups Fall 2020- There will be 4 options for faculty success groups this fall:
    - i. COVID-19 has revolutionized our teaching. Reflect on what is working and not working in your program's classes and modalities this fall and how you can improve your teaching in the Covid teaching environment this spring.
    - ii. The importance of the Black Lives Matter Movement and antiracism has moved to the forefront during the pandemic. How can you best connect your program's curricula and pedagogies to support the Black Lives Matter Movement and the work of antiracism?

- iii. All incoming students are now required to utilize the Academic Planning tool in Navigate. What are your department's best practices for incorporating Navigate into your advising practices?
  - iv. Washburn has recently partnered with Academic Impressions, a leader in providing professional development offerings to address the most important current and emerging topics in higher education. How are the resources available on Academic Impressions relevant to you and your teaching, research, and career aspirations?
  - c. [WUmester 2021: Sustainability-](#) Kara Kendall-Morwick presented about the Spring 2021 WUmester topic Sustainability and the goals of the WUmester initiative, now in its third year.
  - d. Spring 2021 CAS Faculty Colloquium- Laura Murphy presented about the Spring 2021 faculty colloquium on the topic Sustainability and invited participants to apply by October 16.
- VII. Discussion and Q&A regarding Fall 2020
- a. Dean Stephenson said that Faculty Success Topics for this fall are likely to be repeated in the spring. Faculty may participate in only one Faculty Success Group per semester.
  - b. Dean Stephenson clarified that the bankable professional development funding made available last fall went away due to COVID-19 but stated that she hopes the model of funding will return after the pandemic.
  - c. Dean Stephenson said that the latest COVID numbers have been reported on the [COVID reporting dashboard](#).
  - d. Dean Stephenson said that faculty should direct students who are experiencing financial hardship to Washburn's Center for Student Success and Retention and the [Ichabods Moving Forward Grant](#).
  - e. Regina Cassell encouraged faculty to utilize the College News Source app to stay involved in Washburn student media.
  - f. Courtney Sullivan said that the Apeiron Committee was evaluating a plan to continue Apeiron, the university-wide undergraduate research forum, in a virtual format.
  - g. Dean Stephenson responded to a question about enrollment with information about how Concurrent Enrollment Partnership Students (CEP) students have been late to enroll this semester due to the late start at partnering high schools. Once CEP students have been enrolled, Dean Stephenson said she thought that enrollment numbers would be down below 10% compared to last academic year.
  - h. Prashc shared information about upcoming Phi Alpha Theta Historical movie nights.
  - i. Miller shared information about upcoming programming related to the *Hostile Terrain-94* exhibit at Washburn.
  - j. Cindy Turk shared information about depression screening at the Washburn Psychological Services Center in Henderson 111.

Respectfully submitted,  
Kelly Erby

# COLLEGE OF ARTS AND SCIENCES NEW PROGRAM REVIEW FORM

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

<b>Approved By:</b>	<b>Faculty Senate</b> _____	<b>University Faculty</b> _____	<b>WU Board of Regents</b> _____
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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 Portfolio  
MM 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 Writing  
MM 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

# COLLEGE OF ARTS AND SCIENCES NEW PROGRAM REVIEW FORM

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

**Approved By:**
Faculty Senate \_\_\_\_\_
University Faculty \_\_\_\_\_
WU Board of Regents \_\_\_\_\_

# COLLEGE OF ARTS AND SCIENCES NEW PROGRAM REVIEW FORM

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

**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 PROGRAM CHANGE FORM

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

<b>Approved By:</b>	<b>Faculty Senate</b> _____	<b>University Faculty</b> _____	<b>WU Board of Regents</b> _____
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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 (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)

MA 316

Teaching Algebra

MA 317

Teaching Trigonometry

MA 318

Teaching Statistics

MA 380

Problem Solving Strategies (a third 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.

# COLLEGE OF ARTS AND SCIENCES PROGRAM CHANGE FORM

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

<b>Approved By:</b>	<b>Faculty Senate</b> _____	<b>University Faculty</b> _____	<b>WU Board of Regents</b> _____
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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)

MA 316

Teaching Algebra

MA 317

Teaching Trigonometry

MA 318

Teaching Statistics

MA 380

Problem Solving Strategies (a third 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 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.

# COLLEGE OF ARTS AND SCIENCES PROGRAM CHANGE FORM

	Chair's Signature	Recommendation	Review Date
<b>Department</b>	<u>Shaun Schmidt</u>	<u>Approve</u>	<u>2020-10-07</u>
<b>Division</b>	<u>Seid Adem</u>	<u>Approve</u>	<u>2020-10-16</u>
<b>Dept. of Educ.</b>	<u>N/A</u>		
<small>(If relates to teacher certification program.)</small>			
<b>Dean</b>	<u>Laura Stephenson</u>	<u>Approve</u>	<u>2020-10-19</u>
<b>Curriculum Committee</b>	<u>Rebecca Meador</u>	<u>Approve</u>	<u>2020-10-26</u>
<b>Accepted by CFC</b>	<u>Michaela Saunders</u>	<u>Approve</u>	<u>2020-11-03</u>
<b>CAS Faculty</b>	_____	_____	_____

<b>Approved By:</b>	<b>Faculty Senate</b> _____	<b>University Faculty</b> _____	<b>WU Board of Regents</b> _____
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Program: Bachelor of Science in Forensic Chemistry (CIP: 40.0510)

1. Reason for this program change?

When the curriculum changes were put through the faculty governance process in 2018-19, the Proposed Program description was not updated on the final version of the change form at the time. The Proposed Program description below reflects the changes described in the addendum provided and discussed at the time. That same addendum is attached to this change. We have been operating the program based upon the addendum and Proposed Program description below.

2. Complete revised description.

At least 43 hours in the department are required, including the following courses and their prerequisites: Chemistry 151, 152, 202, 320, 321, 323, 340, 341, 342, 343, 346, 350, 351, 355, 391, 393 (3 cr) and either 352 & 353, 381 & 385, or 386 & 345. Cognate course requirements are BI 102, 103, 301, 333, 353, 420; CJ 115, 415, 416; CN 150; MA 140, 151; PH 102 or 214; and PS 261 & 262 or 281 & 282.

3. Describe the nature of the proposed change.

Correcting required courses in the catalog to reflect what was previously approved.

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

Technically yes, the courses are changed in the program description. In actuality, no. We have already gained approval for these changes in 2018-19 and have been operating under the new requirements. It was just an honest mistake to not paste in the proper language into the form.

# COLLEGE OF ARTS AND SCIENCES NEW PROGRAM REVIEW FORM

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

<b>Approved By:</b>	<b>Faculty Senate</b> _____	<b>University Faculty</b> _____	<b>WU Board of Regents</b> _____
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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 CH 340.

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.

# COLLEGE OF ARTS AND SCIENCES PROGRAM CHANGE FORM

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

<b>Approved By:</b>	<b>Faculty Senate</b> _____	<b>University Faculty</b> _____	<b>WU Board of Regents</b> _____
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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.

# COLLEGE OF ARTS AND SCIENCES PROGRAM DELETION FORM

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

<b>Approved By:</b>	<b>Faculty Senate</b> _____	<b>University Faculty</b> _____	<b>WU Board of Regents</b> _____
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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.

# COLLEGE OF ARTS AND SCIENCES PROGRAM DELETION FORM

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

<b>Approved By:</b>	<b>Faculty Senate</b> _____	<b>University Faculty</b> _____	<b>WU Board of Regents</b> _____
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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. This deletion should occur only after WUBOR approval of the B.A. in Musical Theatre

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.

# COLLEGE OF ARTS AND SCIENCES PROGRAM DELETION FORM

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

<b>Approved By:</b>	<b>Faculty Senate</b> _____	<b>University Faculty</b> _____	<b>WU Board of Regents</b> _____
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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? No

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? No

No.

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).

# COLLEGE OF ARTS AND SCIENCES NEW PROGRAM REVIEW FORM

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

**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

## 1. Reason for this program deletion?

### **Background**

The Masters of Liberal Studies (MLS) was originally put forward for program deletion in March, 2019. It was approved by the CFC-CC on 10/29/19 and by the CFC on 11/05/19.

The CAS General Faculty voted in 3/4/20 that consideration of the deletion “*be removed from the agenda on the grounds that we are being asked to ‘act’ when the actions have already been taken, in violation of the procedures laid out in the faculty handbook (footnote here), and thus for us now to endorse those already-taken actions would be to endorse a transparently sham model of shared governance.*”

A footnote accompanied the motion adopted by CAS faculty: “*The absence of a concurrence by the division (the blank spot on the submitted form) either kills the initiative or compels an alternative approach in which the dean communicates in writing its reasons for non-concurrence. See Faculty Handbook sections 8. D. A. iv. and 8. F. 2. In relation to the deletion of the MLS program, the division level does not apply (although in other comparable cases, concurrence of all divisions has been sought rather than the concurrence of none of them). Nevertheless, as the dates on the submission itself makes clear, CFC approval followed, rather than preceded the actual deletion of the program.*”

For reference, Section 8. D. A. iv. of the Faculty Handbook states that among the responsibilities of the division is:

“iv. review and make recommendations concerning curriculum changes proposed by departments within the division.”

### **Resubmitted Rationale for Deletion of the MLS Program**

The MLS has been administered through the CAS Dean’s office. As acknowledged in the footnote to the adopted motion referenced above, the division-level concurrence to the proposed deletion does not apply here; however, in an effort to address the concerns of the CAS General Faculty, CAS is submitting a revised proposal that will be reviewed by each of the five CAS divisions and then the CAS general faculty. We think the deletion is a reasonable action and we hope that when divisions review this revised and resubmitted rationale they will come to the same conclusion.

At the time the decision was made by the Dean and the Associate Dean/Director of the MLS Program to stop accepting new students, enrollments in the MLS had dropped precipitously over the previous five years. The required research course for the degree, LS 600, averaged 2 MLS students/course during the last three years it was offered. By the fall 2016, there were only 3 students enrolled in the MLS program. Although enrollments for the MLS have never been large, this represented a significant decline.

CAS MLS DEGREES AWARDED												
	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 tends 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).

## Humanities Division Statement on Program Deletions

The Humanities Division (HUMDIV) of Washburn's College of Arts and Sciences (CAS) objects to the process according to which two programs, the Master of Liberal Studies (MLS) and the B.A. in German, were recently (2020) scheduled for deletion. As matters were presented to us, the CAS dean can delete CAS programs at will without the agreement of the faculty and departments who teach and best know the nature, value, and impact of those programs. While the CAS administration did inform HUMDIV of the deletions of the MLS and German programs, it did so *only after the decision to delete had already been made*. Therefore, when the deletions were brought as business to HUMDIV, the process was inauthentic because the division's "approval" was entirely divorced from any actual decision-making role. For example, the CAS Dean has sole control over funding of faculty lines, and thus the decision not to hire for the German line was a *de facto* program deletion. Moreover, an "approval" on our part would have suggested that we support a decision that we did not, in fact, support. Such a *post hoc* process devalues and negates shared governance, particularly in relation to faculty input, and contravenes the recommendation of the American Association of University Professors (AAUP). Though HUMDIV recognizes that programs must be periodically assessed and can be deleted for sound reasons, we do not support a decision-making process that gives faculty little voice and no power in governance. We ask that program deletions be presented to us as legitimate points of debate *before* funding decision are made. If the division has no power and cannot give real consent in program deletions, we ask that CAS present deletions such as the MLS and B.A. in German as information items with no request for action from us.

Further, HUMDIV wonders if the CAS dean devoted sufficient time and resources to supporting these programs before deleting them. Starving a struggling or low-enrolled program becomes a self-fulfilling prophecy. Such a precedent could trouble other programs in the future and negatively impact faculty and departments in doing their work for and with students by casting the shadow of a threat above our heads. We cannot work well in the dark. HUMDIV hereby expresses its concern with CAS's current program-deletion process. We object to any request to rubber-stamp decisions made without faculty input as offering approval to such would give the appearance of participation and support. More broadly, HUMDIV must be a part of full, authentic shared governance that involves faculty, departments, and divisions in decision-making processes, including relevant budgetary decisions, to the benefit of students, faculty, and the university.

**English Department Faculty Success Group**

**Option 1: Reflect on what is working and not working in our modalities' classes this fall and how we can improve our classes in the spring Covid teaching environment.**

**Fall, 2020**

Group Members:

Kara Kendall-Morwick

Louise Krug

Erin Chamberlain

Melanie Burdick

Meeting Dates: October 8; October 27; November 19

Topic	Challenges	Goals	Suggested Strategies or Practices
Small Groups on Zoom	One or two students doing all the work	Shared accountability	<ul style="list-style-type: none"> <li>• Create specific roles for each group member.</li> <li>• Create large enough groups to allow for the possibility of ghosting</li> <li>• Check in regularly with groups to make sure everyone is participating fully.</li> </ul>
Small Groups on Zoom	Students feel disconnected from the class	Community and connection	<ul style="list-style-type: none"> <li>• Create tasks that are low stakes and community building</li> <li>• Allow groups to name themselves</li> <li>• Allow groups to assign roles for each member</li> </ul>
Small Groups on Zoom	Fair and authentic grading	Peer assessment of learning	<ul style="list-style-type: none"> <li>• Make sure task is clear and broken into steps</li> <li>• Group and individual self-assessment</li> <li>• Break grades into individual and group grades</li> <li>• Make group assignments worth fewer points and for lower stakes assessments</li> <li>• Contract Grading</li> </ul>
Small Groups on Zoom	Assignments appropriate for group work	Collaborative Assessment	<ul style="list-style-type: none"> <li>• Similar to activities that would be done in a face to face classroom, but structured differently.</li> <li>• Think, pair, share</li> <li>• Jigsaw</li> </ul>

			<ul style="list-style-type: none"> <li>• 2-part test or quiz: allow students to complete part of the quiz independently and another part with a group.</li> <li>• If a larger project – make it something that can have a real-world (beyond the classroom) audience.</li> </ul>
Small Groups on Zoom	How to effectively use breakout rooms	Engagement and accountability	<ul style="list-style-type: none"> <li>• Adapt time and size of groups</li> <li>• Consider how to communicate with and observe groups while in breakout rooms (visit rooms; have students work on completing a shared document)</li> </ul>
Assessment Methods	Using different methods other than the Discussion Board	Variety and accountability	<ul style="list-style-type: none"> <li>• Try Flipgrid, an online video discussion platform</li> </ul>
Assessment Methods	Using different methods other than the Discussion Board	Variety and accountability	<ul style="list-style-type: none"> <li>• Utilize the polling feature on Zoom to see if students understand key points from reading</li> </ul>
Assessment Methods	Using different methods other than the Discussion Board	Variety and accountability	<ul style="list-style-type: none"> <li>• Use self-assessment questions</li> <li>• Students can email their answers directly to you (examples: What was the best part of the piece? What questions do you have? What interested you the most?)</li> </ul>
Assessment Methods	Using different methods other than the Discussion Board	Variety and accountability	<ul style="list-style-type: none"> <li>• Offer a short, 3-question quiz on the reading assignment</li> </ul>
Assessment Methods for Peer Review	Using different methods other than the Discussion Board	Variety and accountability	<ul style="list-style-type: none"> <li>• Use Flipgrid to have students read their own drafts aloud, then guided by course rubric/specific prompts for feedback, partner(s) view and respond on Flipgrid.</li> </ul>
Asynchronous Discussion Boards	Majority of students waiting until shortly before deadline to post	Authentic discussion and engagement	<ul style="list-style-type: none"> <li>• Assign students to distinct roles—e.g. “starters” and “wrappers” whose roles are to begin and wrap-up discussion, respectively—with different deadlines for each role.</li> </ul>
Asynchronous Discussion Boards	Students not responding to each other’s posts	Authentic discussion and engagement	<ul style="list-style-type: none"> <li>▪ Create a two-part discussion board assignment. In the first assignment, students share their own responses. The second assignment would be a “response” discussion board that examines classmates’ posts from the first assignment.</li> </ul>



			<ul style="list-style-type: none"> <li>▪ Respond to posts in synchronous settings (hybrid classes)--small or large group</li> </ul>
Asynchronous Discussion Boards	Students writing posts that only superficially agree with or repeat what others have said	Authentic, respectful discussion that includes a variety of perspectives	<ul style="list-style-type: none"> <li>• Create clear guidelines for discussion posts. Provide a rubric and examples.</li> <li>• Make discussion posts a portion of the course grade.</li> <li>• Encourage student ownership of discussion, for example by gradually decreasing your involvement as facilitator and/or having students create discussion questions or give examples.</li> </ul>
Asynchronous Discussion Boards	Student reluctance to discuss sensitive topics with peers they don't know well	Authentic, respectful discussion that includes a variety of perspectives	<ul style="list-style-type: none"> <li>• Use settings to allow students to post anonymously where appropriate.</li> <li>• Add moderation to prevent abuse of anonymity.</li> </ul>
Synchronous Discussion	Student engagement with the instructor and classmates	Authentic, thoughtful discussion	<ul style="list-style-type: none"> <li>▪ Utilize the chat for students unable/unwilling to speak up verbally</li> <li>▪ Prepare students with questions in advance of class</li> <li>▪ Email select students before class and let them know you would like to call on them and have them respond to a specific topic they may already have an interest in</li> </ul>
Synchronous Discussion	Students asking questions about assignments or other content if they're not comfortable sharing with the whole group	Learn what students understand (or don't) without a more formal evaluation (paper, exam)	<ul style="list-style-type: none"> <li>▪ Encourage students to send private chat messages through Zoom, then address responses to the whole class without identifying the student</li> <li>▪ Set up individual conferences on Zoom with students either during class time (or before or after)</li> </ul>
Synchronous Discussion	Instructor dominating the discussion too much with little input from students	Student-centered discussions with the instructor in a facilitator role	<ul style="list-style-type: none"> <li>▪ Small group work to prepare questions and topics for the class</li> </ul>

## Resources

*Inside Higher Ed.* “Eight Ways to Improve Group Work Online”

[https://www.insidehighered.com/advice/2020/10/28/advice-how-successfully-guide-students-group-work-online-opinion?utm\\_source=Inside+Higher+Ed&utm\\_campaign=a2e5fdb55-DNU\\_2020\\_COPY\\_02&utm\\_medium=email&utm\\_term=0\\_1fcbc04421-a2e5fdb55-199580777&mc\\_cid=a2e5fdb55&mc\\_eid=1911849536](https://www.insidehighered.com/advice/2020/10/28/advice-how-successfully-guide-students-group-work-online-opinion?utm_source=Inside+Higher+Ed&utm_campaign=a2e5fdb55-DNU_2020_COPY_02&utm_medium=email&utm_term=0_1fcbc04421-a2e5fdb55-199580777&mc_cid=a2e5fdb55&mc_eid=1911849536)

How to Share Content on Zoom in Breakout Rooms <https://www.youtube.com/watch?v=G7fybuBNZQQ>

PrawfsBlawg “Preparing for fall teaching – Group work in physically distanced, hybrid, and remote courses”

<https://prawfsblawg.blogs.com/prawfsblawg/2020/07/preparing-for-fall-teaching-group-work-in-physically-distanced-hybrid-and-remote-courses.html>

Stanford University’s Teaching Commons “Small group activities for Zoom breakout rooms”

<https://teachingcommons.stanford.edu/news/small-group-activities-zoom-breakout-rooms>

Stanford University’s Teaching Commons “Successful breakout rooms in Zoom”

<https://teachingcommons.stanford.edu/news/successful-breakout-rooms-zoom>

*Teaching Effectively with Zoom* by Dan Levy; Chapter 6, “Work in Groups” pp70-92

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Semester: Fall 2020

Course: BI 255

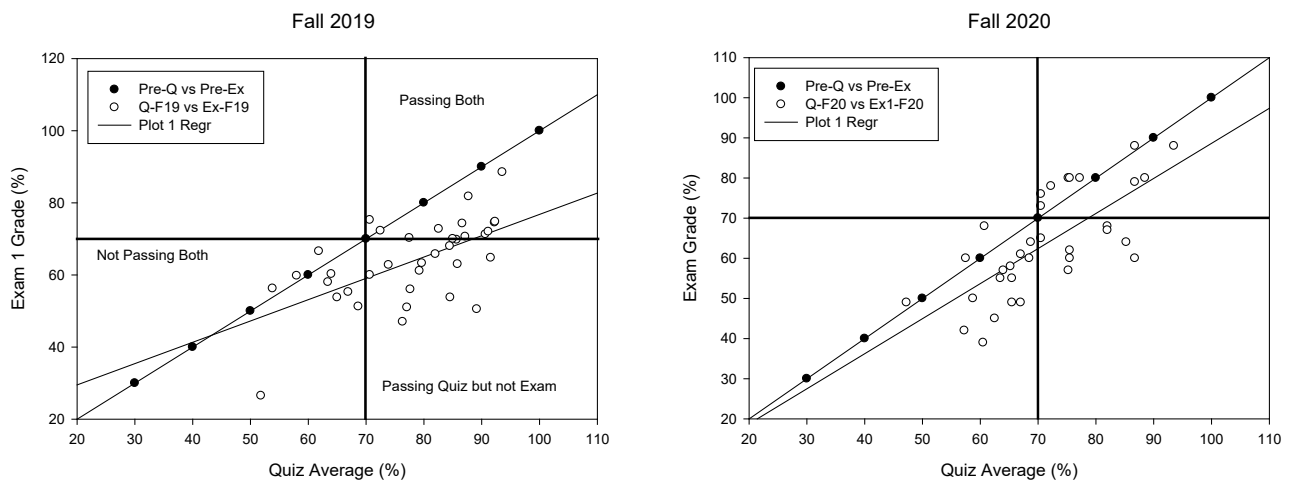
Instructors: Cook, P Wagner and T Wagner

Hypothesis 1: COVID 19 has revolutionized our teaching.

Objectives:

- 1) Reflect on what is working and not working in our Human Physiology Lectures and Labs this Fall
- 2) Determine how can we improve our teaching in the COVID teaching environment this spring.

## Session One, October, 2020:



Our first session started with our observation that the correlation between quiz and exam grades had gotten closer (Fall 2019/Pre-COVID vs Fall 2020/COVID) for the lab portion of the course, but that a significant number of students' scores were now in the lower left quadrant. This lower quadrant means the students are neither passing the weekly quizzes nor are they passing the exams. Our hypothesis was that the students were not preparing for the quizzes and not using the in-person class time to clarify concepts and get a better understanding of the material. Our collective experience suggests that this is due to a lack of engagement with the material since the majority of the COVID learning experience is on their own time and requires a bit of discipline. We therefore set out to ask the students by survey why they thought that they were not doing as well.

## Session Two, November, 2020: Results of the Surveys

Survey questions were included on both Lecture and Lab exams<sup>1</sup>. The overall sense from the questions was that the students felt that they would do better if they were in the classroom rather than on their own. However, in the lab situation, the students are observing the same thing when they view the video as they would see in class. This leads us to believe that there is more to this than wanting to be in the classroom. The major problem we feel is engagement with the video material/Zoom Lecture. It takes discipline to sit and focus when learning. That is somewhat mandated when you are in a classroom setting, knowing the teacher may ask a question, but is absent when you are alone in your room. Matthew suggested that we may

enhance the engagement of the students by using an application offered on D2L called PlayPosit. This allows the instructor to insert questions at the appropriate time and engage the student in what just happened or also what they think may happen next. He attended a CTEL event demonstrating PlayPosit's features.

We feel that if we can get the students a bit more involved than just passively taking in content, it is possible that we can enhance their knowledge and maybe their participation when we have them in person for a short time. With this in mind, Tracy will get permission to use PlayPosit. This will allow Matthew and Tracy to incorporate a few questions in their last lectures and then survey the students on the final exam as to whether this helped them in anyway. If this is successful then we will implement the PlayPosit applications in the spring semester.

### **Session Three, December, 2020: Finalize Project and Conclusion**

In our final meeting we compared student responses to PlayPosit that we had received before the end of the semester. Almost unanimously, students said they enjoyed videos with PlayPosit much more and felt they helped. Our hope was that PlayPosit would engage the students more (which survey results confirmed), but interestingly many students also chose "more informative" or "more understandable" on Tracy's survey. However, in a follow-up question on the final exam, students commented the reason they liked PlayPosit was because it made them pay attention to the videos because they knew they were going to be quizzed, or that it was more like being in the classroom. A few also stated that it gave them the chance to see if they had understood the material that was being presented right then (vs having to wait several days until an in-class interaction) so they knew if that had to go back over the material again. Based on these student responses, we will implement PlayPosit in Human Physiology next semester. As Matthew pointed out, they may not like it as much once they have to do it all the time, but it appears that at least it will help us respond to some of the biggest challenges our students face during COVID modified teaching situations.

<sup>1</sup> Questions posed on second lab exam:

- 1) Of the following materials below, \_\_\_\_\_ helped me the most when learning the lab material.
  - a. The lab videos
  - b. The homework assignments
  - c. The in-class discussions/demos
  - d. The worksheet assignments
  - e. The study guides
  - f. Other

*The majority of the students selected C (In-class discussions/demos) or f (Other)*

- 2) Of the answers you did not pick pertaining to the learning material, pick one that you feel helps the least and explain how might we improve it to help you gain more from that material?

*There were a range of "least" chosen, but the common theme that ran through all of the responses was that students want to know if they are "right" in their thinking (which they can find out by asking questions when they are in person, but not when watching the videos/doing the homework sheets/etc). Some of the suggestions made (just do the*

*experiments and the whole class will watch on Zoom), sound good BUT they are essentially what is already in the videos and those are shot with cameras closer to the experiment than they would be just using the Zoom camera in the lab. The biggest issue appears to be the lack of engagement/interaction with the material. In person, the faculty member can help keep the students focused a little, but ultimately it is the student who makes the choice to be engaged or not. (We've had students "zone out" during in person classes before and still not learn from the material.)*

Question posed on third lab exam:

List one good or bad thing that you feel had the biggest impact on your performance in this course?

- Common answers stated that not being in lab and doing the hand's on work adversely affected their grade. (In other words, they believed they would have done better if they had done the experiments themselves.)

Questions on T. Wagner's and M. Cook's second lecture exam:

1. At this point in the semester, you've probably been exposed to multiple teaching methods as we try to keep everyone safe during the COVID-19 outbreak. Select **ALL** options that you have had in classes.
  - a. Face-to-face lecture (normal; always in class)
  - b. Whole class remote lecture (over Zoom at specific times)
  - c. Recorded lectures to watch on your own time (asynchronous Remote)
  - d. Class rotates in-person and remote (Zoom) days
  - e. Recorded lectures and face-to-face time with the instructor in smaller groups

*T Wagner's Class: The class as a whole marked several of these options, with the most common being B, C, and D. Interestingly, a large portion of the class did not choose E, despite the fact that this is the way our lectures were being organized.*

*M Cook's Class: The class as a whole marked primarily A-D, with 95% of the class choosing A. I did expect A to be the single most chosen option, because my class was offered face-to-face for the majority of the semester. Paradoxically, only 50% of the class attended regularly, the other 50% chose to mostly attend via the synchronous zoom.*

2. Which of these methods below do you think would work best for this class?
  - a. Whole class remote lecture (over Zoom at specific times)
  - b. Recorded lectures to watch on your own time (asynchronous Remote)
  - c. Class rotates in-person and remote (Zoom) days
  - d. Recorded lectures and face-to-face time with the instructor in smaller groups

*T Wagner's Class: There were a range of responses for this question, but many students chose D (which is what we are doing) or C (which is what Matthew Cook's class started out doing). In a discussion when we were going over the exam, almost all the student said if method C or D was being used that they preferred to have assigned days that didn't change. They felt like this was less confusing/more routine. (Based on previous conversations, I suspect some of them also used this time to work.) A few said having the whole class on Zoom at specific times. HOWEVER, based on feedback from other colleagues, this resulted in many fewer people actually being in class.*

*Cook's Class: The majority of the class (54%) chose A, while (32%) chose D. Interestingly, the ones that chose A were the students who almost always attended the class*

face-to-face. Those that chose D, attended the in-person lecture rarely. Those that attended face-to-face achieved an overall average of 82%, while those that did not averaged 69%. Anecdotally, after I started to offer pre-recorded lectures in October lecture attendance dropped 50%. Students that achieved higher marks in lecture, came to class, and used the videos as intended, aka supplements. For the rest of the semester, I felt that offering both synchronous lecture and asynchronous videos may have perpetuated the tendency to “put off” studying the material.

3. In this class, select **ALL** options that have been beneficial to your learning processes.
  - a. Recorded lectures (which you can pause or re-watch portions of)
  - b. Recitation
  - c. Extra Help Mondays
  - d. Mastering A and P
  - e. Review Sessions

*In T Wagner’s class the most commonly chosen options were B (recitation) and E (review sessions). Some people made a note that they should have come to “Extra Help Mondays.” Option D (Mastering A and P) was rated the lowest, but its purpose is to increase the number of times that students come in contact with basic terms/concepts, so they may not realize how much it’s benefiting them (or their grade). Matthew’s class did not have recitation/Extra Help Mondays because he offered the in-class lecture.*

4. Rank your struggles (1=biggest issue, 5=least important) for this course.
  - \_\_\_ Making sure I reserve time to watch videos/complete the work on time
  - \_\_\_ Staying focused while watching recorded lectures
  - \_\_\_ Remembering questions to ask when we do meet in small groups
  - \_\_\_ Feeling connected to the class/professor
  - \_\_\_ Technological issues (computer access, reliable internet)

*Wagner’s Class: In general, students’ top concerns were staying focused while watching recorded lectures and feeling connected to the class/professor. Close behind those were reserving time and asking questions. By far the least concern chosen was Technological issues (and one student specifically commented that Washburn had helped with this.)*

*Cook’s Class: The number one concern for the students was staying focused while watching zoom or recorded lectures; closely followed by making sure to watch the videos on time. In general, I believe these are the primary difficulties online courses face. I believe without scheduled times and set dates, students tend to “put stuff off” and then rush to get everything done. Granted this is not every student, but I felt that many of my students had a hard time managing their time and staying engaged. Therefore, PlayPosit may help with both of these issues. For 1) it will require them to stay focused as they answer questions throughout the video and 2) each unit has multiple videos and I will set successive due dates on all the individual videos to simulate a scheduled class.*

**Faculty Success Group Option Two (David Snyder and Angela Crumer, Math Dept.):**  
**How can you best connect your program’s curricula and pedagogies to support the Black Lives Matter Movement and the work of antiracism?**

For our faculty Success Group, we focused on ways to make our Fundamental Math courses more accessible and equitable for students of color. During our first meeting, we recognized that it would be difficult to implement some of the more substantial changes that we had in mind in one semester because many of the changes need to occur at the departmental level. To create a more equitable classroom there needs to be changes to the curriculum and assessment, and because of the standardized pathways in Mathematics, and the way courses explicitly build off of concepts in previous classes, changes are hard to implement without wholesale buy-in.

After tackling our initial readings, and doing some additional research on our own, we realized that we need to offer mathematical content that is relevant for learners from different backgrounds and with different goals. We also recognized that the emerging structure of the Contemporary College Mathematics (and corequisite course) is heading in the right direction. We are focusing our efforts to support students coming to college level mathematics from varying backgrounds by offering just-in-time remediation for students lacking some basic skills, and the content of these courses is more focused on data, logic, and statistics, rather than Algebra, which we believe allows students to “see themselves” and their own lives reflected in the curriculum and assessment. One important resource that we came across also, which drove some of our thinking related to this topic outside of the suggest readings, was the work of Rochelle Gutierrez, and specifically [her talk on “Rehumanizing Mathematics”](#) . For this project, we focused on our Fundamental Math courses, specifically MA 090 and MA 112, and broke down the ways that we could work to proliferate anti-racist policies and curricula on a classroom level, content level, and assessment level.

**Classroom Level:**

In the classroom we must create a safe space where learners can interact without judgement. Creating this safe space is the product of hundreds of small interactions that are framed on centering the students, and inviting engagement without fear. For example, instead of asking “Are there any questions”, stating “What kinds of questions do you have” makes the base assumption that students aren’t immediately able to grasp concepts, and invites dialogue and discussion. Many of our students come into our classrooms with significant residual trauma from previous math courses in high school. Reducing this trauma and anxiety is a major goal of creating a more equitable math classroom. Because these core-curriculum, high DFW rate, introductory courses [have been shown to disparetly negatively impact minority students](#), it is essential that teachers in these courses are proactive in recognizing how their daily interactions affect the classroom environment. Recently, [it has been shown](#) that peer-to-peer interaction, and direct reflection about why students are taking this course have positively impacted student success and persistence in these types of courses. In our own classrooms, we have seen that formal student introductions, reflections, and group work, have positively impacted our students this semester, and will seek to bolster these types of student interaction in the future.

### **Content Level:**

Ultimately, because of the scaffolded nature of mathematics curriculum, and the centuries-long stasis of math content, this is the area where supporting anti-racism and Black Lives Matter takes the most institutional pushback. In most classes, Math teachers are subject to teaching very specific skills that will prepare students for the next class, which they won't teach, and don't have control over. The new MA 112 track pushes against this quite a bit, because often it is a terminal Math class for many students. Because of this, in our MA 112 curriculum, we can push against this re-traumatization of students by centering their experience through word-problems and examples that focus on issues of equity, and by trying to ask open ended "how" and "why" questions. Centering the students' experience in interpretation, and recognizing that all students understand mathematical concepts differently, can open the door for the students to explain how they may have learned or understood the concepts, and validates their individual method of understanding. Overall, in our discussions this semester, we've come to the conclusion that the more all students (and especially students of color) are able to center the content in real-world experiences, the more successful they are able to be.

### **Assessment Level:**

We believe that Assessment is perhaps the place where the most significant changes can happen to create equitable classrooms that support the work of anti-racism and Black Lives Matter. Assessment methods in Mathematics Classrooms (for the most part) have not changed significantly in decades or centuries. Students are required to sit quietly, with arbitrarily limited resources (calculator, pencil), in a monitored environment, and complete questions set out by their instructor in a specific amount of time. For many classes, these assessments constitute 80% of a student's grade for the semester. We spent time in our discussions reflecting on how little that assessment method reflects learning goals that focus on fostering creative and critical thinking skills. For the Spring and going forward, we as a group are going to push for alternative assessment methods that allow students to tackle quantitative problems of their own choosing, and that are a significant portion of their overall grade in the course. This assessment would ideally take the form of a data analysis project where students are able to choose their data set and topic. Mathematics might be the most difficult subject area for instructors to get their students to "see themselves" in the curriculum, but we think this could be a positive step forward for our department.