

CFC Meeting Minutes

Monday February 4, 2019 at 4:00 in Shawnee Rm

Karen Garrison
Linzi Gibson
Kristen Grimmer
Danielle Head
Rik Hine
Kelly Huff
Alex Klales
Wanjae Lee

Rodrigo Mercader
Kara Kendall-Morwick
Julie Noonan
Michael O'Brien
Holly O'Neill
Leslie Reynard
Jim Schnobelen
Jason Shaw

Cherry Steffen
Nan Sun
Brian Thomas
Sandy Tutwiler
Jennifer Wagner
Kerry Wynn

- I. Call to Order at 4:00 pm
- II. CFC Minutes, December 3, 2018 Approved
- III. Division Reports
 - A. Humanities October 12-19, 2019 Accepted
 - B. Humanities October 4-12, 2019 Accepted
- IV. Committee Reports
 - A. Curriculum Committee Meeting Minutes:
 1. January 17, 2019 Approved
 2. January 24, 2019 Approved
- V. New Business
 - A. Program Approval Process handout clarified approval process
 - B. Program Changes
 1. Bachelor of Science Forensic Chemistry Approved
 - a. Advisory committee assisted in details of program change
 - b. Working toward accreditation
 2. Associate of Science Degree in Engineering-Physics Approved
 - a. Washburn gets "credit" for students who transfer to engineering programs
 - b. Giving students more options/flexibility
 3. Bachelor of Music, Music Education, Vocal Emphasis Approved
 - a. Discussed with item below
 4. Bachelor of Music, Music Education, Instrumental Emphasis Approved
 - a. Working toward 120-credit degree change, but not conducive to accreditation requirements. Made it to 128 credits.
 - C. New Programs
 1. Forensic Chemistry minor Approved
 - a. Made minor adjustments to the minor (should be program change, but not able to do so online)
 - b. Title needs minor correction
 2. B.Ed. Biology Secondary Education Approved
 - a. B.S. in Secondary ed. very difficult to complete in four years
 - b. New program designed to allow students to graduate on time
 - c. B.S. is still an option
 3. B.Ed. Mathematics Secondary Education Approved
 - a. Same as above (C.2.)
 4. B.Ed. Elementary Education Approved
 - a. Currently student must choose concentration in another area

- b. Allows students to do elementary ed. only

VI. Discussion

A. University Strategic Plan

1. Board of Regents approved new strategic plan that came out of round table meetings last spring.
2. In the past, a CAS version of the strategic plan has been created as well; This has not been done at the department level.
3. Asking departments to develop 3-5 goals that they would like to work towards in the next 3 years.

B. Faculty Evaluation Timeline

1. Evaluations have been completed on a calendar year. We're now switching to an academic year.
2. Evaluations will be due before the Fall 2019 semester. The first time you'll be reporting three semesters (Spring and Fall 2018, Spring 2019) as well as summer (2018 and 2019).
 - a. Meetings with chair need to happen towards the end of September.
3. May also include goals for the upcoming year and reflect on goals from the past year.
 - a. There was a request for examples of the yearly goals.

C. SIR-II

1. ETS is no longer providing SIR-II course evaluations after Spring 2019.
2. We can continue to use the SIR-II form Bruce Mechtly adapted for Music.
 - a. College may need its own server.
 - b. Would this require additional clerical support?
3. Explorance Blue (used by Nursing) – Students can access form via D2L.
 - a. May be able to require students to complete the evaluation (can't access other D2L items until it's completed).
4. Need to consider content of form, how can students access the form (e.g. online), the costs of adopting a new system.

D. Overview of Washburn committees (what they do, who they receive items from, and who they pass on to)? (Rik Hine)

1. Request for flow chart to better understand committees.

E. Questions about weather-related closing. What is the decision-process?

1. K-12 school closings make things tricky for parents (faculty, staff and students).
2. Parking lot is a mess on poor weather days.
3. Is there a protocol for late-opening?
4. Can we get more information in a future CFC meeting that we can bring back to our departments and students?
5. Faculty may consider online class sessions on bad weather days when the University stays open.

VII. Updates

A. HLC will be here March 25 and 26 for accreditation

1. Week before will be Quest (Scholars Bowl/Quiz Show)

VIII. Announcements

A. STEM conference March 15th Dave Burgess "Teach Like a Pirate"

B. Themester Topeka premier of Strangers in Town: 7 p.m. Feb. 19, University Theatre full details on Themester events at www.Washburn.edu/Themester

C. Harman Lincoln Lecture featuring Harold Holzer: 3 p.m. Feb. 21, BTAC

D. Thomas L. King Lecture featuring Eva Mroczek: 7:30 p.m. Feb. 25, Washburn A/B

E. Next CFC meeting: 4 p.m. March 4, Shawnee Room

IX. Adjournment

Natural Science Division (NSD) Minutes for February Email Meeting 2019.

- I. Meeting canceled due to winter weather, the action items were dealt with via email discussion and vote the following week. The results follow.
- II. New Business –
 - A. The following Biology proposal was approved by the division.
 - i. New course BI448 Zoo Internship
 - B. The following Computer Information Sciences proposal was approved by the division.
 - i. New course CM334 Modeling with VBA/Excel

Minutes respectfully submitted by Rick Barker, Secretary

Curriculum Committee of College Faculty Council (CFC-CC)
Electronic Meeting Minutes: February 27, 2019

Participating Members: Linzi Gibson (Chair), Leslie Reynard, Rodrigo Mercader, Kerry Wynn, Holly O'Neill, Cherry Steffen, Jim Schnoebelen, Wonjae Lee

Following email distribution of CFC approval requests and solicitation of electronic feedback, the CFC-CC voted to approve the following:

Course Changes
MA 116

New Course
KN 140
ED 217



Washburn University
College of Arts & Sciences - Course Approval System

Change Request Form

College Algebra

What is the rationale for the change?

Mathematics & Statistics has proposed a new MA 095 College Algebra Pathway Preparation course to replace MA 103/104 Basic/Intermediate Algebra as a prerequisite to MA 116 College Algebra. The new MA 095 will provide focused preparation for the Core Competencies in College Algebra to meet the needs of STEM and Business students.

Please indicate what about the course is to be changed?

- | | |
|--|---|
| - Course Description (minor change) | - Course Description (substantive change) |
| - Course Number | - Course Title |
| - Credit Hours | Yes Course Prerequisites |
| - Change from graded to credit/no credit | - 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*):

To the list of prerequisites for MA 116, we propose to add, "A grade of A or B in MA 095." All other possible prerequisites for MA 116 will remain in place.

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

None.

- Course repeatable?

Effective date? Fall 2019

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



Washburn University
College of Arts & Sciences - Course Approval System

Course Information Form

Course Title: **Pilates**

Department: **Kinesiology**

Division: **EDKN**

Course Level: **Undergraduate**

Prefix: **KN** Course Number: **140**

Effective Semester: **Spring**

Effective Year: **2020**

Credits: **1**

Course Catalog Description *(include prerequisites)*

N/A. Kinesiology one credit activity courses are simply listed by number and title, with no course description included.

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

N/A

Restrictions? **None**

Course offered? **Every semester**

Primarily attract? **Non-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 has been successfully taught for a number of years as a KN190 "Special Topics" course. We desire to give this course a specific KN activity course number so it is consistent with other KN activity courses.

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

If 'Yes', which major(s)?

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.

KINESIOLOGY DEPARTMENT
KN190 ST - PILATES

Class Meets: 9:00 - 9:50 am MW Instructor: Karen Thornwall
Location : PC 125 (Dance Studio) E-Mail: karen.miller-thornwall@washburn.edu

Class Description: Pilates is a total body conditioning exercise method combining flexibility and strength from both Eastern and Western cultures. Accommodations will be made for students working at various levels.

Class Objectives:

To develop mind and body uniformity; balance, flexibility and strength; to improve posture; and to focus on the powerhouse. Students will learn the fundamentals and basic terminology associated with Pilates.

Attendance:

Attendance is taken every class. Students are allowed 2 absences. Additional absences will not be excused. Absences result in a loss of eight points per absence.

Participation: Students must come to class dressed appropriately and workout the entire duration. Each student is expected to work out at a moderate to high intensity. Individuals who fail to at least attempt to work out at a moderate to high intensity will be penalized up to six points. Participation includes precision of movements. Students are expected to perform each movement with as much precision as possible. It is understandable that beginners may have a hard time at first, however, students must show maximum effort. As time passes, movements will become easier and more precise.

Signs of Overexertion: Discontinue exercise and notify the instructor if you have any of the following signs: Nausea, chest pain or discomfort, extreme weakness, red face, lightheadedness or dizziness, profuse sweating, breathlessness, musculoskeletal discomfort, unsteady gait, confusion, or excessive fatigue.

Exam: Exam must be taken on the scheduled date. No make-up dates are scheduled.

Evaluation

Attendance 60 points A = 90% 265-238
Participation 180 points B = 80% 237-212
Pilates Exam 25 points C = 70% 211-186
Total 265 D = 60% 186-159
F = <60% <159

**Course outlines are subject to change. The instructor will notify the class of any changes.

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

Course Information Form

Course Title: **Introduction to STEM and STEM Education**

Department: **Education**

Division: **EDKN**

Course Level: **Undergraduate**

Prefix: **ED** Course Number: **217**

Effective Semester: **Fall**

Effective Year: **2019**

Credits: **3**

Course Catalog Description *(include prerequisites)*

This course, introduces the history and current state of STEM (Science, Technology, Engineering and Mathematics) and STEM education while giving students the opportunity to explore the various components of STEM and STEM careers. A strong emphasis is placed upon critical STEM areas (specifically underrepresented populations in STEM and how STEM impacts people and the environment) and STEM in the Community. Students will explore various STEM careers.

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

N/A

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 is an introduction to STEM and STEM education. It will provide an opportunity for students to explore what STEM is, why it is important and how it impacts our society. Further, participants will explore why and how STEM should be included in the current education settings. It will be a required course for STEM education majors and will be of interest to those offered for students considering STEM careers.

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

If 'Yes', which major(s)?

This will be required for students pursuing the Middle Grades STEM Education degree (to be proposed spring 2019).

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?

N/A

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.

Introduction to STEM and STEM Education
ED 217

IV. TEXTS:

Required: No required textbook. All readings will be from online sources.

Suggested:

Bybee, R. (2013). The case for STEM education. Arlington, VA: NSTA Press.

Teitelbaum, M.S. (2014). Boom, bust & the global race for scientific talent. Princeton, NJ: Princeton University Press.

V. CATALOG COURSE DESCRIPTION:

This course, introduces the history and current state of STEM (Science, Technology, Engineering and Mathematics) and STEM education while giving students the opportunity to explore the various components of STEM and STEM careers. A strong emphasis is placed upon critical STEM areas (specifically underrepresented populations in STEM and how STEM impacts people and the environment) and STEM in the Community. Students will explore various STEM careers.

COURSE GOALS AND OBJECTIVES:

Objectives

Students will:

1. Demonstrate an understanding of STEM (Science, Technology, Engineering and Mathematics) and STEM education including what is STEM and STEM education, why are they important, the history of STEM education and the rationale for STEM education at the elementary level.
2. Demonstrate knowledge of the historical background and development of the fields of science, mathematics, technology education, and engineering
3. Clearly articulate how the components of STEM are interrelated.
4. Explore STEM careers (visible and invisible) and the 21st Century workforce with an emphasis on underrepresented populations in STEM careers.
5. Demonstrate an understanding of Critical STEM areas and the need for 21st century skills for all – particularly the underrepresented populations in STEM careers.
6. Explore and report on STEM in the community.
7. Research and visit an existing STEM- based organization or business and explore the associated STEM careers.

IX. COURSE REQUIREMENTS/ASSIGNMENTS:

Discussion Boards – in particular to address objectives 1 and 2, but also to discuss readings from the texts. This will include but not be limited to the history STEM (Where have we been, where are we going?), STEM schools (What is in place in your school or school in your community?), STEM careers as they relate to your community and students (Should all STEM schools look alike?), and analysis of STEM lessons and programs (Is this STEM? Why or why not?)

Virtual Field Trip – Create a virtual field trip that shows evidence of STEM and STEM careers in the community around the school. Be creative, think beyond the “typical” STEM evidence and careers.

Plan/Blueprint to Make STEM Attractive to Underrepresented Groups – Create a plan or blueprint to make STEM attractive to underrepresented groups. Take into consideration the findings from the creation of your virtual field trip. Present this as an Infographic and a narrative that expresses your findings and expectations.

X. EVALUATION AND GRADING:

A = 92% - 100%

B = 84% - 91%

C = 75% - 83%

F = 0% - 74%

Note: All written work should reflect careful organization of material and the high standards of investigation associated with graduate-level studies. All work submitted should follow APA 6th edition format. Manuscripts must be proofread to ensure accuracy in spelling, punctuation, and grammar.

XI. COURSE OUTLINE

A. What STEM is and What STEM is not

- a. STEM as a way of knowing
 - b. STEM as an umbrella for education
 - c. What STEM looks like in the classroom in light of current trends in education
- Suggested Reading: <https://www.iteea.org/File.aspx?id=96139&v=535ac9f0>

B. Why STEM is important

- a. Brain research and STEM education
- Suggested Readings: How People Learn – Chapter 1-5 (available for free download from <https://www.nap.edu/catalog/9853/how-people-learn-brain-mind-experience-and-school-expanded-edition>)

C. History and future of STEM and STEM Education

- a. STEM in our society
 - b. STEM at all levels of education
 - c. STEM in the elementary school – How young is too young?
- Suggested Readings: http://www.ijastnet.com/journals/Vol_2_No_1_January_2012/3.pdf
<https://search.proquest.com/openview/4373ec233af749d21f0ad082773d2efb/1?pq-origsite=gscholar&cbl=34845>

D. Science

- a. How Science fits into the STEM way of knowing

E. Technology

- a. What does Technology look like as it relates to STEM and STEM education
- b. How Technology fits into the STEM way of knowing

F. Engineering

- a. What is Engineering?
- b. What does engineering look like as it relates to STEM and STEM education?
- c. The engineering design process

G. Mathematics

- a. How Mathematics fits into the STEM way of knowing
- Suggested Readings: (D-G): <https://www.iteea.org/File.aspx?id=96139&v=535ac9f0>
<https://search.proquest.com/openview/4373ec233af749d21f0ad082773d2efb/1?pq-origsite=gscholar&cbl=34845>

H. STEM careers

- a. Visible and invisible
 - b. Underrepresented populations in STEM careers
 - c. Introducing children to STEM careers
- Suggested Readings: <https://files.eric.ed.gov/fulltext/ED533548.pdf>
<https://onlinelibrary.wiley.com/doi/abs/10.1002/sce.21007>
<https://search.proquest.com/openview/441b5aaa52a9214da982e9da47aacfb7/1?pq-origsite=gscholar&cbl=27805>
<https://www.publicagenda.org/files/asilentcrisis.pdf>

I. Critical STEM areas

- a. Who is underrepresented in STEM careers?
 - b. How does STEM impact people and the environment
- Suggested Readings: <https://onlinelibrary.wiley.com/doi/abs/10.1002/sce.21007>
<https://search.proquest.com/openview/441b5aaa52a9214da982e9da47aacfb7/1?pq-origsite=gscholar&cbl=27805>
<https://www.publicagenda.org/files/asilentcrisis.pdf>

J. STEM in the community

- a. The STEM vs STEAM Debate
- Suggested Readings: <https://www.edweek.org/tm/articles/2014/11/18/ctq-jolly-stem-vs-steam.html>
https://www.huffingtonpost.com/vince-bertram/stem-of-steam-were-missin_b_5031895.html

XII. REFERENCES AND BIBLIOGRAPHY

Classic Works:

- Dewey, J. (1938). *Logic: The theory of inquiry*. New York: Henry Holt.
- Dewey, J. (1902). *The Child and the curriculum*. Chicago: The University of Chicago Press.
- Dewey, J. (1938). *Experience and Education*. New York: Touchstone.
- Silberman, C. (1971). *Crisis in the classroom*. New York: Random House.

Others:

- Allchin, D. (2013). *Teaching the Nature of Science: Perspectives and resources*, St. Paul, MN: SHiPS Educational Press.
- American Academy for the Advancement of Science. (1993). *Benchmarks for science literacy*. New York: Oxford University Press
- Anderson, R. & Speck, B. (2001). *Using technology in K-8 literacy classrooms*. Upper Saddle River, New Jersey: Merrill.
- Arthur, W.B. (2009). *The nature of technology: What it is and how it evolves*. New York, NY: Free Press.
- Atkin, J.M. (1998). The OECK (Organization for Economic Cooperation and Development) study of innovation in science, math, and technology education. *Journal of Curriculum Studies*, 30 (6), 647-660.
- Barron, B. Schwartz, D., Vye, N., Moore, A., Petrosino, A., Zech, L., & Bransford, J. (1998). Doing with understanding: Lessons from research on problem- and project-based learning. *The Journal of Learning Sciences*, 7, 271-311.
- Bly, A. (ed) (2010). *Science is culture*. New York, NY: Harper Perennial.
- Bybee, R.W. (2013) *The case for STEM education: Challenges and opportunities*. Arlington, VA: NSTA Press.
- Brause, R.S. & Mayher, J.S. (Eds.) (1991). *Search and research: What the inquiring teacher needs to know*. London: Falmer Press.
- Britton, E., DeLong-Cotty, B., & Levenson, T. (2005). *Bringing technology education into K-8 classrooms: A guide to curricular resources about the designed world*. Thousand Oaks, CA: Corwin Press.
- Brophy, S., Klein, S., Portsmore, M., & Rogers, C. (2008). Advancing engineering education in P-12 classrooms. *Journal of Engineering Education*, 97, 369-387.
- Bruner, J.S. (1960). On learning mathematics. *Mathematics Teacher*, 53: 610-619.
- Bybee, R. (2018). *STEM education now more than ever*. Arlington, VA: NSTA Press.
- Bybee, R. (2013). *The case for STEM education*. Arlington, VA: NSTA Press.
- DeBoer, G. (1990) *A history of ideas in science education*. New York: Teachers College Press.
- Duschl, R. (1991). *Restructuring science education*. New York: Teachers College Press.
- Committee on Science and Mathematics Teacher Preparation. *Educating teachers of science, mathematics, and technology: New practices for the new millennium*. Washington, DC: National Academy Press.
- Committee on Highly Successful Schools or Programs in K-12 STEM Education (2011). *Successful K-12 STEM education: Identifying effective approaches in science, technology, engineering, and mathematics*. Washington, DC: national Academies Press.
- Education Commission of the States (2013). *STEM: What states are doing*. Retrieved from <http://www.ecs.org/html/IssueSection.asp?issueid=253&s=What+States+Are+Doing> 11/18/2013.
- Elbow, P., & Belanoff, P. (1986). Staffroom interchange: Portfolios as a substitute for proficiency examinations. *CCC*, 37, 336-339.
- Fullan, M.G. (1993). Why teachers must become change agents. *Educational Leadership*, 50 (6), 12-18.
- Good, T. L. & Brophy, J. E. (1987). *Looking in classrooms*. (4th ed). New York: Harper & Row.
- Hazen, R.M. & Trefel, J. (1990). *Science matters: Achieving scientific literacy*. New York, NY: Doubleday.
- Heaton, R.M. (2000) *Teaching mathematics to the new standards: Relearning the dance*. Reston, VA: NCTM.
- Hernandez, V.M. & Brendefur, J.L. (2003). Developing authentic, integrated, standards-based mathematics curriculum: More than just an interdisciplinary collaborative approach. *Journal of Vocational Education Research*, 28(3).
- Hurling, M. & Dwyer, J.S. (2018). *Designing Meaningful STEM Lessons*. Arlington, VA: NSTA Press.
- International Technology Education Association. (1996). *Technology for all Americans: A rationale and structure for the study of technology*. Reston, VA.
- International Technology Education Association. (2000). *Standards for technological literacy: Content for the study of technology*. Reston, VA.
- Johnson, C. Peters-Benton, E. & Moore, T.J. (2015). *SSTEM roadmap: A framework for integrated STEM education*. London: Routledge.
- Kincheloe, J. (1991). *Teachers as researchers: Qualitative inquiry as a path to empowerment*. London: Falmer Press.
- LaBoskey, V.K. (1994). *Development of reflective practice*. New York: Teachers College Press.
- Layton, D. (1993). *Technology's challenge to science education*. Briston, PA: Open University Press.
- Lewis, V.K., & Shaha, S.H. (2003). Maximizing learning and attitudinal gains through integrated curricula. *Education*, 123(3).
- McIntyre, D. & Byrd, D. (Eds.) (2000). *Research on Effective Models for Teacher Education*. Thousand Oaks, California: Corwin Press.
- Myers, A. & Berkowicz, J. (2015). *The STEM shift: A guide for school leaders*. Thousand Oaks, CA: Corwin Press.
- National Academy of Engineering and National Research Council. (2009). *Engineering in K-12 education: Understanding the status and improving the prospects*. Washington, D.C.: The National Press.
- National Academy of Sciences. (2012). *A framework for K-12 science education*. Washington, D.C.: National Academy of Science.

National Council of Teachers of Mathematics. (2007). Mathematics teaching today (2nd ed.). Reston, VA: NCTM.

Newby, T. J., Stepich, D. A., Lehman, J.D., & Russell, J. D. (2000). Instructional technology in teaching and learning. Upper Saddle River, New Jersey: Merrill.

Petroski, H. (1996). Inventing by design: How engineers get from thought to thing. Cambridge, MA: Harvard University Press.

Pearson, G. & Young, T. (Eds.) (2002). Technically speaking: Why all Americans need to know more about technology. Washington, D.C.: National Academy Press.

Ritter-Smith, K. (1998). When community enters the equation: Enhancing science, mathematics and engineering education through service-learning. Providence, RI: Campus Compact.

Russell, T. & Munby, H. (Eds.) (1992). Teachers and teaching: From classroom to reflection. London: Falmer Press.

Schon, D. (1983). The reflective practitioner: How professionals think in action. New York: Basic Books.

Smyth, J & Shacklock, G. (1998). Re-Making Teaching; Ideology, policy and practice. London: Routledge.

Tabachnick, B.R. & Zeichner, K. (1991). Issues and practices in inquiry oriented-teacher education. London: Falmer Press.

Teitelbaum, M.S. (2014). Boom, bust & the global race for scientific talent. Princeton, NJ: Princeton University Press.

Vasquez, J.A. Sneider, C. & Comer, M. (2013). STEM lesson essentials. Portsmouth, NH: Heinemann.

Wicklein, R.S., & Schell, J.W. (1995). Case studies of multidisciplinary approaches to integrating mathematics, science and technology education. Journal of Technology Education, 6(2).

Wiggins, G. & McTighe, J. (2001). Understanding by design. Upper Saddle River, NJ: Printice-Hall.

Zessoules, R. & Gardner, H. (1990). Authentic assessment: Beyond the buzzword and into the classroom. Submitted for publication in Assessment in Schools, ed. Vito Perrone. Cambridge, MA: Harvard Project Zero.

Zull, J.E. (2011). From brain to mind: Using neuroscience to guide change in education. Sterling, VA: Stylus Publishing.

Additional comments:

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

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