

CFC Meeting Agenda

Monday November 5, 2018, 4:00 in Shawnee Rm

Michael Averett
Gloria Dye
Karen Garrison
Linzi Gibson
Kristen Grimmer
Michael Hager
Danielle Head
Rik Hine
Alex Klales

Rodrigo Mercader
Linsey Moddelmog
Kara Kendall-Morwick
Julie Noonan
Michael O'Brien
Holly O'Neill
Leslie Reynard
RaLynn Schmalzried
Jim Schnoebelen

Jason Shaw
Cherry Steffen
Nan Sun
Brian Thomas
Jennifer Wagner
Kerry Wynn

I. Call to Order

II. *Approval of CFC Minutes, September 10, 2018

III. Division Reports

- A. *NSD Minutes for September 21, 2018
- B. *HUM Minutes for March 6, 2018
- C. *HUM Minutes for April 5-April 16, 2018 (online)
- D. *HUM Minutes for Sept. 28-Oct. 5 (online)

IV. Committee Reports

- A. *Curriculum Committee for October 8, 2018 (Course Changes are in a separate attachment)

V. New Business

- A. *Program Change—BA in Philosophy
- B. *New Program—Game Design Minor
- C. *New Program—BS in Forensic Biology
- D. *Updates to Faculty Handbook Section on CFC (Section 8.1)

VI. Old Business

- A. *Program Change—Minor in Anthropology
- B. *Program Change—Minor in Sociology

VII. Informational

- A. *Trans, Intersex, Non-Binary Statement of Support

VIII. Updates

IX. Announcements

X. Adjournment

*See attachment

Upcoming Dates: Next CFC Meeting: Monday Dec. 3 at 4:00 pm Shawnee Room

CFC Meeting Minutes

Monday September 10, 2018, 4:00 in the Shawnee Room, Memorial Union

Michael Averett
Karen Garrison
Linzi Gibson
Danielle Head
Rik Hine
Kelly Huff
Rodrigo Mercader
Linsey Modellmog

Kara Kendall-Morwick
Julie Noonan
Michael O'Brien
Holly O'Neill
RaLynn Schmalzried
Jim Schnoebelen
Jason Shaw
Cherry Steffen

Nan Sun
Brian Thomas
Sandy Tutwiler
Jennifer Wagner
Kerry Wynn

I. Call to Order at 4:01 pm

II. Introductions

III. CFC Minutes, May 2, 2018 Approved

IV. Election of CFC secretary Linzi Gibson

V. Division Reports

None

VI. Committee Reports

A. Curriculum Committee Meeting Minutes (August 22, 2018) Approved

1. Amended: A department can stipulate that a certain number of hours must be taken at Washburn, but not that specific course must be taken at Washburn.

VII. New Business

A. Program Change--Bachelor of Music in Performance: Voice Emphasis Accepted

B. Program Change--Bachelor of Music in Performance: Brass, Strings, Percussion or Woodwind Emphasis Accepted

C. Program Change— Bachelor of Music in Performance: Piano Emphasis Accepted

D. Program Change--Bachelor of Music in Performance: Guitar Emphasis Accepted

E. Program Change— Bachelor of Music in Performance: Organ Emphasis Accepted

1. Five program changes in Bachelor of Music in Performance (above) proposed to conform to 120 hours degree, voted on together. All accepted.

F. Program Change—Bachelor of Arts in Music Accepted

1. Program change in Bachelor of Arts in Music proposed to conform to 120 hours degree

G. Program Change—Minor in Anthropology Not Accepted, need clarification of rationale

1. More options of lower division courses, require 6 credits of upper division courses be completed at Washburn
 - a. Why might a department require these credits be taken at Washburn?
 - b. Department should provide clearer rationale

H. Program Change—Minor in Sociology Not Accepted, need clarification of rationale

1. Require 6 credits of upper division courses be completed at Washburn

I. New Program—Bachelor of Musical Arts Accepted

1. Not common in Universities, hybrid between academic music degrees and

performance. Required minor outside of the department, paired with student's interest.

VIII. Discussion

- A. Online ad hoc Committee for College – What kind of oversight do we want to give online courses and online programs?
 - 1. Oversight should be at the unit level, not the university level
 - a. Rationale? Did not want to add another layer of governance.
 - 2. Ad Hoc committee, representation from chairs and CFC (curriculum committee and professional development subcommittees)
 - 3. Volunteers: Michael Averett and Jim Schnoebelen
 - 4. Who do we talk to about D2L tools for online courses beyond Sue Taylor-Owens?
 - a. Marc Routsong is an option.
 - b. Do we have someone responsible for communicating our needs (tools in D2L) to the software developers?
- B. Dr. Mazachek would like to add a core value on “inclusion”
 - 1. Proposal was disseminated to CFC members for discussion
 - 2. What is the process to add the new core value of inclusion?
 - a. Will be presented at Board of Regents meeting, September 26, 2018
 - 3. Innovation wording could be amended
 - 4. If we include the “inclusion” value, do we assess this? Is there a standard that we have to meet?
 - a. Inclusion becomes an ideal. We could potentially measure this core value, but there are not specific measures at this time (becomes a guide rather than a benchmark).
 - 5. How is this inclusion value distinct from the respect value?
 - a. Mutually supporting values, but distinct
 - 6. “University’s founding heritage” wording should be considered

IX. Announcements

- A. Next CFC Meeting: Monday, October 1 at 4:00 pm (Room TBD)
- B. History Department: Thursday, Sept. 13 - Kevin Wilmont (Filmmaker)
 - 1. Films are being shown leading up to event
- C. Mosaic Concert, Sunday September 23rd at 3 pm

X. Adjournment

Natural Science Division (NSD) Minutes for Friday, September 21, 2018.

- I. Called to order at 2:01 pm by Division Chair Jennifer Wagner.
- II. Minutes of the previous NSD meetings (03/30/18) and virtual meeting minutes (April 2018) were approved via email as circulated.
- III. Election of Secretary – Rick Barker was elected division secretary.
- IV. Introduction of new NSD Faculty –
 - A. Mathematics and Statistics – Todd Cooksey Lecturer
 - B. Chemistry – Li Li Zyzak Lecturer
– Achut Silwal Lecturer
 - C. Biology – Benjamin (Ben) Reed, Assistant Professor
 - D. Physics and Astronomy – Vincent Rossi Assistant Professor
- VI. Committee Reports – none.
- VII. Old Business – none.
- VIII. New Business –
 - A. The following Mathematics proposals were approved by the division.
 - i. New Course: MA 316 Teaching Algebra
 - ii. New Course: MA 317 Teaching Trigonometry
 - iii. New Course: MA 318 Teaching Statistics
 - iv. New Program: Bachelor of Education in Secondary Mathematics
 - v. New Program: Game Design Minor
 - B. The following Biology proposals were approved by the division.
 - i. New Course: BI 420 Forensic Molecular Biology
 - ii. New Program: Bachelor of Science in Forensic Biology
- IX. Announcements – none

The meeting was adjourned at 2:35 pm.

Minutes respectfully submitted by Rick Barker, Secretary

There was an interesting and informative presentation by the esteemed Dr. Ron Wasserstein titled “Doctor, It Hurts When I p”.

**Humanities Division of the Washburn University
College of Arts and Sciences Minutes
March 6, 2018**

Dr. Corey Zwikstra, Division Chair, called the meeting to order at 3:03 p.m.

Present: Wade, Weed, Way, Krug, Burdick, Kendall-Morwick, McHenry, Siebert, Sheldon, Smith, Hine, Jones, Derrington, Chamberlain, Steinroetter, Wasserstein, Schnoebelen, Pilgrim, Routsong, O'Brien, and Sullivan.

Old business: There was no old business.

New business:

- Approved the minutes of the Nov. 3-Nov. 15, 2017 and Jan 29-Feb 26, 2018.
- Approved the new course CN 367: Crisis Communication.
- Humanities Division Elections:
 1. Humanities Division Chair: Dr. Jim Schnoebelen (Communication Studies) was nominated and elected to fill the position.
 2. CAS Promotion and Tenure Committee: Dr. Leslie Reynard (Communication Studies) was nominated and elected to fill the position.
 3. Sabbatical Committee: Eric McHenry (English) was nominated and elected to fill the position.
 4. Humanities Division Secretary: Dr. Chris Jones (Philosophy) was nominated and elected to fill the position.

Discussion Items

- Division members agreed and approved that Dr. Geoff Way should permanently serve on the Honors Advisory Board in place of Dr. Courtney Sullivan. Dr. Sullivan's teaching schedule conflicts with when the HAB meets.
- Faculty shared upcoming courses they would be teaching in the summer and fall.
- Dr. Zwikstra asked the Division members if they knew of whether any by-laws or other documents had been written to guide Division governance. No one was aware of any such documents.

Announcements

- Apeiron, April 20—Dr. Courtney Sullivan announced the event and encouraged participation.

Dr. Corey Zwikstra, Division Chair, adjourned the meeting at 3:30 p.m.

Respectfully submitted,

Dr. Danny Wade
Department of English
Secretary to the Humanities Division

**Humanities Division of Washburn University
College of Arts and Sciences Minutes
April 5, 2018 through April 16, 2018 (online)**

Dr. Corey Zwikstra, Chair of the Division, conducted a meeting via e-mail beginning April 5, 2018.

New business included:

1. Elect a Faculty Senate member to represent the Division

Nominees included 1.) Erin Chamberlain from English and 2.) Chris Jones from Religious Studies

2. Approving the following item:

Religious Studies Course Change for RG 398 Senior Thesis

Members were instructed to vote by reply to Dr. Zwikstra's e-mail no later than noon, April 12, 2018 with their Faculty Senate votes.

Members were instructed to vote by reply to Dr. Zwikstra's e-mail no later than noon, April 16, 2018 with their Religious Studies Course Change votes, send discussion to the list, and direct specific questions to Ian Smith in Philosophy. There was no discussion of the items.

On April 13, 2018, Dr. Zwikstra announced via e-mail that Chris Jones has been elected to represent the division on Faculty Senate beginning in the fall of 2018.

On April 16, 2018, Dr. Zwikstra announced via e-mail that the Religious Studies Course Change passed with a quorum.

The meeting concluded on Monday, April 16, 2018.

Respectfully Submitted,
Dr. Danny Wade
Department of English
Secretary to the Humanities Division

**Humanities Division of Washburn University
College of Arts and Sciences Minutes
Sept. 28 – Oct. 5, 2018 (online)**

Dr. Jim Schnoebelen, Chair of the Division, conducted a meeting via e-mail beginning Sept. 28, 2018.

New business included:

1. Approval of Minutes from March 6, 2018 (face-to-face)
2. Approval of Minutes from April 5-16, 2018 (online)
3. Approval of New Course EN 402: Internship
4. Approval of New Course PH 398: Senior Research Thesis
5. Approval of the BA in Philosophy Program Change

Members were instructed to vote by reply to Dr. Schnoebelen's e-mail no later than Oct. 5, 2018 with their votes on all of the above items.

On Oct. 3, 2018, Dr. Danny Wade requested to add approval of CN 367 Crisis Communication to the March 6, 2018 minutes. On the same day, Dr. Corey Zwikstra requested the same, with the additional provision that previous and subsequent "yes" votes be applied to the revised minutes. There was no further discussion.

On Oct. 3, 2018, Dr. Schnoebelen emailed to remind members to vote by Oct. 5.

On Oct. 5, 2018, Dr. Schnoebelen announced via e-mail that all items (including the amended March 6 minutes) passed with a quorum.

The meeting concluded on Friday, Oct. 5, 2018.

Respectfully Submitted,
Dr. Chris Jones
Department of Philosophy and Religious Studies
Secretary to the Humanities Division

Curriculum Committee of College Faculty Council (CFC-CC)
Meeting Minutes: October 8, 2018

Participating Members: Linzi Gibson (Chair), Rodrigo Mercader, Kerry Wynn, Cherry Steffen, Jim Schnobelen, Ye Wang. Electronic feedback was solicited from Leslie Reynard and Holly O'Neill.

The CFC-CC voted to approve the following:

Course Changes:

ED 395, ED 295, ED 275, ED 165, ED 155, MA 316, MA 317, MA 318, BI 420, KN 420,
The committee also voted to approve EN 402, but wanted the department to be prepared to discuss what they mean by "recruitment and retention."

Program Changes:

BA in Philosophy

New Program:

The Game Design minor
BS in Forensic Biology

The committee requested more information from the philosophy department about the prerequ. for PH 398.

The Philosophy department replied and would like the prereq for PH 398 to read: Senior Philosophy Major and with Departmental Approval. The committee voted electronically to approve this change on October 24, 2018.

COLLEGE OF ARTS AND SCIENCES PROGRAM CHANGE FORM

	Chair's Signature	Recommendation	Review Date
Department	<u>Ian Smith</u>	<u>Approve</u>	<u>2018-09-24</u>
Division	<u>Jim Schnoebelen</u>	<u>Approve</u>	<u>2018-10-04</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>2018-10-04</u>
Curriculum Committee	<u>Linzi Gibson</u>	<u>Approve</u>	<u>2018-10-31</u>
Accepted by CFC	_____	_____	_____
CAS Faculty	_____	_____	_____

Approved By:	Faculty Senate _____	University Faculty _____	WU Board of Regents _____
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Program: Bachelor of Arts in Philosophy (CIP:)

1. Reason for this program change?

Based upon some new courses being added to the catalog, and the credit hours being increased for one of the required courses for the major (see the details below), we needed to update the program description.

2. Complete revised description.

The Philosophy major consists of 33 hours of Philosophy, distributed as follows:
 Required: PH 201, 202, 220, 303, 398, 399 (18 hours) AND at least two of the following (Value Theory): PH 200*, 211, 214, 300*, 311, 312, 313, 340, 386* (6 hours) AND at least two of the following (Metaphysics and Epistemology): PH 200*, 203, 205, 207, 300*, 302, 320, 325, 327, 330, 335, 386* (6 hours)

Three hours of elective credit is also required as part of the 33 hour requirement. A 100-level course may count toward this elective credit, but only with the permission of the Chair. At least 15 hours of the 33 (in addition to PH 398/99) must be at the 300-level. Philosophy majors desiring to earn departmental honors must successfully complete the college requirements for departmental honors.

*If course material is appropriate (Chair's discretion)

3. Describe the nature of the proposed change.

The nature of these minor changes is to reflect, one, that there are two new courses in PH in the catalog, PH 203 and PH 313. PH 203: Introduction to Buddhist Philosophy most suitably fits as a

course that can count toward the Metaphysics and Epistemology requirement whereas PH 313: Professional Ethics most suitably fits as a course that can count toward the Value Theory requirement. Two, PH 398 will become a 3 credit hour course (pending approval) which will raise the total number of PH hours to 33 from 31. This is consistent with the other program in our department, Religious Studies, in which RG 398 is now a 3 credit course and in which the RG major is now a 33 hour major. Three, the program description language needed to make the elective requirement explicit versus implicit for advising and communicating purposes.

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? No

COLLEGE OF ARTS AND SCIENCES NEW PROGRAM REVIEW FORM

	Chair's Signature	Recommendation	Review Date
Department	<u>Kevin Charlwood</u>	<u>Approve</u>	<u>2018-09-17</u>
Division	<u>Jennifer Wagner</u>	<u>Approve</u>	<u>2018-09-21</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>2018-09-27</u>
Curriculum Committee	<u>Linzi Gibson</u>	<u>Approve</u>	<u>2018-10-31</u>
Accepted by CFC	_____	_____	_____
CAS Faculty	_____	_____	_____
Approved By:	Faculty Senate _____	University Faculty _____	WU Board of Regents _____

1. Title of Program.

Game Design Minor (CIP: 30)

2. Rationale for offering this program.

The gaming industry has been growing at an accelerated rate in the last decade. More students are interested in this area of study and in this employment opportunity. At Washburn, we already have faculty with expertise to support a minor in Game Design. Students from local high schools have indicated interests in attending schools with degrees in Game Design. By having a Game Design minor, prospective and current students could earn a minor in Game Design while preserving a major in already existing departments. This would allow them to gear the expertise their degree establishes towards a range of specific careers in the gaming industry. Existing courses already give our students background in simulations, video production, relevant business practices, the theory behind Game Design, a strong virtual art background, and coding techniques specific to Game Design. The minor would permit students to tailor their choices toward specific goals, depending on their interests within the gaming industry. The breadth of available courses would give students the versatility to enhance their employability in the areas of their choice. This minor in Game Design would allow students to gain knowledge and acquire hands-on skills that they will use to pursue careers in their chosen majors within the gaming industry.

3. Exact proposed catalog description.

Students will successfully complete (with a grade of "C" or better) 5 classes (15 credit hours) from among the following classes (each 3 hours) AT LEAST TWO OF WHICH MUST BE AR222, CM390, EC306, MM390 OR MA390:
AR221 Digital Painting and Drawing (prereq. AR120 or AR140)

AR222 Video Game Design (prereq. CM101, AR131)

AR326 2D and 3D Digital Animation

BU260 Business Plan Development

CM390 Game Design Coding

EC306 Game Theory (prereq. MA140 and MA141)

MM390 History of Video Gaming

MA390 Game Design (prereq. MA116 or MA112)

No more than two classes from a single department will count towards this minor. Additional classes as approved by the advisor of the minor could also count-in particular, courses that rely heavily on the use of games or game material are appropriate. Strong examples of this include:

HI300 Ancient Greece

HI300 Medieval Experience

HI300 Pirates of the Caribbean

HI300 Traditional Japan

HI334 Civilization of Ancient Rome

EC200 Principles of Microeconomics (A special section taught periodically with over 60% examples and case studies from the gaming industry, prerequisite MA116 - recommended or MA112 or higher)

The minor in Game Design allows students to develop knowledge and skills relating to the gaming industry. With a Game Design minor, students will enhance their marketability and gain insight into how to apply their expertise in the gaming industry while preserving their major in an already existing concentration. Students will be able to gear the expertise towards a career in the gaming industry, whether as a designer, developer, coder, graphic designer, artist, marketer, distributor, editor, advertiser, virtual enhancer, video producer, or any other related job.

Depending on their interests, the courses in the minor will polish students' background in simulations, video production, relevant business practices, Game Design theory, virtual art, and coding techniques specific to Game Design. The breadth of available courses would give students versatility enhancing their employability in the areas of their choice. This minor in Game Design allows students to gain knowledge and acquire hands-on skills that they will use to pursue careers in their chosen majors within the gaming industry.

No more than two classes from a single department will count towards this minor. Additional classes as approved by the advisor of the minor could also count; in particular, courses that rely heavily on the use of games or game material are appropriate.

4. List any financial implications.

None.

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

Art, Business, Computer Information Sciences, Economics, History, and Mass Media. This is an interdisciplinary minor.

Department
New Program Name

Program Name
Game Design Minor

	(e.g., FY13, FY14, etc.)						
	Year 0 - Preparation		FY19	FY20	FY21	FY22	FY23
Revenue:	# Students	# Cr Hrs	# Students	# Students	# Students	# Students	# Students
Est. Students/Cr Hrs	0	5	10	15	20	20	20
Total Credit Hours	0	150	300	450	600	600	600
Tuition Rate		292	292	292	292	292	292
Other Revenue Sources							
Total Revenue	0	-\$43,800	\$87,600	\$131,400	\$175,200	\$175,200	\$175,200

Ongoing Expenses:	FY19	FY20	FY21	FY22	FY23
	# Students	# Cr Hrs	# Students	# Students	# Students
1st Faculty Member Benefits (25%)					
2nd Faculty Member Benefits (25%)					
3rd Faculty Member Benefits (25%)					
(Continue to add as needed)					
Secretary					
Adjunct Faculty	3,780	3,780	3,780	3,780	3,780
Student stipends					
Supplies					
Marketing	500	500	500	500	500
Travel					
Online Course Development					
Professional Development					
Accreditation/Membership					
Support Materials					
Total Expenses	4,280	4,280	4,280	4,280	4,280

Total Net Revenue	Year 1	Year 2	Year 3	Year 4	Year 5
\$ -	\$ 39,520	\$ 83,320	\$ 127,120	\$ 170,920	\$ 170,920
One-time Startup Costs					
Furniture					
Office Equipment					
Computer/Software					
Other Electronic Hardware					
Renovation					
Program Equipment					
Initial Accreditation Costs					
Program Development					
Membership					
Release Time to Develop					
Consultant					
Site Visit					
Inservise/Preservice Prep					

Footnotes:

No new faculty requested, any new courses in Mathematics/Statistics will be taught with existing faculty.

Our current secretary in the department will assist with support needs as with all other Mathematics & Statistics courses.

Tuition rate of \$292/CH is for FY19 and is apt to increase each year.

New courses will either be absorbed into existing tenure-track faculty loads or if a new course replaces a course for an instructor, an adjunct will be required to cover a lower level course.

Current adjunct pay rate for those holding Master's degrees in FY19 of \$630/CH is also apt to increase. We assume one three-hour course per semester will be reassigned to an adjunct, meaning 6 CH/yr, so 6x\$630 = \$3,780/yr.

This interdisciplinary program consists of mostly existing courses.

All classes will be taught in existing facilities. Any new software costs will be absorbed by Mathematics & Statistics discretionary funds.

New courses in Game Design will be developed by Dr. Porta, who will teach the new course in the new Game Design track.

The \$500 budgeted for marketing/advertising of the new secondary math track will come from mathematics discretionary funds held at the Foundation; some costs may be borne out of Enrollment Management as we advertise the new secondary education track during FY18.

Initially, we hope to transition existing students to the new Game Design minor and attract 5 new students into the minor who otherwise may not have come to Washburn University.

Assuming a 4-year time horizon to graduation, enrollment in the new track would stabilize at 20 students each year by year 4.

COLLEGE OF ARTS AND SCIENCES NEW PROGRAM REVIEW FORM

	Chair's Signature	Recommendation	Review Date
Department	<u>John Mullican</u>	<u>Approve</u>	<u>2018-09-17</u>
Division	<u>Jennifer Wagner</u>	<u>Approve</u>	<u>2018-09-21</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>2018-10-01</u>
Curriculum Committee	<u>Linzi Gibson</u>	<u>Approve</u>	<u>2018-10-31</u>
Accepted by CFC	_____	_____	_____
CAS Faculty	_____	_____	_____
Approved By:	Faculty Senate _____	University Faculty _____	WU Board of Regents _____

1. Title of Program.

Bachelor of Science in Forensic Biology (CIP: 26)

2. Rationale for offering this program.

The Biology Department is proposing to offer the B.S. degree in Forensic Biology to provide students with a degree program that would enable them to be competitive for jobs in the forensic biology field. This program is not only designed to meet the requirements set forth by the Federal Bureau of Investigation to obtain a position as a DNA analyst but also to meet the requirements for the Forensic Science Education Programs Accreditation Commission (FEPAC). There are less than 30 undergraduate institutions currently FEPAC accredited and none of these institutions are in the state of Kansas, meaning that Washburn University could become a regional leader in this area. Furthermore, the program would look to take advantage of the unique opportunity presented with the establishment of the Kansas Bureau of Investigation Forensic Science Center on campus in 2015. The access to a state-of-the-art forensic science facility in addition to potential internship opportunities will enhance Washburn's ability to attract and retain students interested in the forensic biology field.

3. Exact proposed catalog description.

The B.S. degree in Forensic Biology is designed to provide students with both the theoretical and practical knowledge required to obtain employment in the forensic biology field. The curriculum is rooted in a rigorous core of biology and other natural sciences, while also exposing students to legal and ethical considerations that are necessary for any career in forensic science.

REQUIREMENTS FOR FORENSIC BIOLOGY MAJORS

Forensic Biology majors must take the following 29 credit hours of Biology:

- BI 102 General Cellular Biology (5)
- BI 103 General Organismal Biology (5)
- BI 314 Statistics for Biologists (3)
- BI 333 General Genetics (4)
- BI 353 Molecular Genetics (3)
- BI 354 Molecular Biology Laboratory (3)
- BI 390 Biology Seminar (1) - Capstone Course
- BI 395 Biology Research (1) - Capstone Course
- BI 420 Forensic Molecular Biology (4) - Capstone Course

Forensic Biology majors must complete a minimum of 11 additional Biology electives (BI courses at the 300-level or higher).

The following non-biology correlate courses are required of Forensic Biology majors (60 credit hours total):

- CH 151/152 Fundamentals of Chemistry (1 year with lab) (10)
- CH 202 Professional Forensic Chemistry Seminar (2)
- CH 323 Advanced Forensic Chemistry (4)
- CH 340/342 Organic Chemistry I (with lab) (5)
- CH 341/343 Organic Chemistry II (with lab) (5)
- CH 350/351 Biochemistry I (5)
- MA 151 Calculus and Analytical Geometry I (5)
- PS 261/262 College Physics (1 year with lab) (10) OR
PS 281/282 General Physics (1 year with lab) (10)
- PH 102 Ethics: Intro to Moral Problems (3) OR
PH 214 Medical Ethics (3)
- CJ 115 Intro to Forensic Science (3)
- CJ 410 Criminal Procedure and Evidence (3)
- CJ 415 Forensic Sci Crim Justice (3)
- CJ 416 Forensic Sci Crim Justice Lab (2)

The Bachelor of Science (B.S.) in Forensic Biology requires a minimum of 40 BI hours plus the additional 60 credit hours of non-biology correlate courses as listed above. The coursework for the B.S. in Forensic Biology satisfies the 30-hour natural science concentration and is designed to meet the requirements for accreditation as outlined by the Forensic Science Education Programs Accreditation Commission (FEPAC). Depending upon a student's math competency, it will take approximately 124-127 credits to complete the B.S. degree in Forensic Biology.

4. List any financial implications.

With a conservative prediction of 9* B.S. students over the next 5 years (beginning 2019), we might predict a potential increase of \$175,784 in tuition revenue with little to no negative financial impact. The proposed degree program will utilize current faculty members and teaching laboratories in the Washburn University portion of the KBI Forensic Science Center (KBI 200). At least one new course will be developed for this program, BI 420 Forensic Molecular Biology. A budget exists to support courses in the forensic biology degree program, including this new course. Following Year 5, there will be an anticipated one-time cost of approximately \$5,000 to apply for FEPAC accreditation. Please see the attached pro forma document for details.

*The pro forma assumes that 3 students will graduate after Year 4 and that tuition will not

increase over the next 5 years.

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

New students seeking the B.S. in Forensic Biology degree will increase the number of students taking courses in the following departments: CH, PS, MA, PH, CJ, and possibly PY and AN.

Department of Biology
Bachelor of Science (B.S.) in Forensic Biology

Program Name	Bachelor of Science in Forensic Biology												
	(e.g., FY13, FY14, etc.)												
Revenue:	Year 0 - Preparation		Year 1 FY20		Year 2 FY21		Year 3 FY22		Year 4 FY23		Year 5 FY24		
Est. Students/Cr Hrs	# Students	# Cr Hrs	# Students	# Cr Hrs	# Students	# Cr Hrs	# Students	# Cr Hrs	# Students	# Cr Hrs	# Students	# Cr Hrs	
Total Credit Hours	0	32	0	32	64	128	186	292	192	6	31	6	32
Tuition Rate	0	292	0	292	292	292	292	292	292	6	292	6	292
Other Revenue Sources													
Total Revenue	0	\$9,344	0	\$18,688	\$18,688	\$37,376	\$54,312	\$54,312	\$56,064	\$56,064	\$56,064	\$56,064	\$56,064

Ongoing Expenses:	Year 0 - Preparation	Year 1	FTE	Year 2	FTE	Year 3	FTE	Year 4	FTE	Year 5	FTE
1st Faculty Member											
Benefits (25%)											
2nd Faculty Member											
Benefits (25%)											
3rd Faculty Member											
Benefits (25%)											
(Continue to add as needed)											
Secretary											
Benefits (25%)											
Adjunct Faculty											
Student stipends											
Supplies											
Marketing											
Travel											
Online Course Development											
Professional Development											
Accreditation/Membership											
Support Materials											
Total Expenses	0	0	0	0	0	0	0	0	0	0	0

Total Net Revenue	Year 0 - Preparation	Year 1	Year 2	Year 3	Year 4	Year 5
\$	\$ 9,344	\$ 18,688	\$ 37,376	\$ 54,312	\$ 56,064	\$ 175,784
One-time Startup Costs						
Furniture						
Office Equipment						
Computer/Software						
Other Electronic Hardware						
Renovation						
Program Equipment						
Initial Accreditation Costs						
Program Development						
Membership						
Release Time to Develop						
Consultant						
Site Visit						
Inservice/Preservice Prep						

Footnotes:
The B.S. in Forensic Biology requires a minimum of 120 credits. Students should be advised that it may take 127-130 credits to earn the degree, depending upon their math competency. This pro forma is based on 127 credit hours. The number of students listed as 6 in Year 5 anticipates 3 graduating students and 3 new, incoming students.

The College of Arts and Sciences is the core of Washburn University, providing an environment in which all students may obtain a liberal education within an urban setting. Maintaining a standard of excellence in all of its programs, the college strives to motivate and challenge students to develop creative thinking, aesthetic awareness, and discriminating judgment, as well as a sense of purpose and a zeal for continued independent and formal learning.

A. Composition and Responsibilities of the College Faculty

1. Composition

The voting faculty of the College of Arts and Sciences shall consist of the president, the vice president for academic affairs, the dean of the college, and full-time members of the university who are on an annual contract and hold faculty appointments in the College of Arts and Sciences with the rank of professor, associate professor, assistant professor, or instructor/lecturer, or senior lecturer.

2. Responsibilities

a. Subject to conformity with established university policies, the faculty shall initiate, institute and review college policies governing admission, retention and dismissal of students, curriculum design and requirements, methods of conducting its educational programs, faculty status and related personnel matters, the selection, evaluation and retention of the dean and chairpersons, and the use of resources.

b. In accord with its policies, the faculty shall be responsible for implementing the curricula and awarding degrees. The faculty also makes recommendations concerning appointments, reappointments, decisions not to reappoint, promotion, granting tenure and dismissals of faculty members, selection, evaluation and retention of the dean and chairpersons, and, rules and structures under which the college functions. The faculty participates in the college's planning process and accreditation efforts.

c. To insure ensure the principle of shared governance and to promote effective coordination between the college faculty and the college dean, decisions affecting the college should follow from deliberations between the two. The faculty recognizes the expertise and the responsibilities of the dean regarding such administrative matters as the budget, allocation of resources, compensation, scheduling, and communication. The dean recognizes the expertise and the responsibilities of the faculty regarding such academic matters as the curriculum, faculty status, tenure, and promotion.

3. Conduct

a. The faculty of the college shall meet at least once each semester to hear a report from the dean concerning the affairs of the college and to consider matters for its approval. The dean shall preside and a secretary, elected annually from the faculty, shall maintain a record of the proceedings. Reports, minutes, and documents shall be preserved in accordance with university policy.

Commented [LS-L1]: Substitute current mission statement: "The College of Arts and Sciences seeks to engage students in a principled search for intellectual growth and development. In the same progressive spirit that motivated its founders, the College strives to provide all students an education in the liberal arts, so they may acquire, create, communicate, and integrate knowledge to enrich their own lives and be prepared for positions of responsibility and usefulness as active citizens of their local communities and our global society. The College profits from its capital city location, embraces diversity in its faculty and student body, and promotes a shared purpose through interdisciplinary opportunities, small classes, and individual instruction."

Commented [MA2]: This needs to be removed, because of 0.5 and 0.75 FTE lecturers.

b. The college faculty may exercise its responsibilities through a representative College Faculty Council and its related committees. However, policies and guidelines involving changes in graduation requirements, in degrees and majors, in faculty status, and in college governance shall be forwarded to the college faculty for approval.

c. Action by the faculty or the College Faculty Council shall be binding:

i. Unless the dean of the college shall not concur, in which case the dean shall promptly communicate for the record reasons for nonconcurrence and request reconsideration by the faculty or its council. In the rare instances where the dean and the faculty or its council reach an impasse on matters of policy and action, the position of the faculty or its council and the dean's statement of nonconcurrence shall be forwarded for action to the vice president for academic affairs.

ii. Or, in the case of action by the College Faculty Council, unless challenged by a petition signed by no less than 10% of the college faculty and presented to the dean, who shall bring it before the college faculty for disposition at its next meeting. If specified in the petition, a special meeting of the college faculty shall be called for the consideration of the matter in question.

4. The College Promotion and Tenure Committee

The ~~college~~ ~~College Committee on promotion~~ ~~Promotion~~ and ~~Tenure~~ ~~committee~~ (CCPTC) is advisory to the dean of the college and consists of one member elected from each division for staggered two-year terms. Selection of replacement representatives of the CCPTC shall remain the responsibility of that representative's division. The members elect a chairperson from their number for a one-year term. Tenure and promotion petitions, together with the recommendations of the departmental committee and the department chairperson, are examined and a recommendation made to the dean based upon the committee's decision as to whether or not the petition demonstrates that the candidate has met the standards in each of the criteria: teaching, research and scholarship, and service.

C. Academic Departments

1. Authority and responsibilities of the department

a. Academic departments are composed of faculty members of the College of Arts and Sciences who hold faculty appointments in the department and report through the department chairperson to the dean of the college.

b. According to university policy, leadership of the department is assumed by the chairperson. The departments are responsible for the implementation of teaching by developing and reviewing curriculum and administering major, minor, and optional minor requirements; advising students; making recommendations concerning faculty appointments, retention, tenure, and promotion; encouraging and

supporting scholarly activity and professional service; initiating the purchase and maintenance of equipment and other materials; initiating acquisition of library holdings; initiating and responding to contacts with prospective students; and preparing budgets necessary to carry out these responsibilities.

c. Chairpersons shall regularly convene department members for information, discussion, and review and development of departmental policies. Policy decisions shall reflect this collegial process.

2. Authority and responsibilities of individual faculty

a. The authority of each faculty member is derived from appointment to an academic department within the university by the Board of Regents.

b. Each is responsible for the mastery of, and continuing contribution to, a scholarly discipline; the competent transmission of the discipline to students; and the exercise of professional judgment concerning curriculum, instructional methods, departmental equipment and material, quality of scholarly activity, faculty status, and those aspects of student life which relate to the educational process.

c. Faculty members are also answerable to their colleagues, their chairperson, and the dean for orderly and competent discharge of their responsibilities.

3. Department role in matters of faculty status

The department plays a major role in recruiting its faculty members, in encouraging their professional development, and in determining their status in retention, tenure and advancement.

a. The procedures and role for departments in recruiting new faculty are established by university policy (see University Faculty Handbook, [Section 2.V.](#), and Sections [3.I.](#), [II.](#), [III.A.](#)).

b. Each department and its chair shall provide guidance for all its members through formal reviews and informal counseling.

1. Reviews shall be based on professional assessments of teaching, [service, and, for tenured and tenure-track faculty,](#) research and scholarship, ~~and service~~ in accord with university and departmental policies.

2. Records of formal reviews shall be maintained by department chairs in accord with university policies.

D. Divisions

1. Responsibilities of the divisions

a. Divisions within the college are the faculty of clusters of academic departments. Divisions

i. serve as conduits of information between the faculty and the dean, between the faculty and the College Faculty Council, and between the divisions and their elected representatives;

Commented [MA3]: We need to put this in here, because lecturers are members of the department but assessment of scholarship should not be part of their review process.

- ii. provide a forum for discussing college and/or university issues pertaining to the members;
- iii. elect representatives to appropriate college and university standing and ad hoc committees;
- iv. review and make recommendations concerning curriculum changes proposed by departments within the division.

b. The composition of divisions is based on academic relationships. ~~The C~~current divisions ~~within the college are: include~~ humanities; social sciences; natural sciences, mathematics, and computer information ~~sciences~~ systems; creative and performing arts; and education ~~and /kinesiologyhealth, physical education and exercise science~~. Changes in the number and composition of divisions are the responsibility of the college faculty.

c. Divisional conduct

- i. Each division shall meet regularly, establish its own rules of procedures, and elect ~~its a~~ chairperson and secretary from among its membership.
- ii. Each division shall review any curriculum change proposed by member departments. Changes requiring review include the addition or dropping of courses and changes in course level or credit. The division's recommendation shall be determined by a majority vote of the division's faculty who are present and forwarded with the proposal to the dean.

2. Responsibilities of the division chairperson

Divisional deliberations shall be presided over by an elected chairperson from among its own members for a term of two years. Individuals may not serve more than two consecutive terms and no member of the same department may succeed another as division chairperson. Chairpersons shall represent their divisions in the College Faculty Council as voting members.

E. College Faculty Council

1. Composition

Voting members of the faculty council shall include one representative from each academic department within the college, the elected chairpersons of each division, and the dean of the college, who shall be the council's presiding officer.

- a. Departmental representatives shall be elected annually by the voting members of the department. Department representatives may serve no more than three terms consecutively.
- b. Terms and procedures for selecting division chairpersons are provided for in [section 8.I.D.2.](#)

2. Responsibilities

As provided in section [8.I.A.3.b.](#), the College Faculty Council is the agent of the college faculty, subject to conditions expressed in section [8.I.A.3.c.](#)

3. Conduct

a. The council shall meet regularly, establish its own rules of procedures, and elect ~~its a~~ secretary from among its membership. It shall consider matters relevant to its jurisdiction brought to it by individual college faculty, the president, the vice president for academic affairs, the dean, department chairpersons, [college divisions](#), or its established committees. The council may make recommendations concerning resources needed for the conduct of its obligations.

b. The secretary shall maintain an accurate record of the proceedings and actions of the council and its various committees, transferring to the university archives non-current records. The secretary shall distribute agenda notices of council meetings and minutes of meetings to the faculty of the college.

4. Committees

In acting as the agent of the faculty of the College of Arts and Sciences, the College Faculty Council (CFC) recognizes that its work may be effectively conducted through committees. The council shall determine the membership of the standing committees of the council; these committees, with the exception of the student academic appeals committee, shall elect chairs from among their own membership. The standing committees include the committee on committees, the curriculum committee, the professional development committee, [and the resources committee](#), ~~and the student academic appeals committee~~. The council may impanel additional committees with specified responsibilities from among the membership of the college faculty.

a. Composition of committees

i. The CFC committee on committees (COC) is composed of division chairpersons.

ii. Membership on the professional development, resources, and curriculum committees is to be broadly representative of the college.

iii. Unless otherwise specified, each committee term is for one academic year.

iv. ~~The student academic appeals committee consists of the dean of the college (or the dean's designated representative) as chairperson; two members from each division elected for staggered two-year terms and three students matriculated in the College of Arts and Sciences, appointed yearly by the president of the Washburn Student Association.~~

Commented [LS-L4]:

b. Procedures for establishing committee composition

i. The CFC Committee on Committees (COC) shall prepare and present a slate of nominees for membership on the CFC committees to the CFC and the college faculty for approval. The COC may delegate the selection of the proposed slate of nominees to the Dean.

Commented [LS-L7]: This has been the practice.

ii. To assure the orderly impaneling of both the CFC and its committees, departments and divisions shall elect their representatives to the CFC prior to April 15 and submit the names of these representatives to the current secretary of the CFC.

iii. Prior to April 22, the current chairperson of the COC shall convene the new members of the COC for the next academic year. The COC shall then elect a chair from among its membership, determine the number of members needed for each CFC committee, solicit committee preference from among the members of the newly elected CFC, make nominations in light of those expressed preferences, and assure that the membership of each committee is broadly represented from across the college.

(a) Each member of the CFC shall serve on a standing committee, unless that member requests not to be nominated.

(b) If in the interest of balancing expertise and representation, the COC needs to expand any committee's membership from outside the CFC, it shall nominate additional members from among the college faculty.

iv. The COC shall present its slate of committee members to the newly elected CFC for its approval at the May meeting.

v. The CFC slate shall be presented to the college faculty at its first fall meeting for ratification. Additional nominees may be made and approved at that time.

c. Responsibilities of committees

i. The committee on committees shall establish committees as outlined above in [section 8.I.E.4.b](#). If a vacancy occurs on one of the CFC committees, the COC shall name a replacement, subject to the confirmation of the CFC. Whenever the college is required to designate or elect faculty from among its membership to university committees for which nominations and/or election procedures are not otherwise provided, the COC shall serve as the nominating committee, subject to the confirmation of the CFC.

ii. The curriculum committee shall recommend to the council policies on: academic priorities, degree requirements and standards; academic major requirements; the awarding of academic credit and honors; and those matters of curriculum assigned to it by the council. The curriculum committee shall recommend action on departmental initiatives concerning new programs, program changes, and the addition, modification, or deletion of courses.

iii. The professional development committee shall recommend to the council policies concerning the following personnel matters: faculty support and evaluation in the areas of teaching, research and

scholarship, and service; faculty teaching loads; faculty grievances; selection, evaluation, and retention of chairpersons and the dean; and other personnel issues assigned by the council.

Commented [LS-L8]: This now goes to Faculty Affairs of Faculty Senate.

iv. The resources committee shall review policies and past allocations, recommend revisions of them, and act upon other matters concerning resources as they are assigned to it by the council. ~~The resource matters routinely assigned to this committee shall include those of faculty compensation and benefits.~~

Commented [LS-L9]: This now goes to Faculty Affairs of Faculty Senate.

~~v. The student academic appeals committee acts on all student academic appeal requests except changes of grade.~~

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COLLEGE OF ARTS AND SCIENCES NEW PROGRAM REVIEW FORM

	Chair's Signature	Recommendation	Review Date
Department	<u>Mary Sundal</u>	<u>Approve</u>	<u>2018-02-19</u>
Division	<u>RaLynn Schmalzried</u>	<u>Approve</u>	<u>2018-04-23</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>2018-04-24</u>
Curriculum Committee	<u>Linzi Gibson</u>	<u>Approve</u>	<u>2018-08-29</u>
Accepted by CFC	_____	_____	_____
CAS Faculty	_____	_____	_____
Approved By:	Faculty Senate _____	University Faculty _____	WU Board of Regents _____

1. Title of Program.

Minor in Sociology (CIP:)

2. Rationale for offering this program.

We added the requirement to include 6 hours of Washburn upper division courses to ensure that students with a Sociology minor from Washburn University are actually taking Washburn Sociology courses. Otherwise, a student could hypothetically take their 15 credits of Sociology courses elsewhere, transfer to Washburn, and then receive a Washburn Sociology minor. We changed the language to clarify for our students that they need to take some, but not all, of their minor courses at our institution and with our faculty.

3. Exact proposed catalog description.

Existing Language:

To minor in Sociology, students must complete a minimum of 15 hours of credit in Sociology. These hours must include SO 100 and any other 4 courses in Sociology, two of which must be upper-division courses. Students must earn a grade of C or better in each course applied to the minor. Anthropology majors are permitted to minor in Sociology.

New Language:

To minor in Sociology, students must complete a minimum of 15 sociology credit hours: SO 100; six upper-division hours completed at Washburn University; and, six hours of sociology electives. Students must earn a grade of C or better in each course in the minor. Anthropology majors can minor in Sociology.

4. List any financial implications.

None

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
Department	<u>Mary Sundal</u>	<u>Approve</u>	<u>2018-02-19</u>
Division	<u>RaLynn Schmalzried</u>	<u>Approve</u>	<u>2018-04-23</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>2018-04-24</u>
Curriculum Committee	<u>Linzi Gibson</u>	<u>Approve</u>	<u>2018-08-29</u>
Accepted by CFC	_____	_____	_____
CAS Faculty	_____	_____	_____

Approved By:	Faculty Senate _____	University Faculty _____	WU Board of Regents _____
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1. Title of Program.

Minor in Anthropology (CIP:)

2. Rationale for offering this program.

We have revised the requirements for the Minor in Anthropology and are making two changes. First, students will have the option of taking one of three lower division courses (AN 112, AN 114, or AN 116) rather than requiring all minors to complete AN 112. Second, we are requiring that at least six credit hours of upper-division courses be completed at Washburn.

We added the requirement to include 6 hours of Washburn upper division courses to ensure that students with an Anthropology minor from Washburn University are actually taking Washburn Anthropology courses. Otherwise, a student could hypothetically take their 15 credits of Anthropology courses elsewhere, transfer to Washburn, and then receive a Washburn Anthropology minor. We changed the language to clarify for our students that they need to take some, but not all, of their minor courses at our institution and with our faculty.

3. Exact proposed catalog description.

Existing Language:

To minor in Anthropology, students must complete a minimum of 15 hours of credit in Anthropology. These hours must include AN 112 and any other 4 courses in Anthropology, two of which must be upper-division courses. Students must earn a grade of C or better in each course applied to the minor. Sociology majors are permitted to minor in Anthropology.

New Language:

To minor in Anthropology, students must complete a minimum of 15 anthropology credit hours: AN 112, AN 114, or 116; six upper-division hours completed at Washburn University; and, six hours of anthropology electives. Students must earn a grade of C or better in each course in the minor. Sociology majors can minor in Anthropology.

4. List any financial implications.

None

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

Dear IChabods,

A recent story in the *New York Times* (<https://www.nytimes.com/2018/10/21/us/politics/transgender-trump-administration-sex-definition.html>) revealed an initiative from the Trump administration that would, as the *Times* put it, “essentially eradicate federal recognition of the estimated 1.4 million Americans who have opted to recognize themselves — surgically or otherwise — as a gender other than the one they were born into.” The leaked memo from Department of Health and Human Services asserts: “Sex means a person’s status as male or female based on immutable biological traits identifiable by or before birth. The sex listed on a person’s birth certificate, as originally issued, shall constitute definitive proof of a person’s sex unless rebutted by reliable genetic evidence.” This new initiative targeting the core legal status of trans, intersex, and nonbinary citizens has generated significant alarm within the LGBTQ+ community and among their allies.

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

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

Whatever federal policy decrees, Washburn University’s own official policies about diversity and non-discrimination commit us to supporting the interests of trans, intersex, and nonbinary students, staff, and faculty. According to the University’s new inclusivity statement, Washburn “is committed to cultivating an inclusive learning, living, and working community,” including in its definition of what that diversity entails “gender identity, gender expression, [and] sexual orientation.” Similarly, Washburn policy includes among categories explicitly protected from discrimination “sex, sexual orientation, gender identity, [and] genetic information.” We intend to hold firm to these commitments by the University to its diverse student population.

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



Washburn University
College of Arts & Sciences - Course Approval System

Course Information Form

Course Title: **Education 4: Extending Teaching as a Profession**

Department: Education

Division: EDKN

Course Level: Undergraduate

Prefix: ED Course Number: 395

Effective Semester: Fall

Effective Year: 2018

Credits: 3

Course Catalog Description (include prerequisites)

Education 4: Extending Teaching as a Profession is the final phase of a four-part foundational course for education majors. Topics in the fourth phase are centered on reinforcing and enhancing previously covered topics in classroom management, literacy and technology. Field experience is the primary path for learning at this level. Prerequisites: ED 295, Admission to Teacher Education

Prerequisites (please enter in textbox below and also in catalog description)

ED 295 and Admission to Teacher Education

Restrictions? None

Course offered? Every semester

Primarily attract? Department majors

Specify type and amount of any additional fees or tuition of other than the norm:

None

Please state the rationale for offering this course:

This course will be offered as part of the revised Education Core courses. The course reflects changes in the standards for teacher preparation. A series of four courses comprise the foundational education program for future teachers. The four courses address four topics that are essential to establishing and maintaining a successful learning environment: Classroom Management, Diversity, Literacy and Technology. The foundational courses are sequential in nature and build upon the previous course. The courses are intended to be taken in consecutive semesters. Instruction for these courses is expected to provide an integrated approach to these topics:

- Classroom Management - This topic provides a philosophical foundation behind the reason for classroom management and the purpose for setting high expectations in a learning environment that embraces procedures. Individual and group management will be explored along with specific behavior plans for establishing classroom and building plans.
- Diversity - Seeking to learn how to incorporate learners' experiences, cultures, and community resources into instruction, the diversity topic will teach students to learn and incorporate culturally relevant instruction into their learning environment.
- Literacy - Literacy is the topic which will explore the essential role that learning to read, writing, listen, and speak plays in all learning. Through the four courses students will explore the developmental and metacognitive levels of the individual student and the impact that literacy has on the community at large.
- Technology - Through this topic, students will learn about digital literacy and develop skills to incorporate digital learning to extend and enhance learning in an integrated learning environment.

Education 4: Extending Teaching as a Profession is the final phase of a four-part foundational course for education majors. Topics in the fourth phase are centered on reinforcing and enhancing previously covered topics in classroom management, literacy and technology. Field experience is the primary path for learning at this level. Prerequisites: ED 295, Admission to Teacher Education

Y

Is this course required for the major?

If 'Yes', which major(s)?

Education *

Does this course replace an existing course? Y

How will the teaching of this course be staffed? This course will be alternated with existing courses so no additional faculty needed.

What, if any, additional equipment or facilities will be needed to teach this class?

none

Paste a copy of the master syllabus in the text area below. Please make sure the syllabus addresses:

1. The extent and nature of the reading required for this course.
2. The writing component of the proposed course both qualitatively and quantitatively.
3. How student learning will be assessed.

Washburn University Department of Education

ED 395: Extending Teaching as a Profession

SYLLABUS

Course Catalog Description: A series of four courses comprise the foundational education program for future teachers. The four courses address four topics that are essential to establishing and maintaining a successful learning environment: Classroom Management, Diversity, Literacy and Technology. The foundational courses are sequential in nature and build upon the previous course. The courses are intended to be taken in consecutive semesters. Instruction for these courses is expected to provide an integrated approach to these topics:

- Classroom Management - This topic provides a philosophical foundation behind the reason for classroom management and the purpose for setting high expectations in a learning environment that embraces procedures. Individual and group management will be explored along with specific behavior plans for establishing classroom and building plans.
- Diversity - Seeking to learn how to incorporate learners' experiences, cultures, and community resources into instruction, the diversity topic will teach students to learn and incorporate culturally relevant instruction into their learning environment.
- Literacy - Literacy is the topic which will explore the essential role that learning to read, writing, listen, and speak plays in all learning. Through the four courses students will explore the developmental and metacognitive levels of the individual student and the impact that literacy has on the community at large.
- Technology - Through this topic, students will learn about digital literacy and develop skills to incorporate digital learning to extend and enhance learning in an integrated learning environment.

Education 4: Extending Teaching as a Profession is the final phase of a four-part foundational course for education majors. Topics in the fourth phase are centered on reinforcing and enhancing previously covered topics in classroom management, literacy and technology. Field experience is the primary path for learning at this level. Prerequisites: ED 295, Admission to Teacher Education

Course Objectives:

These objectives are based on the Kansas Department of Education Professional Education Standards, which reflect the InTASC (Interstate Teacher Assessment and Support Consortium) standards. Objectives covered in this course include:

Objective 1 - Learner Development

By the conclusion of the course, students will:

- (Classroom Management) Identify elements of effective observation and reflection and why observation/reflection are important in behavior management.

Objective 2 - Learning Differences

By the conclusion of the course, students will:

- (Classroom Management) Know the difference between classroom expectations and classroom procedures and identify effective expectations and procedures for an effective and efficient learning environment.
- (Literacy) Observe and reflect upon instructional methods and strategies as they relate to the development of language and literacy skills and are specific to learners' needs and developmental level.
- (Literacy) Observe and reflect upon features and problems related to learners with dialects and second language learning and appropriate instructional strategies for teaching such learners.
- (Literacy) Know and demonstrate strategies for teaching all students including those from diverse linguistic and cultural backgrounds and with various learning needs.

Objective 3 - Learning Environment

By the conclusion of the course, students will:

- (Classroom Management) Explain why classroom management is important and identify why classroom

management, classroom organization, and behavior management are important in an effective and successful learning environment.

- (Classroom Management) Explain why relationship building is essential to classroom and behavior management.

Objective 4 - Content Knowledge

By the conclusion of the course, students will:

- (Classroom Management) Identify a specific skill set of effective management techniques and strategies.

Objective 5 - Application of Content

This InTASC standard is covered in one of the other foundational courses.

Objective 6 - Assessment

By the conclusion of the course, students will:

- (Literacy) Observe and reflect upon strategies to assess and analyze student literacy skills.
- (Literacy) Observe and reflect upon authentic reading and writing assessment processes..

Objective 7 - Planning for Instruction

By the conclusion of the course, students will:

- (Technology) Articulate what 21st century teaching and learning is and how technology plays a major role.

Objective 8 - Instructional Strategies

By the conclusion of the course, students will:

- (Classroom Management) Use a variety of technologies in classroom and behavior management.
- (Technology) Demonstrate how to use and operate a variety of learning technologies.
- (Technology) Identify and explain technologies that are appropriate and effective for learning.
- (Technology) Design, plan, and integrate technologies in instruction for student learning.

Objective 9 - Professional Learning and Ethical Practice

By the conclusion of the course, students will:

- (Classroom Management) Explain the legal and ethical issues involved in classroom and behavior management.
- (Technology) Explain the ethical and social issues of using technologies in education.
- (Technology) Identify ways that educators can continue their professional development using technology.

Objective 10 - Leadership and Collaboration

By the conclusion of the course, students will:

- (Literacy) Demonstrate the ability to collaborate and communicate with peers and teaching professionals.

Technology Standards

The technology in the course is based upon the International Society for Technology in Education (ISTE) Standards for Educators.

Kansas Educator Preparation Program Standards for Professional Education

These foundational courses are based on the Kansas Educator Preparation Program Standard for Professional Education which can be found on the Kansas Department of Education's website at: <http://www.ksde.org/Portals/0/TLA/Program%20Standards/Professional%20Education%20final%20revised.pdf>

Diversity Proficiencies:

The Department of Education provides experiences throughout the teacher education program that extends students' knowledge of diversity, creates opportunities to express and examine beliefs about students from diverse backgrounds, develops experiences that expose relevant issues relating to diversity within school cultures, and provides direct experiences with students from diverse backgrounds. The following Dimensions of Diversity (from Bank's Model of Multicultural Education) are presented through unit and long-term lesson planning, assignments, and student teaching experiences.

1. Knowledge Construction – understand that implicit cultural assumptions with a discipline influence the ways that knowledge is constructed within.
2. Content Integration – include example and content from a variety of cultures and groups to illustrate key concepts, principles, generalizations and theories in subject matter.
3. Prejudice Reduction – aware of the possibilities for modifying offensive racial attitudes through education.
4. Equitable Pedagogy – understand the need for matching teaching styles to students' learning styles in order to facilitate academic achievement of students from diverse racial, cultural, and social class backgrounds.
5. Empowering School Culture – understand the importance of examining group and labeling practices, sports participation, and other school activities, and interaction of staff and students across ethnic and racial lines as a means for creating a school culture that empowers students from all groups.

Conceptual Framework:

The Department of Education believes in the importance of preparing Reflective Educators. This course supports this goal through readings, assignments, discussion, and examinations that specifically allow teacher candidates the opportunity to engage in:

- Reflection on Self as an Emerging, Developing and Maturing Professional – readings, discussions, writings,

and assignments provide opportunities for students to explore and challenge beliefs held about teaching and learning as well as the merit of these beliefs in current teaching situations.

- Reflection on Collaboration and Leadership – being immersed in different aspects of the community--- students, families, teachers---and interactions with the community at large students learn the importance of being a teacher and a learner and recognize this collaboration and its importance to student success.
- Reflection on the Context of Teaching and Learning – by observing peers teaching lessons and the instructor/classroom teacher modeling instructional best practices and behavior management approaches to promote increased academic learning by children within a variety of contexts.
- Reflection on Student Diversity – through work with students and teachers and reflecting on these experiences the developmental, social and cultural characteristics that students bring to school are examined.
- Reflection on Content – through lesson planning and execution of those plans teachers become aware of and reflect on a variety of instructional strategies and materials that are the basis for pedagogical decisions that correspond to various teaching contexts to meet the needs of the learner.
- Reflection on Instructional Practices – by observing a variety of instructional practices students analyze and modify pedagogical decisions that are driven by learner attributes and the content and context of the lesson.
- Reflection on Assessment as a Process to Inform Decision Making – through class discussions, observations and readings opportunities for students to explore the benefits of various assessment models exist for the sole purpose of informing decisions regarding effective individualized instruction.
- Reflection the Role of Technology in Teaching and Learning – reviewing instructional practices and lesson planning teachers will look at enhancing student learning through the use of technology integration to motivate and extending student learning digitally.

Class Schedule/Topics:

- Review from previous Education 1,2, and 3 Topics
- Preparation for the state assessment (KPTP)
- Technologies in Classroom Management
- Advanced topics and tools in technology for education
- Technology for Assessment
- SAMR
- Video, Audio and Multimedia
- Issues in educational technology
- Preparing for the Field Experience
- Field Experience
- Field Experience Reflection

Assignments:

Required Badges

- SAMR (Standard 2)
- Educational technology philosophy statement (Standard 1)
- Video creation (Standard 5)
- Lesson plan technology integration (Standard 6)
- Gain score (Standard 7)
- At least two other badges from standards 3 and 4

Case Study Student/Field Experience (KPTP – Focus Student)

Reflective Journal

Resources:

- Relevant video series (e.g. Wong, scenario series)
- Relevant books, journals, articles, chapters, websites, links
- Guest Speakers

Resources for Classroom Management Course

- Video Series:
 - Harry Wong Effective Teaching Series
 - Teaching Channel: <http://www.teachingchannel.org>
 - TED Talks: <https://www.ted.com/topics/education>
- Books
 - The Classroom Management Book, Harry Wong, Harry Wong Publications, Inc., 2014
 - Classroom Management That Works, Robert Marzano, ASCD, 2003.
 - CHAMPS: A Proactive and Positive Approach to Classroom Management, Randy Sprick, Pacific Northwest Publishing, Inc., 2009

- Professional Journals
- Educational Leadership – Association for Supervision and Curriculum Development (ASCD)

Additional comments:

*This course will be required for all majors in the Education Department. Discussions are ongoing for requirements for majors housed outside of the department.

Is this course being proposed as a General Education course? **N**

Initiator's E-mail Address: cherry.steffen@washburn.edu



Washburn University
College of Arts & Sciences - Course Approval System

Course Information Form

Course Title: **Education 3: Experiencing Teaching as a Profession**

Department: Education

Division: EDKN

Course Level: Undergraduate

Prefix: ED Course Number: 295

Effective Semester: Fall

Effective Year: 2018

Credits: 3

Course Catalog Description (include prerequisites)

Education 3: Experiencing Teaching as a Profession is the third phase of the four-part foundational course for education majors. Topics in the third phase are centered on reinforcing and enhancing previously covered topics in classroom management, diversity, and literacy. Field experience is the primary path for learning at this level. Prerequisites: ED 275, Admission to Teacher Education

Prerequisites (please enter in textbox below and also in catalog description)

ED 275 and Admission to Teacher Education

Restrictions? None

Course offered? Every semester

Primarily attract? Department majors

Specify type and amount of any additional fees or tuition of other than the norm:

None

Please state the rationale for offering this course:

This course will be offered as part of the revised Education Core courses. The course reflects changes in the standards for teacher preparation. A series of four courses comprise the foundational education program for future teachers. The four courses address four topics that are essential to establishing and maintaining a successful learning environment: Classroom Management, Diversity, Literacy and Technology. The foundational courses are sequential in nature and build upon the previous course. The courses are intended to be taken in consecutive semesters. Instruction for these courses is expected to provide an integrated approach to these topics:

- Classroom Management - This topic provides a philosophical foundation behind the reason for classroom management and the purpose for setting high expectations in a learning environment that embraces procedures. Individual and group management will be explored along with specific behavior plans for establishing classroom and building plans.
 - Diversity - Seeking to learn how to incorporate learners' experiences, cultures, and community resources into instruction, the diversity topic will teach students to learn and incorporate culturally relevant instruction into their learning environment.
 - Literacy - Literacy is the topic which will explore the essential role that learning to read, writing, listen, and speak plays in all learning. Through the four courses students will explore the developmental and metacognitive levels of the individual student and the impact that literacy has on the community at large.
 - Technology - Through this topic, students will learn about digital literacy and develop skills to incorporate digital learning to extend and enhance learning in an integrated learning environment.
- Education 3: Experiencing Teaching as a Profession is the third phase of the four-part foundational course for education majors. Topics in the third phase are centered on reinforcing and enhancing previously covered topics in classroom management, diversity, and literacy. Field experience is the primary path for learning at this level.

Is this course required for the major? **Y**
 If 'Yes', which major(s)?

Education*

Does this course replace an existing course? **Y**

How will the teaching of this course be staffed? This course will be alternated with existing courses so no additional faculty needed.

What, if any, additional equipment or facilities will be needed to teach this class?

None

Paste a copy of the master syllabus in the text area below. Please make sure the syllabus addresses:

1. The extent and nature of the reading required for this course.
2. The writing component of the proposed course both qualitatively and quantitatively.
3. How student learning will be assessed.

Washburn University Department of Education
 ED 295: Experiencing Teaching as a Profession
 SYLLABUS

Course Catalog Description: A series of four courses comprise the foundational education program for future teachers. The four courses address four topics that are essential to establishing and maintaining a successful learning environment: Classroom Management, Diversity, Literacy and Technology. The foundational courses are sequential in nature and build upon the previous course. The courses are intended to be taken in consecutive semesters. Instruction for these courses is expected to provide an integrated approach to these topics:

- Classroom Management - This topic provides a philosophical foundation behind the reason for classroom management and the purpose for setting high expectations in a learning environment that embraces procedures. Individual and group management will be explored along with specific behavior plans for establishing classroom and building plans.
- Diversity - Seeking to learn how to incorporate learners' experiences, cultures, and community resources into instruction, the diversity topic will teach students to learn and incorporate culturally relevant instruction into their learning environment.
- Literacy - Literacy is the topic which will explore the essential role that learning to read, writing, listen, and speak plays in all learning. Through the four courses students will explore the developmental and metacognitive levels of the individual student and the impact that literacy has on the community at large.
- Technology - Through this topic, students will learn about digital literacy and develop skills to incorporate digital learning to extend and enhance learning in an integrated learning environment.

Education 3: Experiencing Teaching as a Profession is the third phase of the four-part foundational course for education majors. Topics in the third phase are centered on reinforcing and enhancing previously covered topics in classroom management, diversity, and literacy. Field experience is the primary path for learning at this level. Prerequisites: ED 275, Admission to Teacher Education

Course Objectives:

These objectives are based on the Kansas Department of Education Professional Education Standards, which reflect the InTASC (Interstate Teacher Assessment and Support Consortium) standards. Objectives covered in this course include:

1. Identify elements of effective observation and reflection and why observation/reflection are important in behavior management.

Objective 1 - Learner Development

By the conclusion of the course, students will:

- (Classroom Management) Explain why relationship building is essential to classroom and behavior management.
- (Classroom Management) Identify elements of effective observation and reflection and why observation/reflection are important in behavior management.
- (Diversity) Know how to incorporate learners' experiences, cultures, and community resources into instruction.
- (Literacy) Explain stages of language learning in both oral and written language development.
- (Literacy) Explain the interrelationships between culture, language, and thought and the function of home language and school language in the development of young children.
- (Literacy) Discuss the significance of social, economic, cultural, and linguistic diversity on the development and learning of oral language and literacy skills.
- (Literacy) Understand the relationship of listening, speaking, reading, and writing and the variables which affect and support the development of language.

Objective 2 - Learning Differences

By the conclusion of the course, students will:

- (Classroom Management) Know the difference between classroom expectations and classroom procedures and identify effective expectations and procedures for an effective and efficient learning environment.
- (Diversity) Know how to incorporate learners' experiences, cultures, and community resources into instruction.
- (Literacy) Discuss instructional methods and strategies that stimulate the development of oral language and emergent literacy skills and are specific to learners' needs and developmental level.

- (Literacy) Discuss features and problems related to learners with dialects and second language learning and identify appropriate instructional strategies for teaching such learners.
- (Literacy) Know and demonstrate strategies for teaching all students including those from diverse linguistic and cultural backgrounds and with various learning needs.

Objective 3 - Learning Environment

By the conclusion of the course, students will:

- (Classroom Management) Explain why classroom management is important and identify why classroom management, classroom organization, and behavior management are important in an effective and successful learning environment.
- (Diversity) Describe culturally relevant teaching in terms of teacher characteristics, teaching strategies, and assumptions about teaching, learning, and knowing.
- (Literacy) Explain the social function and uses of language.

Objective 4 - Content Knowledge

By the conclusion of the course, students will:

- (Literacy) Identify and discuss major theories of language acquisition.
- (Literacy) Understand and discuss different theories that underscore the teaching of English Language Arts.

Objective 5 - Application of Content

By the conclusion of this course, students will:

- (Diversity) Know how to adapt curriculum, and incorporate instructional approaches and assessments that respond to the learning needs of diverse student populations.
- (Literacy) Explain foundational literacy concepts.
- (Literacy) Articulate the interrelationship between oral language and literacy processes.

Objective 6 - Assessment

By the conclusion of this course, students will:

- (Diversity) Identify potential shortcomings of traditional assessments when determining what students know and are able to do.
- (Literacy) Demonstrate the ability to assess and analyze phonemic awareness and concepts of print.
- (Literacy) Understand and demonstrate a variety of authentic reading and writing assessment processes and the ability to analyze student performance.

Objective 7 - Planning for Instruction

By the conclusion of the course, students will:

- (Classroom Management) Identify a specific skill set of effective management techniques and strategies.

Objective 8 - Instructional Strategies

By the conclusion of the course, students will:

- (Classroom Management) Identify a specific skill set of effective management techniques and strategies.
- (Classroom Management) Know the difference between classroom expectations and classroom procedures and identify effective expectations and procedures for an effective and efficient learning environment.
- (Classroom Management) Use a variety of technologies in classroom and behavior management.

Objective 9 - Professional Learning and Ethical Practice

By the conclusion of the course, students will:

- (Classroom Management) Explain the legal and ethical issues involved in classroom and behavior management.

Objective 10 - Leadership and Collaboration

By the conclusion of the course, students will:

- (Literacy) Demonstrate the ability to collaborate and communicate with peers and teaching professionals.

Kansas Educator Preparation Program Standards for Professional Education

These foundational courses are based on the Kansas Educator Preparation Program Standard for Professional Education which can be found on the Kansas Department of Education's website at:

<http://www.ksde.org/Portals/0/TLA/Program%20Standards/Professional%20Education%20final%20revised.pdf>

Diversity Proficiencies:

The Department of Education provides experiences throughout the teacher education program that extends students' knowledge of diversity, creates opportunities to express and examine beliefs about students from diverse backgrounds, develops experiences that expose relevant issues relating to diversity within school cultures, and provides direct experiences with students from diverse backgrounds. The following Dimensions of Diversity (from Bank's Model of Multicultural Education) are presented through unit and long-term lesson planning, assignments, and student teaching experiences.

1. Knowledge Construction – understand that implicit cultural assumptions with a discipline influence the ways that knowledge is constructed within.
2. Content Integration – include example and content from a variety of cultures and groups to illustrate key concepts, principles, generalizations and theories in subject matter.
3. Prejudice Reduction – aware of the possibilities for modifying offensive racial attitudes through education.
4. Equitable Pedagogy – understand the need for matching teaching styles to students' learning styles in order to facilitate academic achievement of students from diverse racial, cultural, and social class backgrounds.
5. Empowering School Culture – understand the importance of examining group and labeling practices, sports participation, and other school activities, and interaction of staff and students across ethnic and racial lines as a means for creating a school culture

that empowers students from all groups.

Conceptual Framework:

The Department of Education believes in the importance of preparing Reflective Educators. This course supports this goal through readings, assignments, discussion, and examinations that specifically allow teacher candidates the opportunity to engage in:

- Reflection on Self as an Emerging, Developing and Maturing Professional – readings, discussions, writings, and assignments provide opportunities for students to explore and challenge beliefs held about teaching and learning as well as the merit of these beliefs in current teaching situations.
- Reflection on Collaboration and Leadership – being immersed in different aspects of the community---students, families, teachers---and interactions with the community at large students learn the importance of being a teacher and a learner and recognize this collaboration and its importance to student success.
- Reflection on the Context of Teaching and Learning – by observing peers teaching lessons and the instructor/classroom teacher modeling instructional best practices and behavior management approaches to promote increased academic learning by children within a variety of contexts.
- Reflection on Student Diversity – through work with students and teachers and reflecting on these experiences the developmental, social and cultural characteristics that students bring to school are examined.
- Reflection on Content – through lesson planning and execution of those plans teachers become aware of and reflect on a variety of instructional strategies and materials that are the basis for pedagogical decisions that correspond to various teaching contexts to meet the needs of the learner.
- Reflection on Instructional Practices – by observing a variety of instructional practices students analyze and modify pedagogical decisions that are driven by learner attributes and the content and context of the lesson.
- Reflection on Assessment as a Process to Inform Decision Making – through class discussions, observations and readings opportunities for students to explore the benefits of various assessment models exist for the sole purpose of informing decisions regarding effective individualized instruction.
- Reflection the Role of Technology in Teaching and Learning – reviewing instructional practices and lesson planning teachers will look at enhancing student learning through the use of technology integration to motivate and extending student learning digitally.

Outline of Topics:

- Review Topics from Education 1 and 2 on Classroom Management, Diversity, and Literacy. May want to copy topics from Education 1 & 2 here:

- Multicultural Teachers/Meaning of Culturally Responsive Teaching
- Culturally Responsive Curriculum
- Culturally Responsive Teaching Strategies
- Case Study Protocol, including Functional Behavioral Assessment
- Reflection and Journal Construction
- KPTP (Kansas Professional Teaching Portfolio) Development
- Lesson Plan Development
 - Diversity Proficiencies
 - Assessments (Pre-assessment, Formative, Summative)
 - Assessment for Culturally Diverse Students
 - K-6 Components:
 - Language Development
 - Assessment
 - English Language Learners
 - Academic Vocabulary
 - P12/Secondary Components:
 - Reading in the Content Areas
 - Motivating/Finding a Purpose for Reading
 - Overview of Reading Instruction/Metacognition
 - Reading Non-Fiction in the Content Areas
 - Text Complexity
 - Text Structures
 - Prior Knowledge
 - Comprehension Instruction
 - Assessment in the Content Area Classroom
 - Integrated Curriculum/Research Projects
 - Writing in the Content Areas

Assignments/Activities:

- Case Study Student(s) from Field Experience (Use as Focus Student and/or Subgroup for KPTP)
 - Review diversity characteristics and discuss modifications and accommodations.
 - Do functional behavioral assessment (FBA) on student(s) with behavior issues. Use this data to create a behavior plan.
 - Give literacy assessments (data) to identify needs of student(s) and plan interventions, collect further data to show growth or need for further intervention.
 - Use technology to create data graphs.
 - Keep a reflective journal on the student noting academic and behavioral changes.
- Develop a KPTP unit, using department template, which has 6-8 lessons.
- Develop two detailed KPTP lesson plans, using department lesson template, incorporating all the diversity and literacy components covered in the course.

- Keep a Reflective Journal of Field Experiences, identifying:
 - Banks Diversity Proficiencies
 - Literacy Development of Students
 - Classroom Management and Behavioral Patterns/Challenges
- Readings from: Howe, W.A. & Lisi, P. (2016). *Becoming a Multicultural Educator: Developing Awareness, Gaining Skills, and Taking Action* (2 ed.). Thousand Oaks, California: Sage Publications, Inc.
 - Chapter 2 What is a Multicultural Educator?
 - Chapter 4 Foundational Knowledge for Culturally Relevant Teaching
 - Case Study Analysis: Good Teaching Is Good Teaching (Or Is It?)
 - Chapter 7 Curriculum Development and Lesson Planning
 - Analysis of Text and Materials for Cultural Bias
 - Curriculum Revision Assignment
 - Chapter 10 Assessment that is Culturally Responsive
 - Development of Classroom-Based Culturally Responsive Assessments
- Group Work: Multicultural Strategies Implementation/Presentation

Assessments:

All assignments above will be evaluated using a rubric.

Resources:

- Video Series
 - Harry Wong Effective Teaching Series
 - Teaching Channel: <http://www.teachingchannel.org>
 - TED Talks: <https://www.ted.com/topics/education>
- Books
 - Wong, H. and Wong, R. (2009) *The First Days of School*. Mountain View, CA: Harry Wong Publications, Inc.
 - Wong, H. (2014). *The Classroom Management Book*. Mountain View, CA: Harry Wong Publications, Inc.
 - Marzano, R. (2003). *Classroom Management That Works*. Alexandria, VA: ASCD.
 - Sprick, R. (2009). *CHAMPS: A Proactive and Positive Approach to Classroom Management*. Eugene, OR: Pacific Northwest Publishing, Inc.
- Professional Journals
 - Educational Leadership – Association for Supervision and Curriculum Development (ASCD)
- Guest Speakers
 - Project STAY Personnel
- Literacy Resources/Activities (K-6):
 - Observation and Analysis (Modes of Language)
 - Nature v. Nurture (Movie: *Secrets of the Wild Child*)
 - Observation and Analysis (Functions of Language)
 - Assessment and Analysis (Mean Length of Utterance)
 - Assessment and Analysis (Concepts of Print)
 - Assessment and Analysis (Phonemic Awareness Skills Test)
 - Academic Vocabulary Analysis
- Literacy Resources/Activities (P-12/7-12):
 - Metacognition Activity
 - Non-Fiction Text Exploration Activity
 - Text Complexity Analysis
 - Text Structure Analysis
 - Prior Knowledge Activity
 - Academic Vocabulary Analysis
 - Integrated Instruction Activity
 - Academic Writing Assignment
- James Banks Book and Articles:
 - Howe, W.A. & Lisi, P. (2016). *Becoming a Multicultural Educator: Developing Awareness, Gaining Skills, and Taking Action* (2 ed.). Thousand Oaks, California: Sage Publications, Inc.
 - Banks, James A. (2005). *Cultural Diversity and Education: Foundations, Curriculum and Teaching*, 5th Edition. Boston: Allyn & Bacon.
 - Diversity Within Unity http://www.uwyo.edu/education/_files/documents/diversity-articles/banks_2001.pdf
 - Multiculturalism's Five Dimensions http://www.uwyo.edu/education/_files/documents/diversity-articles/banks_2001.pdf
 - Cultural Diversity and Education: Foundations, Curriculum, and Teaching https://www.researchgate.net/publication/268208130_Cultural_Diversity_and_Education_Foundations_Curriculum_and_Teaching
- Bucholtz, M. (2011). *White kids: Language, race, and styles of youth identity*. New York: Cambridge University Press.
- Conchas, G., & Noguera, P. (2006). *The color of success: Race and high-achieving urban youth*. Teachers College Press.
- Eick, C. (2010). *Race-class relations and integration in secondary education: The case of Miller High*. New York: Palgrave Macmillan.
- Finn, P. (2009). *Literacy with an attitude: Educating working-class children in their own self-interest* (2nd edition). Albany, NY: SUNY Press.
- Gollnick, D. & Chinn, P.C. (2012). *Multicultural education in a pluralistic society* (9th edition). Boston: Allyn and Bacon.
- Gorski, Paul, "The Classist Underpinnings of Ruby Payne's Framework", *Teacher College Record*, 2/9/2006.
- Howard, Gary R., (2006) *We Can't Teach, What We Don't Know*. (2nd Ed.) New York: Teacher College Press.
- Harry, B. & Klinger, J. (2005). *Why are so many minority students in special education?: Understanding race & disability in schools*. New York: Teachers College Press.

- Ladson-Billings, G. (2009). *The dreamkeepers: Successful teachers of African American children*. Jossey-Bass.
- Lewis, A. (2003). *Race in the schoolyard: Negotiating the color line in classroom and communities*. New Jersey, Rutgers University Press.
- Michie, G. (1999). *Holler if you can hear me*. Teachers College Press. New York.
- Milner, H.R. (2010). *Start where you are but don't stay there: Understanding diversity, opportunity gaps, and teaching in today's classrooms*. Cambridge MA: Harvard Education Press.
- Neito, S. (2009). *The light in their eyes: Creating multicultural learning communities*. New York: Teachers College Press.
- Winn Tutwiler, S. (2016) *Mixed-race youth and schooling: The fifth minority*. New York: Routledge.
- Winn Tutwiler, S. (2005). *Teachers as collaborative partners: Working with diverse families and communities*. New Jersey: Erlbaum & Associates.

Additional comments:

*This course will be required for all majors in the Education Department. Discussions are ongoing for requirements for majors housed outside of the department.

Is this course being proposed as a General Education course? N

Initiator's E-mail Address: cherry.steffen@washburn.edu



Washburn University
College of Arts & Sciences - Course Approval System

Course Information Form

Course Title: **Education 2: Exploring Teaching as a Profession**

Department: Education

Division: EDKN

Course Level: Undergraduate

Prefix: ED Course Number: 275

Effective Semester: Fall

Effective Year: 2018

Credits: 3

Course Catalog Description *(include prerequisites)*

Education 2: Experiencing Teaching as a Profession is the second phase of a four-part foundation for education majors. Topics in this final phase are centered around further building on diversity and literacy, and introducing classroom management. Field experience is the primary path for learning at this level.

Prerequisite: ED 165, Admission to Teacher Education

Prerequisites *(please enter in textbox below and also in catalog description)*

ED 165 and Admission to Teacher Education

Restrictions? None

Course offered? Every semester

Primarily attract? Department majors

Specify type and amount of any additional fees or tuition of other than the norm:

None

Please state the rationale for offering this course:

This course will be offered as part of the revised Education Core courses. The course reflects changes in the standards for teacher preparation. A series of four courses comprise the foundational education program for future teachers. The four courses address four topics that are essential to establishing and maintaining a successful learning environment: Classroom Management, Diversity, Literacy and Technology. The foundational courses are sequential in nature and build upon the previous course. The courses are intended to be taken in consecutive semesters. Instruction for these courses is expected to provide an integrated approach to these topics:

- Classroom Management - This topic provides a philosophical foundation behind the reason for classroom management and the purpose for setting high expectations in a learning environment that embraces procedures. Individual and group management will be explored along with specific behavior plans for establishing classroom and building plans.
 - Diversity - Seeking to learn how to incorporate learners' experiences, cultures, and community resources into instruction, the diversity topic will teach students to learn and incorporate culturally relevant instruction into their learning environment.
 - Literacy - Literacy is the topic which will explore the essential role that learning to read, writing, listen, and speak plays in all learning. Through the four courses students will explore the developmental and metacognitive levels of the individual student and the impact that literacy has on the community at large.
 - Technology - Through this topic, students will learn about digital literacy and develop skills to incorporate digital learning to extend and enhance learning in an integrated learning environment.
- Education 2: Experiencing Teaching as a Profession is the second phase of a four-part foundation for education majors. Topics in this final phase are centered around further building on diversity and literacy, and introducing classroom management. Field experience is the primary path for learning at this level.

Y

Is this course required for the major?

If 'Yes', which major(s)?

Education*

Does this course replace an existing course? Y

How will the teaching of this course be staffed? This course will be alternated with existing courses so no additional faculty needed.

What, if any, additional equipment or facilities will be needed to teach this class?

none

Paste a copy of the master syllabus in the text area below. Please make sure the syllabus addresses:

1. The extent and nature of the reading required for this course.
2. The writing component of the proposed course both qualitatively and quantitatively.
3. How student learning will be assessed.

Washburn University Department of Education

ED 275: Exploring Teaching as a Profession

SYLLABUS

Course Catalog Description: A series of four courses comprise the foundational education program for future teachers. The four courses address four topics that are essential to establishing and maintaining a successful learning environment: Classroom Management, Diversity, Literacy and Technology. The foundational courses are sequential in nature and build upon the previous course. The courses are intended to be taken in consecutive semesters. Instruction for these courses is expected to provide an integrated approach to these topics:

- Classroom Management - This topic provides a philosophical foundation behind the reason for classroom management and the purpose for setting high expectations in a learning environment that embraces procedures. Individual and group management will be explored along with specific behavior plans for establishing classroom and building plans.
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- Literacy - Literacy is the topic which will explore the essential role that learning to read, writing, listen, and speak plays in all learning. Through the four courses students will explore the developmental and metacognitive levels of the individual student and the impact that literacy has on the community at large.
- Technology - Through this topic, students will learn about digital literacy and develop skills to incorporate digital learning to extend and enhance learning in an integrated learning environment.

Education 2: Experiencing Teaching as a Profession is the second phase of a four-part foundation for education majors. Topics in this final phase are centered around further building on diversity and literacy, and introducing classroom management. Field experience is the primary path for learning at this level.
Prerequisite: ED 165, Admission to Teacher Education

Course Objectives:

These objectives are based on the Kansas Department of Education Professional Education Standards, which reflect the InTASC (Interstate Teacher Assessment and Support Consortium) standards. Objectives covered in this course include:

Objective 1 - Learner Development

By the conclusion of the course, students will:

- (Classroom Management) Identify elements of effective observation and reflection and why observation/reflection are important in behavior management.

Objective 2 - Learning Differences

By the conclusion of the course, students will:

- (Classroom Management) Know the difference between classroom expectations and classroom procedures and identify effective expectations and procedures for an effective and efficient learning environment.

Objective 3 - Learning Environment

By the conclusion of the course, students will:

- (Classroom Management) Explain why classroom management is important and identify why classroom management, classroom organization, and behavior management are important in an effective and successful learning environment.
- (Classroom Management) Explain why relationship building is essential to classroom and behavior management.
- (Diversity) Understand how learner diversity can affect communication and know how to communicate effectively in differing environments.
- (Technology) Identify and explain technologies that are appropriate and effective for learning.

Objective 4 - Content Knowledge

By the conclusion of the course, students will:

- (Classroom Management) Identify a specific skill set of effective management techniques and strategies.

Objective 5 - Application of Content

By the conclusion of the course, students will:

- (Diversity) Identify pedagogical and school practices that stem from racial, cultural, ethnic, and gender biases that hinder academic achievement and challenges the well-being of all students.
- (Diversity) Understand how differences in race, culture, gender, ability, and income impact academic achievement and educational opportunity.
- (Technology) Design, plan, and integrate technologies in instruction for student learning.

Objective 6 - Assessment

This InTASC standard is covered in one of the other foundational courses.

Objective 7 - Planning for Instruction

This InTASC standard is covered in one of the other foundational courses.

Objective 8 - Instructional Strategies

By the conclusion of the course, students will:

- (Classroom Management) Use a variety of technologies in classroom and behavior management.

Objective 9 - Professional Learning and Ethical Practice

By the conclusion of the course, students will:

- (Classroom Management) Explain the legal and ethical issues involved in classroom and behavior management.
- (Diversity) Explain the impact of major issues (e.g., prejudice, bias, discrimination) on schooling.
- (Diversity) Identify major social, political, and economic forces that shape schools and educational practices.

Objective 10 - Leadership and Collaboration

By the conclusion of the course, students will:

- (Diversity) Understand the importance of collaboration among teachers, learners, and families in order to build open, safe, supportive, and mutually respectful learning environment.

Kansas Educator Preparation Program Standards for Professional Education

These foundational courses are based on the Kansas Educator Preparation Program Standard for

Professional Education which can be found on the Kansas Department of Education's website at:

<http://www.ksde.org/Portals/0/TLA/Program%20Standards/Professional%20Education%20final%20revised.pdf>

Diversity Proficiencies:

The Department of Education provides experiences throughout the teacher education program that extends students' knowledge of diversity, creates opportunities to express and examine beliefs about students from diverse backgrounds, develops experiences that expose relevant issues relating to diversity within school cultures, and provides direct experiences with students from diverse backgrounds. The following Dimensions of Diversity (from Bank's Model of Multicultural Education) are presented through unit and long-term lesson planning, assignments, and student teaching experiences.

1. Knowledge Construction – understand that implicit cultural assumptions with a discipline influence the ways that knowledge is constructed within.
2. Content Integration – include example and content from a variety of cultures and groups to illustrate key concepts, principles, generalizations and theories in subject matter.
3. Prejudice Reduction – aware of the possibilities for modifying offensive racial attitudes through education.
4. Equitable Pedagogy – understand the need for matching teaching styles to students' learning styles in order to facilitate academic achievement of students from diverse racial, cultural, and social class backgrounds.
5. Empowering School Culture – understand the importance of examining group and labeling practices, sports participation, and other school activities, and interaction of staff and students across ethnic and racial lines as a means for creating a school culture that empowers students from all groups.

Technology Standards

The technology in the course is based upon the International Society for Technology in Education (ISTE) Standards for Educators.

Conceptual Framework:

The Department of Education believes in the importance of preparing Reflective Educators. This course supports this goal through readings, assignments, discussion, and examinations that specifically allow teacher candidates the opportunity to engage in:

- Reflection on Self as an Emerging, Developing and Maturing Professional – readings, discussions, writings, and assignments provide opportunities for students to explore and challenge beliefs held about teaching and learning as well as the merit of these beliefs in current teaching situations.
- Reflection on Collaboration and Leadership – being immersed in different aspects of the community---students, families, teachers---and interactions with the community at large students learn the importance of being a teacher and a learner and recognize this collaboration and its importance to student success.

- Reflection on the Context of Teaching and Learning – by observing peers teaching lessons and the instructor/classroom teacher modeling instructional best practices and behavior management approaches to promote increased academic learning by children within a variety of contexts.
- Reflection on Student Diversity – through work with students and teachers and reflecting on these experiences the developmental, social and cultural characteristics that students bring to school are examined.
- Reflection on Content – through lesson planning and execution of those plans teachers become aware of and reflect on a variety of instructional strategies and materials that are the basis for pedagogical decisions that correspond to various teaching contexts to meet the needs of the learner.
- Reflection on Instructional Practices – by observing a variety of instructional practices students analyze and modify pedagogical decisions that are driven by learner attributes and the content and context of the lesson.
- Reflection on Assessment as a Process to Inform Decision Making – through class discussions, observations and readings opportunities for students to explore the benefits of various assessment models exist for the sole purpose of informing decisions regarding effective individualized instruction.
- Reflection the Role of Technology in Teaching and Learning – reviewing instructional practices and lesson planning teachers will look at enhancing student learning through the use of technology integration to motivate and extending student learning digitally.

Outline of Topics:

- School climate for Diverse Learners
- Language Minority Students
- School-Community-Family Relations
- Racial Context of Schooling
- School Diversity
- Multicultural Environments
- Designing and Implementing Technology in the Classroom
- Interactive Whiteboards
- Online Web 2.0 Tools
- Webquests
- Building websites
- Why Classroom Management?
- History of Classroom Management
- Theories of Classroom Management
- Power of Observation

Assignments/Activities:

- Diversity textbook chapter readings
- Class discussions and quizzes
- Stories: English as Second Language Students
- Development of Community Resources Packet
- Field Experience Reflection
- School Analysis: Multicultural Environments
- Required Badges
 - Interactive Whiteboard (S5)
 - Online Tools (S6)
 - Webquest (S7)
 - Weebly (S3)
 - At least three other badges from standards 1, 2, and 4
- Classroom Management/Classroom Organization/Behavior Management
- Expectations/Procedures
- Relationship Building Plan

Assessments:

- Pre-Assessment/s to determine learners' needs and to develop instructional plan;
- Informal Formative checks to drive instruction (discussions, student responses, facial expression, intonations);
- Formal Formative checks to drive instruction (exit slips, quizzes, written work, assignments); and
- Summative Assessment (exam including multiple choice and/or constructed responses).

Resources:

- Howe, W.A. & Lisi, P. (2016). *Becoming a Multicultural Educator: Developing Awareness, Gaining Skills, and Taking Action* (2 ed.). Thousand Oaks, California: Sage Publications, Inc.
- Bucholtz, M. (2011). *White kids: Language, race, and styles of youth identity*. New York: Cambridge University Press.
- Conchas, G., & Noguera, P. (2006). *The color of success: Race and high-achieving urban youth*. Teachers College Press.
- Eick, C. (2010). *Race-class relations and integration in secondary education: The case of Miller High*. New York: Palgrave Macmillan.
- Finn, P. (2009). *Literacy with an attitude: Educating working-class children in their own self-interest* (2nd edition). Albany, NY: SUNY Press.
- Gollnick, D. & Chinn, P.C. (2012). *Multicultural education in a pluralistic society* (9th edition). Boston: Allyn and Bacon.
- Gorski, Paul, "The Classist Underpinnings of Ruby Payne's Framework", *Teacher College Record*, 2/9/2006.

- Howard, Gary R., (2006) *We Can't Teach, What We Don't Know*. (2nd Ed.) New York: Teacher College Press.
- Harry, B. & Klinger, J. (2005). *Why are so many minority students in special education?: Understanding race & disability in schools*. New York: Teachers College Press.
- Ladson-Billings, G. (2009). *The dreamkeepers: Successful teachers of African American children*. Jossey-Bass.
- Lewis, A. (2003). *Race in the schoolyard: Negotiating the color line in classroom and communities*. New Jersey, Rutgers University Press.
- Michie, G. (1999). *Holler if you can hear me*. Teachers College Press. New York.
- Milner, H.R. (2010). *Start where you are but don't stay there: Understanding diversity, opportunity gaps, and teaching in today's classrooms*. Cambridge MA: Harvard Education Press.
- Neito, S. (2009). *The light in their eyes: Creating multicultural learning communities*. New York: Teachers College Press.
- Winn Tutwiler, S. (2016) *Mixed-race youth and schooling: The fifth minority*. New York: Routledge.
- Winn Tutwiler, S. (2005). *Teachers as collaborative partners: Working with diverse families and communities*. New Jersey: Erlbaum & Associates.
- Teaching Channel: <http://www.teachingchannel.org>
- TEDTalks: <https://www.ted.com/topics/education>
- *The Classroom Management Book*, Harry Wong, Harry Wong Publications, Inc., 2014
- *Classroom Management That Works*, Robert Marzano, ASCD, 2003.
- *CHAMPS: A Proactive and Positive Approach to Classroom Management*, Randy Sprick, Pacific Northwest Publishing, Inc., 2009.
- *Educational Leadership – Association for Supervision and Curriculum Development (ASCD)*.

Additional comments:

*This course will be required for all majors in the Education Department. Discussions are ongoing for requirements for majors housed outside of the department.

Is this course being proposed as a General Education course? N

Initiator's E-mail Address: cherry.steffen@washburn.edu



Washburn University
College of Arts & Sciences - Course Approval System

Course Information Form

Course Title: **Education 1: Examining Teaching as a Profession**

Department: Education

Division: EDKN

Course Level: Undergraduate

Prefix: ED Course Number: 165

Effective Semester: Fall

Effective Year: 2018

Credits: 3

Course Catalog Description *(include prerequisites)*

Education 1: Experiencing Teaching as a Profession is the initial phase of a four-part foundation for education majors. Topics in the first phase are centered around diversity, literacy, and technology. Creating a foundational understanding and experience for the learner will allow for continued growth and success during the future phases of the Education Program. Prerequisites: None

Prerequisites *(please enter in textbox below and also in catalog description)*

None

Restrictions? None

Course offered? Every semester

Primarily attract? Department majors

Specify type and amount of any additional fees or tuition of other than the norm:

None

Please state the rationale for offering this course:

This course will be offered as part of the revised Education Core courses. The course reflects changes in the standards for teacher preparation. A series of four courses comprise the foundational education program for future teachers. The four courses address four topics that are essential to establishing and maintaining a successful learning environment: Classroom Management, Diversity, Literacy and Technology. The foundational courses are sequential in nature and build upon the previous course. The courses are intended to be taken in consecutive semesters. Instruction for these courses is expected to provide an integrated approach to these topics:

- Classroom Management - This topic provides a philosophical foundation behind the reason for classroom management and the purpose for setting high expectations in a learning environment that embraces procedures. Individual and group management will be explored along with specific behavior plans for establishing classroom and building plans.
- Diversity - Seeking to learn how to incorporate learners' experiences, cultures, and community resources into instruction, the diversity topic will teach students to learn and incorporate culturally relevant instruction into their learning environment.
- Literacy - Literacy is the topic which will explore the essential role that learning to read, writing, listen, and speak plays in all learning. Through the four courses students will explore the developmental and metacognitive levels of the individual student and the impact that literacy has on the community at large.
- Technology - Through this topic, students will learn about digital literacy and develop skills to incorporate digital learning to extend and enhance learning in an integrated learning environment.

Education 1: Experiencing Teaching as a Profession is the initial phase of a four-part foundation for education majors. Topics in the first phase are centered around diversity, literacy, and technology. Creating a foundational understanding and experience for the learner will allow for continued growth and success during the future phases of the Education Program.

Y

Is this course required for the major?

if 'Yes', which major(s)?

Education*

Does this course replace an existing course? Y

How will the teaching of this course be staffed? This will be an additional course staffed by both full time and adjunct faculty.

What, if any, additional equipment or facilities will be needed to teach this class?

none

Paste a copy of the master syllabus in the text area below. Please make sure the syllabus addresses:

1. The extent and nature of the reading required for this course.
2. The writing component of the proposed course both qualitatively and quantitatively.
3. How student learning will be assessed.

Washburn University Department of Education
ED 165: Examining Teaching as a Profession
SYLLABUS

Course Description: Course Catalog Description: A series of four courses comprise the foundational education program for future teachers. The four courses address four topics that are essential to establishing and maintaining a successful learning environment: Classroom Management, Diversity, Literacy and Technology. The foundational courses are sequential in nature and build upon the previous course. The courses are intended to be taken in consecutive semesters. Instruction for these courses is expected to provide an integrated approach to these topics:

- Classroom Management - This topic provides a philosophical foundation behind the reason for classroom management and the purpose for setting high expectations in a learning environment that embraces procedures. Individual and group management will be explored along with specific behavior plans for establishing classroom and building plans.
- Diversity - Seeking to learn how to incorporate learners' experiences, cultures, and community resources into instruction, the diversity topic will teach students to learn and incorporate culturally relevant instruction into their learning environment.
- Literacy - Literacy is the topic which will explore the essential role that learning to read, writing, listen, and speak plays in all learning. Through the four courses students will explore the developmental and metacognitive levels of the individual student and the impact that literacy has on the community at large.
- Technology - Through this topic, students will learn about digital literacy and develop skills to incorporate digital learning to extend and enhance learning in an integrated learning environment.

Education 1: Experiencing Teaching as a Profession is the initial phase of a four-part foundation for education majors. Topics in the first phase are centered around diversity, literacy, and technology. Creating a foundational understanding and experience for the learner will allow for continued growth and success during the future phases of the Education Program. Prerequisites: None

Course Objectives:

These objectives are based on the Kansas Department of Education Professional Education Standards, which reflect the InTASC (Interstate Teacher Assessment and Support Consortium) standards. Objectives covered in this course include:

Objective 1 - Learner Development

By the conclusion of the course, students will:

- (Diversity) recognize that learners bring assets for learning to school based on their language, culture, family, and community values.
- (Literacy) demonstrate an understanding of the role of the teacher across all grade levels in the development of students' literacy skills.

Objective 2 - Learning Differences

By the conclusion of the course, students will:

- (Diversity) understand the historical and foundational basis of multicultural education.
- (Diversity) know how personal identity, worldviews, and prior experience affect perceptions and expectations that might bias behaviors and interactions with others.
- (Literacy) understand the interrelationship of culture and language development and support the unique social, cultural, and family identities of the learners they teach.
- (Literacy) identify current trends and issues in literacy instruction and how those impact teaching and learning
- (Literacy) examine how literacy impacts the local community.

Objective 3 - Learning Environment

By the conclusion of the course, students will:

- (Literacy) develop and maintain a community of learners.

Objective 4 - Content Knowledge

By the conclusion of the course, students will:

- (Diversity) know how to access information about the values of diverse cultures and communities.
- (Literacy) understand the relationship of listening, speaking, reading, and writing and the variables which affect and support the development of language.
- (Literacy) demonstrate an understanding of digital literacy and its impact on instruction.
- (Literacy) demonstrate an understanding of the impact literacy, illiteracy, and aliteracy have on society.

Objective 5 - Application of Content

This InTASC standard is covered in one of the other foundational courses.

Objective 6 - Assessment

This InTASC standard is covered in one of the other foundational courses.

Objective 7 - Planning for Instruction

This InTASC standard is covered in one of the other foundational courses.

Objective 8 - Instructional Strategies

This InTASC standard is covered in one of the other foundational courses.

Objective 9 - Professional Learning and Ethical Practice

This InTASC standard is covered in one of the other foundational courses.

Objective 10 - Leadership and Collaboration

This InTASC standard is covered in one of the other foundational courses.

Technology Standards

The technology in the course is based upon the International Society for Technology in Education (ISTE) Standards for Educators.

Kansas Educator Preparation Program Standards for Professional Education

These foundational courses are based on the Kansas Educator Preparation Program Standard for Professional Education which can be found on the Kansas Department of Education's website at: <http://www.ksde.org/Portals/0/TLA/Program%20Standards/Professional%20Education%20final%20revised.pdf>

Diversity Proficiencies:

The Department of Education provides experiences throughout the teacher education program that extends students' knowledge of diversity, creates opportunities to express and examine beliefs about students from diverse backgrounds, develops experiences that expose relevant issues relating to diversity within school cultures, and provides direct experiences with students from diverse backgrounds. The following Dimensions of Diversity (from Bank's Model of Multicultural Education) are presented through unit and long-term lesson planning, assignments, and student teaching experiences.

1. Knowledge Construction – understand that implicit cultural assumptions with a discipline influence the ways that knowledge is constructed within.
2. Content Integration – include example and content from a variety of cultures and groups to illustrate key concepts, principles, generalizations and theories in subject matter.
3. Prejudice Reduction – aware of the possibilities for modifying offensive racial attitudes through education.
4. Equitable Pedagogy – understand the need for matching teaching styles to students' learning styles in order to facilitate academic achievement of students from diverse racial, cultural, and social class backgrounds.
5. Empowering School Culture – understand the importance of examining group and labeling practices, sports participation, and other school activities, and interaction of staff and students across ethnic and racial lines as a means for creating a school culture that empowers students from all groups.

Conceptual Framework:

The Department of Education believes in the importance of preparing Reflective Educators. This course supports this goal through readings, assignments, discussion, and examinations that specifically allow teacher candidates the opportunity to engage in:

- Reflection on Self as an Emerging, Developing and Maturing Professional – readings, discussions, writings, and assignments provide opportunities for students to explore and challenge beliefs held about teaching and learning as well as the merit of these beliefs in current teaching situations.
- Reflection on Collaboration and Leadership – being immersed in different aspects of the community---students, families, teachers---and interactions with the community at large students learn the importance of being a teacher and a learner and recognize this collaboration and its importance to student success.
- Reflection on the Context of Teaching and Learning – by observing peers teaching lessons and the instructor/classroom teacher modeling instructional best practices and behavior management approaches to promote increased academic learning by children within a variety of contexts.
- Reflection on Student Diversity – through work with students and teachers and reflecting on these experiences the developmental, social and cultural characteristics that students bring to school are examined.

- Reflection on Content – through lesson planning and execution of those plans teachers become aware of and reflect on a variety of instructional strategies and materials that are the basis for pedagogical decisions that correspond to various teaching contexts to meet the needs of the learner.
- Reflection on Instructional Practices – by observing a variety of instructional practices students analyze and modify pedagogical decisions that are driven by learner attributes and the content and context of the lesson.
- Reflection on Assessment as a Process to Inform Decision Making – through class discussions, observations and readings opportunities for students to explore the benefits of various assessment models exist for the sole purpose of informing decisions regarding effective individualized instruction.
- Reflection the Role of Technology in Teaching and Learning – reviewing instructional practices and lesson planning teachers will look at enhancing student learning through the use of technology integration to motivate and extending student learning digitally.

Outline of Topics:

- Multicultural Education/The United States as a Diverse Nation;
- Cultural Identities through artifacts, biographies and World Views;
- The impact of culture/ethnicity, socioeconomic status, and exceptionality concerning students' experience of instruction (equity pedagogy);
- Groups'/individuals' experience concerning the teaching/learning context (empowering school culture);
- Overview and importance of Literacy to the P-12 student: Reading, Writing, Speaking, Listening;
- Literacy as related to various cultures; our community, and our society
- Trends in Literacy instruction;
- Digital and Information Literacy;
- The Impact of Literacy on Society/The Role of the P-12 Teacher;
- Trends/Hot Topics in Literacy Instruction;
- 'Badge System' orientation;
- Blogging;
- Teaching and Learning with technology in the 21st century; and
- Professionalism, Plagiarism, and Creative Commons.

Assignments/Activities:

- Read and discuss multicultural education, history, and evolution;
- Read and discuss historical perspectives on multicultural America- internet resource assignment;
- Understand Cultural Identities and their Influence on Teaching and Learning-cultural presentation with artifacts;
- Develop Awareness of others as Cultural Beings- cultural interview, biography;
- Cross Cultural Analysis Presentation;
- Explore the importance of Literacy and share observations and readings;
- Research various cultures' perspectives on the importance of literacy and how that may affect the P-12 learner;
- Explore articles on Literacy instruction; share findings;
- Observe how Literacy is woven into our community;
- Explore how society views Literacy and how that may impact the P-12 learner;
- Research and share trends in Literacy instruction;
- Badge assignment-choose and implement;
- Research and read articles on the role of technology in the classroom and its impact; share findings;
- Explore through readings how 'Digital Literacy' is defined; and
- Discuss and practice a variety of technology tools to assist instruction.

Assessments:

- Disposition Statement;
- Pre-Assessment/s to determine learners' needs and to develop instructional plan;
- Informal Formative checks to drive instruction (discussions, student responses, facial expression, intonations);
- Formal Formative checks to drive instruction (exit slips, quizzes, written work, assignments); and
- Summative Assessment (exam including multiple choice and/or constructed responses).

Resources:

- Video Series
 - Harry Wong Effective Teaching Series
 - Teaching Channel: <http://www.teachingchannel.org>
 - TED Talks: <https://www.ted.com/topics/education>
 - Jamie vs. Jordan video: <https://www.youtube.com/watch?v=rTelyW1bOY>
- Books
 - Wong, H. and Wong, R. (2009) The First Days of School. Mountain View, CA: Harry Wong Publications, Inc.
- Guest Speakers
 - Area educators and professionals
- Literacy Resources/Activities (K-6):
 - Professional journals and suggested published articles
- Literacy Resources/Activities (P-12/7-12):

o Professional journal and suggested published articles

- Bucholtz, M. (2011). *White kids: Language, race, and styles of youth identity*. New York: Cambridge University Press.
- Conchas, G., & Noguera, P. (2006). *The color of success: Race and high-achieving urban youth*. Teachers College Press.
- Finn, P. (2009). *Literacy with an attitude: Educating working-class children in their own self-interest* (2nd edition). Albany, NY: SUNY Press.
- Gollnick, D. & Chinn, P.C. (2012). *Multicultural education in a pluralistic society* (9th edition). Boston: Allyn and Bacon.
- Gorski, Paul, "The Classist Underpinnings of Ruby Payne's Framework", *Teacher College Record*, 2/9/2006.
- Lewis, A. (2003). *Race in the schoolyard: Negotiating the color line in classroom and communities*. New Jersey, Rutgers University Press.
- Michie, G. (1999). *Holler if you can hear me*. Teachers College Press. New York..
- Winn Tutwiler, S. (2016) *Mixed-race youth and schooling: The fifth minority*. New York: Routledge.

Additional comments:

*This course will be required for all majors in the Education Department. Discussions are ongoing for requirements for majors housed outside of the department.

Is this course being proposed as a General Education course? N

Initiator's E-mail Address: cherry.steffen@washburn.edu



Washburn University
College of Arts & Sciences - Course Approval System

Course Information Form

Course Title: **Teaching, Learning, and Leadership**

Department: Education

Division: EDKN

Course Level: Undergraduate

Prefix: ED Course Number: 155

Effective Semester: Fall

Effective Year: 2018

Credits: 3

Course Catalog Description *(include prerequisites)*

This course is designed to acquaint students with the education profession and to help them develop a realistic understanding of teaching, learning, and leadership. Students will examine motives for teaching, explore the qualities of effective teachers and leadership, and discuss the various diversities teachers encounter as well as the implications for teachers and learning. Students will begin to identify strategies and options for successful classroom practice. Ethical, legal, and controversial issues affecting education today will be addressed along with how to become a teacher leader in the profession. Prerequisite: None.

Prerequisites *(please enter in textbox below and also in catalog description)*

None

Restrictions? None

Course offered? Every semester

Primarily attract? Department majors

Specify type and amount of any additional fees or tuition of other than the norm:

None

Please state the rationale for offering this course:

This course will be offered as part of the revised Education Core courses. The course reflects changes in the standards for teacher preparation.

Is this course required for the major? **Y**

If 'Yes', which major(s)?

Education*

Does this course replace an existing course? **Y**

How will the teaching of this course be staffed? This will be an additional course staffed by both full time and adjunct faculty.

What, if any, additional equipment or facilities will be needed to teach this class?

None

Paste a copy of the master syllabus in the text area below. Please make sure the syllabus addresses:

1. The extent and nature of the reading required for this course.
2. The writing component of the proposed course both qualitatively and quantitatively.
3. How student learning will be assessed.

Washburn University Department of Education
ED 155: Teaching, Learning, and Leadership
SYLLABUS

Course Catalog Description:

This course is designed to acquaint students with the education profession and to help them develop a realistic understanding of teaching, learning, and leadership. Students will examine motives for teaching, explore the qualities of effective teachers and leadership, and discuss the various diversities teachers encounter as well as the implications for teachers and learning. Students will begin to identify strategies and options for successful classroom practice. Ethical, legal, and controversial issues affecting education today will be addressed along with how to become a teacher leader in the profession. Prerequisite: None.

Course Objectives

During the semester, students will develop knowledge and skills in four broad areas that address specific professional education standards.

I. Teaching as a Profession

By the conclusion of the course, students will

- > Be aware of the major areas of research on teaching and of resources available for professional growth and development;
- > Be aware of the ethical standards that should guide professional teachers' interaction with all students, colleagues, parents, and members of the community;
- > Develop an understanding of schools as organizations within the larger community context and understand the operations of the relevant aspects of the system within which he or she works.

II. Understanding Students and Their Environments

By the conclusion of the course, students will

- > Understand how learning occurs – how students construct knowledge, acquire skills, and develop critical thinking;
- > Understand and identify differences in approaches to learning and performance;
- > Understand how student learning is influenced by individual experiences, talents, and prior learning as well as language, culture, family, and community values and environments.

III. Developing Teaching, Planning, and Assessment Skills

By the conclusion of the course, students will know

- > The multiple purposes behind education
- > The importance of aligning standards, instruction, and assessment.

IV. Acquiring Appropriate Leadership Roles and Responsibilities

By the conclusion of the course, students will know

- > How to develop skills as a teacher leader to influence learners, families, colleagues, and other school professionals;
- > How to collaborate with learners, families, colleagues, other school professionals, and support staff;
- > The importance of ensuring learner growth through on-going, continuous professional development.

Mission – Department of Education

The Washburn University Department of Education seeks to facilitate the education and development of reflective educators along the professional continuum, from pre-service to nationally certified teachers, as well as individuals in educational leadership positions. We are committed to preparing educators to work in rural, suburban, and urban settings. WE are further committed to educating leaders and professional specialty practitioners for leadership roles in schools and other community settings.

Conceptual Framework

The Department of Education has a goal of developing reflective educators. This course supports development of reflective educators through readings, assignments, and class discussions using the following:

- > Reflection on self as an emerging, developing, and maturing professional
- > Reflection on collaboration and leadership
- > Reflection on the context of teaching and learning
- > Reflection on student diversity
- > Reflection on content
- > Reflection on instructional practices
- > Reflection on assessment as a process to inform decision making
- > Reflection on role of technology

Dimensions of Diversity Proficiencies

The Washburn University Department of Education is committed to preparing educators who demonstrate respect for and value human diversity and the ability to work with others (e.g., parents, colleagues, community members) to meet the needs of diverse student populations. The dimensions of diversity proficiencies (James

A. Banks, 1993) addressed in this course are as follows:

- Knowledge Construction - Students will build upon their present understandings of diversity and multiculturalism and use this knowledge to enhance their interactions with students and others.
- Content Integration - Through course work students will develop an understanding of the value of incorporating examples and content from a variety of cultures in instructional practice.
- Prejudice Reduction – Students will interact with people whose backgrounds differ from their own, challenge their assumptions and stereotypical thinking, and engage different ideas.
- Equitable Pedagogy – Students will explore the concept of equitable pedagogy as a method of teaching which ensures all students are able to participate in ways that help them achieve learning goals, and that no one is kept from participating as a result of teaching methods.
- Empowering School Culture – Through course work students will develop an understanding of the importance of examining group and labeling practices, sports participation, and other school activities, and interaction of staff and students across ethnic and racial lines as a means for creating a school culture that empowers students from all groups.

Diversity at Washburn

Diversity is important to Washburn University and in this course. During the semester you will be encouraged to bring to the class's attention and attend diversity associated events.

Suggested Resources:

1. Ryan, K., & Cooper, J.M. (2010). Those who can, teach. 14th ed. Boston: Wadsworth Cengage Learning
2. Go to www.smartbrief.com/ascd and sign up for the free ASCD SmartBrief News for the Education Profession
3. Educational Leadership, ASCD, articles

Professional Learning Community Requirement - Education students will work together to create a positive, supportive, and non-judgmental learning environment, both on and off campus. Members will be respectful and validating while assisting one another to reach the goal of "learning for all." Members will be present for each class period and participate fully to gain the knowledge and skills necessary to become effective future educators.

Professional Learning Communities*

Big Idea #1: Work to Ensure that All Students Learn

Big Idea #2: Demonstrate a Culture of Collaboration and Professionalism

Big Idea #3: Focus on Results

*Source: Association for Supervision and Curriculum Development

Possible Course Requirements

The course requirements will be developed by the instructor for the class based on the course objectives listed above. Suggested course activities include:

- Hot Topic Papers and Presentation
- Educational Research Review - Paper and Presentation
- School Board Meeting Attendance and Report
- Teacher Interview
- Teacher Panels
- Brown v. Board Field Trip
- Field Trips to Schools

Grading

ED 155 is a graded course for which 3 credit hours are earned. The grading scale is 90-100% A, 80-89% B, 70-79% C, 60-69% D, 59% and below F. Students who complete each assignment should NOT assume that full credit will be given. Assessment of assignments is based on the quality, not quantity, of work.

Late Work Policy

All work is expected to be completed and submitted on time. Requests for extended time must be made at least 24 hours in advance of the due date and class starting time. Otherwise, late work will not receive full credit. Work not handed in due to an absence may still be considered late unless submitted on time electronically. However, all work must still be printed and handed in on paper.

Additional comments:

*This course will be required for all education majors within the Department of Education. Discussions are ongoing as to how this will affect education courses housed outside of the department.

Is this course being proposed as a General Education course? N

Initiator's E-mail Address: cherry.steffen@washburn.edu



Washburn University
College of Arts & Sciences - Course Approval System

Course Information Form

Course Title: **Teaching Algebra**

Department: **Mathematics and Statistics** Division: **Natural Science & Mathematics**

Course Level: **Undergraduate** Prefix: **MA** Course Number: **316**

Effective Semester: **Fall** Effective Year: **2019** Credits: **1**

Course Catalog Description (*include prerequisites*)

Pedagogical knowledge needed for teaching algebra. Emphasis on fundamental ideas of algebra including algebraic notation; interpreting the structure of an expression in terms of its context; function families and representations; and patterns of change. Includes co-teaching an algebra-based course. Prerequisites: C or better in MA 230 and in either MA 151 or MA 131.

Prerequisites (*please enter in textbox below and also in catalog description*)

Grades of C or better in MA 230 and in either MA 151 or MA 131.

Restrictions? **None** Course offered? **Every semester**

Primarily attract? **Department majors**

Specify type and amount of any additional fees or tuition of other than the norm:

None.

Please state the rationale for offering this course:

Algebra is the core math course in 6-12 school. Nearly all high school math teachers will teach an algebra course. Currently, our students are not required to take a class in regular Algebra, since they typically begin their studies with the Calculus sequence. MA 316 will help meet Kansas State Department of Education (KSDE) Algebra -based Standards for Secondary math teachers. Specifically, this course will address Standard 3: Content knowledge; Function 2: Algebra; No. 3.2.1 Algebraic notation; 3.2.2 Interpret the structure of an expression in terms of its context; 3.2.3 Function families; 3.2.4 Functional representations; 3.2.5 Patterns of change

Is this course required for the major? **Y**

If 'Yes', which major(s)?

B.Ed. - Math Secondary Education

Does this course replace an existing course? **N**

How will the teaching of this course be staffed? This will be an additional course taught by full-time faculty.

What, if any, additional equipment or facilities will be needed to teach this class?

None.

Paste a copy of the master syllabus in the text area below. Please make sure the syllabus addresses:

1. The extent and nature of the reading required for this course.
2. The writing component of the proposed course both qualitatively and quantitatively.
3. How student learning will be assessed.

Master Syllabus:

MA 316: Teaching Algebra

Mission of the University: Washburn University enriches the lives of students by providing opportunities for them to develop and to realize their intellectual, academic, and professional potential, leading to becoming productive and responsible citizens. We are committed to excellence in teaching, scholarly work, quality academic and professional programs, and high levels of faculty-student interaction. We develop and engage in relationships to enhance educational experiences and our community. Washburn University Board of Regents, 2010

Catalog Description: Pedagogical knowledge needed for teaching algebra. Emphasis on fundamental ideas of algebra including algebraic notation; interpreting the structure of an expression in terms of its context; function families and representations; and Patterns of change. Includes co-teaching an algebra-based course.
Prerequisites: C or better in MA 230 and in either MA 151 or MA 131.

Instructor:

Prerequisite: C or better in MA 230 and in either MA 151 or MA 131.

Class Meetings: Appropriate for 1 Credit Hour Course (likely 1/week for 50 minutes)

Text and Appropriate Text is required (Adopted algebra book & methods book: e.g., Teaching Secondary and Middle School Mathematics, Daniel J. Brahier)

Materials: Calculator TI83 (+) or TI 84 is recommended.

Reading Component: Read appropriate sections of the text as algebra topics are studied in class.

Writing Component: Students demonstrate qualitative reasoning by writing verbal descriptions of algebra representations; contexts; and patterns of change, pedagogical reading summaries & preparing lessons for demonstration of effective algebra teaching.

Course objectives: Upon successful completion of this course, a student should be able to:

- Understand fundamental ideas of algebra, such as representations, relevant contexts, function families; and patterns of change
- Identify and understand successful practices for teaching algebra.
- Prepare and present lessons for assigned algebra ideas.

Context of the Course: This course is required for Students majoring in Math - Secondary Education.

Course Objectives: Upon successful completion of this course, students should be able to:

1. Explain the key concepts and procedures for algebraic functions;
2. Solve and pose problems involving algebraic equations
3. Explain key concepts of algebra, to include function families
4. Develop awareness of best practices for teaching algebra
5. Apply pedagogical knowledge to present lessons about algebraic ideas;
6. Derive algebraic concepts and relationships using hands-on materials
7. Demonstrate key algebraic ideas using a variety of representations

Course Grade

Math-based Homework (50% of grade):

Successful completion of the mathematics homework will require critical reading of the text, solving problems, and providing conceptual statements about the various algebraic ideas.

Reading summaries (10% of grade):

An essential component of a teaching ability is the ability to critically evaluate pedagogical ideas. This part of the grade will require students to read articles, apply information from the articles and summarize the information from the article.

Lesson preparation (10% of grade)

In order to demonstrate pedagogical understanding of algebra, students will create lessons about algebra.

Lesson Presentation (30% of grade)

In order to demonstrate pedagogical understanding of algebra, students will present lessons about algebra to classmates, university students, or secondary students. Total teaching time: 150 minutes or more

Rubric for lesson presentation:

Lesson delivery Unacceptable (0) Weak (1) Developing (2) On target (3)
 Mathematics several incorrect mathematics statements confusing mathematics statements Most of the mathematical statements were correct Mathematical statements were all correct
 Introduction Disconnected from lesson OR teacher-centered statement of preparation Connected but not motivating Sets the stage, but could have been more powerful Sets the stage in a powerful manner
 Objective provided via several mediums Objective not given Objective given; one form of communication
 Objective and directions provided in 2 ways: (verbally, written or demonstration) Objective and directions provided 3 ways verbally, written & via demonstration
 Mathematics scaffolded appropriately skips between topics topics similar but not sequenced topics sequenced, but not scaffolded topics aligned, connected, sequenced, scaffolded
 Assessment Inappropriate, not aligned with obj, unclear, e.g. 'Worksheet' or 'pp.x,1-20' Unclear, or vague no opportunity for evaluation of quality, just a checklist/exit ticket Clear, Minimally appropriate for obj, questionable opportunity for evaluation Clearly tied to obj, appropriate for obj allows for evaluation of student learning
 Multiple Representations Representation ineffective Correctly used two or more representations, but none were hands-on Correctly used two or more representations, at least one was hands-on Correctly used two or more representations, at least one was hands-on and connections between representations was obvious
 Closure Minimal, completed by teacher, not a summary of information Attempt at summary, delivered by teacher Summarizes, delivered by teacher Summarizes, delivered by student

A final course grade will be assigned as follows:

- Grade of A if weighted average of components is 90%-100%.
- Grade of B if weighted average of components is 80%-89%.
- Grade of C if weighted average of components is 70%-79%.
- Grade of D if weighted average of components is 60%-69%.
- Grade of F if weighted average of components is less than 60%.

Additional Comments: MA 316 will allow students to investigate algebraic ideas with the goal of teaching those ideas. The course will meet 50 minutes each week. Ideally, this course will be slotted immediately prior to an Algebra class and students can observe and offer support to those undergraduate students when needed.

General Education Course: NO

Additional Comments:

Is this course being proposed as a general education course? No

Additional comments:

Is this course being proposed as a General Education course? N

Initiator's E-mail Address: kevin.charlwood@washburn.edu



Washburn University
College of Arts & Sciences - Course Approval System

Course Information Form

Course Title: **Teaching Trigonometry**

Department: **Mathematics and Statistics** Division: **Natural Science & Mathematics**

Course Level: **Undergraduate** Prefix: **MA** Course Number: **317**

Effective Semester: **Fall** Effective Year: **2019** Credits: **1**

Course Catalog Description *(include prerequisites)*

Pedagogical knowledge needed for teaching trigonometry. Emphasis on fundamental ideas of trigonometry including right triangles, identities, application of periodic phenomena, and trig function families. Includes co-teaching a trigonometry-based course. Prerequisites: C or better in MA 230 and in either: MA 151 or MA 131.

Prerequisites *(please enter in textbox below and also in catalog description)*

Grades of C or better in MA 230 and in either MA 151 or MA 131.

Restrictions? **None** Course offered? **Every semester**

Primarily attract? **Department majors**

Specify type and amount of any additional fees or tuition of other than the norm:

None.

Please state the rationale for offering this course:

Currently, our students are not required to take a class in Trigonometry, since they typically begin their studies with the Calculus sequence. In addition, our exit interviews with students, upon graduation, reveal they are uncomfortable with the prospect of teaching trigonometry in high school. MA 317 will help meet Kansas State Department of Education (KSDE) Trigonometry-based Standards for Secondary math teachers. Specifically, this course will address Standard 3: Content knowledge; Function 3: Geometry and Trigonometry; No. 3.3.4 Right triangles and trigonometry and 3.3.5 Application of periodic phenomena and trigonometric identities.

Is this course required for the major? **Y**

If 'Yes', which major(s)?

B. Ed. - Math Secondary Education.

Does this course replace an existing course? **N**

How will the teaching of this course be staffed? This will be an additional course taught by full-time faculty.

What, if any, additional equipment or facilities will be needed to teach this class?

None.

Paste a copy of the master syllabus in the text area below. Please make sure the syllabus addresses:

1. The extent and nature of the reading required for this course.
2. The writing component of the proposed course both qualitatively and quantitatively.
3. How student learning will be assessed.

Master Syllabus:

MA 317: Teaching Trigonometry

Mission of the University: Washburn University enriches the lives of students by providing opportunities for them to develop and to realize their intellectual, academic, and professional potential, leading to becoming productive and responsible citizens. We are committed to excellence in teaching, scholarly work, quality academic and professional programs, and high levels of faculty-student interaction. We develop and engage in relationships to enhance educational experiences and our community. Washburn University Board of Regents, 2010

Catalog Description: Pedagogical knowledge needed for teaching trigonometry. Emphasis on fundamental ideas of trigonometry including right triangles, identities, application of periodic phenomena, and trig function families. Includes co-teaching a trigonometry-based course. Prerequisites: C or better in MA 230 and in either: MA 151 or MA 131.

Instructor:

Prerequisite: C or better in MA 230 and in either: MA 151 or MA 131.

Class Meetings: Appropriate for 1 Credit Hour Course (likely 1/week for 50 minutes)

Text and Appropriate Text is required (Adopted trig book & methods book: e.g., Teaching Secondary and Middle School Mathematics, Daniel J. Brahier)

Materials: Calculator TI83 (+) or TI 84 is recommended.

Reading Component: Read appropriate sections of the text as trigonometry topics are studied in class.

Writing Component: Students demonstrate qualitative reasoning by writing verbal descriptions of trigonometry relationships, pedagogical reading summaries & preparing lessons for demonstration of effective trigonometry teaching.

Course objectives: Upon successful completion of this course, a student should be able to:

- Understand fundamental ideas of trigonometry, such as right triangles, periodic phenomena, and identities
- Identify and understand successful practices for teaching trigonometry.
- Prepare and present lessons for assigned trigonometry ideas.

Context of the Course: This course is required for Students majoring in Math - Secondary Education.

Course Objectives: Upon successful completion of this course, students should be able to:

1. Explain the key concepts and procedures for trigonometric functions;
2. Demonstrate facility with trigonometric identities
3. Solve problems involving trigonometric ratios
4. Explain key concepts of trigonometry, to include function families
5. Develop awareness of best practices for teaching trigonometry
6. Apply pedagogical knowledge to present lessons about trigonometric ideas;
7. Derive trigonometric identities and relationships using hands-on materials
8. Demonstrate key trigonometric ideas using a variety of representations

Course Grade

Math-based Homework (50% of grade):

Successful completion of the mathematics homework will require critical reading of the text, solving problems, and providing conceptual statements about the various trigonometry ideas.

Reading summaries (10% of grade):

An essential component of a teaching ability is the ability to critically evaluate pedagogical ideas. This part of the grade will require students to read articles, apply information from the articles and summarize the information from the article.

Lesson preparation (10% of grade)

In order to demonstrate pedagogical understanding of trigonometry, students will create lessons about trigonometry.

Lesson Presentation (30% of grade)

In order to demonstrate pedagogical understanding of trigonometry, students will present lessons about trigonometry to classmates, university students, or secondary students. Total teaching time: 150 minutes or more

Rubric for lesson presentation:

Lesson delivery Unacceptable (0) Weak (1) Developing (2) On target (3)

Mathematics several incorrect mathematics statements confusing mathematics statements Most of the mathematical statements were correct Mathematical statements were all correct
 Introduction Disconnected from lesson OR teacher-centered statement of preparation Connected but not motivating Sets the stage, but could have been more powerful Sets the stage in a powerful manner
 Objective provided via several mediums Objective not given Objective given; one form of communication
 Objective and directions provided in 2 ways: (verbally, written or demonstration) Objective and directions provided 3 ways verbally, written & via demonstration
 Mathematics scaffolded appropriately skips between topics topics similar but not sequenced topics sequenced, but not scaffolded topics aligned, connected, sequenced, scaffolded
 Assessment Inappropriate, not aligned with obj, unclear, e.g. `Worksheet` or `pp.x,1-20` Unclear, or vague no opportunity for evaluation of quality, just a checklist/exit ticket Clear, Minimally appropriate for obj, questionable opportunity for evaluation Clearly tied to obj, appropriate for obj allows for evaluation of student learning
 Multiple Representations Representation ineffective Correctly used two or more representations, but none were hands-on Correctly used two or more representations, at least one was hands-on Correctly used two or more representations, at least one was hands-on and connections between representations was obvious
 Closure Minimal, completed by teacher, not a summary of information Attempt at summary, delivered by teacher Summarizes, delivered by teacher Summarizes, delivered by student

A final course grade will be assigned as follows:

- Grade of A if weighted average of components is 90%-100%.
- Grade of B if weighted average of components is 80%-89%.
- Grade of C if weighted average of components is 70%-79%.
- Grade of D if weighted average of components is 60%-69%.
- Grade of F if weighted average of components is less than 60%.

Additional Comments: MA 317 will allow students to investigate trigonometric ideas with the goal of teaching those ideas. The course will meet 50 minutes each week. Ideally, this course will be slotted immediately prior to MA 117 (trig) and students can observe and offer support to those undergraduate students when needed.

General Education Course: NO

Additional comments:

Is this course being proposed as a General Education course? N

Initiator's E-mail Address: kevin.charlwood@washburn.edu



Washburn University
College of Arts & Sciences - Course Approval System

Course Information Form

Course Title: **Teaching Statistics**

Department: **Mathematics and Statistics** Division: **Natural Science & Mathematics**

Course Level: **Undergraduate** Prefix: **MA** Course Number: **318**

Effective Semester: **Fall** Effective Year: **2019** Credits: **1**

Course Catalog Description (*include prerequisites*)

Pedagogical knowledge needed for teaching statistics. Emphasis on fundamental ideas of statistics including variability, measures of central tendency, randomness, inference, and multiple representations. Includes co-teaching a statistics-based course. Prerequisites: C or better in MA 230 and in MA 140 and in either: MA 151 or MA 131.

Prerequisites (*please enter in textbox below and also in catalog description*)

Grades of C or better in MA 230 and in MA 140 and in either: MA 151 or MA 131.

Restrictions? **None** Course offered? **Every semester**

Primarily attract? **Department majors**

Specify type and amount of any additional fees or tuition of other than the norm:

None.

Please state the rationale for offering this course:

Currently, our students are not required to take a class in Statistics beyond basic statistics. Statistics courses in 6-12 schools are on the rise. MA 318 will help meet Kansas State Department of Education (KSDE) Statistics-based Standards for Secondary math teachers. Specifically, this course will address Standard 3: Content knowledge; Function 4: Statistics and Probability: 3.4.1 Statistical variability; 3.4.2 Creation and implementation of surveys and investigations using sampling methods; 3.4.3 Univariate and bivariate data distributions; 3.4.4 Empirical and theoretical probability; 3.4.5 Random (chance) phenomena, simulations.

Is this course required for the major? **Y**

If 'Yes', which major(s)?

B. Ed. - Math Secondary Education.

Does this course replace an existing course? **N**

How will the teaching of this course be staffed? **This will be an additional course taught by full-time faculty.**

What, if any, additional equipment or facilities will be needed to teach this class?

None.

Paste a copy of the master syllabus in the text area below. Please make sure the syllabus addresses:

1. The extent and nature of the reading required for this course.
2. The writing component of the proposed course both qualitatively and quantitatively.
3. How student learning will be assessed.

Master Syllabus:

MA 318: Teaching Statistics

Mission of the University: Washburn University enriches the lives of students by providing opportunities for them to develop and to realize their intellectual, academic, and professional potential, leading to becoming productive and responsible citizens. We are committed to excellence in teaching, scholarly work, quality academic and professional programs, and high levels of faculty-student interaction. We develop and engage in relationships to enhance educational experiences and our community. Washburn University Board of Regents, 2010

Catalog Description: Pedagogical knowledge needed for teaching statistics. Emphasis on fundamental ideas of statistics including variability, measures of central tendency, randomness, inference, and multiple representations. Includes co-teaching a statistics-based course. Prerequisites: C or better in MA 230 and in MA 140 and in either: MA 151 or MA 131.

Instructor:

Prerequisite: C or better in MA 230 and in MA 140 and in either: MA 151 or MA 131.

Class Meetings: Appropriate for 1 Credit Hour Course (likely 1/week for 50 minutes)

Text and Appropriate Text is required (Adopted statistics book & methods book: e.g., Teaching Secondary and Middle School Mathematics, Daniel J. Brahier)

Materials: Calculator TI83 (+) or TI 84 is recommended.

Reading Component: Read appropriate sections of the text as statistics & probability topics are studied in class.

Writing Component: Students demonstrate qualitative reasoning by writing verbal descriptions of statistics & probability relationships, pedagogical reading summaries & preparing lessons for demonstration of effective statistics teaching.

Course objectives: Upon successful completion of this course, a student should be able to:

- Understand fundamental ideas of statistics and probability, such as central tendency, experimental and theoretical probability, randomness and multiple representations of different kinds of data
- Understand successful practices for teaching statistics & probability.
- Prepare and present lessons for assigned statistics & probability ideas.

Context of the Course: This course is required for Students majoring in Math - Secondary Education.

Course Objectives: Upon successful completion of this course, students should be able to:

1. Explain the key concepts and procedures for statistics & probability
2. Demonstrate facility with data analyses
3. Solve problems involving statistics & probability
4. Explain key concepts of statistics & probability
5. Develop awareness of best practices for teaching statistics & probability
6. Apply pedagogical knowledge to present lessons about statistics & probability ideas;
7. Derive statistics & probability theoretical equations
8. Demonstrate statistics & probability ideas using hands-on materials
9. Demonstrate key statistics & probability ideas using a variety of symbolic representations

Course Grade

Math-based Homework (50% of grade):

Successful completion of the mathematics homework will require critical reading of the text, solving problems, and providing conceptual statements about the various statistics & probability ideas.

Reading summaries (10% of grade):

An essential component of a teaching ability is the ability to critically evaluate pedagogical ideas. This part of the grade will require students to read articles, apply information from the articles and summarize the information from the article.

Lesson preparation (10% of grade)

In order to demonstrate pedagogical understanding of statistics & probability, students will create lessons about statistics & probability.

Lesson Presentation (30% of grade)

In order to demonstrate pedagogical understanding of statistics & probability, students will present lessons about statistics & probability to classmates, university students, or secondary students. Total teaching time:

150 minutes or more

Rubric for lesson presentation:

Lesson delivery Unacceptable (0) Weak (1) Developing (2) On target (3)
 Mathematics several incorrect mathematics statements confusing mathematics statements Most of the mathematical statements were correct Mathematical statements were all correct
 Introduction Disconnected from lesson OR teacher-centered statement of preparation Connected but not motivating Sets the stage, but could have been more powerful Sets the stage in a powerful manner
 Objective provided via several mediums Objective not given Objective given; one form of communication
 Objective and directions provided in 2 ways: (verbally, written or demonstration) Objective and directions provided 3 ways verbally, written & via demonstration
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 Assessment Inappropriate, not aligned with obj, unclear, e.g. `Worksheet` or `pp.x, 1-20` Unclear, or vague no opportunity for evaluation of quality, just a checklist/exit ticket Clear, Minimally appropriate for obj, questionable opportunity for evaluation Clearly tied to obj, appropriate for obj allows for evaluation of student learning
 Multiple Representations Representation ineffective Correctly used two or more representations, but none were hands-on Correctly used two or more representations, at least one was hands-on Correctly used two or more representations, at least one was hands-on and connections between representations was obvious
 Closure Minimal, completed by teacher, not a summary of information Attempt at summary, delivered by teacher Summarizes, delivered by teacher Summarizes, delivered by student

A final course grade will be assigned as follows:

- Grade of A if weighted average of components is 90%-100%.
- Grade of B if weighted average of components is 80%-89%.
- Grade of C if weighted average of components is 70%-79%.
- Grade of D if weighted average of components is 60%-69%.
- Grade of F if weighted average of components is less than 60%.

Additional Comments: MA 318 will allow students to investigate statistics & probability ideas with the goal of teaching those ideas. The course will meet 50 minutes each week. Ideally, this course will be slotted immediately prior to MA 140 and students can observe and offer support to those undergraduate students when needed.

General Education Course: NO

Additional comments:

Note that the new MA 316, 317 and 318 are options among 5 choices for B. Ed. - Math Secondary Education, from which students choose a minimum of two options.

Is this course being proposed as a General Education course? N

Initiator's E-mail Address: kevin.charlwood@washburn.edu



Washburn University
College of Arts & Sciences - Course Approval System

Course Information Form

Course Title: **Forensic Molecular Biology**

Department: **Biology** Division: **Natural Science & Mathematics**

Course Level: **Undergraduate** Prefix: **BI** Course Number: **420**

Effective Semester: **Spring** Effective Year: **2020** Credits: **4**

Course Catalog Description *(include prerequisites)*

This course will thoroughly cover the theory behind the molecular biology used in forensic DNA analysis as well as the practical considerations pertaining to the forensic lab environment. Through simulated examples of real-life sample types, students will learn and gain experience with techniques and equipment currently used in the forensic biology field. Three lectures and one three-hour laboratory period per week. Prerequisites: A grade of C or better in BI 333, CH 340, and CH 342 or consent of instructor.

Prerequisites *(please enter in textbox below and also in catalog description)*

A grade of C or better in BI 333, CH 340, and CH 342 or consent of instructor.

Restrictions? **Instructor** Course offered? **Every other semester**

Primarily attract? **Department majors & majors from specific depts.**

Specify type and amount of any additional fees or tuition of other than the norm:

None

Please state the rationale for offering this course:

This course will serve as the capstone for majors in the newly proposed B.S. in Forensic Biology degree program. This course will give students knowledge and access to the techniques and equipment used in the field, offering them a competitive advantage when they are seeking employment or advanced education. Furthermore, this course is necessary for Washburn University to obtain accreditation from the Forensic Science Education Programs Accreditation Commission (FEPAC). This helps not only the Forensic Biology degree program in the accreditation process, but also the Forensic Chemistry program as well.

Is this course required for the major? **Y**

If 'Yes', which major(s)?

B.S. in Forensic Biology
B.S. in Forensic Chemistry

Does this course replace an existing course? **N**

How will the teaching of this course be staffed? **This will be an additional course taught by full-time faculty.**

What, if any, additional equipment or facilities will be needed to teach this class?

None. The KBI 200 teaching laboratory is well-equipped to teach this course. Consumables will need to be purchased on a regular basis but these are budgeted for in the Biology Department's separate Forensic Budget.

Paste a copy of the master syllabus in the text area below. Please make sure the syllabus addresses:

1. The extent and nature of the reading required for this course.
2. The writing component of the proposed course both qualitatively and quantitatively.
3. How student learning will be assessed.

BI 420 Forensic Molecular Biology – Master Syllabus
(4 credit hours)

Course: Forensic Molecular Biology
Meeting Times/Location: Variable

Contact information: Instructor:
Office:
Email address:
Office Hours:

Course Catalog Description: This course will thoroughly cover the theory behind the molecular biology used in forensic DNA analysis as well as the practical considerations pertaining to the forensic lab environment. Through simulated examples of real-life sample types, students will learn and gain experience with techniques and equipment currently used in the forensic biology field. Three lectures and one three-hour laboratory period per week. Prerequisites: A grade of C or better in BI 333, CH 340, and CH 342 or consent of instructor.

Course Expectations: This goal of this course is to equip those interested in a career in forensic biology with both the theoretical and practical knowledge associated with forensic DNA analysis. The theory behind the molecular biology of the steps included in forensic DNA analysis will be discussed in-depth. In addition, real-life examples will be provided to demonstrate the practical considerations that are a part of the forensic lab environment. Finally, students will learn and gain experience with techniques and equipment currently used in the field.

Student Learning Outcomes:

1. Understand the role DNA plays in a forensic investigation and the process of how a biological fluid found at a scene can be linked to a specific individual.
2. Develop the laboratory competency to perform the current molecular biology techniques used in DNA profiling.
3. Evaluate the strength of forensic DNA profiling results quantitatively using the statistical methods implemented in the field and the population genetics behind these methods.

Required Readings: Readings will be from the assigned materials which may include: textbooks, scientific articles, and internet resources. These resources will vary by instructor. An example of materials that could be used is provided below. A detailed schedule of the required readings based on these specific materials is included in the last page of this syllabus.

Textbook: Fundamentals of Forensic DNA Typing by John Butler
Other Resources: STRbase (<http://strbase.nist.gov/>)

Student Assessment: Material used to assess the student's progress on the above mentioned student learning outcomes may differ between different instructors of the course but all students will be given embedded exam questions and practical laboratory exercises to assess learning. The implementation of a simulated case report will evaluate writing skills including both qualitative (ex: evidence/test outcome descriptions) and quantitative (ex: calculation of match probability between two DNA profiles) components. An example grade breakdown is provided below:

Grading: Your course grade will be based on 3 lecture exams, 1 lab exam, and a mock case report.

Lecture Exams (120 pts/each) 360 pts
Lab Exams (100 pts) 100 pts
Mock Case Report (40 pts) 40 pts
Total pts possible 500 pts

The grading scale is not based on a curve and no extra credit will be offered. In order to earn each grade, the following points must be acquired by the student over the course of the semester:

450-500 pts = A (90-100%)
400-449 pts = B (80-89%)
350-399 pts = C (70-79%)
300-349 pts = D (60-69%)
0-299 pts = F (below 60%)

Exams: Exams and associated policies will vary by instructor.

Exam dates: Variable

Make-Up Exam Policy: Make-up exam policies will vary by instructor.

****NOTE:** Any material covered on this syllabus is subject to change by email announcement to the entire class.

Tentative Class Schedule

Below is a tentative schedule of the topics covered in class and their sequential order. Reading assignments are what should be read before class. Note**: The topics and order are subject to change. Any changes will be announced in class.

Week Lecture Topic Reading assignment

- 1 Basics of DNA/Sample Collection and Storage Chapters 2 & 4
- 2 DNA Extraction Chapter 5
- 3 DNA Quantitation Chapter 6
- 4 PCR Chapter 7
- 5 DNA Separation/Capillary Electrophoresis Chapter 9
- 6 STR Markers Chapter 8
- 7 Mitochondrial and Y-STR Markers Chapter 16
- 8 Basics of DNA Analysis Chapter 10
- 9 Challenges in DNA Analysis/Mixtures Chapter 14
- 10 Databases Chapter 12
- 11 Population Genetics Appendix 3 and Handouts
- 12 Statistical Analysis of DNA Markers Chapter 11
- 13 Troubleshooting Problematic Samples Handouts/STRbase Examples
- 14 The Future of Forensics Chapter 18
- 15 QA/QC and Non-Human Forensic DNA Chapters 13 & 15

Week Lab Topic

- 1 Introduction to the Equipment-Workflow and Considerations
- 2 Sampling Practice (Cuttings, Scrapings, Swabbings, Tape Lifts, Etc.)
- 3 Reference Sample DNA Extraction (Chelex-based extraction)
- 4 Evidence Sample DNA Extraction (Kit based)
- 5 DNA Quantitation
- 6 PCR of Reference Samples
- 7 PCR of Evidence Samples
- 8 Sample Set-Up and Capillary Electrophoresis
- 9 Analysis of Results
- 10 Mitochondrial DNA Analysis Exercise
- 11 Mock Case
- 12 Mock Case
- 13 Mock Case
- 14 Lab Final

Additional comments:

Is this course being proposed as a General Education course? N

Initiator's E-mail Address: john.mullican@washburn.edu



Washburn University
College of Arts & Sciences - Course Approval System

Course Information Form

Course Title: **Internship**

Department: English

Division: Humanities

Course Level: Graduate

Prefix: EN

Course Number: 402

Effective Semester: Fall

Effective Year: 2019

Credits: 1 to 3

Course Catalog Description *(include prerequisites)*

Applicants should be majors and minors who have second semester junior or senior status, and the approval of their academic advisor and the internship coordinator. Interns will be supervised by the internship coordinator and a workplace supervisor(s). Prerequisites: 15 hrs. of English courses completed, including EN 105, EN 300, and 9 hours at the 300 level, as well as a 3.0 GPA in English coursework.

Prerequisites *(please enter in textbox below and also in catalog description)*

Students must satisfy these prerequisites: 15 hrs. of English courses completed, including EN 105, EN 300, and 9 hours at the 300 level, as well as a 3.0 GPA in English coursework.

Restrictions? None

Course offered? Every semester

Primarily attract? Department majors

Specify type and amount of any additional fees or tuition of other than the norm:

None

Please state the rationale for offering this course:

The primary purpose of EN 402 is to prepare English majors and minors for a career by allowing them to apply the skills they are developing in the workplace. This course will also aid in recruitment and retention.

Is this course required for the major? **N**

If 'Yes', which major(s)?

Does this course replace an existing course? **N**

How will the teaching of this course be staffed? This course will be alternated with existing courses so no additional faculty needed.

What, if any, additional equipment or facilities will be needed to teach this class?

None

Paste a copy of the master syllabus in the text area below. Please make sure the syllabus addresses:

1. The extent and nature of the reading required for this course.
2. The writing component of the proposed course both qualitatively and quantitatively.
3. How student learning will be assessed.

EN 402, Internship
Fall 2019

MISSION OF THE UNIVERSITY

Washburn University enriches the lives of students by providing opportunities for them to develop and to realize their intellectual, academic, and professional potential, leading to becoming productive and responsible citizens. We are committed to excellence in teaching, scholarly work, quality academic and professional programs, and high levels of faculty-student interaction. We develop and engage in relationships to enhance educational experiences and our community. --Washburn University Board of Regents, 2010
English Internship Coordinator:

OBJECTIVES

The primary purpose of this course is to allow you to experience a professional workplace and develop appropriate skills for that environment. At the end of this internship, we trust that you will have presented evidence of having met the following objectives:

1. Applied your knowledge, skills, and experiences gained in the academic environment in a workplace environment;
2. Enhanced transferable skills through challenging and meaningful activities within a workplace environment;
3. Developed new transferable skills through challenging and meaningful activities within a workplace environment;
4. Advocated for your ability to contribute to and develop in a workplace in alignment with your internship goals;
5. Demonstrated a professional demeanor and attitude;
6. Formed and maintained professional relationships that will extend your professional network and offer opportunities for mentorship;
7. Reflected on and processed your internship experience; and
8. Identified, clarified, and/or confirmed a desirable career path that you can pursue with confidence.

CREDIT HOUR

For three hours of credit, approximately 16-17 hours of work per week will be scheduled during either the fall or spring semester, or approximately 33 hours of work per week during the summer semester (or 192 hours total).

For two hours of credit, approximately 11 hours of work per week will be scheduled during either the fall or spring semester, or approximately 22 hours of work per week during the summer semester (or 128 hours total).

For one hour of credit, approximately 5-6 hours of work per week will be scheduled during either the fall or spring semester, or approximately 10-11 hours per week during the summer semester (or 64 hours total). The total hours on the job are calculated on the basis of a 14-week semester to take into account holidays and finals week. NOTE: The important number is the total hours completed on the job, not how the work hours are distributed throughout the semester.

PROFESSIONALISM

While interning, you represent yourself, the Department of English at Washburn University, and Washburn University. Your attitude, demeanor, and performance will have an impact on yourself and Washburn students in the present and future.

ABSENCES. Permissible work absences include illness, jury duty, or other serious circumstances. Keeping pace with assignments, co-curricular activities, or personal events are not legitimate excuses. Medical and dental appointments need to be scheduled around internships.

Notify your employer/supervisor immediately in case of absence.
Record all absences and their circumstances within your daily journal.

STANDARD OF CONDUCT. Within the workplace, behave as an employee. Like any employee, you are governed by the employer's employment policies, practices, standards of conduct, and dress and safety codes. Obtain clarification regarding such matters from your employer before you begin your internship. Report to work on time and leave as scheduled. Report for any orientation, testing, and/or training as scheduled.

Use professional language in oral and written communication.

Engage in positive, respectful, ethical, and legal behavior.

Accept responsibility and accountability for speech, actions, and decisions.

Limit your use of social media for personal purposes, including for personal calls, emails, and texts, as well as surfing the internet and game playing. Regardless of what you see other employees doing, "catch up" during lunch and other breaks when you are "off company time."

CONFIDENTIALITY. Maintain confidentiality regarding information on workplace clients, customers, and patients, as well as other employees. Also maintain confidentiality on services and products associated with the workplace. What you learn within a workplace should remain within the workplace.

Always clear the use of potentially confidential/proprietary material and information for academic journals, papers, portfolios, and/or presentations, including for EN 402.

INTELLECTUAL PROPERTY. You may be required to sign a copyright agreement. In general, the employer retains the rights to all the work you produce during your internship.

COURSE WORK

Course work will consist of appropriate assignments within the workplace, inclusive of any training; intern reflections on assignments and the skill application, enhancement, and development involved; and evaluation of the internship.

ASSIGNMENTS WITHIN THE WORKPLACE. Assignments within the workplace will be determined by the workplace employer/supervisor, in conjunction with the English Internship Coordinator as necessary. They will be appropriate for the application, enhancement, and development of appropriate skills.

INTERN REFLECTIONS. By maintaining a daily journal, meeting with the English Internship Coordinator (EIC), developing a portfolio, and creating a poster presentation, the intern will reflect on activities within the workplace.

Daily Journal. Within the journal, you will list hours worked, summarize activities and assignments, and note skills you are applying, enhancing, and developing. Email entries to the EIC on Friday each week, and email the entire journal to EIC at the end of the semester as noted on the course schedule.

Meetings with EIC. By meeting with the EIC, you will be able to adjust and create new goals/objectives that you originally defined for yourself in the internship. You will also be able to discuss how your workplace assignments are allowing you to apply, enhance, and develop new skills. These sessions will be designed to ensure successful outcomes from the internship.

Portfolio. Near the end of the internship, you will prepare a professional portfolio for the EIC. It will consist of a four page summary of the internship that highlights internship experiences, clarifies the extent to which your goals/objectives were met, and evaluates your overall professional development. Examples of your projects and work must be attached.

Poster Presentation. You will create a poster illustrating your activities and assignments and the skills you applied, enhanced, and developed in your internship. In the fall semester, you will present this poster to the English Department faculty; in the spring semester, you will present this poster at Apeiron. Poster guidelines can be found here: <http://washburn.edu/academics/apeiron/index.html>

EVALUATION OF THE INTERNSHIP. At the end of the internship, you will be asked to submit an evaluation of your employer to the EIC.

ASSESSMENT OF FINAL GRADE

Your final grade will be determined as follows:

- Daily Journal 15%
- Internship Meetings 10%
& On-site Visit
- Portfolio 40%
- Poster Presentation 15%
- Employer Evaluation 20%

UNIVERSITY ASSISTANCE AND POLICIES

Knowledge of basic assistance and policies designed to facilitate learning is imperative.

ACADEMIC MISCONDUCT POLICY. All students are expected to conduct themselves appropriately and ethically in their academic work. Inappropriate and unethical behavior includes (but is not limited to) giving or receiving unauthorized aid on examinations or in the preparation of papers or other assignments, or knowingly misrepresenting the source of academic work. Washburn University's Academic Impropriety Policy describes academically unethical behavior in greater detail and explains the actions that may be taken when such behavior occurs. For guidelines regarding protection of copyright, consult <http://www.washburn.edu/copyright>. For a complete copy of the Academic Impropriety Policy, contact the office of the Vice President for Academic Affairs, Bradbury Thompson Alumni Center Suite 200, or go on-line to: <http://www.washburn.edu/academic-impropriety>.

CONCEALED CARRY POLICY. Washburn University has regulations and procedures in place to address concealed carry of weapons on campus. Those regulations and procedures can be located at <http://www.washburn.edu/concealedcarry>.

EMAIL ADDRESS AND OFFICIAL NOTIFICATIONS. Your Washburn University email address will be the official address used by the University for relaying important messages regarding academic and financial information and the University will consider this your official notification for important information. It may also be used by your instructors to provide specific course information. If you prefer to use an alternate email address to receive official University notices you can set a forwarding address in the Outlook Web App by following the steps on the following page.

Outlook Web App: Set Forwarding Address

1. Go to <http://outlook.washburn.edu>.
2. Sign in.
3. Click the Gear in the upper right.
4. Choose MyApp Settings > Mail.
5. Select Accounts > Forwarding from the list on the right.
6. Enter the email address to which you want to forward all your email.
7. Click the start forwarding button.

EQUAL AND SAFE ACCESS TO EDUCATION.

Notice of Non-Discrimination/Safe Educational Environment. The University prohibits discrimination on the basis of race, color, religion, age, national origin, ancestry, disability, sex, sexual orientation, gender identity, genetic information, veteran status, or marital or parental status. Dr. Pamela Foster, Equal Opportunity Director/Title IX Coordinator, is designated to handle inquiries regarding the non-discrimination policies at Washburn University. Dr. Foster can be reached at 785-670-1509, or eodirector@washburn.edu.

Harassment & Discrimination. The University is required by federal laws to address complaints of discrimination and harassment. Faculty are considered responsible employees, and, as responsible employees, they are required to report an incident of discrimination, sexual harassment, or sexual violence to Dr. Pam Foster. A faculty member is only required to report the name of the complainant, but may report more information at his or her discretion. A class assignment WILL NOT trigger an investigation or a report to Dr. Foster. Students and employees may file complaints with the Equal Opportunity Director/Title IX Coordinator, Dr. Pamela Foster at <http://www.washburn.edu/statements-disclosures/equal-opportunity/how-to-file-a-complaint.html>, or with the Washburn University Police at 785-670-1509.

STUDENT COUNSELING SERVICES.

Location: Kuehne Hall, Suite 200
Phone: 785-670-3100

On campus, University Counseling Services offers free, confidential counseling to students on any topic, including experiences with sexual assault or relationship violence: <http://washburn.edu/current-students/services/counseling/index.html>.

STUDENT HEALTH SERVICES.

Location: Morgan 140
Phone: 785-670-1470

SHS offers confidential urgent care for illness and injury; sports, school, and travel abroad physicals (including TB testing); well woman exams; STD and pregnancy testing; immunizations/vaccinations; and care of chronic illness. Services are provided by Board Certified Advanced Practice Registered Nurses (APRN) who collaborate with WU Student Counseling Services and physicians in the Topeka area. More information can be found at <http://washburn.edu/current-students/services/health-services/index.html>.

UNIVERSITY DIVERSITY AND INCLUSION. University Diversity and Inclusion – Student Accommodations, Military Connected Certifications, LGBTQ+ Resources, Multicultural and Non-Traditional Student Resources

Location: Morgan 105
Web: <http://www.washburn.edu/student-services>
Phone: 785-670-1629
Email: student-services@washburn.edu

Disability Services. The Student Services Office is responsible for assisting in arranging accommodations and for identifying resources on campus for persons with disabilities. Qualified students with disabilities must register with the office to be eligible for services. The office MUST have appropriate documentation on file in order to provide services. Accommodations may include in-class note takers, test readers and/or scribes, adaptive computer technology, brailled materials. Requests for accommodations should be submitted at least two months before services should begin; however, if you need an accommodation this semester, please contact the Student Services Office immediately. Students may voluntarily identify themselves to the instructor for a referral to the Student Services.

OTHER ON-CAMPUS RESOURCES.

Center for Student Success: Mabee Library, Room 201, 785-670-1942
<http://www.washburn.edu/success>

Student Life Office: Morgan 240, 785-670-2100
<http://www.washburn.edu/studentlife>

Student One Stop (S.O.S.): Morgan Welcome Center, 785-670-2162
 sos@washburn.edu, www.washburn.edu/sos

Student Success Week (Week before Finals):
<http://www.washburn.edu/faculty-staff/faculty-resources/policies-forms/forms/success-week-policy.pdf>

Writing Center: Mabee Library, 2nd floor.
 Check at the front desk for hours of operation.

MAY YOU HAVE A PRODUCTIVE AND ENJOYABLE INTERNSHIP!

EN 402, Internship
 English Internship Coordinator (EIC)
 MO _____
 Phone: 785-670-_____
 Email: @washburn.edu

COMPLETE THIS SYLLABUS AND EMAIL TO INSTRUCTOR BY 5 PM, 8-30-19.

- Add your assigned hours at _____ (workplace).
- Add workplace holidays. (WU holidays are not observed in EN 402.)
- In consultation with English Internship Coordinator (EIC), add "Meeting with EIC" at least three times: Incl. Time, Place
- In consultation with employer and EIC, add "On-site Visit by EIC": Incl. Time, Place
- In consultation with EIC, add "Poster Presentation": Incl. Time, Place

8-19 Mandatory Class Meeting, 5 PM, MO 137

20

21

22

23 Email Daily Journal to EIC

26

27

28

29

30 Email Daily Journal to EIC

9-2

3

4

5

6 Email Daily Journal to EIC

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11

12

13 Email Daily Journal to EIC

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17

18

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20 Email Daily Journal to EIC

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27 Email Daily Journal to EIC

30

10-1

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4 Email Daily Journal to EIC

7

8

9
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11 Email Daily Journal to EIC

14 Mandatory Class Meeting, 5 PM, MO 137
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18 Email Daily Journal to EIC

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25 Email Daily Journal to EIC

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29
30
31
11-1 Email Daily Journal to EIC

4
5
6
7
8 Email Daily Journal to EIC

11
12
13
14
15 Email Daily Journal to EIC

18
19
20
21
22 Email Daily Journal to EIC

25
26
27
28
29 Email Daily Journal to EIC

12-2
3
4
5
6 Email Full Journal to EIC (containing this week's entries)
Email or Hand-deliver Portfolio to EIC
12-11 Email Written Evaluation of Employer (by 3 PM)

Additional comments:

Is this course being proposed as a General Education course? N

Initiator's E-mail Address: mary.sheldon@washburn.edu



Washburn University
College of Arts & Sciences - Course Approval System

Course Information Form

Course Title: **Curriculum Development for Elementary and Secondary Physical Education Methods**

Department: Kinesiology

Division: EDKN

Course Level: Undergraduate

Prefix: KN Course Number: 420

Effective Semester: Fall

Effective Year: 2019

Credits: 3

Course Catalog Description (include prerequisites)

Instructional methods, resources and curriculum development aimed at preparing future physical education teachers with the knowledge to create developmentally appropriate activities for preschool through high school age students, utilizing practical site-based experiences in planning, teaching and evaluating physical education programs.

Prerequisites (please enter in textbox below and also in catalog description)

KN311, plus any 3 of the following: KN341, KN342, KN343, KN344, KN345, and formal admission to the Professional Teacher Education Program or consent of instructor.

Restrictions? Majors only

Course offered? Every other semester

Primarily attract? Department majors

Specify type and amount of any additional fees or tuition of other than the norm:

None

Please state the rationale for offering this course:

Kansas higher education institutions have traditionally offered two teaching methods courses, one for Elementary/Middle school and one for Secondary school. The trend now is to condense these two classes into one comprehensive methods class and we are proposing to do the same with this new course. Also, the format of this course will more closely follow the way student teaching is done, with half a semester in an elementary/middle school and half a semester in a secondary school. In addition, condensing this course into one class will help reduce by three the number of credit hours needed to complete this degree and be closer to the 120 credit hours desired for degree programs, both at Washburn University and throughout the state of Kansas.

Is this course required for the major? **Y**

If 'Yes', which major(s)?

Bachelor of Education in P-12 Physical Education Teaching

Does this course replace an existing course? **Y**

How will the teaching of this course be staffed? This course will be alternated with existing courses so no additional faculty needed.

What, if any, additional equipment or facilities will be needed to teach this class?

None

Paste a copy of the master syllabus in the text area below. Please make sure the syllabus addresses:

1. The extent and nature of the reading required for this course.
2. The writing component of the proposed course both qualitatively and quantitatively.
3. How student learning will be assessed.

WASHBURN UNIVERSITY
Department of Kinesiology

Course: KN 420
Curriculum Development for Elementary and Secondary Physical Education Methods

Class Meets: Instructor: Dr. Tiffany Dirks
Class Location: Office: Petro 201 F
Course Credit: 3 credit hours Phone: 785-670-1966
E-Mail: tiffany.dirks@washburn.edu
Office Hours: TBA

Course Catalog Description: Instructional methods, resources and curriculum development aimed at preparing future physical education teachers with the knowledge to create developmentally appropriate activities for preschool through high school age students, utilizing practical site-based experiences in planning, teaching and evaluating physical education programs.

Required Text:

Student Learning Outcomes:

1. Identify the process of curriculum development, and develop appropriate content for curriculum in the elementary and secondary physical education programs. SHAPE 3 Assessment: Curriculum content materials. Exam
2. Identify and discuss mandates, trends, issues, and legal liabilities that have influenced physical education curriculum development. SHAPE 6 Assessment: Exam
3. Communicate the values, beliefs, rationale and philosophy that establish the foundation of an elementary and secondary physical education curriculum. SHAPE 1, 3 Assessment: Curriculum content materials, article review, case study, exam.
4. Describe the need for, and benefits of, a quality elementary physical education program, and the unique contributions of physical education to a child's total education. Diversity #1; SHAPE 1,2,3 Assessment: Research paper.
5. Research and describe various curriculum models appropriate for physical education program. SHAPE 2, 3, 5 Assessment: Curriculum model research project and exam.
6. Develop lesson plans and 2 unit plans designed with appropriate content, motivation, positive social interaction and instructional strategies for students in physical education, including students with special needs. SHAPE 1, 2, 3, 5 Assessment: Lesson plan and unit plan assessment
7. Demonstrate appropriate instructional, management and safety strategies when instructing students in practice teaching experiences. SHAPE 2, 3, 6 Assessment: Peer teaching and practicum teaching experiences.
8. Plan, develop, and apply a variety of assessment strategies for use in the physical education program. SHAPE 5 Assessment: Lesson and unit plan development and fitness assessment project.
9. Demonstrate the ability to work cooperatively with others, including peers and professionals in the field, to plan and deliver instruction in physical education, and to seek opportunities for professional growth. SHAPE 1, 3, 6 Assessment: Peer teaching experiences, and practicum teaching experiences.
10. Successfully complete a practicum teaching experience in both elementary and secondary school physical education classroom. Diversity #1; SHAPE 1, 2, 3, 4, 6 Assessment: lesson plans, log sheet, cooperating teacher checklist and reflection assignments
11. Identify and apply developmentally appropriate practices for the elementary and secondary school physical education program. SHAPE 1, 2, 3 Assessment: Exam and lesson plans, unit plans and teaching.
12. Plan and implement learning experiences in physical education that contribute to the psychomotor, cognitive and affective domains of the learner to help develop the physically educated learner. SHAPE 2 Assessment: Lesson plan development.
13. Reflection on self, content, methods, materials and diversity as a result of practicum experiences in secondary physical education. Reflect upon your own teaching to enhance student learning. SHAPE 3, 4 Assessment: Reflection / summary papers and oral reports, video analysis; Reflective Educator
14. Develop an understanding of a variety of motivation strategies and classroom management strategies designed to optimize a positive learning environment for elementary children. SHAPE 1 Assessment: Rules, consequences, procedures, organization and management assignment.
15. Use effective verbal and non-verbal communication and media communication to foster inquiry and collaboration. SHAPE 1, 4 Assessment: Bulletin Board assignment; lesson plans

Course Content

| Professional-related Topics

Professional websites

www.pecentral.com www.aahperd.org www.pelinks4u.org www.pe4life.org www.peuniverse.com

www.corestandards.org www.sparkpe.org

Position Statements; Appropriate Practices Document for Middle School and High School

Journal Resources: JOPERD / Strategies

Legal Liability (journal articles to support in JOPERD)

Trends in Physical Education:

New PE, Obesity Trends, Let's Move! Active Schools, Common Core Standards

Surveys: What is being taught in PE in schools (WU and AAHPERD)

KPTP

Dispositions

II Curriculum Development Process

How PE Benefits Students

Backward Design

Curriculum Philosophy, Rationale, Goals

Standards: State and National

Stakeholders: Needs, interests, characteristics of MS / HS students / Survey stakeholders

Resources: Facilities, Equipment, Community

Select Content

Yearly Plan 7-12: What, when and how long

Unit Plan: Objectives, activities and assessment; Proper progressions

Policies: i.e. dressing out, absences, behavior, grading

Scope and Sequence

Curriculum Map

Curriculum Evaluation

III Professional Coursework

Bulletin Board – Communication assignment

Equipment Inventory

Rules and Consequences

Technology Research

IV Portfolio

Handouts

Professional resources materials

Lesson plans and unit plans

Curriculum Development materials

Curriculum Model Project Materials

Practicum Materials

V Lesson Plan Development

Lesson Plan

Four-part lesson (instant activity, fitness development activity, lesson focus, closing activity)

Organization, formation/ number of students / equipment and facilities / time / transitions

Objectives in psychomotor, cognitive and affective domains

Standards

Safety

Anticipatory Set / Introduction / scaffolding

Content, including explanation, demonstration, check for understanding, appropriate progressions,

drills, or other as appropriate for teaching style, review/closure/assessment

Instructional Methods: Teaching Styles / Models

Instructional Elements: Differentiation, Academic Integration, Technology, Community

Resources, Adaptations for Special Needs Learners, well-made and

highly effective props

Teacher protocols: home base, start and stop signals retrieve and put away equipment, forming

partners and groups; formations, i.e. forming circles

Teacher behaviors: feedback (positive, specific, corrective), refinement, pinpointing, talk time

and time on task, keep back to wall, energy, enthusiasm and with-it-ness, questioning techniques

VI Unit Plan Development

Unit Organization

Unit Standards

Unit Objectives

Unit Assessments: formative and summative; formal and informal

Unit Outline

Unit Lesson Plans (see Lesson Plan Development above)

VII Peer Teaching

Novelty Activity

Unit Plan Lesson: Lesson Plan; Reflection

Curriculum Model Project: Lesson Plan; Reflection

Video Analysis

VIII Curriculum Model Project
 Overview of curriculum models
 Select curriculum model for your project
 Resources: Journal Articles and books
 Written Research Paper
 Power-point presentation development and oral presentation
 Unit Plan (see unit plan development above)
 Peer Teach 1 Lesson from unit

IX Practicum Experience (20 hours – per placement)
 Log Sheet- completed and signed by cooperating teacher
 Daily Journal – must be typed
 Teach (activity plan is required) – activity plan must be typed. Collaborate with cooperating teacher
 To select what to teach
 Checklist to ask cooperating teacher: curriculum, budget, student policies, i.e. dressing out, absences
 grading
 Checklist: classroom protocols, instructional techniques observed; management techniques observed
 Mini KPTP
 Cooperating teacher evaluation
 Class practicum at local school

Course Assignments:

1. Professional Responsibility:
 - a. KAHPERD membership
 - b. Attend KAHPERD convention
 - c. PE Majors Club Membership and involvement
2. Physical Education Technology Assignment
3. Curriculum Development Assignment – Year long mapping/ Scope & Sequence
4. Three – 25-30 minute Teaching Assignments, including
 - a. lesson plan
 - b. written reflection / written video analysis
 Peer teaching and related lesson plan assignments must meet minimum competency of 80% before final grade can be determined.
5. 2 Two (2) Unit Plans: Unit plans with 90% proficiency is required
6. Curriculum Model Assignments.
7. 40- Hour Practicum experience. (20 hours – Elementary Placement, 20 hours – Secondary Placement)
 Failure to complete practicum experience in full will result in course failure.
 - a. Daily Journal Entry
 - b. Log Sheet, completed and signed by Cooperating Teacher
 - c. “Activity” plan / Teaching Assignment
 - d. Cooperating Teacher Evaluation
 - e. Written reflection of the experience
 - f. Oral presentation of the experience
8. Portfolio. Must meet minimum competency of 80% before final grade can be determined.
9. Mock Interview with a principal
10. Bulletin Board assignment for elementary PE.
11. PE Equipment Inventory
12. Rules, consequences, procedures, management assignment
13. Equipment Requisition assignment

KSDE STANDARDS for PHYSICAL EDUCATION TEACHER EDUCATION

Source: Shape America PETE Standards www.shapeamerica.org

Standard 1: Physical education candidates demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective preK-12 physical education program.

Standard 2: Physical education candidates are physically literate individuals who can demonstrate skillful performance in physical education content areas and health-enhancing levels of fitness.

Standard 3: Physical education candidates apply content and foundational knowledge to plan and implement developmentally appropriate learning experiences aligned with local, state and/or SHAPE America's National Standards and Grade-Level Outcomes for K-12 Physical Education through the effective use of resources, accommodations and/or modifications, technology and metacognitive strategies to address the diverse needs of all students.

Standard 4: Physical education candidates engage student in meaningful learning experiences through effective use of pedagogical skills. They use communication, feedback, technology, and instructional and managerial skills to enhance student learning.

Standard 5: Physical education candidates select and implement appropriate assessments to monitor students' progress and guide decision making related to instruction and learning.

Standard 6: Physical education candidates demonstrate behaviors essential to becoming effective professionals. They exhibit professional ethics and culturally competent practices; seek opportunities for continued professional development; and demonstrate knowledge of promotion/advocacy strategies for physical education and expanded physical activity opportunities that support the development of physically literate individuals.

NATIONAL STANDARDS FOR K-12 PHYSICAL EDUCATION (newly revised)

Source: www.shapeamerica.org

Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Absent

A student may be absent two (2) times with no loss of points. Thereafter, the third absence will result in reduction of one letter grade. At the sixth absence, the student will receive a failing grade for the course. This is a professional course, and attendance is expected.

A student will automatically FAIL THE COURSE when six (6) absences have occurred.

NOTE:

Cell phones, pagers, iPods or other similar devices must be turned off and put away during class, unless they are specifically used for class work. Non-academic use of such devices during class will result in the student being asked to leave class, and early leaving deductions will apply.

Late Work Policy: Work that is turned in after the due date will be subjected to an automatic 20% reduction in grade. Work that is turned in more than 1 week late will not be accepted.

Turning in Written Work Policy: Work must be handed to the instructor. Assignments will not be accepted via e-mail, unless specifically indicated. The Drop Box on D2L may be used if applicable.

Grading Scale:

90 – 100% = A 70 – 79% = C 59% and below = F

80 – 89% = B 60 – 69% = D

Informed Participant Assumption of Risk: A physical exam is not a pre-requisite for this course. However, due to the nature of this course, students will be actively engaged in physical activity. An inherent risk of injury is involved. Such injuries may include, but not be limited to, sprains, strains, bruises, bumps, etc. Each student should have his / her health evaluated by a physician. Any health issues should be brought to the attention of the instructor. Students are advised of the potential risk for injury and their participation in class acknowledges their acceptance of these inherent risk factors.

Equipment: all students are expected to help with taking equipment to the playing area and returning to the equipment room as needed.

Syllabus: Information contained in this syllabus may be changed due to unforeseen circumstances. The instructor reserves the right to modify the course outline and grade components described herein as deemed necessary. It is, ultimately, the responsibility of each student to be aware of, and adjust accordingly, to all changes communicated by the instructor. Final responsibility for completing all course requirements rests with the student.

Dress Policy: All students are to be dressed for participation by wearing comfortable clothing that allows movement. Sleepwear is NOT appropriate for class. Athletic-type shoes must be worn during activity sessions. Flip-flops, sandals, boots or high heels are not appropriate for class. Students must display a "professional" dress when observing and working in the schools.

Do your own work – unless specifically stated as "group or partner" work all work must be completed independently. Any duplication of work, or work that obviously is shared, will result in an F for all parties

involved. (See academic misconduct below).

The Reflective Educator - Conceptual Framework

Dimensions of Reflective Practice

Reflection is

- an inquiry-based thinking process in which teachers engage in systematic, rigorous, and disciplined thinking about their professional practice;
- an interactive process that is enriched through involvement with a community of learners;
- a learning process that allows teachers to gain in-depth understanding as they move from one professional learning experience to the next;
- the means by which teachers are able to see personal and professional growth as they make connections between and among professional learning experiences;
- a process that can be taught;
- enhanced by dispositions for personal and intellectual growth for self and others.

Six separate, yet interdependent, Dimensions of Reflection have been identified that influence the education and development of educators at all levels of professional practice.

Reflection on Self as an Emerging, Developing, and Maturing Professional

- Teachers' beliefs, values, and perspectives are products of personal life histories that are infused into professional practice. Reflective thinking allows educators the opportunity to challenge their personal belief system for its merit and educative value in a variety of teaching and learning situations. Reflective educators value reflection as integral to the re-conceptualization and reshaping of educational practice over the life of their careers as professional educators.

- Teaching and learning is a social interactive process. We are at different times teachers and learners and as a result, both shape and are shaped through our interactions with students, their families and communities, and with professional colleagues. Educators must reflect on the impact of their presence in this community of learners, and the extent to which they are contributing members of a community primarily concerned with the education and development of children and youth.

Reflection on the Context of Teaching and Learning

- The development of a critical reflective capacity predisposes practitioners to consider the moral and ethical implications of educational practice, and the subsequent educative value of those practices for children and youth in a variety of learning environments. Reflective educators are able to assess the needs of different teaching and learning contexts and generate approaches to teaching that best suit the effective education of children and youth in that context.

Reflection on Student Diversity

- Students bring multiple social, physical, and cultural characteristics to school settings. Reflection on student differences enables educators to more clearly understand students and their many pathways to learning. They are able to recognize the importance of social and cultural influences on learning, construct ways to utilize differences to enhance learning, and incorporate student's experiences into the curriculum. In this way, they are able to motivate and teach broader numbers of students.

Reflection on Content

- Educators are exposed to the fundamental knowledge, methods of inquiry and investigations, important questions, and issues appropriate for the various academic disciplines. Teachers' thorough understanding of content facilitates reflection that allows for flexibility in structuring learning opportunities to foster meaningful learning among students. Educators also reflect on content knowledge across discipline areas for the purpose of strengthening students' understanding of interrelated themes, concepts, and ideas among the academic disciplines.

Reflection on Methods and Materials

- The development from an emerging professional who is an expert learner well grounded in content knowledge to a developing and maturing teacher of content knowledge is a complex process. Reflection on methods and materials aids educators' capability to make pedagogical decisions that are driven as much by learner attributes (e.g. prior knowledge, preconceptions, approach to learning) as they are by the nature of instructional strategies, as they are by the nature of the content.

Reflection on Assessment as a Process for Change

- Reflection on assessment allows educators to constantly be aware of the impact of their practice on student learning and performance. Reflective educators engage assessment practices that are purposeful, not only in terms of what can be extrapolated about what students know and are able to do, but practices that also serve as a direct link to approaches to teaching, content accessed, and materials used to aid student learning. The link between teaching and assessment becomes clearer as educators use assessment information to plan for change in their professional practice.

Diversity: Department of Education

The Department diversity proficiencies are based on Banks' Dimensions of Multicultural Education - Knowledge Construction, Content Integration, Prejudice Reduction, Equitable Pedagogy, Empowering School

Cultures.

Following is a list of proficiencies that our candidates are expected to demonstrate. These proficiencies are noted in several places, including the Department Handbook, the Department's Conceptual Framework, Departmental goals, and the Professional Conduct and Dispositions required of all candidates. Specific proficiencies related to diversity that candidates are expected to develop are:

1. The ability to work with and appreciate children of diverse backgrounds and characteristics.
2. The ability to help children learn about and appreciate their own backgrounds.
3. The ability to help children learn about and appreciate the cultural and ethnic heritage and perspectives of others.
4. The ability to recognize the importance of social and cultural influences on learning, construct ways to utilize differences to enhance learning, and incorporate student's experiences into the curriculum. In this way, they are able to motivate and teach broader numbers of students.
5. Make efforts to alleviate the effects of racism, sexism, ageism, and ethnic, social, economic, educational, and linguistic differences.
6. The candidate is accepting of diversity among people and makes decisions and adaptations that reflect a commitment to educational equity among students, including those with exceptionalities.

Department of Education, Washburn University

Disposition Conduct Report
Department of Education Washburn University

Student Name: _____ Date: _____
Semester: _____

Course(s): _____
Instructor's signature: _____

Identify any items that are a concern and describe any steps you took to address this concern. Submit the completed form to the Education Department Student Services secretary in the main office at the end of the semester when grades are turned in.

Disposition/Conduct Comments

1. The candidate is inner directed, reflective, and optimistic about the influence of education on all students.
2. The candidate views himself/herself as both a teacher and a learner and seeks to enhance his/her own professional development.
3. The candidate is accepting of diversity among people and makes decisions and adaptations that reflect a commitment to fairness and educational equity among students, including those with exceptionalities.
4. The candidate supports policies and practices that promote student safety, development and welfare.
5. The candidate is punctual, reliable, and well prepared and willingly assumes responsibilities for duties and assignments.
6. The candidate is consistently honest, respects and follows established policies and procedures, and maintains an integrity that reflects positively on the teaching profession.
7. The candidate demonstrates maturity and effective interpersonal skills and accepts constructive criticism in a positive manner.
8. The candidate communicates (both verbally and nonverbally) with students, parents, colleagues and authority figures in ways appropriate for the teaching and learning context.
9. The candidate values collaboration within the profession and is respectful of, and works collaboratively with, families, colleagues, community, and/or authority figures.
10. The candidate exhibits an appropriate professional appearance and behavior, including good grooming and proper attire, when representing Washburn University.

Additional comments:

Is this course being proposed as a General Education course? N

Initiator's E-mail Address: roy.wohl@washburn.edu



Washburn University
College of Arts & Sciences - Course Approval System

Change Request Form

Senior Thesis Research

What is the rationale for the change?

The philosophy department recently instituted the portfolio requirement for our PH majors. This project involves the students submitting a folder containing six philosophy papers from previous 200/300 level courses along with their reflection upon their development in writing such papers over time. They then apply what they have learned about their development to the process of writing their senior thesis. This portfolio is a new addition to the PH curriculum. As such, it requires students to do more than write a thesis proposal for PH 398, which was all that was required in the past. In requiring more of students, it is appropriate to increase the credit hours to 3 from 1. Finally, we decided that changing from credit/no credit to graded will incent the students to take the proposal more seriously than it has been taken in the past. Being credit/no credit in the past has created some problems for some students in terms of them not taking the project seriously enough, and therefore not being sufficiently prepared to write the senior thesis itself.

Please indicate what about the course is to be changed?

- | | |
|--|---|
| - Course Description (minor change) | Yes Course Description (substantive change) |
| - Course Number | Yes Course Title |
| Yes Credit Hours | - Course Prerequisites |
| - Change from graded to credit/no credit | Yes Change from credit/no credit to graded |
| - Requesting General Ed. Approval | - Other |

If "Other", please specify:

Describe the nature of the proposed change (include prerequisites if entering course description):

New Course Title: Senior Thesis Preparation (3 credits)
Independent research in preparation for a senior thesis. Students will complete preliminary research in the area of their senior thesis and prepare a thesis proposal. In addition, students will complete the portfolio project which asks them to submit a folder containing philosophy papers from previous courses along with their reflection upon their development over time in writing such papers. The proposal completed in PH 398 may not be or have been submitted for credit in any other course.
Prerequisite: Senior Philosophy Major

What, if any, additional equipment or facilities will be needed to teach this class?

- Course repeatable?

Effective date? Fall 2019

Initiator's E-mail Address: ian.smith1@washburn.edu

